

ENGLISH

ON THE

TEACHER'S BOOK



1

ENGLISH ON THE GO



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SCOPE AND SEQUENCE

| UNIT | TOPIC | VOCABULARY | GRAMMAR |
|---|----------------------|---|--|
| Welcome p. 4 | | Alphabet • Numbers 1-100 • Colours • Classroom language • Greetings | |
| 1 p. 8 | Identity | <ul style="list-style-type: none"> • Countries and nationalities • Months of the year | <ul style="list-style-type: none"> • Verb <i>to be</i> (affirmative) |
| 2 p. 22 | Family | <ul style="list-style-type: none"> • Family members | <ul style="list-style-type: none"> • Verb <i>to be</i> (affirmative, negative, interrogative) • <i>Have got</i> (affirmative) • Demonstrative pronouns |
| Review 1 p. 21 - Review 2 p. 35 | | | |
| 3 p. 36 | School | <ul style="list-style-type: none"> • School facilities • School objects • School subjects | <ul style="list-style-type: none"> • <i>There be</i> • Prepositions of place • articles <i>a/an</i> • Plural nouns |
| 4 p. 50 | House | <ul style="list-style-type: none"> • Parts of the house • Furniture and personal items in the bedroom | <ul style="list-style-type: none"> • <i>Have got</i> (affirmative, negative, interrogative) • Possessive adjectives • Genitive case |
| Review 3 p. 49 - Review 4 p. 63 | | | |
| 5 p. 64 | Friends | <ul style="list-style-type: none"> • Adjectives to describe personality • Activities friends do together | <ul style="list-style-type: none"> • Present continuous • <i>Let's</i> + verb • Telling the time |
| 6 p. 78 | Neighbourhood | <ul style="list-style-type: none"> • Places and elements around town • Adjectives to describe neighbourhoods | <ul style="list-style-type: none"> • Imperative |
| Review 5 p. 77 - Review 6 p. 91 | | | |
| 7 p. 92 | Leisure | <ul style="list-style-type: none"> • Free-time activities • Musical instruments • Periods of the day | <ul style="list-style-type: none"> • Simple present (1st and 2nd persons; 3rd person plural) • Expressions of frequency • Adverbs of frequency • Question words (<i>how often, what, when</i>) |
| 8 p. 106 | Routine | <ul style="list-style-type: none"> • Routine actions • Means of transportation | <ul style="list-style-type: none"> • Simple present (3rd person singular) • Question words (<i>who, how</i>) • <i>By</i> + means of transportation |
| Review 7 p. 105 - Review 8 p. 119 | | | |

| PRONUNCIATION | LISTENING | SPEAKING | READING | WRITING | SEL |
|--|--|---|------------------------|--|------------------------------|
| • Verb <i>to be</i> : contracted forms (/m/, /z/, /r/) | • Two children introducing themselves | • Introducing yourself | • Social media profile | • Social media profile | • Appreciating diversity |
| • /ð/ | • A child introducing her family | • Presentation of your family | • Photo captions | • Photo caption | • Respecting differences |
| • /θ/ | • School tour | • Podcast presenting your school | • School posters | • Poster | • Awareness of social issues |
| • Stress in compound nouns | • Bedroom tour | • Bedroom tour | • Comic strip | • Alternative ending for a comic strip | • Acting politely |
| • /ŋ/ | • Surprise for a friend | • Surprise for a friend | • Chat | • Chat messages | • Relationship building |
| • /st/, /sp/, /sk/ clusters at the beginning of words | • Neighbourhood descriptions | • Presentation about your neighbourhood | • Street signs | • Sign for school | • Social engagement |
| • /t/ vs. /tʃ/ | • Interview about free-time activities | • Interview about free-time activities | • Blog post | • Blog post | • Self-motivation |
| • -s in 3rd person singular verbs | • Description of a routine | • Description of your routine | • Weekly schedule | • Weekly schedule | • Organisation |

INTRODUCTION

A Message to Teachers

Dear teachers,

The English language can be the door to a number of opportunities, and being a teacher, you can truly inspire students and engage them in a life-long commitment to learning. The **English on the Go!** series allows you to explore an array of contexts and topics and provides you with ideas and tasks that can enrich your practice as an educator, positively impacting the life of numerous prettens by acting as a catalyst for change through the use of this series. We believe that teachers can change the world through the achievements of their students, and by teaching them English, it is possible to help students become better communicators, more sensitive citizens and more critical human beings.

The role of teachers should be that of a guide, a facilitator and an instructor—not the source of all knowledge. By seeing your role as that of a facilitator, you will be able to help your students become more independent by guiding them into acting creatively and thinking critically when faced with challenges.

A teacher can be a powerful role-model, so it is also important to constantly reflect upon your own communication and critical thinking skills, as well as upon your level of engagement. The way you demonstrate these abilities and your passion towards teaching and learning can go a long way.

In the **English on the Go!** Teacher's Book, you are going to find ideas to enrich your teaching practice, but also input for reflection that will prompt you to constantly consider your role and reassess your beliefs about the teaching and learning process. Your attitude can certainly impact the success of your students by generating engagement, promoting a respectful and fruitful learning environment, helping them develop both cognitive and social and emotional skills and providing them with a consistent role-model of fairness, sensitivity, collaboration and respect.

We hope you and your students enjoy working with **English on the Go!**

Overview of the Series

The goal of the **English on the Go!** series is to innovate the process of learning a foreign language by turning students into empowered citizens who can better understand their role in an ever-changing world. The series brings a range of materials and activities that will expose students to current and meaningful topics—both for their local realities and from a global point of view—and invite them to develop the necessary abilities to communicate effectively in a globalised society. All the work is contextualised and focuses on communication, so that what students learn is actually meaningful to their realities. In this

process, students will be invited to compare different cultures and perspectives, explore the language that people actually use, design and create their own projects, reflect on relevant events and issues, pose meaningful questions and act like real protagonists of their learning.

Creating an environment where this kind of learning can be achieved is an important step towards a more effective framework for international education. In 2015, UNESCO released a publication entitled *Global Citizenship Education: Topics and Learning Objectives* to guide educators who wish to prepare learners for the challenges of the 21st century. One of the key elements mentioned in this document, which is also one of the guiding forces of this series, is the importance of considering *how* students learn—and not just focusing on *what* they learn. Ensuring that the learning process revolves around the students themselves, giving them a voice to tell their own stories and connecting new content with their lives are pivotal to the process of raising awareness of what meaningful citizenship should be today. In this series, you will find the necessary resources to raise students' awareness to the fact that we all belong to a broader community and are all united by a common humanity, thus developing skills like tolerance, mutual respect and critical thinking through effective communication in English.

Overarching Principles

The **English on the Go!** series was developed to foster learning in a learner-centred model, based on content that is relevant, useful, current and that can be turned into active knowledge and true understanding. It places students as the protagonists of their learning and global citizens who need social and emotional skills so as to actively contribute to both local and global issues. In order to do so, the series encourages students to engage on project work and experiment with the scientific method to develop higher-order thinking skills and the autonomy they will need in their future. The following topics present the most prominent overarching principles of the series.

Students as Protagonists

In the contemporary world, it is essential for people of all ages to act as protagonists and leaders in the situations with which they are faced. However, in order for learners to be able to do so, schools have to allow them, from a very young age, to make decisions and actively take part in relevant and meaningful contexts, so it is essential to foster skills such as critical thinking, problem-solving, autonomy and creativity.

English on the Go! guides learners to behave in a more autonomous way. Autonomy is directly related to the ability of asking the right questions and understanding the need to be fully prepared and constantly learning. Teachers have got the challenge of both asking questions that trigger deep thinking

and empowering students to come up with their own questions, for which they should look for the answers themselves (instead of waiting for someone else to give them these answers). Questions can be asked with a number of objectives, such as to assess previous knowledge, check understanding, create curiosity, encourage concentration, promote participation and generate further knowledge. With **English on the Go!**, students have got the chance to analyse content carefully before coming up with their questions and are encouraged to ask questions that can act as catalysts.

When students are taught how to be autonomous and treated as agents of their own learning, the relevance of what is being taught becomes clearer, which makes it easier and more natural for them to not only acquire such knowledge, but also apply it in an array of contexts. In **English on the Go!**, we want to allow learners to be the main characters of their own stories.

Students as Global Citizens

An increasingly globalised society is putting pressure on education to help learners become global citizens. This means that students should not only be aware of the context that immediately surrounds them (i.e., the issues that are relevant to their local realities), but also learn about how these same issues are present and dealt with in different cultures and localities and understand that being part of a globalised world means respecting and preserving individualities while at the same time seeing things from a broader perspective, with a view to developing empathy and to realising that we are all connected by the common humanity we share. Watanabe-Crockett (2015) says that this means that it is important to create a pattern that allows students to go from a local to a global perspective. When learning is local, it promotes authenticity and responsiveness. However, when students collaborate and reach out to help solve global challenges, as they are often encouraged to do in this series, they first need to employ self-knowledge—which comes from their local understanding—to see themselves as agents of change. Their global connections can be maximised when self-directed learning is promoted, especially in a context where data access is constantly increasing. Global learning, therefore, relies on the use of digital technology, and even more than that, on digital literacy to build bridges between local and global perspectives.

Students and Social and Emotional Learning

To succeed in a world of automation will require being as un-machinelike as possible. The entire education system will need to be retooled around no longer teaching kids what to think but how to think. Memorisation of facts is pointless in a world where everyone carries around the entire knowledge base of the human species on their person. The challenge is not information storage but information processing. It's not about information itself but how to use information. (SANTENS, 2017)

As Santens points out, having access to information is no longer a distinctive feature. Students need to learn how to create their own knowledge, for which they need to know how to assess

information, comparing, contrasting and expanding it. In order to do so, cognitive skills are not enough.

If students are expected to succeed in the 21st century, the learning process cannot, under any circumstances, be solely centred on cognitive skills. Although their importance cannot be questioned, these skills alone do not prepare learners for the situations they will have to face both in and out of school. It is thus essential to develop their social and emotional learning. In this context, learning English goes beyond understanding grammar, lexis, pronunciation and discourse. It encompasses elements that aim at enabling students to become global citizens. Some of these elements involve thinking critically and creatively, coming up with solutions to problems, analysing challenges and designing innovative tools. These are skills that can help them become more than just receivers of information and equip them to actively change the world.

The **English on the Go!** series helps students reflect on and put into practice a multitude of social and emotional learning skills, such as self-motivation, organisation, open-mindedness and resilience, which will be essential for them to recognise their own emotions (as well as other people's), solve problems and build respectful relationships. As described by Blad (2017), this may continue to provide benefits for students for months, or even years, after they have had these experiences. The author also reports that recent research shows that students who completed social and emotional learning interventions fared better than their peers who did not participate in those practices according to a variety of indicators—including academic performance, social skills and avoidance of negative behaviours. In summary, research indicates that social and emotional learning participants outperform their peers in both the social and academic realms. These are some of the reasons why the **English on the Go!** series believes it to be so important to teach students about emotions, relationships and conflict resolution, significantly shifting how education is thought about.

Students and Project Work

When teaching is centred on making students memorise information, they are not able to properly understand it (i.e., transfer what they have learned to different contexts). However, when teaching allows students to deal with contents in practice, they have got the opportunity to test their hypotheses and come up with new ones.

Wagner (2012) highlights a pattern regarding successful innovators: a childhood of creative play that led to the development of diverse interests and curiosities. Another trend Wagner found was that these innovators have got the ability to persevere and learn from failure. Learning happens mostly through making, doing, building, shaping, reshaping, and ultimately, creating. In **English on the Go!**, students spend valuable time working on projects that integrate different subjects.

Additionally, students are encouraged to find their passions and arouse their curiosity. They have got the opportunity to experiment with a cycle that promotes reiteration: trying

something again until it works, and then, once it works, making it better, all the while reflecting on these steps. Learners need to organise their thoughts and resources (digital or otherwise) to individually or collectively find and build practical solutions for the problems they identify. This kind of education contributes to the development of practical skills, but its main objective is to develop problem-solving skills.

The series believes that learners should be taught how to break down ideas into smaller components to figure out a plausible first step. They become familiar with tools, but also with the process of finding, assessing and using information to teach themselves how to do whatever they want to do and make whatever they want to make.

Students and the Scientific Method

In order to prepare learners for the challenges of the 21st century and develop critical thinking skills, students need to realise that merely thinking that something is true is not enough. Sharing their opinions is essential, but these opinions should be based on facts duly checked and analysed.

The scientific method encourages students to engage in reasoning tasks through active learning. Schneider and Blikstein (2015) state that students who discover scientific concepts by themselves create deeper and more meaningful knowledge structures, which are then easier to transfer to new contexts. Therefore, students should learn how to pose the right questions, collect and analyse information in order to draw conclusions and connect the diverse ideas that they have got access to. Hypothesising is the key to becoming a solution provider, and in this series, students will be given the chance to come up with a range of hypotheses and check their validity by themselves.

As Brown (2004) states, “the objectives of a curriculum are not limited to linguistic factors alone, but also include developing the art of critical thinking”. In this series, students are constantly encouraged to consider their own relationship to a topic and how they personally fit into the given context. The development of some of the characteristics of critical thinkers identified by Ennis (2003) underlies the development of **English on the Go!**, which gives students the tools to formulate plausible hypotheses, ask clarifying questions, judge the credibility of their sources, develop and defend reasonable opinions and question their assumptions—just to name a few skills.

Theoretical Background

English on the Go! has been developed based on sound and contemporary theories about education and language acquisition. It is based on knowledge concerning how foreign languages are learned, the role of teachers, 21st-century skills and effective pedagogical models. The sections in the series clearly display how these theories have influenced the selection of sources and topics, the way they have been explored for

both language and cognitive development, the nature of the tasks, the depth of the questions and the suggestions made in the Teachers’ Book.

Following the principles of teaching and learning presented by Vygotsky (2012), **English on the Go!** does not ask students to do activities and perform tasks that only require of them what they can already easily do, since that would impair learners’ motivation and involvement. Understanding that learning is a social process, the series focuses on activities and tasks that aim at developing what Vygotsky called “zone of proximal development”, building on students’ previous knowledge to provide them with the tools they need to do things that they were not able to do previously.

Moreover, the series is also based on Piaget’s constructivist theory. By putting students in situations in which they still do not have all the knowledge necessary to solve a certain issue or answer a certain question, **English on the Go!** makes them feel curious and stimulated, as they are faced with a challenge or a knowledge gap relevant to their context, motivating them to solve it.

The inductive approach is one of the key elements in the series and it establishes how students are encouraged to create hypotheses and analyse data in the realms of language too. In this process, students are challenged to start with an observation of how a given linguistic phenomenon occurs in order to search for patterns and then develop explanations for those patterns through a series of hypotheses. By posing key questions to raise awareness of how the English language behaves in real use, **English on the Go!** guides learners to notice features and patterns that can help them discover the rules in a more autonomous way, which also places them as protagonists in their own learning processes.

Language is therefore contextualised, and examples are extracted from English in use, whether in spoken or written texts. These contexts always revolve around themes, situations and topics that are familiar and relevant to students, and the language used becomes gradually more challenging throughout the series. The topics act as a springboard for the exploration of language that is actually used by this age group, including spontaneous expressions (slang words) and phonological phenomena. However, the contexts are not limited to exposing students to language; they also encourage the development of social-emotional skills and critical thinking by boosting learners’ curiosity and reactions.

Since the topics of the units—especially the texts they present—are meaningful and relevant, they serve as natural triggers for spontaneous communication. The series focuses on a communicative approach towards language learning and suggests contexts where language comes through as students feel the need to communicate real meaning, hence conveying a message is more important than mechanically practising isolated items and structures. The situation, the roles of the speakers, the setting and the register play a major role in the process, and practice activities are presented in settings with clear communicative purposes. In every unit, learners have

opportunities to interact and naturally use the language as the four macro skills—speaking, listening, reading and writing—are practised.

The kinds of contexts proposed and the amount of interaction promoted will naturally prompt students to become more aware of the diversity in their own groups, as well as to learn from each other in an environment of total collaboration, mutual respect and fairness. Diversity in education represents a broad range of ideas to create safe learning environments. Teachers and students recognise, foster and develop sensitivity and empathy to the needs of various people as they learn from each other and become more prepared to celebrate differences.

In the **English on the Go!** series, we also rely on principles of task-based learning to encourage students to totally focus on a task that is fun, meaningful and contextualised, using the language as a means instead of practising specific items in an isolated manner. Lessons revolve around the completion of a task for which the language to be used is not pre-determined. Learners then resort to the language and communicative strategies they think are most appropriate to accomplish that task, negotiating meaning and producing something new as their linguistic resources arise.

English on the Go! refers to situations that are relevant to an individual who wishes to meet the challenges and opportunities of today's world, considering the knowledge, literacies and proficiencies that might work as a springboard for a holistic development. The tasks and activities in the series work with aspects that are not merely linguistic and give students opportunities to develop 21st-century skills such as creative thinking, collaboration, critical thinking, communication, flexibility, initiative, empathy, openness to new experiences and leadership. This can only be achieved because the interaction encouraged revolves around contexts and situations that go beyond the atomistic use of language. Both the communicative approach and task-based learning principles compose a fertile ground for the development of these and many other skills.

Working with English on the Go! in the Classroom

Opening Pages

The purpose of the image in the opening pages is to awaken students' curiosity regarding a certain topic and give teachers a great opportunity to work with visual literacy in the classroom. Consequently, we suggest asking students questions about the image and the title of the unit, encouraging them to find connections between these two elements and to list what comes to mind when looking at both. The questions about the image should not only be merely descriptive, but also take into account associations made, emotions caused and other questions that might be relevant to the topic. This will foster curiosity in students' first contact with the unit and give them an opportunity to both activate their previous knowledge on the topic and personalise their learning experience by mentioning

in their answers elements that are part of their lives. When working with these pages, welcome students' contributions and encourage them to participate, reminding them that language accuracy is not the focus here.

Get Ready!

By presenting varied materials, this section intends to discuss the main topic of the unit in order to familiarise learners with it.

The **React!** subsection offers the perfect opportunity to let students share their personal opinions. This is a chance for you to discuss with them which kind of comments they should make not only in the activities in the book, but also in real-life situations, such as when commenting on social media or class/school blogs, which is probably an important part of their interactions with friends and acquaintances. When working with this subsection, remind them that it is important to show respect, empathy and interest and also to agree or disagree with something based on verified information and reasonable personal opinions. Moreover, discuss with them why it is important to do so, instead of simply telling them to do so. It is also a fruitful opportunity to motivate students to voice their opinions, teaching them how to become active participants in discussions.

For the **I Wonder** subsection, encourage learners to be curious and creative when coming up with their questions. As they progress in the series, motivate them to go further and ask more unexpected and innovative questions. Another important aspect of this subsection is how to look for the answers. Remind students that they should look for these answers in varied sources, in order to learn about different perspectives and points of view. It is also essential to discuss with them how to determine if a source is reliable or not.

Reading

This section presents a wide variety of text genres—and the identification of these genres and their individual features are essential for the work developed here. Encourage students to explore the visual aspects of the texts, describing what they see and reflecting on what these characteristics imply in terms of essential features of the text, such as who wrote it, who the target audience is, where it was published and what its purpose is, among others.

The difficulty of the reading comprehension activities increases throughout the series, so help students realise when the information they are required to find is explicitly mentioned in the text and when it has to be inferred. Asking follow-up questions and having them justify their answers by pointing out evidence in the text is a good way to guide them in this process.

Language 1 and 2

In order to make the most of the inductive approach to teaching grammar, pay special attention to the first activities of this section. Instead of simply explaining rules, let learners take some time to analyse the examples given and encourage them to return to the text in the **Reading** section to see them in

context, which will usually help them notice the use and function of the language topics in focus. When working with grammar, students might be tempted to focus on form, so help them notice that their observations should also explore the use and function of certain structures. Refer those students who have got difficulties understanding certain topics to the **Language Reference**, where they can find more detailed explanations and further practice.

Listening and Speaking

Listening and speaking activities in this section offer students more opportunities to practise these skills in context.

Pronunciation

This section introduces students to a variety of phonological features, pronunciation of sounds, intonation and connected speech, among others.

Writing

In this section, students are asked to produce a text from the same genre as the text they have worked with in the **Reading** section. Therefore, encourage them to return to the text in the **Reading** section and use it as a model. Collaboration is an important stage of process writing, so make sure they give respectful and useful feedback to their classmates and highlight the importance of seeing their classmates' feedback not as criticism, but as a helpful tool to help them improve their writing skills.

Go Find Out!

This section presents a great opportunity to discuss with students the importance of the scientific method for developing critical thinking skills and making them aware of how important it is to constantly question assumptions and test hypotheses. Encourage them to look for information in reliable and varied

sources and use the questions in the book to help them properly analyse this information in order to draw conclusions about the topic in question. Explain that discussing and drawing a conclusion is not merely about seeing if your hypothesis was right or wrong, but more importantly, understand what can be learned from going through the whole process.

Go Around!

When working with this section, make sure you encourage students to find information on how a certain issue is present in their local community (neighbourhood, city, state, country) and in different countries and cultures. Provide them with an environment that fosters curiosity about other communities, respect for differences and the realisation that we are all united by our shared humanity. It is essential to have students look for information so that they do not reproduce stereotypes and prejudicial views regarding other peoples.

Over to You!

At the initial stage, let students freely voice their opinions about the concept and encourage them to justify their points of view. This section poses a great opportunity for working with the flipped classroom model, since sometimes learners are asked to research into the concept at home and bring their discoveries to class. Allow them to be at the centre of this process and have them present the content, instead of you doing so. Once they have read the text, encourage them to compare the information it presents with what they found in their research. If students' initial reaction to the concept was affected by what they have learned from their research and from reading the text, take the opportunity to discuss the importance of being open to new information on a topic that might seem familiar, because it may surprise us and teach us new things: what seemed positive may have its downsides, what seemed negative may also have some advantages, what seemed impossible may prove to be feasible and so on.

Components of the Series

For Students

- ◆ **Student's Book:** comprised of a **Welcome Unit** that reviews the content of the previous level, eight regular units, and a **Review** for each unit.
- ◆ Full-colour **Workbook** with extra activities for all the units. It also contains **Projects**, extra **Branch Out** project activities, extra explanations and activities for grammar topics in the **Language Reference** section and other resources to help students such as a **Glossary** and **Stickers**. The **Audio** for the listening activities is available online.
- ◆ **Study Space:** digital interactive grammar and vocabulary activities for students to go on practising what they have learnt in class in a fun and entertaining way at the end of the unit or when the teacher deems it appropriate.

For Teachers

- ◆ **Teacher's Book:** presents the theoretical background and

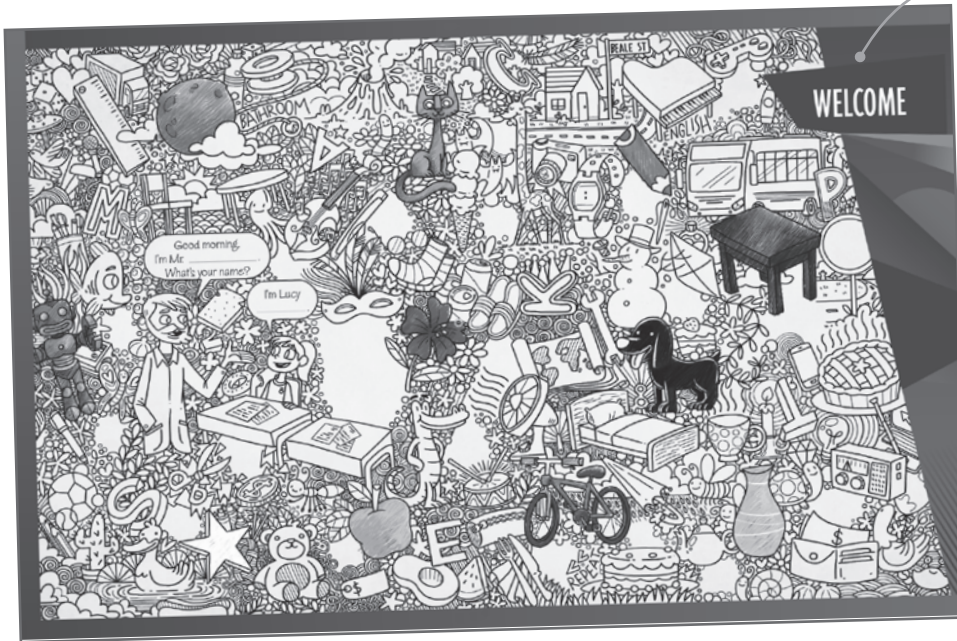
overarching principles of the series. Additionally, it gives teachers guidance on how to conduct the activities in the classroom and use the series' resources, besides presenting extra activities. It also contains the answers to the activities and the audio transcripts. The **Audio CD** which comes with the **Teacher's Book** contains a variety of listening tasks with different levels of difficulty and accents to provide varied aural input.

- ◆ **Teacher's Resource Material:** a variety of **Extra Practice Activities, Tests, Audios** and **Videos** available online which can be used for consolidation, reinforcement, evaluation and remedial work or just to spice up lessons.
- ◆ **Digital Book:** a digital version of the **Student's Book** is also available for teacher's use in the classroom.
- ◆ **Posters:** a set of posters for all three levels can be used at different stages in the unit development to introduce, practise or review lexical topics.
- ◆ The **Richmond Learning Platform Junior** and the **Richmond Website:** contain the digital offer for the series for both students and teachers.

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STRUCTURE OF THE STUDENT'S BOOK

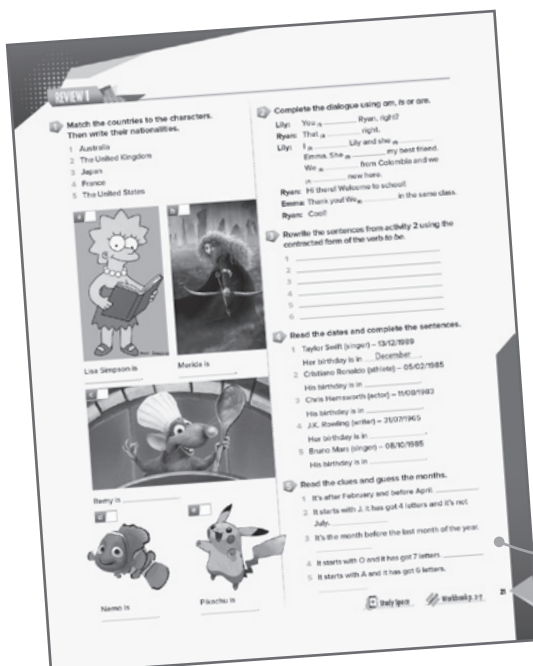


Welcome

Introductory unit that reviews content from the previous level through an attractive image and thought-provoking activities. In the first book of the series, the **Welcome Unit** reviews content typically covered in previous courses, so that students can start the course with a similar level of English.

Units

Eight thematic units, each with 14 pages, introduce content and foster students' practice through activities that focus on active learning principles.



Review

A one-page **Review** at the end of each unit provides further practice opportunities for reading, writing and linguistic content.

STRUCTURE OF THE WORKBOOK

The five-page-per-unit **Workbook** can be assigned as homework, used in class for further practice or employed as an evaluation tool. It reviews topics of the corresponding unit in a new light, providing additional practice of grammar, vocabulary, reading and writing.

Projects

Project work comes to life in the **Projects**, in which students have to make a product from scratch in order to solve a problem.

Branch Out

Every semester, students are invited to work with cross-curricular activities related to one of the units.

STRUCTURE OF THE WORKBOOK

Language Reference

This section provides students with additional explanations and practice for the language topics covered in the units.

LANGUAGE REFERENCE UNIT 1 AND 2

Verb to be

| Form | Positive | Negative | Interrogative | Short Answer |
|------|-----------------|------------------|---------------|-----------------------------------|
| I | am / I'm | am not / I'm not | Am I ...? | Yes, I am. / No, I'm not. |
| You | are / are / 're | are not / aren't | Are you ...? | Yes, you are. / No, you aren't. |
| He | is / 's | is not / isn't | Is he ...? | Yes, he is. / No, he isn't. |
| She | is / 's | is not / isn't | Is she ...? | Yes, she is. / No, she isn't. |
| It | is / 's | is not / isn't | Is it ...? | Yes, it is. / No, it isn't. |
| We | are / 're | are not / aren't | Are we ...? | Yes, we are. / No, we aren't. |
| They | are / 're | are not / aren't | Are they ...? | Yes, they are. / No, they aren't. |

The verb to be is used to describe a state or a characteristic.

1 Read the text and tick the correct options to complete it.

My name _____ Justin. I'm _____ 12 years old. My birthday _____ on August 1st. French _____ from a small city called Nice. I have got two sisters. Their names _____ Angélique and Aurélie. They have music _____ 12 years old. They love music. Angélique _____ a pianist and Aurélie _____ a singer. Their favourite artist _____ Adele.

2 Read the dialogue and circle the correct options to complete it.

Lily: Good morning, Jamal.
Jake: Hi, Lily! I'm fine. What about you?
Lily: Yes, I am fine.
Jake: Let me see your schedule. It's Monday, so I have got Science now.
Lily: I have got History now but it's my favourite subject.
Jake: Am I / Ms. Campbell your teacher?
Lily: No, she isn't. Mr. Blake is / isn't.
Jake: He is / isn't. Mr. Blake is a good teacher.
Lily: Oh, the ball! Listen, do you want to go to the park after school?
Jake: Sure, let's go!
Lily: Great! See you after school!
Jake: Bye!

Verb have got

| Form | Positive | Negative | Interrogative | Short Answer |
|------|----------------|-----------------------|----------------|-------------------------------------|
| I | have / 've got | haven't / 've not got | Have I ...? | Yes, I have. / No, I haven't. |
| You | have / 've got | haven't / 've not got | Have you ...? | Yes, you have. / No, you haven't. |
| He | has / 's got | hasn't / 's not got | Has he ...? | Yes, he has. / No, he hasn't. |
| She | has / 's got | hasn't / 's not got | Has she ...? | Yes, she has. / No, she hasn't. |
| It | has / 's got | hasn't / 's not got | Has it ...? | Yes, it has. / No, it hasn't. |
| We | have / 've got | haven't / 've not got | Have we ...? | Yes, we have. / No, we haven't. |
| They | have / 've got | haven't / 've not got | Have they ...? | Yes, they have. / No, they haven't. |

The verb have got is used to talk about possession.

2 Read the text and tick the correct option to complete it.

My name is Benjamin. I _____ a nice family. My mother _____ a sister and a brother. My aunt Sarah _____ two children: Christine and Will. My uncle Steven _____ a dog called Sam. Sam is very playful and _____ a small house in the garden. I _____ a baby sister and a big brother. Their names are Sarah and Greg. So my parents _____ three children. And my grandparents _____ three children and five grandchildren. I bet you _____ a nice family too!

3 Complete these sentences with a suitable form of the verb have got. Then match them to the photos.

- We _____ two sisters, right?
- You _____ a dog family.
- My cousin _____ three pets.
- My brother's father-in-law _____ a big cottage in the country.
- Our neighbor _____ one daughter.
- I _____ four siblings.

GLOSSARY

WELCOME

wealth: a stock of wealth that is earned to give light

cost: the amount of money needed to buy something

sketch: a drawing made with pencil

sketch-mentally: speaking, a thought or idea used to welcome or meet someone

hold on: out of sight or difficult to find

meanwhile: what a word, action, feeling or idea represents

moving: not where it should be, absent

provision: happening or appearing before something or someone else

opinion holder: a graphic element in comics containing what a character says

opinion: how fast somebody or something moves

wallet: that can be used in a helpful, practical or effective way

wallet: a small case to keep money, documents and cards

UNIT 1

capitalization: the use of capital letters, instead of lower case ones

country: a piece of land where people live under the same government or have got the same culture

draw: free (unshaded) version of a text or a drawing

fictional: imaginary; created for a book or film

fill: an area where information should be inserted

generation: physical condition to develop rapidly, coordination and strength

introduction: the title at the beginning of a page or section

hurry up: to move or do something more quickly

request: to make something better

reputation: the condition of belonging to a country by being born there or becoming a citizen

sketch: a familiar or informal name given to someone or something

purpose: the reason why someone does something or something exists

sketch: to tell others your thoughts and ideas, publish content on social media so that other people can see it and react to it

statement: something that someone says or writes, expressing an opinion or like

sticky note: a piece of paper with an adhesive strip for notes and short messages

write: one of two children born at the same time that have got the same mother

UNIT 2

allow: to let someone do or have got something to permit

amazing: very surprising; in a positive way

background: events behind the main people or things in pictures; previous experience or knowledge

building: a construction that has got a roof and walls

close: not far in position or time near

offer: to be different from something or someone else

advertisement: things and conditions that surround somebody or something

for: distant, not near

hold: to carry something or someone; to embrace someone

infer: to conclude something based on information or evidence

note: a short story, usually with a funny ending, that is told to make people laugh

request: a word or phrase used to describe somebody or something

request: to be important or relevant

request: to make a list or single public; to make a list or single public; to make a list or single public

relative: a member of someone's family

relevant: connected with and important to what is happening or being discussed

relevant: to be suitable to put in the place of something, or someone

research: a detailed study of a subject to discover information and facts

sound: to pass time doing something or being someone

UNIT 3

sell: a notice about products, jobs, events or services; an advertisement

appeal: the ability to attract interest and attention

assemble: to bring together or in a single place, to put together the parts of something

attach: to connect something to something else

attracted: able to gain the attention or admiration of others because of its appearance

backpack: a bag that people use on their backs to carry things

basement: the floor of a building below ground level

campaign: activities planned for social, commercial or political purposes

coat: a layer of a substance applied on a surface

convince: to communicate a thought, idea or feeling

conversion: to change something

crayon: a liquid substance applied to paper to mark words, lines

crate: a box for packing, storing or shipping

create: to indicate from or create in a disappearing way

Stickers

Students can use these stickers to personalise the cover of their book and complete the activities in some of the units.

STICKERS

STICKERS

STICKERS

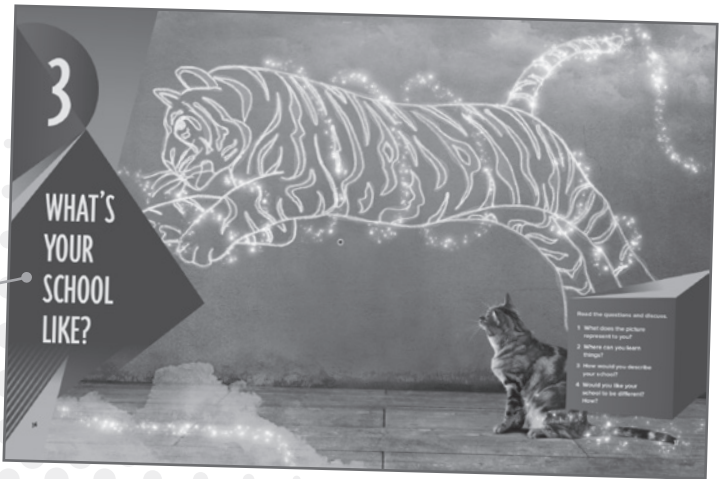
Glossary

Students are presented with definitions of some keywords found in each unit, according to the context in which they appear.

STRUCTURE OF THE UNITS

Opening Pages

The opening image relates to the topic of the unit and follows the latest design trends. The focus is to develop students' visual literacy, engage them in discussions and activate their previous knowledge. The Teacher's Book presents two possibilities (a shorter and a longer one) on how to work with these pages.



React!

In tune with the digital world, this section presents comments on the content of the **Get Ready!** section and invites students to express their own thoughts on it.



I Wonder

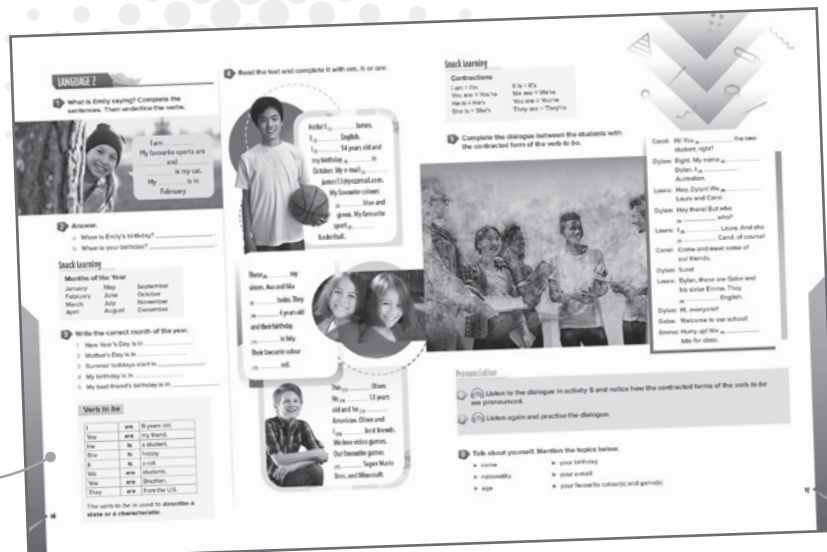
Students' curiosity, engagement and autonomy are the focus of this subsection, in which they are invited to come up with their own questions about the topic and research the answers to these questions themselves.

Get Ready!

On two vertical pages, materials in various formats prompt a more in-depth discussion of the topics. Through videos, written texts, audios or images, students are asked to reflect on the subject and think about how it is present in their everyday lives.

Language 1 and Language 2

These sections encourage students to notice the use and function of the language topics in focus.



STRUCTURE OF THE UNITS

Reading

Texts on up-to-date topics offer opportunities to work with reading skills, focusing on the particular features of different text genres.

READING

Before Reading

1 Look at the picture and answer: what kind of text is this?

2 What are some characteristics of texts such as the one in activity 1? Tick the correct columns.

3 Tick the correct answers.

Listening and Speaking

This section offers students new opportunities to practise these skills in contexts related to the topic in focus.

LISTENING AND SPEAKING

1 Listen to Kath giving a tour of her school and identify the places he visits.

2 Listen again. Then write T (True) or F (False) and correct the false statements.

Speaking

1 Plan a short podcast about your school.

Buzzwords

"I can connect my phone to it and jam out."

What does "jam out" mean in this context? Look it up!

Buzzwords

"The teacher was awesome."

"That was 'awesome'" mean in this context? Look it up!

Pronunciation

This box introduces a variety of phonological features: pronunciation of sounds, contrast between different sounds, intonation and connected speech, among others.

LISTENING AND SPEAKING

1 Listen to Amy's room tour and circle the correct answers.

Pronunciation

1 Create five compound words using one word from each box.

Buzzwords

This box focuses on instances of contemporary language from materials in the unit.

Snack Learning

This box deals with both grammar and vocabulary in a visual and straightforward way to introduce additional linguistic content.

LANGUAGE 1

1 Read the sentences and guess the meanings of the word in bold. Then look it up in the dictionary and answer the questions.

Snack Learning

Periods of the Day

In the morning In the afternoon In the evening at night

While Reading

1 Read the comic strip in activity 1 and circle the correct options.

2 Consider the little girl's and the babysitter's feelings in activity 8 and choose the options that explain the reasons for their feelings.

After Reading

1 Do you think that, if the little girl is respectful and polite, the babysitter would pay her for watching TV? Why?

Social and Emotional Learning

This icon indicates that the activity deals with an aspect of social and emotional learning. Instructions on how to work with it in the classroom are available in the Teacher's Book.

Writing

In this section students are guided, through process writing, to produce a text similar to the one they read in the Reading section.

The screenshot shows a writing activity page. On the left, under 'GO FIND OUT!', there are instructions for reading messages and planning a chat. On the right, under 'GO AROUND!', there are instructions for research, thinking, and discussion. A table is provided for recording research findings.

| Name | Type of interaction | Location |
|------|---------------------|----------|
| | | |
| | | |
| | | |
| | | |

Go Around!

This section is designed to expand students' views on the topic of the unit to a global perspective, proposing a discussion concerning how certain issues are present in different countries and the role of English as a *lingua franca* in various contexts.

The screenshot shows a 'GO AROUND!' activity page. It features a grid of images related to the topic of English as a lingua franca. Below the grid are several questions for students to discuss and research.

- Look at the images and answer the questions.
 - Which of these items are you familiar with? Tick them.
 - Which of them are originally from English-speaking countries?
- Research and take notes of your findings.
 - Are the items in activity 1 famous in your country? How many of them were originally produced or filmed in English-speaking countries? And how many of them were produced or filmed in your country?
 - What are the most popular songs in your country? How many of them are in English? How many are in your language?
 - What are the films being played at cinemas in your country? How many of them are American productions or are in English? How many of them were filmed or produced in your country?
 - What are the most popular sports in your country? Are any of them specially associated with an English-speaking country?
- Show your findings with your classmates. Then discuss the questions.
 - How are English features present in your country?
 - Which cultures influence your country the most? Why?
- Write as many words as you can in languages different from yours that you usually use in your country.

Go Find Out!

This section focuses on using the scientific method to formulate a hypothesis, collect information and analyse it in order to evaluate the initial hypothesis, drawing a conclusion and discussing its implications.

Over to You!

This section explores the topic of the unit from an unexpected point of view, developing students' critical thinking skills and openness to new ideas.

The screenshot shows an 'OVER TO YOU!' activity page. It features a central image of a robot and several questions for students to research and discuss. The text on the page reads: 'SOCIAL ROBOTS AND ARTIFICIAL INTELLIGENCE. Robots that act as human beings are common in science fiction books, films and some toys. But is their existence far from reality? Meet social robots, intelligent machines that can interact, learn, remember and respond accordingly. These "social robots" can talk to you, notice when you are sad and even make jokes! Besides the traditional robots that come to people's minds, scientists are also developing various applications for Artificial Intelligence (AI). State-of-the-art computers are already part of our reality, helping us sleep, generate and check the weather forecast. Social robots and AI can also be used in many different ways, such as educational, personal, generative systems and more engaging learning experiences and healthcare, helping take care of the elderly. All these developments are very exciting, but do you think robots can really replace humans and become our friends?' Below the text are several questions for discussion.

Review

This section provides further opportunities for reviewing and integrating the concepts studied in the unit.

The screenshot shows a 'REVIEW' activity page with several exercises. Exercise 1 asks students to read people's descriptions of themselves on their social media profiles. Exercise 2 asks students to listen to voice messages and underline the correct options. Exercise 3 asks students to correct statements using information from a text. Exercise 4 asks students to write questions and answers. Exercise 5 asks students to number messages in order. Exercise 6 asks students to meet a friend and talk about their weekend.

Workbook

This icon indicates that there is extra practice in the Workbook.

Workbook p. 26-31

Study Space

This icon indicates that there are extra digital interactive activities online.

Study Space

DIGITAL COMPONENTS

Study Space

This section offers students further opportunities to practise vocabulary and grammar in a fun way.

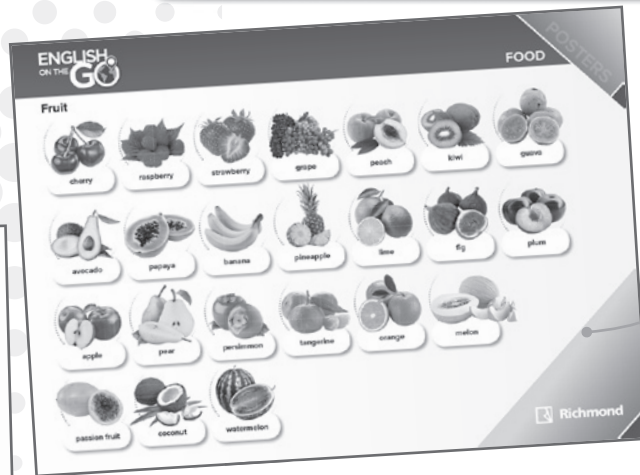


Digital Book:

This is a digital version of the Student's Book for teacher's use in the classroom.

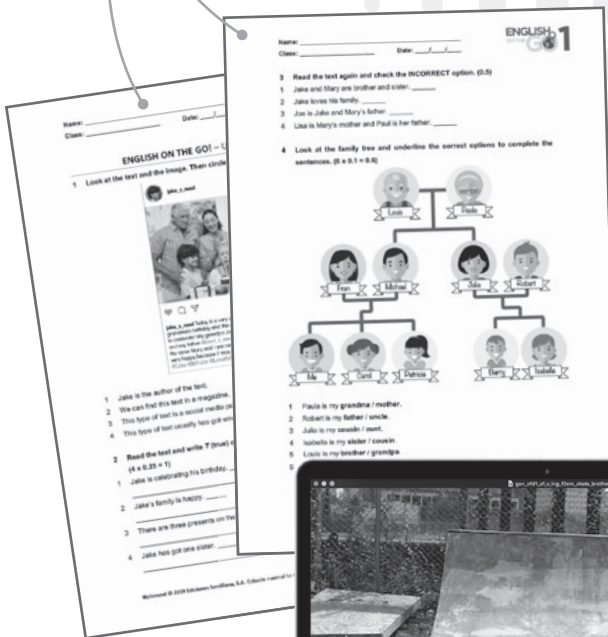
Teacher's Resource Material

A wealth of Extra Practice Activities and Tests are available for teachers online for consolidation and evaluation.



Posters

These can be used to introduce, practise or review different topics.



Videos and Audios

These provide extra input to develop the topics studied in the series.



STRUCTURE OF THE TEACHER'S BOOK

Overview

It presents the objectives, language content and correlation with the Workbook and Digital Content of the unit.

Setting the Pace

This box shows instructions on how to do the same activity with students that have got different learning paces, allowing teachers to cater for more individual needs.

Tip

This box gives teachers suggestions on how to approach linguistic topics, activities and tasks in the classroom, besides offering class management ideas.

Transcripts and Answer Key

Complete transcripts for the listening activities and Answer Key for the activities are provided for easy reference.

Further Information

Teachers are offered extra information on topics treated in the Student's Book

Extra Activity

For teachers who have got some extra time in class or want to expand on a certain topic, this box presents ideas for extra activities and suggests a point in the unit when these activities can be done with students.

Projects and Branch Out instructions on how to carry out the tasks and Language Reference Answer Key are also available in the Teacher's Book.

WELCOME

Objectives

- ▶ Spell words.
- ▶ Identify colours and numbers from 1 to 100.
- ▶ Recognise and use classroom language.
- ▶ Use greetings and farewells.

Language

- ▶ classroom language; colours; greetings and farewells; numbers from 1 to 100; the alphabet

Workbook: pages 2-6

Page 6

Activity 1

- Tell students to look at pages 4 and 5 and ask them if they have ever seen this type of drawing. Explain to them that this type of drawing is called "doodle". Add that people usually make doodles when they are absent-minded.
- Ask students to look carefully at the doodle, find eight hidden letters and colour them in any way they like.
- Elicit the letters students found and have them work in pairs to write one word that starts with each of these letters.
- To check the activity, write the eight letters (A, C, E, K, M, P, S and T) on the board in columns. Then ask pairs to take turns going to the board to write the words they came up with in the correct columns. Each word should be written only once. In the end, ask students to count which column has got more words. Challenge them to add words to the columns so that all letters have got the same number of words.

Answer Key

A, C, E, K, M, P, S, T
Open answers

Activity 2

- Have students say the alphabet in chorus. As they do it, write all the letters on the board. Randomly point at one letter at a time and ask students to say its name in English.
- Instruct students to draw in the doodle the other letters of the alphabet. Tell them to draw the letters in the spaces between or inside the elements. However, advise them not to draw in the blank space next to the girl, since they are going to use it for something else.
- When students finish drawing the letters, organise them into pairs or trios and ask them to form words using only the letters they drew. Set a time limit and check the activity orally.

Answer Key

Letters to be drawn in the doodle:

B, D, F, G, H, I, J, L, N, O, Q, R, U, V, W, X, Y, Z

Suggested answers:

bingo, bird, blind, blog, blow, box, bring, build, dry, during, flour, fly, fold, fox, frog, girl, gold, golf, ground, hold, hour, idol, iron, job, login, lord, love, old, quiz, ring, round, ugly, vlog, win, word, why, you, young, your.

Setting the Pace



- ▶ After students finish drawing the letters in the doodle, organise them into pairs. Explain they are going to need the letters they drew to form as many words in English as they can. Each word is worth a number of points, depending on the number of letters it has got. Write on the board: 6 letters = 6 points; 5 letters = 5 points; 4 letters = 4 points; 3 letters = 3 points; 2 letters = 2 points.
- ▶ Monitor and check if students are writing real words.
- ▶ Set a time limit and when time is up, tell students to calculate their scores. Have the pairs exchange lists and check if their classmates' calculations are correct.



- ▶ After students finish drawing the letters in the doodle, write the following incomplete words on the board: b_n_o, bir_, f_og, g_rl, _our, i_ol, rin_, w_y, wo_d, _oung, yo_r.
- ▶ Organise students into small groups and tell them to complete the words on the board with the missing letters. Explain that all the words were formed with the letters they drew in the doodle and that they can use each letter more than once if necessary.
- ▶ Ask for volunteers to go to the board and complete the words. (Answers: **bingo**, **bird**, **frog**, **girl**, **hour**, **idol**, **ring**, **why**, **wood/word**, **young**, **your**.)

Activity 3

- Play the audio for students to repeat the letters of the alphabet.
- Then ask them to find the teacher and the student in the doodle.
- Draw their attention to the fact that neither the teacher nor the student have got surnames. Tell them to invent a surname for the teacher and another for the student, and write them on the lines in the speech bubbles.
- Organise students into pairs and instruct them to take turns asking and answering about the surnames they created. Use the example in the activity to model the dialogue with a volunteer.

Transcript 2



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

Answer Key

Open answers.

Extra Activity



- Write the following dialogue on the board:
A: What's your surname?
B: It's _____.
A: How do you spell it?
B: _____.
- Have a volunteer ask you the questions and model the dialogue.
- Instruct students to take a notebook and walk around the classroom asking their classmates their surnames. Add that they should write down their classmates' surnames as they spell them, and then confirm if they spelled them correctly.

Activity 4

- Tell students to draw themselves in the blank space next to the girl in the doodle. Advise them to save some space for the speech bubble.
- Instruct students to draw a speech bubble next to their heads in the doodle and write a sentence in the speech bubble introducing themselves. Monitor and help as needed.
- Have students show their drawings to some classmates.

Answer Key

Open answers

Activity 5

- Have students underline the greeting in the teacher's speech bubble.
- Ask them if "good morning" is said at the beginning or the end of a conversation and then elicit what other greetings can be used to start a conversation. Have them write the greetings in the appropriate column.
- Elicit farewells to end a conversation and have students write them in the appropriate column as well.
- While correcting, write the greetings and farewells on the board and make sure students spelled them correctly. Work on pronunciation if necessary.

Answer Key

Suggested answers:

Greetings:

Good afternoon.
Good evening.
Hello.
Hi.
Hi, there.
What's up?

Farewells:

Bye.
Bye-bye.
Good night.
Goodbye.
See you.
See you later/tomorrow/next class.

Tip



While correcting the activity, go over each greeting or farewell and ask students to exemplify a situation in which they could use it. This may be an interesting moment to talk about appropriateness, since some greetings can be used in formal situations and others might only be suitable in informal situations.

Page 7

Activity 6

- Go over the colours in the box and the list of items with students. Make sure they know what the words mean and work on pronunciation if necessary.
- Tell students to find those items in the doodle and write their colours in the blanks.
- Correct orally.

Answer Key

1. green; 2. grey; 3. pink; 4. black; 5. red; 6. orange;
7. purple; 8. blue; 9. white; 10. brown; 11. yellow

Extra Activity



- Before starting activity 6, review the colours with students.
- Tell them that you are going to name a colour. Students should either hold up an object or point at something in that colour. Explain that even if you repeat a colour, they should not hold up or point at the same object twice. Start naming colours slowly and then speed it up. You can also ask for a volunteer to name colours after a few rounds.

Activity 7

- Choose one of the coloured items in the doodle and elicit from students what letter it starts with.
- Challenge students to find two items in the doodle that start with the same letter as the item you chose.
- Tell them to colour the items they found in the same colour as the item you chose.
- Instruct students to follow the same procedure with the other coloured items.

Answer Key

Suggested answers:

green: ant, alligator; **grey:** bus, bed; **pink:** cup, cake; **black:** duck, desk; **red:** fan, fish; **orange:** mask, map; **purple:** pie, piano; **blue:** ruler, radio; **white:** snowman, socks; **brown:** truck, teddy bear; **yellow:** volcano, violin.

Activity 8

- Ask students to listen to the audio and repeat the numbers they hear.
- Then ask them to listen again and write the numbers down in their notebooks.

Transcript 3



one, three, seven, nine, eleven, twelve, thirteen, eighteen, twenty, thirty, forty, fifty, a hundred

Answer Key

one, three, seven, nine, eleven, twelve, thirteen, eighteen, twenty, thirty, forty, fifty, a hundred

Activity 9

- Have students read all the sentences and check if they have any vocabulary questions.
- Play the audio and tell them to complete the sentences with the numbers spelled out. Play it again if necessary.
- Correct the activity by writing or asking for volunteers to write the complete sentences on the board.
- Tell students that each sentence refers to a different item in the doodle. Draw their attention to sentence 1 and elicit which element the sentence refers to. Make sure they find the wallet with the dollar bill inside it. Ask them to complete the dollar bill with its value, according to the sentence.
- Encourage students to find the other items that the sentences refer to and write the missing numbers where appropriate. Help them find the items if they can't by themselves.

Transcript 4



- 1 I have got a hundred dollars in my wallet.
- 2 The speed limit is forty kilometres per hour.
- 3 My address is twenty-one Beale Street.
- 4 It's five fifteen in the afternoon now.
- 5 Let's go. We can take the forty-seven bus.
- 6 The teddy bear costs eleven dollars and ninety-nine cents.

Answer Key

1. a hundred; 2. forty; 3. twenty-one; 4. five fifteen;
5. forty-seven; 6. eleven, ninety-nine

Activity 10

- Elicit from students how they are supposed to answer the question (I'm (11) years old.). Instruct them to write the complete answer in the space provided.
- Tell students to find the cake in the doodle and draw on top of it the same number of candles as their age or candles with the numbers representing their age.
- Have them walk around the classroom interviewing each other about their ages. Monitor and help as necessary.
- Ask for some volunteers to report on their classmates' ages, saying, for instance, "Eight of my classmates are 10 years old and seven are 11 years old."

Answer Key

Open answers

Activity 11

- Ask students to look around them and find all the numbers they can see. They may look at clocks, watches, book covers, mobile phone screens, notebooks, rulers, calendars etc. If time allows, have them do a school tour and look for numbers in other places, such as the cafeteria, the library, the laboratory etc.
- Tell students to draw on a separate paper or in their notebook a doodle of the items with numbers they saw.
- Encourage them to fill in the doodle or collage with other items. Tell them to tape their work to one of the classroom walls and share it with their classmates.
- Students can also take a photograph of their work and post it on a social network or their class/school blog.

Answer Key

Open answers

Activity 12

- Ask students to read the sentences and predict the kind of words that could complete them.
- Tell students to find the words in the doodle and use them to complete the sentences.
- While correcting, ask for volunteers to explain in which class situations they would use those questions.

Answer Key

1. English; 2. bathroom; 3. repeat

Workbook o

Pages 2-6



Tip

The activities in the **Welcome Unit** provide **Snack Learning** boxes and exercises to learn and/or review all the main topics students are supposed to have covered in the early years of Primary School or Private Language Schools. If your students are not familiar with or do not remember all of them, ask them to go over the **Workbook** activities at home before class. You can also go over them in class before doing the activities in the **Student's Book**.

Activity 13

- Ask students to look at the pictures and describe what is happening in each of them. Help them with the vocabulary to do so.
- Have students write the sentences from the box in the corresponding speech bubbles.
- Check the activity orally and work on pronunciation if necessary.

Answer Key

1. What's the meaning of "garden"?; **2.** Can I come in?; **3.** I don't understand.

Activity 14

- Elicit from students variations of the sentences in activities 12 and 13. For example, instead of asking for permission to go to the toilet, they may ask for permission to go to the library. They may also make other requests, such as "Can you speak more slowly, please?".
- Advise students to write the new sentences in their notebook for future reference.

Answer Key

Open answers



Tip

To encourage the use of English during classes, have students prepare a poster with the sentences that came up during activities 12, 13 and 14. Tape the poster to one of the classroom walls and refer students to it every time they need to express any of those ideas.

Extra Activity



- Before the lesson, prepare a few clues for the following words: giraffe, house, kite, umbrella, wallet, watch and yoyo. For instance: It's colourful. It flies. It's usually made of paper. (Kite.)
- Organise students into two big groups and tell them that they are going to play a guessing game. Have a representative of each group play "Odds and Evens" to see who starts.
- Give the first group a clue about a word. If the group guesses it, they score a point. If they do not, the other group has a chance to try. As they guess the words, write them on the board. The group with more correct guesses wins.
- Finally, ask students to find the corresponding items in the doodle. Tell them to colour those items in any way they like.

Activity 1



Transcript 2

- 1 A - alien
- 2 E - ebook
- 3 I - idea
- 4 O - ok
- 5 U - university

Answer Key

1. A; **2.** E; **3.** I; **4.** O; **5.** U

Activity 2



Transcript 3

- 1 Z, Z
- 2 Y, Y
- 3 D, D
- 4 F, F
- 5 V, V

Answer Key

1. Z; **2.** Y; **3.** D; **4.** F; **5.** V

Activity 3

Transcript 4



- 1 Lin- Manuel Miranda: L-I-N-M-A-N-U-E-L M-I-R-A-N-D-A
- 2 Cristiano Ronaldo: C-R-I-S-T-I-A-N-O R-O-N-A-L-D-O
- 3 Beyoncé: B-E-Y-O-N-C-E
- 4 Emma Watson: E-M-M-A W-A-T-S-O-N
- 5 Lady Gaga: L-A-D-Y G-A-G-A
- 6 Zac Efron: Z-A-C E-F-R-O-N

Answer Key

1. L-I-N-M-A-N-U-E-L M-I-R-A-N-D-A
2. C-R-I-S-T-I-A-N-O R-O-N-A-L-D-O
3. B-E-Y-O-N-C-E
4. E-M-M-A W-A-T-S-O-N
5. L-A-D-Y G-A-G-A
6. Z-A-C E-F-R-O-N

Activity 4

Answer Key

1. afternoon; 2. night; 3. morning; 4. evening

Activity 5

Answer Key

Suggested answers:

1. Good afternoon, Miss Patricks.
2. Hi, Sue! / What's up, Sue?
3. Goodbye, Dan! / Bye-bye, Dan!
4. Good night, Pat!
5. Good morning, Dad!

Activity 6

Answer Key

1. red; 2. grey; 3. white; 4. green; 5. orange; 6. light blue;
7. purple; 8. pink; 9. yellow; 10. brown; 11. black; 12. blue

Activity 7

Transcript 5



twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred, one hundred

Answer Key

Open answers

Activity 8

Transcript 6



- 1 seventy, seventy
- 2 thirteen, thirteen
- 3 ninety, ninety
- 4 thirty-one, thirty-one
- 5 eighteen, eighteen
- 6 five, five

Answer Key

1. 70; 2. 13; 3. 90; 4. 31; 5. 18; 6. 5

Activity 9

Answer Key

1. sixty-nine; 2. seventy-four; 3. eighty-six; 4. ninety-nine;
5. thirty-three; 6. forty-seven

Activity 10

Answer Key

1. two; 2. sixty-one; 3. fifteen; 4. forty-five; 5. eight; 6. twelve

Activity 11

Answer Key

Suggested answers:

1. Can I ask you a question? / Excuse me. I don't understand.
2. Here you are.
Thank you.
3. Can you repeat, please?
4. May I clean the board?
5. Can I come in?

Activity 12

Answer Key

Open answers

1 WHO ARE YOU?

Objectives:

- ▶ Introduce oneself.
- ▶ Talk about countries and nationalities.
- ▶ Identify the months of the year.
- ▶ Identify the characteristics of a social media profile and understand its purpose.
- ▶ Use the verb *to be* to describe a state or a characteristic.
- ▶ Write a social media profile.
- ▶ Research the English words students use in their everyday lives.
- ▶ Reflect about how and why English is used in different countries.
- ▶ Give opinions about having friends who are too similar to oneself.

Language:

- ▶ countries (Argentina, Australia, Brazil, Canada, Chile, China, Colombia, France, Germany, Italy, Japan, Mexico, Peru, Russia, South Africa, Spain, United Kingdom, United States)
- ▶ nationalities (American, Argentinian, Australian, Brazilian, British, Canadian, Chilean, Chinese, Colombian, French, German, Italian, Japanese, Mexican, Peruvian, Russian, South African, Spanish)
- ▶ months of the year
- ▶ verb *to be*—simple present (affirmative)

Digital Content: Unit 7 Study Space and Teacher's Resource Material

Branch Out: Workbook, page 51

Workbook: pages 7-11

Pages 8 and 9

Opening Pages

Shorter Version

- ◆ Explore the image with students. Invite them to describe what they see and to explain how the image relates to the title of the unit. Guide them to notice that the image represents everything around the children's world.
- ◆ Draw students' attention to the questions and discuss them with the whole group.

Longer Version

- ◆ Refer students to the image and help them describe it. Encourage them to express their feelings concerning the image.
- ◆ Ask students to read the title of the unit and encourage them to speculate about the topic of the unit by analysing both the image and the title. Guide them to notice that the picture shows a child and everything that revolves around him and makes up his world.
- ◆ Write the question "Who are you?" on the board. Go about the questions on page 9. Organise students into groups and ask each group to make a list of what comes to mind when they think about who they are, what they do, the chores they have to do and the activities they do in their free time.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas. If necessary, conduct the discussion in L1.
- ◆ Ask students to read the questions. Clear up any vocabulary doubts if necessary.
- ◆ Tell them to discuss the questions in pairs or small groups. Then open the discussion to the whole group.

Pages 10 and 11

Get Ready!

Activity 1

- ◆ Explore the photos with students. Ask them to describe the children portrayed (physical characteristics, clothes, facial expressions etc.). Throughout this part of the activity, it is important to foster an atmosphere of respect toward the children's appearance.
- ◆ Ask for volunteers to share with the class how old they think each child is.

Answer Key

Open answers

Activity 2

- ◆ Explain to students that they are going to listen to the children in the pictures talking about themselves.
- ◆ Go over the topics in the chart with students and clear up any doubts they may have.
- ◆ Instruct them to tick the topics they think the children are going to mention before listening to the audio.
- ◆ Encourage them to compare their answers in pairs.

Answer Key

Open answers

Activity 3

- ◆ Play the audio for students to check if their predictions were right.
- ◆ Instruct them to tick the topics the children mention in the chart in activity 2.

Transcript 5 & 6



Martin: I'm Martin and I'm eleven years old. I love football and I help my mum with the housework.

Sharon: My name's Sharon and I'm ten. I spend a lot of time with my friends. We go to the shopping centre together, eat hamburgers and go to the cinema. We have fun! My parents let me go out with my friends only if I do my chores: make my bed, help my mum wash the dishes and water the plants in the garden.

Jamila: Hi! My name's Jamila and I'm twelve. My mother is from Brazil and my dad's from Germany, but I am American. Quite a mix, right? I've got a lot of responsibilities like taking care of my little brother and the dog, washing the dishes, setting the table... But I also watch TV, listen to music and take dance classes. I love dancing!

Steve: Hello! I'm Steve and I'm ten. My mum's from Peru and my father is from Japan. I love skating. It's my favourite free time activity. I help my dad wash the car and take care of the garden. I still haven't got a phone. I hope I can get one when I turn eleven.

Diana: I'm Diana and I just turned nine today. It's my birthday! All my activities are related to school: classes, homework, extracurricular activities. My favourite one is Drama. I want to be an actress when I grow up.

Answer Key

Topics mentioned: chores, family, friends, place of origin, school

Activity 4

- ◆ Read the sentences with students and ask if they remember who mentioned these pieces of information.
- ◆ Play the audio so that students can confirm their guesses.
- ◆ Check the activity with the whole class.

Answer Key

1. Jamila; **2.** Diana; **3.** Martin; **4.** Sharon; **5.** Steve.

Activity 5

- ◆ Read the comments with students and ask them if they agree or disagree with any of them and why.
- ◆ Tell students to write their own comments about the audio. Explain that they can comment on its content, make a suggestion or write about themselves concerning any of the topics the kids mentioned. Monitor and help as needed.
- ◆ Invite volunteers to share their comments with the class.

Answer Key

Open answers

Activity 6

- ◆ Ask students what other information they would like to know about being a child in another country.
- ◆ Instruct them to write a question about the topic. Depending on the level of the group, you may ask students to write the question in L1 in their notebook and then help them translate it into English before writing it in the book.
- ◆ Assign the research for homework.
- ◆ The following class, organise students into small groups and have them share what they have found out in their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Answer Key

Open answers

Page 12

Language 1

Activity 1

- ◆ Have students read the sentences and explain that they were said by the preteens in the audio from pages 10 and 11. If you find it appropriate, play the audio again.
- ◆ Ask students to answer the questions.
- ◆ Have them compare their answers in pairs and then check the activity orally with the whole class.
- ◆ If time allows, have students locate the two countries mentioned in the second sentence on a world map. Then ask them which country the nationality in the first sentence refers to (The United States) and have them locate it on the world map as well.

Answer Key

1. Peru and Japan; **2.** American

Activity 2

- ◆ Refer students to the chart and show them that it contains the flags and names of some countries or nationalities.
- ◆ Instruct them to look up in the dictionary the names of the countries and nationalities they need to complete the chart. Monitor and help as needed.
- ◆ Ask for some volunteers to share their answers with the whole class and write them on the board.
- ◆ Draw students' attention to the **Snack Learning** box and explain that in English we use capital letters for both countries and nationalities.

Answer Key

2. Brazil; **3.** British; **4.** French; **5.** Argentine; **6.** Peruvian;
7. Japanese; **8.** Spain; **9.** Italian; **10.** American

Activity 3

- ◆ Ask students to listen to Amelia talking about her classmates and complete the sentences.
- ◆ Play the audio more than once if necessary.

Transcript 7



I'm Amelia. I'm American and I study at an international school in the United States. My classmates are from all over the world. Yoko is from Japan and she is my best friend. Marie is from France and Lilly is from Australia. Over there is Pietro, from Italy, and Ginny, from the United Kingdom. Oh, and there's Facu too. He is from Argentina.

Answer Key

1. Japanese; 2. Italian; 3. Australian; 4. Argentinian; 5. British; 6. French

Activity 4

- ◆ Ask students to complete the sentences with some of the countries from activity 2. If they do not know the answers, ask them to research the correct information before completing the sentences.
- ◆ Ask for some volunteers to share their answers with the whole class and write them on the board.

Answer Key

1. Japan; 2. Australia; 3. Spain; 4. Argentina; 5. The United Kingdom

Further Information



Sushi – small piece of raw fish or shellfish on a bed of rice. It may also be rolled up in a seaweed wrapper.

Koala – marsupial usually found on the East coast of Australia.

Paella – Spanish dish of rice, saffron, chicken, seafood, etc.

Lionel Messi – Argentinian-born football player who was named FIFA world player five times (2009-12) and 2015.

Harry Potter – fictional boy wizard created by British author J.K. Rowling.

Based on <<https://www.sushifaq.com/sushi-sashimi-info/>>; <<https://www.britannica.com/animal/koala>>; <<https://en.oxforddictionaries.com/definition/paella>>; <<https://www.britannica.com/biography/Lionel-Messi>>; <<https://www.britannica.com/topic/Harry-Potter>>. Accessed on April 24, 2019.

Activity 5

- ◆ Ask students to complete the sentences with information about themselves.
- ◆ Go around the class and help students when necessary.

Answer Key

Open answers

Page 13

Listening and Speaking

Activity 1

- ◆ Ask students to listen to a boy and a girl talking about themselves and complete the forms.
- ◆ Play the audio more than once if necessary.

Transcript 8 & 9



1

Prim: Hi, everyone! I'm Primrose, but my friends call me Prim. I'm eleven years old and I'm from the United States.

This is my first video on this channel. Here are three facts about me. Fact number one: my favourite colour is yellow.

Fact number two: I have got two dogs—Rocky and Bella.

Fact number three: I love gymnastics. It's, like, so much fun! Thank you so much for watching! If you like this video, remember to comment below! Bye!

2

Sam: Hey! I'm Samuel, but everybody calls me Sam. I'm twelve years old and I'm from Australia. This is my first video on this channel and I hope you like it. Here are three facts about me. Fact number one: I love football and I'm on the school team. Fact number two: my favourite kind of food is Japanese. Yummy! Fact number three: I've got three sisters. Can you believe it? Thank you for watching and remember to leave a comment below! Bye!

Answer Key

1. Age: 11, Nationality: American; 2. Nickname: Sam, Age: 12, Nationality: Australian

Activity 2

- ◆ Have students listen again and write P if the sentences refer to Primrose or S if they refer to Samuel.

Answer Key

1. P; 2. S; 3. P; 4. S; 5. S; 6. P

Buzzwords

- ◆ Refer students to the **Buzzwords** box and read the sentence with them. Elicit who said that sentence: Primrose or Samuel (Primrose).
- ◆ Draw students' attention to the word "like" and ask if they know what it means in this context.

- ◆ Instruct students to look up the word in the dictionary and answer the question.
- ◆ Ask them if they know a similar slang expression in L1.

Answer Key

Suggested answers:

A contemporary equivalent of “uh” or “um”

Activity 3

- ◆ Have students look at activity 1 again and ask them to complete the form about themselves in a similar way.
- ◆ Then tell them to glue their photo in the frame provided.

Answer Key

Open answers

Activity 4

- ◆ Have students read the text, which was based on the transcript of the audio from activity 1, and clear up any vocabulary doubts they may have.
- ◆ Ask them to fill in the blanks with information about themselves. Monitor and help as needed.
- ◆ If students find the activity difficult, you can provide them with a model by writing information about yourself on the board and having them help you complete the text about you orally. You can leave the information on the board so that they have got a reference to help them.

Answer Key

Open answers

Activity 5

- ◆ Tell students that they are going to introduce themselves. First, have them rehearse in pairs. Monitor and help as needed.
- ◆ When students feel more confident, have them introduce themselves to the rest of their classmates.
- ◆ They can also record a video of their presentation and share it with friends and family on a social network or their class/school blog.

Answer Key

Open answers

Pages 14 and 15

Reading

Activity 1

- ◆ Draw students’ attention to the sentences and clarify the meaning of any unknown words. Then explain that they should look at the text to do the activity, but that they do not need to read it in detail at this moment.
- ◆ Check the answers orally. When correcting the activity, have students justify why they think the text is a social media profile. If necessary, explain that a social media profile features information people give about themselves when they sign up for a social networking website, whereas a blog is a personal website that contains informal (often diary-type) text entries (called posts), which can be accompanied by images.

Answer Key

1. on the internet; 2. social media profile

Further Information



Montreal – the second most populous city in Canada, it is situated in the province of Quebec. The official language in Montreal is French and the city is an industrial, commercial and financial centre.

Calgary – the third largest city in Canada and the largest one in the province of Alberta. Calgary was considered the fifth most livable city in the world in 2017, according to the international magazine *The Economist*.

Based on <<http://www.thecanadianencyclopedia.ca/en/article/montreal/>>; <<http://www.thecanadianencyclopedia.ca/en/article/calgary/>>; <<http://www.cbc.ca/news/canada/calgary/calgary-economist-most-livable-cities-2017-1.4249212>>; <<http://worldpopulationreview.com/world-cities/calgary-population/>>. Accessed on May 3, 2019.

Activity 2

- ◆ Tell students to read the items in the activity and make sure they understand what they mean. If they have got doubts, clarify the meaning of any unknown words.
- ◆ Explain that they should analyse the text in detail and tick all the correct answers.
- ◆ Check the answers orally. When correcting, go over each item with students and have them show evidence in the text to justify their answers. You can also explain that a social media profile is the page in a social media website that contains a user’s personal information, such as name, username and e-mail address, as well as a short text about his/her interests and a picture.

Answer Key

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

Tip



Scanning consists in reading a text quickly in order to find specific information. Teach students how to scan a text by following these steps:

- ▶ Read each question before reading the text. Find the keywords in the question itself, since this will help you look for keywords in the text.
- ▶ Look for one answer at a time.
- ▶ When you locate a keyword, read the text around it carefully to see if it is relevant.
- ▶ Read the question again to make sure that the answer you found is appropriate.

Activity 3

- ◆ Have students read Emily's profile again.
- ◆ Then ask them to read the sentences and state if they are true or false.
- ◆ Finally, tell them to correct the false statements.

Answer Key

1. F, Emily is Canadian.; **2.** T; **3.** F, Her birthday is in February.; **4.** T

Activity 4

- ◆ Ask students to read Emily's profile once again and answer the questions.

Answer Key

1. Harris; **2.** Answers will vary; **3.** Montreal; **4.** emily.harris@okol.ca

Activity 5

- ◆ Have students read the questions and tick the correct answers.

Answer Key

1. b, c; **2.** a, c; **3.** c

Activity 6

- ◆ Tell students to read the question and discuss it in pairs.
- ◆ Then have a whole-class discussion about whether students would like to be friends with Emily. If they are not confident in English, you can hold the discussion in the students' language.

Answer Key

Open answers

Pages 16 and 17

Language 2

Activity 1

- ◆ Ask students what they remember about Emily Harris, the girl whose profile they read on page 14. If necessary, instruct them to go back to the text and read it again.
- ◆ Ask them to complete the sentences in the speech bubble about Emily.
- ◆ Write the answers on the board.
- ◆ After that, instruct students to underline the verb in each sentence.
- ◆ Help them notice some patterns related to the verb *to be*.
- ◆ After that, draw students' attention to the grammar box and go through the sentences with them, showing the different forms of the verb. Explain that the verb *to be* is used to describe a state or a characteristic. If necessary, elicit other examples and have students write them in their notebook.
- ◆ If necessary, refer students to the **Units 1 and 2 Language Reference** in their **Workbooks**.
- ◆ Ask for volunteers to share their answers with the whole group.

Answer Key

Canadian, football, tennis, Lola, birthday; **verbs underlined:** am, are, is

Activity 2

- ◆ Tell students to answer the questions.
- ◆ Ask them to compare their answers in pairs and ask for volunteers to share their answers with the whole class.

Answer Key

1. It's in February.; **2.** Answers will vary.

Activity 3

- ◆ Draw students' attention to the **Snack Learning** box about the months of the year and go over the words with them. Then have them complete the sentences.
- ◆ Ask for volunteers to share their answers with the whole class.
- ◆ As an extension of this activity, you can ask students to write one or two sentences about national holidays in their country.

Answer Key

1. Answers will vary.

Activity 4

- ◆ Have students read the text and complete the sentences with the correct form of the verb *to be*.

- ◆ Check the answers by asking for volunteers to read the sentences aloud.
- ◆ Take the opportunity to teach students how to say e-mail addresses in English (@ = at; . = dot; _ = underscore).

Extra Activity



- ▶ Before class, make a card for each student with a foreign name and one of the nationalities presented in this unit.
- ▶ In class, organise students into groups of five, give each student a card and have them role-play the dialogue in activity 5.
- ▶ Monitor and help as needed.
- ▶ Round off by inviting one of the groups to present their dialogue to the whole class.

Answer Key

1. am; **2.** am; **3.** am; **4.** is; **5.** is; **6.** are; **7.** is; **8.** are; **9.** are;
10. are; **11.** is; **12.** is; **13.** is; **14.** is; **15.** is; **16.** are; **17.** are

Activity 5

- ◆ Explore the picture with students and invite them to say what they see (Five teenagers talking, probably at school).
- ◆ Refer students to the dialogue and ask them what the names of the people in the image are (Carol, Dylan, Laura, Gabe and Emma).
- ◆ Refer students to the **Snack Learning** box and explain that the contracted forms of the verb *to be* are usually used in spoken English, as well as in informal written English.
- ◆ Have students read the dialogue and complete it with the contracted form of the verb *to be*. Encourage them to refer to the **Snack Learning** box as needed.
- ◆ Check the answers by asking for five volunteers to read the dialogue aloud.

Answer Key

1. 're; **2.** 's; **3.** 'm; **4.** 're; **5.** 's; **6.** 'm; **7.** 's; **8.** 're; **9.** 're

Activity 6

- ◆ Have students listen to the dialogue in activity 5 and notice how the contracted forms of the verb *to be* are pronounced.
- ◆ Play the audio again. Elicit from students that contracted forms are shorter than full forms.

Transcript 10 & 11



Carol: Hi! You're the new student, right?

Dylan: Right. My name's Dylan. I'm Australian.

Laura: Hey, Dylan! We're Laura and Carol.

Dylan: Hey there! But who's who?

Laura: I'm Laura. And she's Carol, of course!

Carol: Come and meet some of our friends.

Dylan: Sure!

Laura: Dylan, these are Gabe and his sister Emma. They're English.

Dylan: Hi, everyone!

Gabe: Welcome to our school!

Emma: Hurry up! We're late for class.

Answer Key

Open answers

Activity 7

- ◆ Ask students to listen to the dialogue again and practise it in pairs.
- ◆ Then ask some volunteers to roleplay the dialogue in front of the class.

Answer Key

Open answers

Tip



Teaching pronunciation is an important area of language development and should be dealt with regularly. You can teach students how to produce individual sounds by following some steps.

- ▶ First, teach students how to produce the sound in isolation. Choose one sound at a time, or two if you want to contrast them. Show them how the sound is produced (manner of articulation), where it is produced (place of articulation) and if it is voiced or voiceless.
- ▶ Once students are able to produce the sound in isolation, start working on its pronunciation in syllables and single words.
- ▶ After that, have students produce the sound in sentences. Tongue twisters are a great, fun way to work on one or two sounds at a time at this stage.
- ▶ Finally, have them produce the sound in conversational speech.

Activity 8

- ◆ Draw students' attention to the topics and make sure they understand what they refer to.
- ◆ Model the activity by eliciting sentences from some volunteers. If necessary, refer students to activity 4 and explain that they can use the first paragraph as a model.

- ◆ Organise students into pairs and have them talk to each other about themselves.
- ◆ Monitor and take notes of students' good use of language and mistakes as well. You can focus on accuracy, vocabulary and pronunciation.
- ◆ Give students positive feedback. Then write the mistakes they made on the board, but do not focus on who made them. Elicit the corrections from the whole group.

Answer Key

Open answers

Setting the Pace



- ▶ After giving students feedback on activity 8, have them do the activity again, this time talking about somebody else, such as their best friend, brother or sister.
- ▶ If necessary, refer them to last paragraph in activity 4 and explain that they can use it as a model.
- ▶ Monitor and correct mistakes on the spot. Finally, invite a few volunteers to read their paragraphs aloud.



- ▶ After explaining to students what they are supposed to do, create a character and write his/her information on the board, for example, Name: Pedro; Nationality: Peruvian; Age: 10.
- ▶ Refer students to the information and, with their help, write sentences on the board about your character. By doing so, you will be writing a paragraph similar to the one about James in activity 4.
- ▶ Have students read the complete paragraph aloud once. Then erase some function words, like verbs and prepositions, and challenge students to read the paragraph again, orally filling in the gaps you have created. Repeat this procedure a few times, erasing the function words gradually, until you only have the content words left on the board.
- ▶ Finally, ask students to read the paragraph one last time. By then, they will probably have memorised it and will be better prepared to talk about themselves using the same structures.

Page 18

Writing

Activity 1

- ◆ Tell students to imagine that they are creating a social media account, so they need to write a profile like the one they read on page 14.
- ◆ Read the first question and ask students which information Emily Harris mentioned in her profile. If necessary, instruct them to go back to page 14 and read her profile again. Make a

list on the board, so that students can refer to it for ideas when writing their profiles.

- ◆ After that, ask them to make a list of the information they want to write in the "About Me" section of their own profile. Monitor and help as needed.
- ◆ Then read the second question and have students decide which type of image they want to use and justify their choices. This may be a good opportunity to talk to students about internet safety. In some situations, it may be wiser for them to use avatars rather than their own pictures. However, some of them may feel ashamed of posting pictures of themselves, so this may also be a good opportunity to foster students' self-esteem.

Answer Key

Open answers

Activity 2

- ◆ Have students write their personal information in the profile template. Then ask them to write a draft of the "About Me" section, including the information they listed in activity 1. Monitor and help as needed.

Answer Key

Open answers

Activity 3

- ◆ Organise students into pairs and explain that they are going to read each other's profiles and make suggestions on how to improve them.
- ◆ Elicit elements students should pay attention to when proofreading someone's text, such as vocabulary, grammatical accuracy, spelling and clarity of ideas. Go through these elements with them and make sure they understand what they are supposed to do (read their partner's profile and notice which positive elements it has got and which ones need to be improved).
- ◆ Write two categories on the board: "positive aspects" and "aspects that need to be improved". Have students exchange books, read each other's profiles and take notes about them in their notebook, using the categories on the board. Monitor and help as needed.
- ◆ Ask students to tell their partners what they have noticed in their profiles. Encourage them to give positive feedback first and to be respectful.

Answer Key

Open answers

Activity 4

- ◆ Ask students to write the final version of their profiles, incorporating the feedback they have received from their partners.

- ◆ After that, have students carefully read their profiles again and look for mistakes to be corrected or areas to be improved. Monitor and help as needed.
- ◆ Finally, instruct students to make the last corrections. They can also post their work on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Explain to students that the objective of this section is to help them research information about a given topic.
- ◆ Read the sentence with them and draw their attention to the gap. Explain that they can use one of the two terms given to fill in the gap. Make sure they understand what they mean. Ask students how many words in English they think they use in their everyday life and have them circle the corresponding term (“some” or “many”).
- ◆ Ask for some volunteers to share their hypotheses with the whole class.
- ◆ Tell students that now that they have got their hypotheses, it is necessary to find out if they are true or not, so they will have to test them.

Research

- ◆ Tell students that they will have to research information to test their hypotheses.
- ◆ Explain that, for three days, they should pay careful attention to all the English words they use in a variety of situations, such as when talking to or texting their friends and relatives, posting online, writing in their diaries etc.
- ◆ Instruct students to carry a notebook with them at all times and make a list of the words in English they use and the number of times they are used.
- ◆ Teach them how to use tally marks (llll) to keep a record of the number of times each word is used.
- ◆ Have students divide these words into two categories: words they use when talking and words they use when writing.
- ◆ Assign the research as homework.

Think

- ◆ After the three-day period is over, tell students that they are going to analyse the information they collected.
- ◆ Ask them to get the notebook in which they took their notes.
- ◆ Read the questions with students and make sure they understand them. Then ask them to analyse the information they collected and answer the questions individually.
- ◆ After that, organise students into groups and have them compare their answers.
- ◆ Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups’ impressions.

Discuss

- ◆ Tell students that they are going to hold a discussion based on the analysis of the information they collected.
- ◆ Ask some of them how many English words they have got in their lists. Then ask them if they think that figure means “many” or “some words”. Ask them to justify their answers.
- ◆ After that, have students complete the sentence with “some” or “many”.
- ◆ Have them compare their conclusions to their initial hypotheses to see if they were confirmed.
- ◆ Ask for some volunteers to share their conclusions with the whole class.

Activity 1

- ◆ Organise students into groups and have them discuss the questions.
- ◆ Ask for some volunteers to share their ideas with the whole class.
- ◆ Collect feedback from students about whether they found the research process easy or difficult, the challenges they faced and what can be improved the next time they do a similar activity.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to share their ideas with their classmates. They can also post them on a social network or their class/school blog.

Answer Key

Open answers

Page 19

Go Around!

Activity 1

- ◆ Explore the pictures by asking students where they can be found, what message they convey and if English is used in similar contexts in their country. If necessary, clarify the meaning of any unknown words.
- ◆ Have students read the questions and, if necessary, help them with the meaning of unknown words. Then encourage students to discuss the questions with a classmate.
- ◆ Ask for some volunteers to share their conclusions with the whole class.

Answer Key

Open answers

Activity 2

- ◆ Organise students into small groups.

- ◆ Have them think about other English words they often see or hear and about other situations in which they are frequently exposed to the English language, such as when they play games, watch films and videos, use the internet etc. Tell them to take notes.
- ◆ Elicit answers from the whole class.

Answer Key

Open answers

Activity 3

- ◆ In small groups, have students brainstorm situations in which the use of the English language allows them to access information.
- ◆ Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas.
- ◆ Then, as a whole group, have students think about how they can improve their English. Ask for specific examples and have them justify their ideas.

Answer Key

Open answers

Activity 4

- ◆ Have students draw or glue pictures of any other sign in English in their own country.
- ◆ Then ask some volunteers to show them to the rest of the class.

Answer Key

Open answers


Page 20

Over To You!

Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Encourage them to react to the concept by circling the emoji that best describes their feelings about it.
- ◆ Organise students into small groups and have them compare their responses to the concept. Encourage them to discuss how they would feel if all their friends were similar to them and had the same tastes and opinions. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

 **Appreciating diversity** – Appreciating diversity means recognising and valuing that all people are unique in their own way. It also means noticing that this uniqueness is what makes

each person special. Students must be taught to embrace and make positive use of diversity in their lives. But, most importantly, they must learn to appreciate diversity in others, showing respect and interest in other people's beliefs, abilities, limitations and backgrounds.

- ◆ Tell students they are going to read an article about the concept they have just discussed. Have them read the article.
- ◆ Instruct them to read the questions and discuss them in pairs.
- ◆ Ask for some volunteers to share their answers with the whole class and to justify them.
- ◆ Draw students' attention to the fact that the article they have just read suggests that diversity in friendship is important to create balance between people. Explain that students are going to do an activity to help them reflect on how individual and group differences complement each other and make the world more interesting.
- ◆ Ask students to think about their friends and write a list of the things they and their friends have got in common, such as physical characteristics, abilities and talents, likes and dislikes, experiences etc. Next, instruct them to write another list, but this time focusing on the differences between their friends.
- ◆ Organise students into pairs and have them talk about the similarities and differences they have found out. After that, ask the whole class which list is longer and if they are surprised by the number of differences they have spotted.
- ◆ Encourage students to think about their best friends and find a special characteristic that makes each of them unique and how it is valuable to their whole group of friends. Have students discuss their ideas in pairs again. Finally, ask for some volunteers to share their comments with the whole class.

Answer Key

Open answers

Page 21

Review 1

Activity 1

- ◆ Have students match the countries to the characters in the pictures. Then tell them to write their nationalities.

Answer Key

1. d, Australian; **2.** b, British; **3.** e, Japanese; **4.** c, French; **5.** a, American

Activity 2

- ◆ Tell students to complete the dialogue using *am*, *is* or *are*.

Answer Key

1. are; **2.** is; **3.** am; **4.** is; **5.** is; **6.** are; **7.** are; **8.** are

Activity 3

- ◆ Have students rewrite the sentences from activity 2 using the contracted form of the verb to be.

Answer Key

1. You're Ryan, right?; 2. That's right.; 3. I'm Lily and she's Emma.; 4. She's my best friend.; 5. We're from Colombia and we're new here.; 6. We're in the same class.

Activity 4

- ◆ Ask students read the items and check if they know who these people are.
- ◆ Have them do the activity.

Answer Key

1. December; 2. February; 3. August; 4. July; 5. October

Activity 5

- ◆ Have students read the sentences and write the corresponding months.

Answer Key

1. March; 2. June; 3. November; 4. October; 5. August

Workbook 1

Pages 7-11

Activity 1

Answer Key

1. Username; 2. Name; 3. Surname; 4. E-mail; 5. Nationality; 6. Birthday

Activity 2

Answer Key

1. Darego; 2. American; 3. akin10.darego@tweenmail.com; 4. Video games and online videos; 5. RockyCatTheGamer

Activity 3

Transcript 7



- 1 Frederik is German. He's from Berlin.
- 2 My grandma is from Chile. She lives in Valdivia.
- 3 My favourite singer is Colombian. She's Shakira.
- 4 Michelle is Canadian. He's my best friend.

5 Millie's friend is Chinese. He's from Beijing.

Answer Key

1. German; 2. Chile; 3. Colombian; 4. Canadian; 5. Chinese

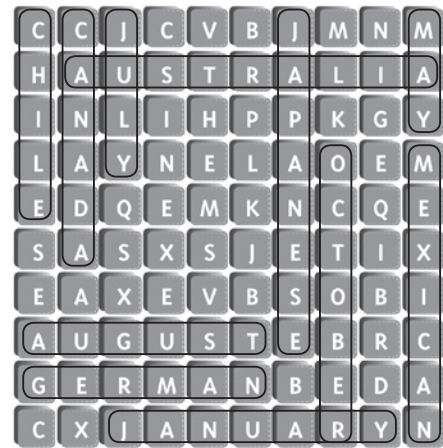
Activity 4

Answer Key

1. Japanese; 2. England; 3. Colombian; 4. China; 5. German.

Activity 5

Answer Key



Countries: Canada, Australia, Chile; **Nationalities:** Mexican, German, Japanese; **Months:** May, August, January, July, October

Activity 6

Answer Key

The Eiffel Tower: France; **The Berlin Wall:** Germany; **Christ the Redeemer:** Brazil; 4. **The Leaning Tower of Pisa:** Italy; 5. **The Great Wall:** China; 6. **The Big Ben:** United Kingdom

Activity 7

Answer Key

1. Bristih; 2. American; 3. Russian; 4. Colombian; 5. French; 6. Italian

Activity 8

Answer Key

1. Argentina; 2. Food, Italy; 3. American; 4. Australian; 5. sport; 6. thirteen

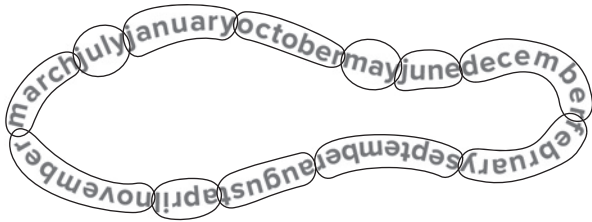
Activity 9

Answer Key

1. are; 2. are; 3. is; 4. am; 5. is

Activity 10

Answer Key



1. January; 2. February; 3. March; 4. April; 5. May; 6. June;
7. July; 8. August; 9. September; 10. October; 11. November;
12. December

Activity 11

Answer Key

1. b; 2. c; 3. a; 4. b; 5. c; 6. c; 7. b; 8. a; 9. c; 10. a

Activity 12

Answer Key

1. c; 2. e; 3. f; 4. b; 5. a; 6. d

Activity 13

Transcript 8



Tom: Hi! I'm Tom. What's your name?

Megan: Hello! I'm Megan.

Tom: Where are you from?

Megan: I'm from Australia.

Tom: Cool! I really like Australia. The beaches are the best!

Megan: Yes, they are! And the people are really friendly. Are you into surfing?

Tom: Hmm...I don't think so. I'm not very good at sports. But I love swimming.

Megan: Me too! Where are you from?

Tom: I'm American, from New York.

Megan: It's a great and big city! New York has got a lot of interesting places.

Tom: Absolutely!

Megan: Ok. Nice to meet you!

Tom: Nice to meet you too!

Answer Key

1. Tom is American; 2. Megan is from Australia; 3. Tom is into swimming; 4. Australian people are really friendly; 5. None of them are correct.

Activity 14

Answer Key

1. 's; 2. 're; 3. 'm; 4. 're; 5. 's; 6. 're

Activity 15

Answer Key

1. is; 2. am; 3. is; 4. am; 5. are; 6. is; 7. is; 8. are; 9. is; 10. is

Activity 16

Answer Key

Correct statements: 2, 3, 5

Activity 17

Answer Key

1. This is Carter. He's my best friend.; 2. Hi! My name 's Sofia.
3. That's right.; 4. Hi, Carter!; 5. Hi, Sofia! Hurry up!; 6. Sofia, you're American, right?; 7. Hey! I'm Lucas.

Activity 18

Answer Key

Lucas: Hey! I'm Lucas.

Sofia: Hi! My name 's Sofia.

Lucas: Sofia, you're American, right?

Sofia: That's right.

Lucas: This is Carter. He's my best friend.

Sofia: Hi, Carter!

Carter: Hi, Sofia! Hurry up!

Activity 19

Answer Key

Open answers

Activity 20

Answer Key

Open answers

2 WHAT'S YOUR FAMILY LIKE?

Objectives:

- ▶ Talk about the members of one's family and different types of families.
- ▶ Identify characteristics of photo captions and understand their purpose.
- ▶ Use the verb *to be* to talk about families.
- ▶ Use the verb *have got* to talk about possession.
- ▶ Use demonstrative pronouns to talk about things that are close to or far from the speaker.
- ▶ Write a photo caption.
- ▶ Research how many children students' family members have got.
- ▶ Reflect on the lives of bilingual people from multicultural families.

Language:

- ▶ family members (aunt, brother, child, children, cousin, dad, daughter, father-in-law, grandma, grandpa, husband, mum, mother-in-law, siblings, sister, son, stepbrother, stepfather, stepmother, stepsister, twin, uncle, wife)
- ▶ demonstrative pronouns
- ▶ verb *to be* (affirmative, negative and interrogative forms)
- ▶ verb *have got* (affirmative form)

Digital Content: Unit 2 Video, Study Space and Teacher's Resource Material

Workbook: pages 12-16

Pages 22 and 23

Opening Pages

Shorter Version

- ◆ Ask students to look at the image and explain in their own words how it connects to the title of the unit. Guide them to notice that the image shows family pictures and that the same person appears in many of them, but at different stages of her life.
- ◆ Organise students into pairs and set aside some time for them to discuss the questions. Then ask for volunteers to share their answers with the whole class.

Longer Version

- ◆ Ask students to look at the image and describe what they see. Help them with vocabulary if necessary.
- ◆ Draw students' attention to the title of the unit and ask them how it relates to the image. Guide them to notice that the image shows family pictures and that the same person appears in many of them, but at different stages of her life.
- ◆ Based both on the title and the image, elicit what topics students imagine they are going to study in this unit.
- ◆ Instruct students to write a definition for the word "family". Monitor and help them with vocabulary as needed. Next, organise them into pairs or small groups and have them compare their definitions. Ask for volunteers to read their definitions aloud and motivate some discussion about the topic.

Pages 24 and 25

Get Ready!

Activity 1

- ◆ Ask students to describe the photos and speculate on the relationship between the people in each one.
- ◆ Read the questions with students and clear up any doubts they may have. Allow them some time to look again at the photos and take notes.

- ◆ Organise students into pairs and have them discuss the questions. Open the discussion to the whole class.

Answer Key

1. They all show families.;
2. The number of family members and the people who are part of them. ;
3. Open answers;
4. Open answers

Activity 2

- ◆ Tell students they are going to listen to/watch a video about a woman named Nadiya and her family.
- ◆ Play the audio/video once for general comprehension.
- ◆ Instruct students to read the questions. Explain that you are going to play the audio/video once more so that they can answer them.
- ◆ Play the audio/video again. Have students compare their answers in the same pairs from the previous activity. Encourage them to discuss the last question. Monitor and help as needed.

Further Information

Nadiya Hussain – Winner of *The Great British Bake Off* in 2015. After that, she has written cook and fiction books, become a judge on *Junior Bake Off*, made her documentary *The Chronicles of Nadiya* and worked as a columnist for *The Times*.

Based on <<https://www.nadiyahussain.com/about-me/>>. Accessed on June 6, 2019.

Transcript 12 & 13



Narrator: Nadiya is a famous cook. She won *The Great British Bake Off*, a TV competition. She's British and lives in the UK with her husband and her children. Her parents are from Bangladesh. But she grew up in the UK, so she doesn't know Bangladesh well.

Nadiya: I think I feel very British. Sometimes I feel like I don't know the Bangladeshi side of me that much.

Narrator: But her Bangladeshi side is an important part of her family life as well as her work as a chef. Nadiya has got three sisters and two brothers. They all live nearby. They meet for important family celebrations. Nadiya is the chef in the family, but for family meals, everyone cooks.

Nadiya: That is a mutton and potato curry that my big sister made.

Narrator: This celebration is for Nadiya, who is going to Bangladesh. She wants to visit her family there and learn more about the culture and the food. Her parents live in Bangladesh now, in a small village near Sylhet. At the airport, her dad picks her up.

Narrator: Together, they drive to their family village. Her mum is there to meet her. So are her uncles and aunts. And her cousins. And their children. They know she is a famous chef in the UK now and they're very happy for her.

Nadiya: I did not think I was gonna cry. I thought I didn't miss them... It turns out I do.

Narrator: Next, she goes to see her grandmother. She is very important to Nadiya. Nadiya stays in the village with her family for one week. She cooks with them and learns from them, and is sad when it's time to say goodbye. She leaves her family, but continues her travels in Bangladesh. She will meet new people, try new things and learn all about her family's country.

Answer Key

1. It's big;
2. In the United Kingdom;
3. Bangladesh;
4. Open answers

Activity 3

- ◆ Allow students some time to read the sentences. Clear up any doubts they may have.
- ◆ Play the audio/video again so that they can match the sentences.

Answer Key

1. b;
2. e;
3. a;
4. c;
5. d

Activity 4

- ◆ Organise students into new pairs.
- ◆ Allow them some time to discuss the questions.
- ◆ Ask for volunteers to share their answers with the class. Encourage them to justify their answers.

Answer Key

The family in photo 3, because it is a big family.

Activity 5

- ◆ Read the comments with students and clear up any doubts they may have.
- ◆ Ask them if they agree with any of the comments and why.
- ◆ Instruct students to write a comment in the space provided. Explain that they can write about Nadiya's family, compare it to their own family or write only about their family. Monitor and help as needed.
- ◆ Have students compare their comments in the same pairs from the previous activity.
- ◆ Ask for volunteers to share their comments with the class.

Answer Key

Open answers

Activity 6

- ◆ Ask students what other information they would like to know about families that are different from their own.
- ◆ Instruct them to write a question about the topic. Depending on the level of the group, you may ask students to write the question in L1 in their notebook and then help them translate it into English before writing it in the book.
- ◆ Assign the research for homework.
- ◆ In the following class, organise students into small groups and have them share what they have found in their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Answer Key

Open answers

Page 26

Language 1

Activity 1

- ◆ Draw students' attention to the words in the box and clear up any doubts they may have.
- ◆ Organise students into pairs and allow some time for them to speculate about the relationships between the people in each photo using the words from the box. Then instruct them to write their guesses where appropriate. Advise them to write in pencil, so that they can correct their guesses if necessary.
- ◆ Ask for volunteers to share their guesses with the class.

Answer Key

Open answers

Activity 2

- ◆ Tell students that they are going to listen to the children in the photos describing their families. Instruct them to check their answers to activity 1.
- ◆ Correct the activity orally and ask students how many guesses they got right.
- ◆ If necessary, play the audio one more time, pausing right after each answer is given.

Transcript 14



- 1 Karen:** In this picture, I am with my grandma and grandpa. I love to visit them.
- 2 Michael:** This is me and my brother James. We are twins... obviously.
- 3 Chloe:** This picture shows me and my dad. I love to hang out with him on the weekends.
- 4 Roxane:** This is a picture from when my uncle Dan and my aunt Alissa visited me last month.

Answer Key

- 1.** grandma, Karen, grandpa; **2.** Brother, Michael;
- 3.** Dad, Chloe; **4.** Uncle, aunt, Roxane

Activity 3

- ◆ Organise students into pairs. Ask them to read the text in activity 3 and to try to infer the meaning of the words in bold.
- ◆ Have them search in the dictionary for the meaning of the words and take notes. Monitor and help as needed.
- ◆ Refer students to the **Verb have got** box and go over its meaning and use. Clear up any doubts students may have.
- ◆ Check orally the meaning of the words in bold. Then have the pairs infer the missing words in the text. Monitor and help as needed. Guide them to notice how terms such as “stepsister”, “twin brother” and “mother-in-law” are formed.
- ◆ Ask for volunteers to write their answers on the board. Clear up any doubts students may have.

Answer Key

- 1.** daughter; **2.** stepfather; **3.** stepsister; **4.** twin brother;
- 5.** husband; **6.** mother-in-law

Page 27

Listening and Speaking

Activity 1

- ◆ Tell students they will listen to Lily introducing her family. They will have to tick the photo which represents them.

- ◆ Play the audio and allow some time for students to make their choice.

Transcript 15, 16 & 17



Hi! It's me, Lily, and today I'm going to introduce to you my beautiful family! Let's begin with Jack! He's twelve and he's my older (and only) brother. He dances really well. Next, my dad. His name is Phil and he's an economist. Everybody thinks economists are very serious, but dad loves to tell jokes: he's really funny! After my amazing dad, my amazing mum. My mum's name is Helena and she's great! She's a painter and she's very creative. My grandparents also live with us. Their names are Vincent and Tina. I like to hang out with them because they play games with me and because they tell the best stories. Finally, my fluffy dog, Bobby! He's totally cute! So this is my family. Hope you enjoyed this. Bye!

Answer Key

Picture b

Activity 2

- ◆ Play the audio about Lily again for students to match the names to the words that describe how they are related to Lily.

Answer Key

1. b; **2.** e; **3.** c; **4.** f; **5.** d; **6.** a

Activity 3

- ◆ Students listen to the audio once again and circle the correct options to complete the sentences.

Answer Key

1. has got, one brother; **2.** dances; **3.** have got, children;

4. funny; **5.** paintings, creative; **6.** stories; **7.** dog

Buzzwords

- ◆ Read the sentence with students and draw their attention to the expression “hang out”.
- ◆ Ask them if they remember the context in which this expression was used in the audio (Lily said: “My grandparents also live with us. Their names are Vincent and Tina. I like to **hang out** with them because they play games with me and because they tell the best stories.”). If necessary, play the audio again so that students are able to recall the context.
- ◆ Have students look the expression up in the dictionary and answer the question.
- ◆ Ask for some volunteers to share their answers with the whole class. Then ask if they can think of a similar slang expression in L1.

Answer Key

Suggested answers: To spend time with someone doing something fun or relaxing

Activity 4

- ◆ The previous class, ask students to bring a family picture.
- ◆ To plan their presentations, instruct them to write in their notebook the names of the people depicted, along with how these people relate to themselves. Tell them to add some information about each person. Write the following example on the board: “Jamil. Older brother. Loves swimming.”. Monitor and help as needed.
- ◆ Based on their notes, ask students to complete the sentences in the activity.
- ◆ Organise students into pairs and have them practise reading the sentences while pointing at the corresponding people in the picture they brought.

Answer Key

Open answers

Activity 5

- ◆ When students feel more confident, have them introduce their families to the rest of the class. They can also record the videos in pairs using a smartphone or a camera if they want. Alternatively, you can assign the recording to be done as homework.
- ◆ Listen to students’ presentations and/or watch students’ videos and give them feedback on their production. They can also share it with friends and family in a social network or their class/school blog.

Answer Key

Open answers

Pages 28 and 29

Reading

Activity 1

- ◆ Draw students’ attention to the photos and elicit where they were probably taken from (social media, photo album, a magazine or newspaper). Have them explore the photos, describing what they see.
- ◆ Refer students to the texts that accompany the photos and elicit what their function is (explain who the people are, where they are or what is happening in a picture). Add that this type of text is called “photo caption”.
- ◆ Ask students to pay attention to the position of the texts in relation to the photos. Guide them to notice that the photo captions shown are either above or below the pictures.

Have them think of other photo captions they have seen and help them realise that, in some cases, photo captions can also appear beside the pictures they describe. Finally, elicit if a caption is usually short or long (Short).

- ◆ Instruct students to underline the correct words to complete the text about photo captions. Correct the activity orally and clear up any doubts they may have.

Answer Key

1. picture; **2.** above, below; **3.** short; **4.** photo captions

Activity 2

- ◆ Tell students to look at the photos again, read the captions and write the appropriate answers.
- ◆ Correct the activity orally and elicit what elements led students to the answers. Guide them to notice that in the first and second captions there are digital elements, such as hashtags and emojis. It is also possible to see reactions to the pictures, which means that these captions were probably taken from social media. The third caption is the least personal of all and has got no digital elements. It refers to famous people, so it was probably published in a magazine or newspaper. The fourth caption is handwritten and there are no digital elements, so it is probably an entry in a photo album.

Answer Key

a. 3; **b.** 4; **c.** 1, 2

Activity 3

- ◆ Allow some time for students to carry out the activity.
- ◆ Correct the activity orally and elicit what led students to the answers. Guide them to notice that captions are written by the same person who posts or publishes a picture. People leave comments in the comments section, not in the caption.

Answer Key

Correct answers: a, c, d

Activity 4

Setting the Pace



- ▶ Instruct students to read the captions again and circle in the pictures the people who wrote them. Guide students to notice that it is not possible to identify the author of the third caption, since he or she is not in the picture.
- ▶ Ask students to identify the relationship between the authors of the captions and the other people in the pictures. For example, in the first picture, the girl is June and the man by her side is her father.
- ▶ Allow students some time to carry out the activity.

- ▶ During the correction, encourage students to identify in the pictures the people who the items refer to and point at them. For example, in item “a”, they should identify and point at Christopher.

Answer Key

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

Activity 5

- ◆ Have students analyse June’s post and circle the correct options.
- ◆ Correct the activity orally and elicit what led students to the answers. Guide them to notice that June uses the hashtag “#JustTheTwoOfUs”, which means that she lives alone with her dad. Hence, she is an only child and does not live with her mother. June also writes “Love our #SmallButGreatFamily”, which means that she likes having a small family.

Answer Key

1. is; 2. likes; 3. doesn’t live

Activity 6

- ◆ Elicit from students what emojis are (icons that express ideas or emotions) and how often they use them. Ask them what their favourite emojis are. Then encourage them to think about why people use emojis.
- ◆ Write on the board “A picture is worth a thousand words.” and elicit from students what this idiom means. Guide them to notice that a picture—or in this case, an emoji—can easily express an idea that would take many words to be expressed. Ask them if they agree with this.
- ◆ Have students analyse the emoji used in the second caption and check the correct options in activity 6.
- ◆ Correct the activity orally.

Answer Key

1. c; 2. c; 3. b

Activity 7

- ◆ Ask students to read the question and think about the answer. Discuss the answers with the whole class.

Answer Key

Open answers

Activity 8

- ◆ Read the question aloud. Then discuss it with the whole class.

Answer Key

Open answers

Activity 9

- ◆ Finally read the question and ask students what their opinion is. Discuss with the whole class.

Answer Key

Open answers

Extra Activity



- ▶ Choose some internet pictures with captions and show them to students, one at a time, without the captions. Elicit from them possible information the captions may present.
- ▶ Reveal the real captions and have students check if their guesses were right. Clear up any doubts they may have.
- ▶ If there is time, encourage students to create alternative captions to the pictures.

Pages 30 and 31

Language 2

Activity 1

- ◆ Allow some time for students to carry out the activity.
- ◆ Correct it orally and elicit how it is possible to know that the third sentence is interrogative (it ends with a question mark) and the fourth one is negative (there is the word “not”).
- ◆ Draw students’ attention to the grammar box about the negative form of the verb *to be* and ask for volunteers to read the sentences aloud. Clear up any doubts students may have.
- ◆ Refer them to the grammar box about the interrogative form of the verb *to be* and ask for volunteers to read the questions aloud. Highlight the fact that, in questions, the positions of the subject and the verb *to be* are inverted when compared to affirmative and negative sentences. Clear up any doubts students may have.
- ◆ Ask for volunteers to read the chart with the short answers in the grammar box. Draw students’ attention to the fact that we do not contract the affirmative answers and that there is no possible contraction for “am not”, so we contract “I am”, forming “I’m not”. Clear up any doubts students may have.

Answer Key

1. A; 2. A; 3. I; 4. N

Activity 2

- ◆ Ask students to complete the sentences using the verb *to be*.

Answer Key

1. am not/’m not; 2. are not/aren’t; 3. is not/isn’t; 4. is not/isn’t; 5. are not/aren’t; 6. is not/isn’t

Activity 3

- ◆ Invite students to complete the sentences about them.

Answer Key

Open answers

Activity 4

- ◆ Tell students to use the prompts and the verb *to be* to write questions.

Answer Key

1. Is your grandmother from France?; **2.** Is your Science teacher Canadian?; **3.** Are you hungry?; **4.** Is your family big? **5.** Are you an only child?; **6.** Are you eleven years old?; **7.** Are your parents Spanish?

Activity 5

- ◆ Now tell students to answer the questions in activity 4 about themselves.

Answer Key

Open answers

Activity 6

- ◆ Instruct students to find and underline the sentences with the words “this”, “that”, “these” and “those” in the first and second captions on page 28.
- ◆ Tell them to analyse the photos related to the sentences. Guide them to notice that June wrote “**This** is my dad...” because her father is next to her in the picture, but she wrote “... **that**’s our book collection” because the bookshelf is relatively far from her. Paul wrote “**Those** are me and Kelly...” because they are on the background of the picture, but he wrote “... **these** are Sophie and Parker...” because they are on the foreground, closer to the viewer.
- ◆ Organise students into pairs and allow them some time to discuss and answer the questions.
- ◆ Ask for volunteers to share their answers with the class and clear up any doubts students may have.
- ◆ Ask for different volunteers to read aloud the information in the grammar box about demonstrative pronouns. Clear up any doubts students may have.

Answer Key

a. 1 and 2; **b.** 3 and 4; **c.** 1 and 4; **d.** 2 and 3

Activity 7

- ◆ Play the audio and have students pay attention to how the words in bold are pronounced. Draw their attention to the *th* (/ð/) sound. Explain that to produce this sound they should

rest the tip of their tongue on the back of their upper teeth and force the air out. Encourage them to pronounce this sound.

Transcript 18 & 19



This is my father and this is my mother. That is my brother and that over there is my other brother.

These are my pets and those are their toys. They love to play together.

Answer Key

Yes, it is.

Activity 8

- ◆ Discuss the question in the activity with the students.

Answer Key

Open answers

Activity 9

- ◆ Ask students to listen to the description in activity 7 again several times for them to practise this sound.

Answer Key

Open answers

Activity 10

- ◆ Invite students to look at the pictures and complete the sentences with the correct demonstrative pronoun.

Answer Key

1. those; **2.** this; **3.** that; **4.** these

Page 32

Writing

Activity 1

- ◆ Before doing the activity, ask students to bring to class a copy of a picture. Tell them to choose a different picture from the one they used in activity 4 on page 27.
- ◆ Instruct students to plan their texts by answering the questions in the activity. Guide them to notice that, depending on where their picture will be (on social media, in a photo album, on a magazine or newspaper), the caption should be different. For instance, if they post a picture on social media, they can add digital elements, such as hashtags or emojis. If they paste it in a photo album, they can write a full description and add some decorative elements, like stickers. If the picture is published in a magazine or in a newspaper, they should write the caption in the third person, as if they were journalists. Monitor and help as necessary.

Answer Key

Open answers

Activity 2

- ◆ Tell students to write a draft of their text.

Answer Key

Open answers

Activity 3

- ◆ Tell students to share their captions with a classmate.
- ◆ Students should listen to their classmates' opinions and suggestions and make the necessary adjustments.

Answer Key

Open answers

Activity 4

- ◆ Tell students to write the final version of their photo captions, incorporating the feedback they have received from their classmates in activity 3.
- ◆ Have them carefully read their photo captions again, looking for mistakes to be corrected or passages to be improved. Monitor and help as needed.
- ◆ Finally, instruct students to write the final version of their caption and share it with their classmates. They can also publish their pictures and photo captions on a social network or their class/school blog. Students' work can also be shared with their relatives and other members of the school community in events that invite students' family to school.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Read the sentence aloud and draw students' attention to the gap. Tell them to fill in the gap with the average number of children they think people in their families have got.
- ◆ Ask for some volunteers to share their hypotheses with the class.

Research

- ◆ Tell students that they will have to collect some information to check their hypotheses.
- ◆ Draw their attention to the chart and instruct them to fill in the first column with some names of family members that they can interview (either face to face, by telephone, text message, e-mail etc.).

- ◆ Instruct students to interview only one person from each couple and advise them to be tactful and respectful when interviewing their family members.
- ◆ Explain that they should fill in the second column with the number of children each family member has got. Set some time (two days, a week etc.) for them to carry out the activity.

Think

- ◆ Read the question and the instructions with students. Make sure they understand what they are supposed to do.
- ◆ Allow them some time to solve the equations. Monitor and help as necessary.

Discuss

- ◆ Instruct students to complete the sentence with the average number of children their family members have got.
- ◆ Ask for volunteers to share their conclusions with the class and ask them if their hypotheses were confirmed.

Answer Key

Open answers

Activity 1

- ◆ Read the questions with students and clear up doubts they may have.
- ◆ Organise them into small groups and have them discuss the questions. Monitor and help as needed.
- ◆ After some time, open the discussion to the whole class.
- ◆ Guide students to notice that all families must be valued, regardless of their size and formation and that people's choices must be respected, whether they choose to have children or not.

Answer Key

Open answers

Activity 2

- ◆ Hold a whole-class discussion. Students can also publish their ideas on a social network or their class/school blog.

Answer Key

Open answers

Page 33

Go Around!

Activity 1

- ◆ Ask students if they or any member of their family speak more than one language and why.
- ◆ Let the ones who do tell the rest of the class about the experience. If necessary, hold the discussion in the students' language.

Answer Key

Open answers

Activity 2

- ◆ Draw students' attention to the picture. Ask them if they know who this actress is and encourage them to speculate about where she is from.
- ◆ Instruct them to read the photo caption and check their guesses. Ask them if any information in the caption surprised them.
- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed. After a few minutes, open the discussion to the whole class.

Answer Key

Open answers

Further Information



Mila Kunis – Ukrainian actress whose family moved to Los Angeles, California, in 1991. She started acting when she was nine years old and is mostly known for her roles on *That '70s Show* (1998-2006) and *Black Swan* (2010). Kunis is married to actor Ashton Kutcher, with whom she has got two children.

Based on <<http://www.imdb.com/name/nm0005109/>>. Accessed on June 5, 2019.

Activity 3


- ◆ Ask students if they know anyone who speaks more than one language.
- ◆ After listening to their answers, read the activity with students and clear up any doubts they may have.
- ◆ If students know someone who grew up in one country but now lives in another, encourage them to interview this person. If they do not, instruct them to do some research on the internet about people who grew up in this context. Assign the activity as homework and set some time for students to carry it out.

Answer Key

Open answers

Activity 4

- ◆ Hold a whole-class discussion.

 **Respecting differences** – Respecting differences means acknowledging that people are unique and that, even if they are different from what we are used to, they must be respected. Guide students to notice that we should be open to new cultures and try to learn as much as we can about them, so that we avoid misconceptions and prejudice. When it comes to families, raise students' awareness to the fact that all families must be valued and respected, regardless of their size, composition, background or beliefs. When living in foreign countries, people should be

motivated to keep their language and culture alive, in harmony with the new culture they are exposed to.

Answer Key

Open answers

Page 34

Over to You!

Concept

- ◆ Read the question with students and clear up any doubts they may have.
- ◆ Instruct them to circle an emoji that represents their reaction to the question.
- ◆ Organise students into small groups and have them compare their reactions. Ask them if they have got pets and how they feel about them. After a few minutes, open the discussion to the whole group.

Activity 1

- ◆ Tell students they will read a post about what they have discussed.
- ◆ Organise students into small groups and have them discuss the questions.
- ◆ After some time, open the discussion to the whole class. Encourage students to share their opinions and ask them if the text they read has changed their minds in any way.

Answer Key

Open answers

Page 35

Review 2

Activity 1

- ◆ Have students complete the text with the words and phrases in the box.

Answer Key

1. mother; **2.** father; **3.** brothers; **4.** has got; **5.** aunt;
6. cousins; **7.** uncle; **8.** have got; **9.** Grandma; **10.** Grandpa

Activity 2

- ◆ Now tell students to complete the sentences about Damien's family by using the affirmative or negative form of the verb *to be*.

Answer Key

1. are; **2.** are not/aren't; **3.** is; **4.** are not/aren't

Activity 3

- ♦ Write the example ("Are you happy today?" "Yes, I am.") on the board and draw students' attention to the position of the subject and of the verb *to be* in the question and in the answer.
- ♦ Write the answer of item 2 on the board (No, they aren't.) and ask for volunteers to suggest questions for it.
- ♦ Instruct students to write questions for the other answers. Monitor and help as needed.
- ♦ Have them compare their questions in pairs and ask for volunteers to share their questions with the whole class.

Answer Key

Open answers

Activity 4

- ♦ Ask students to match the beginnings and endings of the sentences.

Answer Key

1. b; 2. c; 3. a; 4. e; 5. d

Activity 5

- ♦ Students should look at the pictures and write the corresponding demonstrative pronouns.

Answer Key

- | | |
|-----------------------|----------------------|
| 1. That is my/a cat. | 3. This is my/a dog. |
| 2. These are flowers. | 4. Those are houses. |

Workbook 2

Pages 12-16

Activity 1

Answer Key

Correct sentences: 2, 4, 5
Wrong sentences: 1. That is my brother./Those are my brothers.; 3. This is my classmate Keyra; 6. That is the bus stop.

Activity 2

Answer Key

- | | |
|------------------------------|---------------------------------------|
| 1. These are my/our cousins. | 4. Those are doctors. |
| 2. Those are my/our friends. | 5. These are your pens. |
| 3. These are English books. | 6. Those are our teachers over there. |

Activity 3

Answer Key

1. that; 2. these; 3. that; 4. those; 5. these; 6. this

Activity 4

Answer Key

1. That is; 2. That is; 3. These are; 4. That is; 5. Those are

Activity 5

Answer Key

Open answers

Activity 6

Answer Key

1. It's not/isn't lunchtime.; 2. My mum is not/isn't a doctor;
3. I am not/'m not busy at school.; 4. My grandparents are not/aren't at home now.; 5. My sister is not/isn't a student.;
6. The students are not/aren't at school.

Activity 7

Answer Key

1. Are; 2. Is; 3. Are; 4. Am; 5. Is

Activity 8

Answer Key

Open answers

Activity 9

Answer Key

- | | |
|----------------------|---------------------------|
| 1. Are you tired? | 4. Is your mum a student? |
| 2. Are we at school? | 5. Is it sunny today? |
| 3. Is it lunchtime? | 6. Is your school big? |

Activity 10

Answer Key

Open answers

Activity 11

Answer Key

- 1.** He is sad.; **2.** She isn't at school.; **3.** They are friends.;
4. He is our teacher.; **5.** They aren't dentists.

Activity 12

Answer Key

- 1.** father; **2.** aunt; **3.** cousins; **4.** mother; **5.** grandfather;
6. uncle; **7.** grandmother; **8.** brother

Activity 13

Answer Key

- 1.** have got; **2.** has got; **3.** have got; **4.** have got; **5.** has got

Activity 14

Answer Key

- 1.** 'm; **2.** 'm; **3.** is; **4.** 's; **5.** 's; **6.** have got; **7.** have got; **8.** is;
9. are; **10.** have got; **11.** has got; **12.** 's; **13.** 's got; **14.** 's

Activity 15

Answer Key

- 1.** He's fourteen years old. **5.** They are six years old.
2. He's in Year Nine. **6.** No, it isn't.
3. He's really friendly. **7.** It's Bobby.
4. No, he isn't. **8.** Yes, he is.

Activity 16

Transcript 9

mum
sister
grandpa
mother
brother
uncle

Answer Key

- 1.** mum; **2.** sister; **3.** grandpa; **4.** mother; **5.** brother; **6.** uncle

Activity 17

Transcript 9



Hello! I'm Olivia and this is my family. Today I want you to meet my family. These are my parents. Their names are Ava and Harry. My dad is a teacher and he's extremely patient. I love it when he helps me with my homework. My mum is a journalist. She works for the local newspaper and she is also writing a book. I have got a sister and a brother. My sister's name's Emma and my brother's name's Josh. They're at school in London. They're great singers!

My mum's sister is Ella. She's my aunt. Ella isn't married. She lives in a flat near us. My mum's parents have got a cottage in the country and we go there in the summer. The cottage has got a beautiful garden and we play there. It's great fun!

My dad has got two brothers: my uncle Vincent and my uncle Jake. Jake is married to my aunt Lisa. They have got twins. The twins are my cousins Noah and Isabella. I love it when they visit us. We play together and we sometimes go to the park. I have got a great family! Tell me about yours.

Answer Key

Correct sentences: 3, 4, 5, 6, 7

Activity 18

Answer Key

Open answers

Activity 19

Answer Key

1. c; **2.** a; **3.** b

Activity 20

Answer Key

Open answers

3 WHAT'S YOUR SCHOOL LIKE?

Objectives:

- ▶ Talk about one's school.
- ▶ Identify school facilities, objects and subjects.
- ▶ Identify characteristics of a variety of posters and understand their functions.
- ▶ Use the structure *there be* to talk about existing things.
- ▶ Use prepositions of place to say where things are.
- ▶ Create a poster.
- ▶ Investigate how many students are satisfied with the conditions of the school facilities.
- ▶ Reflect on the factors that prevent children and teenagers from attending school or having school materials.
- ▶ Give opinions about a world without schools where children have to be educated at home.

Language:

- ▶ school facilities (auditorium, bathroom, cafeteria, classroom, gymnasium, laboratory, library, head teacher's office, swimming pool)
- ▶ school objects (correction fluid, dictionary, eraser, glue stick, paintbrush, pen, pencil, pencil case, stapler, whiteboard)
- ▶ school subjects (Art, English, Geography, History, Maths, Physical Education, Science)
- ▶ articles *a/an*
- ▶ plural nouns
- ▶ prepositions of place
- ▶ *there be*

Digital Content: Unit 3 Study Space and Teacher's Resource Material

Project: Workbook, page 47

Workbook: pages 17-21

Pages 36 and 37

Opening Pages

Shorter Version

- ◆ Explore the image with students. Invite them to name what they see and to explain how the image relates to the unit.
- ◆ Direct students' attention to the questions and discuss them with the whole group.

Longer Version

- ◆ Refer students to the image and help them describe it by talking about the animals portrayed in it, how they relate to one another and what comes to their minds when they see this image.
- ◆ Have students read the title of the unit and encourage them to speculate about the topic of the unit based on the image and on the title.
- ◆ Write the word "school" on the board. Organise students into groups and ask them to make a list of things they associate with it.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas. If necessary, conduct the discussion in L1.
- ◆ Ask students to read the questions and clarify any vocabulary doubts they might have.
- ◆ Have them discuss the questions in pairs or small groups and, after a few minutes, open the discussion to the whole group.

Pages 38 and 39

Get Ready!

Activity 1

- ◆ Explore the photos with students. Ask them where they can see the elements portrayed (At a school.).
- ◆ Have them read the items in the activity and identify the ones whose meaning they already know (or are able to infer). Clarify the meaning of the unknown terms.
- ◆ Ask them to answer the questions and say what else they can see in each photo.

Answer Key

1. e; **2.** a; **3.** c; **4.** b; **5.** d; **6.** f

Activity 2

- ◆ Explain to students that they are going to listen to a podcast in which a student called Keith Mathis talks about his school.
- ◆ Play the audio and have them tick the pictures that represent something that Keith mentions.
- ◆ Ask students to compare their answers in pairs. Then check them orally with the whole class.



John: Hi. This is Kudos to Kay. I'm John Kay. In last week's episode, I asked our listeners to record and send us their audio files talking about what their schools are like and we got some very interesting answers, which we are going to share with you today. Like this one, from twelve-year-old blogger Keith Mathis.

Keith: Hi, John! I'm Keith Mathis and I live in South Houston, Texas. I'm in Year Six and I study at Challenge Middle School. I'm at school right now and I'm recording a podcast about it. Challenge is a large school, with twenty classrooms. It has got lots of facilities, like a cafeteria, a library and a large gymnasium. Today I'm going to give you a school tour, but before that I need to get my books. These are the lockers. Students keep their books, notebooks and other school stuff here.

Mr. Smith: Good morning, Keith!

Keith: Good morning, Mr. Smith!

Mr. Smith: Don't forget the History book!

Keith: OK! I won't! That was Mr. Smith, the History teacher. Let's walk around the school.

John: Keith also visited the gym and the library.

Keith: This is the gym. Let's take a look inside. There's some sports equipment on the floor and there are some students playing basketball now.

Mrs. Jones: Keith? Close that door, please!

Keith: Oops! Sorry about that, Mrs. Jones! Let's go this way. This is the library. There are lots of books here. We can borrow books for two weeks or we can read them here. This is Ms. Davis, the librarian. Hello, Ms. Davis!

Ms. Davis: Shh! Hello, Keith! You have to return a book, don't you?

Keith: Er... Yes... I'll bring it tomorrow, OK?

Ms. Davis: OK. See you tomorrow then.

John: And here's Keith in the cafeteria, in the bathroom and in his classroom.

Keith: This is the cafeteria. I eat lunch here with my friends every day. Mmm... There's lasagna today... Yummy! And these are the three new bathrooms. Hmm... It's quite nice. Oops, there's somebody in one of the stalls. Let's get out of here! And this is my classroom. We have got Maths now. My favourite subject! Mr. White is the Maths teacher. Can I ask you a question, Mr. White?

Mr. White: Sure!

Keith: Do you like teaching at Challenge?

Mr. White: Very much! The students are interested in learning and they always arrive on time. By the way, what are you doing outside, Keith? Come on in!

Keith: Uh-oh! Just a sec, Mr. White! Well, this is my school. I like it because I have got a lot of friends here and the teachers are awesome! See you next time. Signing off.

John: Sounds like a great school, Keith. Thank you for sending us your contribution.

Answer Key

a, b, c, d, e

Activity 3

- ◆ Ask students to compare Keith's school with their own. If necessary, play the audio again and instruct them to take notes while they listen.
- ◆ Organise them into pairs and have them discuss the question.
- ◆ Ask for volunteers to share their answers with the whole group and to justify them.

Answer Key

Open answers

Activity 4

- ◆ Talk to students about the podcast and encourage them to give opinions about its content. Have them read the comments in the activity and ask them if they agree or disagree with any of them and why.
- ◆ Tell them to write their own comments about the podcast. Explain that they can comment on the podcast itself, on Keith's school or even compare their school to his.

Answer Key

Open answers

Activity 5

- ◆ Discuss with students what they have learned about the American school where Keith studies. Ask them what other information they would like to know about schools in other countries.
- ◆ Encourage them to write a question about schools in another country and then share it with some classmates, who can try to answer it. Depending on the level of the group, you might want to ask students to write the question in L1 in their notebook and then help them translate it into English before writing it in the book.
- ◆ Assign the research of the answer as homework.
- ◆ The following class, organise students into small groups and have them share what they have found out in their research. Discuss the findings and encourage them to keep on asking questions they have still got about the topic (and looking for the answers).

Answer Key


Open answers


Language 1

Activity 1

Setting the Pace



-  Ask students to close the book and write the names of the school facilities on the board.
- ▶ Organise them into pairs and give each pair eight slips of paper. Instruct students to write a definition for each of the school facilities on a different slip. Alternatively, instead of a complete definition, ask them to write some keywords related to the facility. Explain that they should not write the name of the facility on the slip.
- ▶ Monitor and help as needed.
- ▶ Have pairs swap slips, read each other's definitions and match them to the school facilities.
- ▶ Finally, tell them to open the book, do activity 1 and compare their definitions to the ones in the book.

-  Explain to students that they have to match the school facilities to their definitions.
- ▶ Ask them to read each definition carefully and underline the keywords that will help them identify the school facility it describes. If necessary, clarify any vocabulary doubts they might have.
- ▶ In order to model the activity, help them notice that, in the first definition, "restaurant" is a keyword that will help them identify the corresponding facility.

Answer Key

1. f; 2. g; 3. a; 4. c; 5. b; 6. h; 7. e; 8. d

Activity 2

- ◆ Ask students to label the pictures with the words given. If they do not know the answers, have them look up the unfamiliar words in the dictionary.

Answer Key

1. pencil case; 2. eraser; 3. whiteboard; 4. pencil; 5. pen; 6. correction fluid

Activity 3

- ◆ Refer students to the sentences in the activity and explain that Keith said them in the podcast they listened to on page 39. If you find it appropriate, play the corresponding audio again.
- ◆ Ask students to read the sentences and circle the correct option.

- ◆ Have them check their answers in pairs. Then ask for volunteers to share their answers with the whole class.

Answer Key

1. object; 2. plural

Activity 4

- ◆ Explore the pictures on the left column with students and have them read the names of the objects.
- ◆ Direct their attention to the **Snack Learning** box and explain how regular plural nouns are formed in English. Tell them that the general rule is to add -s to make a plural noun (pen—pens). Then explain that when a noun ends in y and this y is preceded by a consonant, we make the plural by adding -ies (library—libraries). Finally, explain that we add -es to nouns ending in s, ss, ch, sh, x and z (watch—watches).
- ◆ Have students look at the pictures on the right column and write the quantity of each item followed by its corresponding plural noun.
- ◆ Ask for volunteers to share their answers with the whole class, spelling the plural nouns, and write them on the board.

Answer Key

1. five blue sticks; 2. two paintbrushes; 3. four staplers; 4. three dictionaries; 5. two pencil cases

Activity 5

- ◆ Direct students' attention to the questions and make sure they understand what they mean.
- ◆ Model the activity by eliciting answers from a few volunteers.
- ◆ Organise students into pairs and have them ask each other the questions.

Answer Key

Open answers

Page 41

Listening and Speaking

Activity 1

- ◆ Tell students that they are going to listen again to Keith giving a tour of his school, but this time he will not mention the names of the places he visits. Explain that they will have to identify these places, so they need to pay attention to the sounds they hear, people he talks to, keywords he mentions etc.
- ◆ Play the audio once so that students can get familiar with the school tour. Then play it again and pause each time Keith leaves one of the places.

- ◆ Have them compare their answers in pairs. Then ask for volunteers to share their answers with the whole class and write them on the board.

Transcript 22 & 23



Keith: Hello, everyone! I'm Keith Mathis and I live in South Houston, Texas. I'm in Year Six and I study at Challenge Middle School. Challenge is a large school, with twenty classrooms and lots of good great facilities. Today I'm going to give you a school tour. Let's go this way. There's lots of books here. Shh! Can you guess where I am? This is my favourite place. I eat lunch here with my friends every day. Mmm... There's lasagna today... Yummy! Let's take a look inside this room! Oops. Let's get out of here! Let's open this door. There are some students playing basketball now. And this is where I have got most of my classes. We have got Maths now. My favourite subject! Mr. White is the Maths teacher. Well, this is my school. I like it because I have got a lot of friends here and the teachers are awesome! See you next time. Signing off.

Answer Key

a. library; **b.** cafeteria; **c.** bathroom; **d.** gymnasium;
e. classroom

Activity 2

- ◆ Ask students to listen to Keith again and decide if the sentences are true or false. Then they should correct the false ones.

Answer Key

1. T; **2.** F (Keith's school has got twenty classrooms.); **3.** T;
4. F (Keith's favourite subject is Maths.); **5.** F (The Maths teacher is named Mr. White.)

Extra Activity



- ▶ Write the following sentences on the board and ask students to copy them in their notebook.
 - 1 Keith's last name is Morison.
 - 2 Keith's favourite place at school is the library.
 - 3 There are some students playing volleyball in the gym.
 - 4 Keith thinks his teachers are boring.
- ▶ Tell students that they are going to listen to the podcast from activities 1 and 2 again. Have students find the mistakes in each sentence and rewrite the sentences, correcting them. Play the audio and allow them some time to do the activity.
- ▶ Organise students into pairs and have them compare their answers. Then ask for volunteers to write their answers on the board.

- 1 Keith's last name is **Mathis**.
- 2 Keith's favourite place is the **cafeteria**.
- 3 There are some students playing **basketball** in the gym.
- 4 Keith thinks his teachers are **awesome**.

Buzzwords

- ◆ Refer students to the **Buzzwords** box and read the sentence with them.
- ◆ Direct their attention to the word "awesome" and explain it is a commonly used slang expression.
- ◆ Instruct them to look up the word in the dictionary and answer the question.
- ◆ Ask students how they would use the word in context and elicit some examples from them.
- ◆ Ask them if they know a slang expression in L1 with a similar meaning. If that is the case, elicit the word from them.

Answer Key

Suggested answers: extremely good, wonderful, amazing

Activity 3

- ◆ Play the audio and have students pay attention to how the words in bold are pronounced. Direct their attention to the *th* sound.
- ◆ Ask them if they have got this *th* sound (/θ/) in L1. For example, modern Greek and European Spanish have a similar sound, but it does not exist in Latin American Spanish, so some speakers of the latter tend to use /s/ instead.

Transcript 24 & 26



I'm Keith Mathis and I live in South Houston. That was Mr. Smith, the History teacher. And these are the three new bathrooms. Mr. White is the Maths teacher.

Answer Key

Open answers

Activity 4

- ◆ Organise students into pairs and have them practise pronouncing the words given.
- ◆ If necessary, demonstrate how to make the /θ/ sound in English. Explain that, in order to produce this sound, they have to rest the tip of their tongues on the back of their upper teeth and force the air out.

Transcript 25



bathroom birthday Maths month three

Answer Key

Open answers

Activity 5

- ♦ Play the audio and tell students to listen to the sentences in activity 3 again and practise them.

Answer Key

Open answers

Activity 6

- ♦ Have students read the text and clarify the meaning of unknown words.
- ♦ Then ask them to fill in the blanks with information about themselves and their school.

Answer Key

Open answers

Activity 7

- ♦ Tell students that they are going to read their podcast aloud. In order to get them prepared, read the sentences in activity 6 aloud, one at a time, and have students repeat them in chorus. Then ask them to rehearse in pairs. Monitor and help as needed.
- ♦ When students feel more confident, have them read their podcasts aloud. They can also record them and share them on a social network or their class/school blog. These recordings may be done as homework.
- ♦ Listen to students' podcasts and give them feedback on their productions.

Answer Key

Open answers

Pages 42 and 43

Reading

Activity 1

- ♦ Refer students to the questions and clarify the meaning of unfamiliar words. Then instruct them to look at the texts and do the activity, but make it clear that they do not need to read the texts in detail at this moment.
- ♦ Check the answers orally with the whole class. During correction, have students justify why they think the texts are posters. If necessary, explain that posters are pieces of printed paper which convey information through text only or both text and images. Posters are designed to be displayed on a wall, they are eye-catching and large enough to be seen from a short distance.

Answer Key

Open answers

Activity 2

- ♦ Tell students to look at the texts and circle the correct option.

Further Information



Keep Calm and Carry On poster – one of a set of three posters designed by the British government in 1939 to boost the morale of the population during the Second World War. Almost 2.5 million copies of this poster were printed to be displayed only upon the invasion of Britain by Germany, which never happened, so this poster was never shown to the public. Most of its copies are believed to have been destroyed at the end of the war. However, one of the original copies was discovered in 2000 by a bookseller called Stuart Manley, who framed it and hung it up by the cash register in his shop. It attracted the public attention so much that he began to produce and sell copies. Nowadays the theme is used in a wide range of products, including numerous variations of the original poster, and the phrase became one of the most recognisable slogans in British history. Unfortunately, nothing is known about the civil servant who originally created the message.

Based on <<http://www.keepcalmandcarryon.com/history/>>; <<http://drbexl.co.uk/1997/07/11/undergraduate-dissertation-1997/>>; <<https://history.blog.gov.uk/2014/06/27/keep-calm-and-carry-on-the-compromise-behind-the-slogan/>>; <https://en.wikipedia.org/wiki/Keep_Calm_and_Carry_On>. Accessed on June 10, 2019.

Answer Key

1. c; 2. b

Activity 3

- ♦ Have students read the items in the activity and make sure they understand what they mean. If they have got any doubts, clarify the meaning of the unknown words.
- ♦ Instruct them to analyse the texts in detail and tick the correct answers.
- ♦ Check the answers orally with the whole class. When correcting the activity, go over each item with the students and ask them to show evidence in the texts to justify their answers. You can also explain that effective posters catch the reader's attention, invite him/her to read the information displayed, present the information in such a clear way that the reader understands it easily and persuade him/her to do a variety of things, such as act in a certain way, buy something, agree with an idea, go somewhere, vote for somebody, donate something etc.

Answer Key

1. a, b, d; 2. a, d, e

Activity 4

- ◆ Have students read the three options and make sure they understand what they mean. If necessary, explain that the objective of information posters is to communicate information about an event, a place etc., campaign ads are created to sell ideas and convince people to take part in a campaign and motivational posters aim at inspiring people to achieve more or reflect about a specific topic or situation.
- ◆ Organise students into pairs. Have them analyse each poster carefully and identify what type of poster it is. Explain that two of the posters have got the same objective.
- ◆ Ask for some volunteers to share their answers with the whole class and to justify how they figured out the answers.

Answer Key

a. Posters 2 and 4; **b.** Poster 3; **c.** Poster 1

Activity 5

- ◆ Ask students to read the posters again and answer the questions.

Answer Key

a. 2; **b.** 3; **c.** 4; **d.** 1; **e.** 3; **f.** 1; **g.** 4

Activity 6

- ◆ Tell students to read poster 2 and tick the signs that convey the same ideas.

Answer Key

1, 2, 3, 5

Activity 7

- ◆ Tell students to complete the sentences about the messages of the posters.

Answer Key

1. different; **2.** quiet; **3.** books; **4.** ideas

Activity 8

- ◆ Organise students into pairs. Ask them to carefully analyse the visuals in the posters and then discuss the questions.
- ◆ Elicit answers from students and have them justify their ideas. Explain that visuals can have a big impact on posters because they attract attention, add colour and make them stand out. Help them notice that images give support to texts and reinforce the message they convey. Also, it is important for them to realise that images have got the power to evoke feelings and emotions, so they should be selected carefully according to the target audience.

Answer Key

Open answers

Activity 9

- ◆ Discuss with students if there are similar or different posters in their school.

Answer Key

Open answers

Activity 10

- ◆ Discuss with students which poster is the most effective and why.

Answer Key

Open answers

Pages 44 and 45

Language 2

Activity 1

- ◆ Direct students' attention to the sentences and tell them they were taken from posters 1, 3 and 4 on page 42. If necessary, instruct them to go back to the texts and read them again.
- ◆ Have students read the sentences and help them notice some patterns related to the structure *there be*.
- ◆ Allow them some time to do the activity.
- ◆ Tell them to compare their answers in pairs. Then ask for some volunteers to share their answers with the whole class.
- ◆ Draw students' attention to the grammar box and go over the sentences with them, showing the different forms of the structure for singular and plural forms in affirmative, negative and interrogative sentences. Explain that this structure is used to say that something exists. Elicit other examples and have students write them in their notebooks.
- ◆ If necessary, refer students to the **Unit 3 Language Reference** in their **Workbooks**.

Answer Key

a. 3; **b.** 1; **c.** 2

Activity 2

- ◆ Tell students to underline the correct form of *there be* and complete the sentences.

Answer Key

1. Are there; **2.** There are; **3.** There is; **4.** There isn't; **5.** Is there; **6.** There aren't

Activity 3

- ◆ Ask students to complete the questions and answer them about themselves and their school.
- ◆ Check the answers by asking for volunteers to ask and answer the questions aloud.
- ◆ As an extension of this activity, you can encourage students to write some other questions about their school and answer them.

Answer Key

1. Are there..., Yes, there are. / No, there aren't.; **2.** Is there..., Yes, there is. / No, there isn't.; **3.** Is there..., Yes, there is. / No, there isn't.; **4.** Are there..., Yes, there are. / No, there aren't. ; **5.** Are there..., Yes, there are. / No, there aren't.

Activity 4

- ◆ Direct students' attention to the **Snack Learning** box and explain that the indefinite articles *a* and *an* are used with singular nouns. Tell them that *a* is used before a singular noun beginning with a consonant sound and *an* is used before a singular noun beginning with a vowel sound. Make it clear to students that *a* and *an* are not used before plural nouns and that the choice between one and the other depends on sounds, not spelling.
- ◆ Have them complete the sentences about their school. Remind them to use *a* and *an* where appropriate.
- ◆ Ask for volunteers to share their answers with the whole class.

Answer Key

Open answers

Activity 5

- ◆ Refer students to the **Snack Learning** box and go over the school subjects with them.
- ◆ Ask them if they have got other subjects at school, such as Spanish or Music. If they answer affirmatively, help them with the vocabulary or instruct them to look up these words in the dictionary.
- ◆ Invite students to complete the sentences about themselves.

Answer Key

Open answers

Activity 6

- ◆ Refer students to the sentences taken from the posters 2 and 3 on page 42. Ask them to match the images to the sentences.
- ◆ After that, draw students' attention to the grammar box and present the prepositions of place.
- ◆ If necessary, refer students to the **Unit 3 Language Reference** in their **Workbooks**.
- ◆ Ask students to match the pictures to the sentences.

Answer Key

a. 2; b. 1

Activity 7

- ◆ Ask students to look at the pictures and answer the questions.

Answer Key

- | | |
|--|--|
| 1. He's under the car. | 5. They're in front of the house. |
| 2. They're behind the bus. | 6. It's next to the notebook. |
| 3. They're in the pencil case. | 7. It's between the babies. |
| 4. It's on the (pile of) books. | |

Page 46

Writing

Activity 1

- ◆ Tell students that they are going to create a poster like the ones they read on page 42.
- ◆ Read the first question and ask students to think about the theme of their posters. Elicit ideas from volunteers.
- ◆ Then read the other questions and make sure they understand their meaning. Have students plan the purpose of the poster (inform readers, inspire them, persuade them to do something etc.) and think about its audience and the message it will convey.
- ◆ Finally, have students decide which image(s) they want to use and justify their choices.

Answer Key

Open answers

Activity 2

- ◆ Have students write the message of their posters. Tell them that it should be clear, simple and short enough to be read easily. Monitor and help as needed.
- ◆ Ask them to draw a draft of the poster. Explain that it should be attractive, colourful and have a dominant element, for example, the headline or the image; the layout should be simple and clear in order to allow readers to find the information easily and the message should be readable and emphasised by size and/or colour.
- ◆ Give students feedback on their drafts.

Answer Key

Open answers

Activity 3

- ◆ Write two categories on the board: positive things and things that need to be improved (message, images, font size, colours etc.). Go over the categories and make sure students understand what they are supposed to observe in each other's posters.

- ◆ Organise students into pairs and have them read each other's posters and take notes about the items on the board in their notebook. Monitor and help as needed.
- ◆ Finally, ask them to tell their partners what they have noticed in their posters.

Answer Key

Open answers

Activity 4

- ◆ Ask students to create the final version of their posters, incorporating the feedback they have received from their partners.
- ◆ Have them read their own posters again carefully and look for mistakes to be corrected or areas to be improved. Monitor and help as needed.
- ◆ Finally, instruct students to make the final version of their posters and hang them on a classroom wall. They can also publish them on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Read the sentence with students and direct their attention to the gap. Explain that they can use one of the three options to fill in the gap. Ask them how many students they believe are satisfied with the conditions of the school facilities (most of them, some of them or few of them) and have them fill in the gap with the corresponding option.
- ◆ Ask for a couple of volunteers to read their hypotheses for the class.
- ◆ Tell students that now that they have all got their hypotheses, they will have to test them to find out if they are true or not.

Research

- ◆ Tell students that they will gather some information to test their hypotheses.
- ◆ Organise them into small groups and instruct them to prepare a questionnaire about the conditions of the classrooms and other school facilities. Go over the suggestions in the activity and clarify the meaning of unknown words. Ask them for other suggestions that can be added to the list.
- ◆ Monitor the groups as they write their questionnaires and help whenever necessary.
- ◆ Tell students that each group is going to interview a different class. Help them organise which group will interview which class.
- ◆ Give them a couple of days to conduct the survey and remind them to take notes of students' answers.
- ◆ Assign the information gathering as homework.

Think

- ◆ After students have conducted the survey, organise them into the same groups. Read the questions with them and make sure they understand what they mean. Then ask them to gather all the data related to the class they interviewed, analyse it and answer the questions in their groups. Monitor and help as needed.
- ◆ Have each group report their findings. Write all the results on the board so that students can have a general view of the results of the survey.
- ◆ Analyse the information with the whole class and elicit the groups' ideas.

Discuss

- ◆ Have students look at the information on the board and complete the sentence with "Most of the", "Some" or "Few".
- ◆ Ask them to compare their conclusions to their initial hypotheses to see if they were confirmed or not.
- ◆ Ask for volunteers to share their conclusions with the whole class.

Activity 1

- ◆ Instruct students to work in the same groups as in the previous activities and discuss the questions.
- ◆ Ask for some volunteers to share their answers with the whole class.
- ◆ Collect feedback from students about whether they found the research process easy or difficult, the challenges they faced and what can be improved next time they do a similar activity.

Answer Key

Open answers

Activity 2

- ◆ Encourage students to discuss their ideas with the rest of the class. They can also share them on a social network or their class/school blog.

Answer Key

Open answers

Page 47

Go Around!


Activity 1

- ◆ Direct students' attention to the pictures. Have them read the posters and clarify the meaning of unknown words as needed.
- ◆ Organise them into small groups. Ask them to read the questions and discuss them.
- ◆ Ask for volunteers to share their group's ideas with the whole class.

Answer Key

1. Everyone.; **2.** Because I can read the poster.; **3. Suggested answers:** Everyone has got the right to go to school but there are millions of children who don't know how to read.

Activity 2

 **Awareness of social issues** – Raising students' awareness of social issues allows them to gain a deeper understanding of the world and learn about human rights, as well as develop a strong sense of global citizenship and responsible living. Students must be encouraged not only to identify social issues, but also to address them in a more significant way. Help them realise that the issue of children and teenagers who do not attend school affects people in their community and worldwide. Organise them in small groups and have them brainstorm other issues that affect either their community or their school community. Elicit ideas from volunteers. After that, ask the groups to choose one of the issues and list its causes, its effects on the community and possible solutions for it. If necessary, have students research information on the internet. Next, encourage them to create a poster to raise awareness of the issue chosen. Finally, have them display their posters on the school walls or somewhere in their community.

- ◆ Organise students into small groups.
- ◆ Read the questions with them and, if necessary, help them with the meaning of unknown vocabulary.
- ◆ Instruct them to use the internet to look for answers to the questions. According to UNESCO, about 260 million children worldwide do not attend school (based on <http://uis.unesco.org/en/news/263-million-children-and-youth-are-out-school>—accessed on June 10, 2019).
- ◆ Ask for volunteers to share the information they found out in their research.
- ◆ Discuss with students the possible reasons why students do not go to school and what they can do to help students who have not got the school materials they need to go to school.

Answer Key

1. Suggested answers: poverty, disabilities. They can have support from the Ministry of Education and be homeschooled by special teachers.
2. Suggested answers: most probably.

Activity 3

- ◆ In small groups, have students discuss if they know any child or teenager who does not go to school and what they can do about it. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas. For example, they can start an awareness-raising and/or donation campaign about the issue in their school or community.

Answer Key

Suggested answers: We can help them study, with homework. We can donate books, collect money to buy the materials those students can't afford.

Activity 4

- ◆ Invite students to draw a poster about the importance of education.

Answer Key

Open answers

Page 48

Over to You!

Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Encourage them to react to it by circling the emoticon that best describes their feelings.
- ◆ Organise them into groups of three and have them compare their responses to the concept. Ask them to discuss how they would feel if there were no schools and children had to be educated at home. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- ◆ Tell students that they are going to read an article about the concept they have just discussed. Then instruct them to read the questions and discuss them in pairs. Ask for some volunteers to share their answers with the class and to justify them.

Answer Key

1. It is the education of children at home
2. Because the children are sick and can't go to school, because the children are gifted and need more challenging material, because their parents travel frequently or because parents think they can give their children a better education.
3. Open answers

Page 49

Review 3

Activity 1

- ◆ Ask students to read the words and cross the odd one out.
- ◆ Check their answers orally and, while doing that, ask students to explain the criteria they used to find the answers.

Answer Key

1. bedroom; 2. doctor; 3. cinema; 4. whiteboard; 5. notebook;
6. notebook

Activity 2

♦ Tell students to circle the correct option to complete the sentences.

Answer Key

1. in; 2. between; 3. under; 4. on

Activity 3

♦ Ask students to complete the definitions with the words from the box.

Answer Key

1. Maths; 2. Physical Education; 3. Geography; 4. History;
5. Science; 6. Art

Activity 4

♦ Invite students to look at the pictures and write sentences.

Answer Key

1. There are coloured pencils in the pencil case.; 2. There is an eraser next to the pencil. / There is a pencil next to the eraser.; 3. There is a woman behind the tree.; 4. There are some cars/trees in front of the houses.

Activity 5

♦ Tell students to complete the dialogues with the correct form of *there be*.

Answer Key

1. are there; 2. there are; 3. is there; 4. there is; 5. Is there;
6. there are

Workbook 3

Pages 17-21

Activity 1

Answer Key

1. English; 2. Maths; 3. Physical Education; 4. Art; 5. History;
6. Science; 7. Geography

Activity 2

Answer Key

1. Geography, History; 2. Maths, Science; 3. Art;
4. Geography, History; 5. Science; 6. History, Geography,
Maths, Science, English, Spanish; 7. History; 8. Physical
Education; 9. English, Spanish; 10. Physical Education

Activity 3

Answer Key

1. Science; 2. Geography/History; 3. Maths; 4. Art; 5. English/
Spanish; 6. Physical Education

Activity 4

Answer Key

1. gymnasium/gym; 2. swimming pool; 3. laboratory/lab;
4. cafeteria; 5. auditorium; 6. bathroom

Activity 5

Answer Key

Open answers

Activity 6

Answer Key

1. stapler; 2. pencil case; 3. paintbrush; 4. notebook;
5. whiteboard; 6. glue stick; **secret word:** school

Activity 7

Answer Key

1. on; 2. between; 3. In; 4. next to; 5. in front of; 6. behind

Activity 8

Answer Key

1. a; 2. an; 3. a; 4. an; 5. a; 6. a; 7. an; 8. a

Activity 9

Answer Key

1. There aren't; 2. There is; 3. There isn't; 4. There aren't;
5. There is; 6. There are

Activity 10

Answer Key

1. a; 2. an; 3. -; 4. an; 5. -

Activity 11

Answer Key

Open answers

Activity 12

Answer Key

Open answers

Activity 13

Answer Key

1. Is; 2. Is; 3. Are; 4. Is; 5. Is; 6. Is; 7. Are; 8. Is; Open answers

Activity 14

Answer Key

1. in; 2. next to; 3. next to; 4. under; 5. on; 6. between

Activity 15

Answer Key

1. T; 2. T; 3. T; 4. F; 5. F

Activity 16

Transcript 11 & 12



Hello everyone!
I'm Megan Brooks and I live in Essex. I'm thirteen years old and I study at Beautiful Valley School. I'm in Year Eight. Today I want you to join me on a school tour. Beautiful Valley isn't a very large school, but it has got great facilities. There are ten classrooms on both sides of the corridor. There's a cafeteria where students have lunch every day. There's also a library and there's a small auditorium next to the library. I'm in the library now. Ms Pope is the librarian. She's very nice. There are a lot of interesting books here. There isn't a gymnasium in my school and we usually have got PE classes in the school yard behind the building. And this is my classroom. I sit in front of Lucy. She's my best friend. I haven't got many friends here because I'm rather shy, but Lucy is great! I really like my school! I hope you like it, too!
See you next time!

Answer Key

School facilities: library, auditorium, cafeteria

Activity 17

Answer Key

1. T; 2. F; 3. T; 4. F; 5. F; 6. F

Activity 18

Answer Key

1. Year; 2. large; 3. classrooms; 4. Physical Education; 5. swimming pool; 6. subject; 7. lab; 8. awesome

Activity 19

Answer Key

1. Yes, there is.; 2. Yes, there is.; 3. No, there isn't. (There is a very small auditorium.)

Activity 20

Answer Key

Open answers

Activity 21

Answer Key

1. There isn't; 2. Is there; 3. There are

Activity 22

Answer Key

a. 2; b. 3; c. 1

Activity 23

Answer Key

Open answers

4 WHAT IS A HOME?

Objectives:

- ▶ Identify parts of a house.
- ▶ Identify objects and furniture found in homes.
- ▶ Use the verb *have got* to express possession.
- ▶ Use possessive adjectives and the genitive case to identify to whom certain objects belong.
- ▶ Write an alternative ending to a comic strip.
- ▶ Investigate how many objects students have got in their bedrooms.
- ▶ Reflect on different types of houses.
- ▶ Express opinions about open-plan living.

Language:

- ▶ parts of the house (bathroom, bedroom, dining room, garage, kitchen, living room, yard)
- ▶ furniture and personal items in the bedroom (bed, mobile phone, chair, computer, desk, chest of drawers, lamp, mirror, bedside table, TV, wardrobe)
- ▶ possessive adjectives
- ▶ genitive case
- ▶ Verb *have got* (affirmative, negative, interrogative)

Digital Content: Unit 4 Video, Study Space and Teacher's Resource Material

Workbook: pages 22-26

Pages 50 and 51

Opening Pages

Shorter Version

- ◆ Explore the image with students, inviting them to describe what they see (a floor plan of a house or a flat).
- ◆ Ask them what a home is to them. Write on the board "Home is where the heart is" and tell students that this is a proverb. Ask them what they think it means. Explain that this proverb means that "home" is not a specific building, but a place where someone feels that he/she belongs. Draw students' attention to the questions and discuss them with the whole group.

Longer Version

- ◆ Explore the image with students, inviting them to describe what they see (a floor plan of a house or flat). Allow them some time to speculate about which parts of the house are depicted on the floor plan.
- ◆ Elicit from students the difference between the words "home" and "house". Guide them to notice that "home" has got a more abstract meaning than "house".
- ◆ Ask them what a home is to them. Write on the board "Home is where the heart is" and tell students that this is a proverb. Ask them what they think it means. Explain that this proverb means that "home" is not a specific building, but a place where someone feels that he/she belongs.
- ◆ Organise students into groups and ask them to discuss what a home is, read the questions and discuss them.

Pages 52 and 53

Get Ready!

Activity 1

- ◆ Have students describe the photos on page 52. Help them with vocabulary as needed.

- ◆ Organise them into pairs and allow them some time to discuss the questions. Monitor and help as needed. Open the discussion to the whole group.

Answer Key

1. They show different types of houses; **2., 3., 4.** Open answers

Activity 2

- ◆ Tell students that Bee and Theo are two vloggers and check their understanding of what a vlogger is. If necessary, explain that a vlog is a website on which someone posts videos. Ask students if they know any vlogs and what they are about.
- ◆ Explain that they are going to watch a video of Bee and Theo presenting a house. Read the question with them and make sure they understand it.
- ◆ Play the audio/video. When it is over, have students discuss the question in pairs or small groups. Open the discussion to the whole group.

Transcript 27, 28 & 29



Theo: Hi, everybody! I'm Theo. And this is Bee. We make videos about things we like and we love small houses, so today we're filming one.

Bee: Hi, my name's Bee and today I am gonna show you around the beautiful Jack Sparrow house in Cornwall. Let's have a look around.

Theo: This is Bee's favourite small house. So, come inside with us and you'll see why.

Bee: Welcome to the inside of the Jack Sparrow House.

Theo: Through this strange door, there is a kitchen on the right. It isn't very big, but there is space for everything.

Bee: It's really open and lovely, and it just looks really natural.

Theo: There are loads of shelves on the wall for food and other kitchen stuff.

Bee: There's a sink here, which is for the bathroom and the kitchen.

Theo: And above the sink, there are some more shelves with all these little bits and bobs.

Bee: Opposite the kitchen is a really massive sofa to relax on.

Theo: I don't think it's massive, but it's big enough for two.

There's also a table to eat meals or to work on your laptop.

Bee: Behind the sofa area, there's actually a little secluded bathroom.

Theo: And the last room is upstairs.

Bee: By far my favourite part of the house has got to be the bedroom. It's just so peaceful and relaxing up here. There's a big window behind me that lets you look out into the sea and brings in a beautiful breeze.

Theo: Bee loved the bedroom but my favourite part is definitely the garden. Just look at it, it's amazing! There are all kinds of plants and trees, and that's the sea over there. And that's it for today's tour, guys. I hope you liked the little house. We thought it was great!

Further Information

The Indie Projects – Project carried out by Theo and Bee, in which they document their lifestyle—living in a van and travelling around Europe. In their posts, they talk mostly about alternative living and the people they meet along the way.

Based on <<https://www.theindieprojects.com/>>.
Accessed on June 11, 2019.

Answer Key

Open answers

Activity 3

- ◆ Go through the parts of the house with students and make sure they know what each word means.
- ◆ Play the audio/video one more time so that students can do the activity.

Answer Key

c

Activity 4

- ◆ Go through the house objects with students and make sure they know what each word means.
- ◆ Play the audio/video one more time so that students can do the activity. Check it with the whole class. Guide students to notice that although a bed appears in the video, it is not mentioned by Bee or Theo.

Answer Key

a

Activity 5

- ◆ Allow students some time to think about the advantages of

living in a house like the one in the video. Encourage them to take notes.

- ◆ Organise students into small groups and have them discuss their ideas. Monitor and help as needed.
- ◆ Open the discussion to the whole group. Ask students if they would like to live in a house like that and what the disadvantages of living in it may be.

Answer Key

Open answers

Activity 6

- ◆ Draw students' attention back to the photos on page 52 and ask them which of the houses could appear in Theo and Bee's vlog. Allow them some time to think. Invite volunteers to share their answers with the class.

Answer Key

The houseboat and the cabin, because they are small houses.

Activity 7

- ◆ Ask for volunteers to read the comments aloud and have students discuss if they agree or disagree with any of them and why.
- ◆ Instruct students to write their own comment about the video in the blank space. Explain that they can comment on the content, make a suggestion or write about their own house and how it compares to the one they have seen in the video. Monitor and help as needed.

Answer Key

Open answers

Activity 8

- ◆ Elicit from students what they remember about the bedroom of the house that appeared in the video. Encourage them to compare how different it is from their own bedrooms.
- ◆ After listening to their answers, ask students if they have ever seen videos of teenagers from other countries presenting their bedrooms. If they have, ask them how similar those bedrooms were to their own.
- ◆ Ask students what else they would like to know about bedrooms of teenagers from other countries. Instruct them to write a question on the topic. Monitor and help as needed.
- ◆ Assign the search for homework.
- ◆ The following class, have students share their findings. Encourage them to keep asking questions—and looking for answers—about the topic.

Answer Key

Open answers

Language 1

Activity 1

- ◆ Tell students to write the missing letters to complete the words for the different items in the picture. They can use a dictionary if they wish.

Answer Key

Clockwise: yard, kitchen, dining room, living room, bathroom, bedroom

Activity 2

- ◆ Now ask students to use the words in the previous activity to complete the sentences.

Answer Key

1. living room/bedroom; **2.** yard; **3.** dining room, **4.** kitchen; **5.** bathroom

Activity 3

- ◆ Refer students to the picture in activity 1 and elicit if they know the names of the objects.
- ◆ Ask them to do the activity. If necessary, write the words on the board and have students look them up in the dictionary to find out which objects they refer to.
- ◆ Refer students to the Verb **have got** box and ask them if they understand its use. Explain that this verb will be used in activities in the rest of the unit.

Answer Key

1. chair; **2.** computer; **3.** bedside table; **4.** chest of drawers; **5.** desk; **6.** lamp; **7.** TV; **8.** wardrobe; **9.** mirror; **10.** bed

Listening and Speaking

Activity 1

- ◆ Explain to students that they are going to listen to a girl giving a tour of her bedroom. Play the audio (twice, if necessary) and have them do the activity.
- ◆ Have them compare their answers in pairs and ask for volunteers to share their answers with the whole class.
- ◆ Finally, elicit from students the difference between a closet and a wardrobe. After listening to their answers, clarify that wardrobe is a piece of furniture, usually made of wood, to keep clothes, linen etc. A closet is a smaller section of a bedroom where people keep not only clothes, but also shoes, boxes with accessories etc. Ask students the equivalent terms for these elements in L1.

Transcript 30, 31 & 32



And I'm back! This is Amy and on today's video you'll finally see my room tour. So welcome! As you can see, my room is pretty ordinary, but I love it! Let's start with my closet then, shall we? OK, here it is, my closet. All my clothes are hung up here, so I can easily see what I have got and choose my outfit for the day. On the top shelves, lots of storage room, so here I keep bags, nail polish and stuff like that. They are all in these boxes, and they are amazing, because they help me keep my closet, like, super organised. Now let's see my dressing table over there. So here I keep my perfumes, moisturisers, some earrings and necklaces and my make-up. And, of course, a huge mirror. And now, we made it to my chest of drawers, which is where I keep all my money and my phone. Besides a lot of clothes, obviously. On top of my chest of drawers, I have got some pictures. Fun fact: this picture frame I made myself from scratch, thank you very much. Oh, I also like to keep some flowers here. I love flowers! Let's check out my desk then. I have got a lot of pretty stuff here. And a lot of purple stuff too, because, fun fact about me, if you still haven't noticed, my favourite colour is purple. On my desk I keep my keys, my journal, my pens, my computer and my speakers, so that I can connect my phone to it and jam out. And here, in my drawer... my sunglasses collection. Aren't they, like, awesome? Ok, the time has finally come. Drum roll, please! My bed! And all my decorative pillows! Under my bed, I keep a lot of boxes and junk. Let's be real here, who doesn't? OK, guys, I think we've made it towards the end of this room tour. Come on, let's go, let's get out of here. I'll see you all soon anyway. Bye!

Answer Key

1. video; **2.** wardrobe; **3.** bedside table

Activity 2

- ◆ Now ask students to listen to the audio again and match the objects to the place where they are located.

Answer Key

1. b, f; **2.** c, d, e; **3.** a

Activity 3

- ◆ Invite students to listen to Amy one more time and state if the sentences are true or false.

Answer Key

1. F; **2.** T; **3.** F; **4.** T; **5.** F

Buzzwords

- ◆ Refer students to the **Buzzwords** box and read the sentence with them.

- ♦ Draw their attention to the expression “jam out” and ask them what they think it means (To play, listen or dance to music enthusiastically.).
- ♦ Instruct students to look up the expression in the dictionary and check their guesses. Encourage them to form sentences using the newly learned expression, saying what kind of music they usually jam out to.
- ♦ Finally, ask students if there is any equivalent term to “jam out” in L1.

Answer Key

Suggested answers: to listen to music loud and enthusiastically

Activity 4

- ♦ Write “compound words” on the board. Tell students that the words they are going to form in activity 4 are compound nouns and elicit what this means. After listening to their ideas, explain that they are nouns formed by more than one word. Add that these words may come together, separated or hyphenated.
- ♦ Go over the words in the activity and make sure students know what they mean.
- ♦ Allow them some time to do the activity. Finally, challenge students to come up with more compound nouns in English. Some suggestions are: “bathtub”, “sunrise”, “toothpaste”, “check-in”, “mother-in-law”, “mobile phone”, “ice cream”, “living room” etc.

Answer Key

1. bathroom; **2.** bedroom; **3.** bedside table; **4.** sunflower;
5. sunglasses

Activity 5

- ♦ Point at one of the words from activity 4 and ask students what the strongest syllable is. Explain that, in English, the strongest syllable in a word is called the “stressed syllable”.
- ♦ Tell them that they are going to listen to those words and that they should underline the stressed syllable in each one. Play the audio.
- ♦ Correct the activity by asking for volunteers to underline the stressed syllables in the words on the board. Guide students to notice that, in compound nouns, the stressed syllable is usually the first one. Play the audio one more time, pausing after each word for students to repeat it.

Transcript 33



1. bathroom; **2.** bedroom; **3.** bedside table; **4.** sunflower;
5. sunglasses

Answer Key

Open answers

Activity 6

- ♦ Have students read the text and clear up any vocabulary doubts they may have.
- ♦ Instruct them to fill in the blanks with information about their own bedrooms. Monitor and help as needed.
- ♦ If students find the activity difficult, you can provide them with a model by writing information about your own bedroom on the board and having them help you complete the text orally. You can leave the information on the board so as to provide visual aid.

Answer Key

Open answers

Activity 7

- ♦ Have students make a poster of their bedroom and exhibit it in the classroom. Monitor and help as needed. Ask some volunteers to present a tour of their bedroom.
- ♦ Students can also record a video and share it on a social network or their class/school blog.

Answer Key

Open answers

Pages 56 and 57

Reading

Activity 1

- ♦ Draw students’ attention to the comic strip and ask them to observe it. Read the question with students and elicit their answers.
- ♦ Ask them if they usually read comic strips and where. Encourage them to engage in conversation, talking about their favourite comic strips or comic strip characters. Some ideas are Calvin, Garfield, Snoopy etc.

Further Information



Luann – Comic strip created by Greg Evans and first published in 1985. It brings to life the daily drama of its protagonist, a teenage girl. It has been published by more than 350 newspapers, including the *Houston Chronicle*, the *Arizona Republic* and the *San Francisco Chronicle*.

Based on <https://www.cartoonistgroup.com/properties/template_about.php?id=177>. Accessed on June 11, 2019.

Answer Key

It’s a comic strip.

Activity 2

- ◆ Organise students into pairs. Instruct them to read the statements in activity 2, discuss them and then tick the correct column. Monitor and help as needed.
- ◆ Ask for volunteers to read the sentences and share their answers. Encourage other students to say if they agree with their classmates' answers and engage in conversation about the topic.
- ◆ Tell students that comic strips usually end in a joke, called "gag". However, some comic strips may aim at making their readers reflect on a topic. Also add that there are always images in a comic strip but many times, these images are black and white. Draw students' attention to the fact that the text in comic strips is usually inside speech bubbles but that there are also subtitles sometimes. Tell them that the usual organisation of a comic strip is in three panels but sometimes comic strips are divided into more or less panels and the story continues for more than one strip. Finally, clarify that there is sometimes a title, but not always. Usually, a comic strip is identified by the name of its protagonist.

Answer Key

✓ 1, 2, 4, 5; ✗ 3, 6, 7

Activity 3

- ◆ Discuss the questions with the whole class, encouraging students to engage in conversation.
- ◆ Guide them to notice that although comic strips have always got drawings, they are not necessarily aimed at children or teenagers. Some of them feature cute characters in funny situations. However, others—usually featured in newspapers and some websites—deal with adulthood, political situations, social problems etc. In addition, they sometimes depend on the reader to use his/her background situation to completely understand them.

Answer Key

1. c; 2. c

Activity 4

- ◆ In pairs, have students hide the text in the speech bubbles and discuss the questions.
- ◆ Ask for volunteers to share their answers and to show evidence from the comic strip to support them. Encourage the other students to say whether they agree with their classmates' answers and why.
- ◆ Guide students to notice that we know the young woman is the little girl's baby sitter because the little girl is staying at the young woman's house, but they do not seem to be relatives. Based on the images, it is also possible to assume that they are talking about something related to the television, since the little girl is holding a remote control. Moreover, the reader can notice that the little girl is angry and that the young woman is not satisfied with this behaviour, because of their facial expressions.

Answer Key

Open answers

Activity 5

- ◆ Ask students to look at the speech bubbles again and tick the items that are mentioned in the text.

Answer Key

b; c

Activity 6

- ◆ Instruct students to answer the questions, finding evidence in the comic strip to justify them.
- ◆ We know that the little girl is at the babysitter's house because the latter says "My house, my rules". We can assume that they are in the living room because they are sitting on a sofa and watching TV. Finally, we know that the little girl is holding the remote control because she says "I wanna watch TV. How do you work this?"

Answer Key

1. a; 2. b; 3. b; 4. a

Activity 7

- ◆ Have students read the comic strip again and answer the questions.
- ◆ Correct the activity orally with the whole class. Guide students to notice that statements "a" and "b" are correct because the little girl explicitly says that she wants to watch TV and asks the young woman how to work the remote control. However, statement "c" is incorrect because the young woman never says she hates SpongeBob. She simply expresses that she does not want her TV to be turned on. In addition, she points out that SpongeBob would never say he hates someone, referring to his good-natured personality. This may suggest that she watched the show enough to know the character.

Answer Key

a. Yes, it is.; b. Yes, it is.; c. No, it isn't.

Activity 8

- ◆ Tell students to analyse the little girl's and the babysitter's facial expressions in the comic strip and to describe how they seem to feel.
- ◆ Draw their attention to the photos in the activity and instruct them to compare the little girl's and the young woman's facial expressions to the ones of the children in the photos. Tell them to write "L" next to the image of the child whose facial expression resembles the little girl's and "B" next to the one that resembles the babysitter's. Add that two of the photos are not going to be used.

Answer Key

2. L; 3. B

Activity 9

- ♦ Allow some time for students to do the activity. Have them compare their answers in pairs, then correct it with the whole class.
- ♦ Guide students to notice that we know the babysitter disapproves of the little girl's behaviour because she says "When you're a guest in someone's house, you don't turn on their TV". Add that we also know that the little girl does not get what she wants because the babysitter does not allow her to turn on the TV. Therefore, the little girl expresses her anger by shouting "I **hate** you!!".

Answer Key

a; c

Activity 10

- ♦ Organise students into pairs and allow them some time to discuss the questions, matching them to the answers. Monitor and help as needed.
- ♦ Hold a discussion with the whole class. Elicit from students what it means when someone uses capital letters in a text message (It is as if the person was shouting.). Guide them to notice that, similarly, in texts like comic strips, the visual elements are as important as the written text. Therefore, the author may use strategies such as the size of the letters, bold, italics etc. to convey meaning. Clear up any doubts students may have.

Answer Key

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

Activity 11


- ♦ Ask students to read the questions with a classmate and discuss them.

Answer Key

1. **Suggested answers:** Because the babysitter compared the little girl's behaviour to his.
2. **Suggested answers:** She was rude and impolite. She first tried to turn on the TV without asking for permission. She then ignored the babysitter's reprimand and the house rules. Finally, she raised her voice to offend the babysitter, instead of apologizing and respecting the babysitter and her rules.

Activity 12

- ♦ Read the question aloud and ask students for their opinion.

 **Acting politely** – It is not unusual for children and preteens to have defiant and disruptive moments. However, if these episodes

happen frequently and in different situations, if they cause problems and last for a long time, we may be facing a behavioural disorder. Students must be taught that an angry and aggressive attitude may not only get them into trouble but hurt others as well. Acting politely will always help them get what they want better.

- ♦ Ask students if they have ever felt the same way as the little girl. Elicit how they acted, if they expressed their anger or if they made an effort to control it. Encourage them to share their experiences.
- ♦ Help them realise that there are things we cannot control and that may make us angry. Explain that it is completely normal to feel that way. However, it is important to take a moment to breathe and try to calm down, so that we can act rationally.
- ♦ Ask students if the little girl's attitude in the comic strip contributed to change the babysitter's mind in any way (No.).
- ♦ Encourage them to think if things could have been different had the little girl acted politely.
- ♦ Guide students to notice that the babysitter would not have necessarily changed her mind if the little girl had been polite. However, there is a strong chance that this could happen.

Answer Key

Open answers

Activity 13

- ♦ Discuss the question with students. Elicit from them expressions such as "excuse me", "please", "thank you" etc.

Answer Key

Open answers

Pages 58 and 59

Language 2

Activity 1

- ♦ Ask students to state who the circled words in the panel refer to: the babysitter or the girl.

Answer Key

1. L; 2. B

Activity 2

Have students read the sentence and circle the correct options.

- ♦ Ask for volunteers to share their answers with the whole class.
- ♦ Draw students' attention to the grammar box and go over the sentences with them. Make sure they understand the meaning of the word "belong". Exemplify the idea by getting things from your bag or desk and eliciting who they belong to.
- ♦ If necessary, refer students to the **Unit 4 Language Reference** on their **Workbooks**.

Answer Key

1. possession; 2. talking

Activity 3

- ◆ Ask students to complete Ellen’s text with possessive adjectives.

Answer Key

1. my; 2. their; 3. his; 4. our; 5. her

Activity 4

- ◆ Invite students to look at the photos and complete the sentences using possessive adjectives.

Answer Key

1. his; 2. her; 3. their; 4. my; 5. its; 6. our

Activity 5

- ◆ Ask students to cross out the incorrect possessive adjective.

Answer Key

1. his; 2. her; 3. her; 4. your; 5. their; 6. its

Activity 6

- ◆ Ask students if they know any other ways to express possession besides the possessive adjectives.
- ◆ Draw their attention to the sentences and explain that they are from the comic strip. Tell them to read the sentences and do the task. Help them if necessary. Correct the activity with the whole class.
- ◆ Explore the grammar and the **Snack Learning** boxes with students. Explain that when a word ends in s, it needs only the apostrophe to form the genitive case. This does not mean that all plural words will take only the apostrophe. In the case of irregular plurals—such as “children”—, the word still takes ’s. Write some more examples on the board.

Answer Key

someone’s

Extra Activity



- ▶ During the lesson, discreetly collect a few objects that belong to students. Ask “Can I borrow this?” and put the objects into a bag.
- ▶ Show students the bag with their objects. Tell them that the objects got all mixed up and now you do not know who they belong to.

- ▶ Pick one object at a time and ask students “Whose (pencil case) is this?”. Encourage students to say complete sentences, e.g., “That’s (Regina’s) (pencil case)”. Write a few sentences on the board.
- ▶ Follow the same procedure with the other objects.

Activity 7

- ◆ Ask students to complete the sentences with the correct form of the possessive case.

Answer Key

1. ’ ; 2. ’s; 3. ’s; 4. ’

Activity 8

- ◆ Tell students to complete the sentences to indicate possession.

Answer Key

1. Jack’s/bathroom; 2. Samantha’s/bedroom; 3. John’s/bedroom; 4. The kids’/yard

Activity 9

- ◆ Invite students to rewrite the sentences using possessive adjectives.

Answer Key

1. Her sunglasses are old.; 2. Its neck is very long.; 3. Is that his mobile phone?; 4. These are our books.; 5. Their bedroom is white.

Activity 10

- ◆ Now ask students to read the clues and write the missing words.

Answer Key

1. uncle; 2. cousin; 3. daughters; 4. cousin’s

Page 60

Writing

Activity 1

- ◆ Organise students into pairs and have them discuss the questions in activity 1. Monitor and help as needed.
- ◆ Ask for volunteers to share their ideas with the class. Elicit from them what the little girl’s attitude tells us about her personality. Allow the use of L1 if necessary. Encourage students to brainstorm other ways in which the comic strip could have ended.

Answer Key

1. Suggested answers: The humour lies in the little girl feeling frustrated and about SpongeBob just to annoy the babysitter; **2.** Open answers

Activity 2

- ◆ Tell students to think about how they want their comic strip to end.
- ◆ Draw their attention to the space provided and instruct them to make their drafts there. Monitor and help as needed.

Answer Key

Open answers

Activity 3

- ◆ Organise students into pairs and explain that they are going to read each other's endings and make suggestions on how to improve them.
- ◆ Before they start, remind them that, when giving feedback, it is important to be respectful and kind. Guide them to consider if the proposed ending makes sense, if the text is accurate, if it is possible to understand the drawing, etc. Encourage them to provide their classmates with suggestions for improvement. Monitor and help as needed.

Answer Key

Open answers

Activity 4

- ◆ Instruct students to write and draw the final version of their endings, incorporating the feedback they have received from their classmates.
- ◆ Students can also publish their comic strips on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Explain to students that the objective of this section is to help them formulate a hypothesis and test it using the scientific method.
- ◆ Read the sentence with them and draw their attention to the gap. Explain that they can use one of the four terms given to fill in it. Make sure they understand what the terms mean.
- ◆ Ask students to think about everything they have got in their bedrooms and decide how many of their objects they use in their everyday life. Then instruct them to circle the corresponding

term. Ask for some volunteers to share their hypotheses with the whole class. Tell students that now they need to know if their hypotheses are true, so they will have to test them.

Research

- ◆ Tell students that they will have to collect some information to test their hypotheses.
- ◆ Explain that, in their bedrooms, they should take notes of everything they have got, using the chart to help them. Explore the categories with students and elicit examples of what they may write in each one. Advise them to group items, so that their lists fit into the chart, for example, "20 T-shirts", "5 pairs of jeans" etc. Assign the information gathering as homework.

Think

- ◆ The following class, tell students that they are going to analyse the information they gathered.
- ◆ Ask them to get the chart in which they took their notes.
- ◆ Read the questions with students and make sure they understand them. Then ask students to analyse the information they collected and answer the questions individually.
- ◆ Organise students into groups and have them compare their answers. Monitor and help as needed. After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Discuss

- ◆ Tell students that they are going to discuss and draw a conclusion based on the information analysis they made.
- ◆ Ask some students how many things they use frequently, how many they use sometimes and how many they rarely use. Then guide them to think if those figures mean "a lot of objects", "some objects" or "few objects". Encourage them to justify their answers. Instruct students to complete the sentence with "all", "most", "some" or "few".

Activity 1

- ◆ In groups, have students compare their answers and discuss the questions. Monitor and help as needed.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to write in their notebook one or more sentences about their findings in the **Research** section. If they prefer, they may make a drawing, a comic strip or record a video or an audio about it. Monitor and help as needed.
- ◆ Tell them to share their ideas with their classmates. They can also share them on a social network or their class/school blog.

Answer Key

Open answers

Go Around!

Activity 1

- ♦ Ask students to look at the photos of unusual houses, get together in groups and talk about them.
- ♦ In groups, they should choose one and find out about it. Then they should answer the questions.
- ♦ Ask for some volunteers to share their findings with the whole class and to explain how they got to them.

Answer Key

Open answers

Activity 2

- ♦ Have students discuss their findings with the whole class.

Answer Key

Open answers

Activity 3

- ♦ The previous class, ask students to search for information about two unusual houses in their own country.
- ♦ Then students should glue pictures of those houses and write about them.
- ♦ Finally ask students to share the information they gathered with their classmates.

Answer Key

Open answers

Over to You!

Concept

- ♦ Read the concept with students and make sure they understand what it means.
- ♦ Encourage them to react to the concept by circling the emoji that best describes their feelings towards it.
- ♦ Organise students into groups and have them compare and justify their responses to the concept. Monitor and help as needed.
- ♦ After a few minutes, open the discussion to the whole class and elicit the groups' ideas. Encourage students to imagine how they would feel if they lived in open-plan flats.

Activity 1

- ♦ Tell students that they are going to read an article about the concept they have just discussed.

- ♦ Organise them into groups and have them discuss the questions. Monitor and help them express their ideas in English.
- ♦ Open the discussion to the whole class. Encourage students to say whether they agree with the text and justify their answers.

Answer Key

1. Suggested answers: It's good for socialising, there is more space, there is more natural light. **2. Open answers**

Review 4

Activity 1

- ♦ Ask students to write the words for the definitions.

Answer Key

1. desk; 2. mirror; 3. lamp; 4. dressing table/chest of drawers; 5. bedside table; 6. chair; 7. wardrobe

Activity 2

- ♦ Invite students to complete the sentences with possessive adjectives.

Answer Key

1. its; 2. my; 3. her; 4. our; 5. their; 6. your

Activity 3

- ♦ Tell students to write sentences using the possessive case and the prompts given.

Answer Key

1. Paula's husband is in Madrid.; 2. Our neighbours' son is a doctor.; 3. Robin's piano is white.; 4. Peter's restaurant is open now.; 5. Mandy's shoes are over there.; 6. Those artists' paintings are very expensive.

Activity 4

Transcript 34 & 35



Liz: Pacey! Where are you?
Pacey: I'm here!
Liz: Here where?
Pacey: In the living room, watching TV with Max.
Liz: Oh! Your dog really loves TV! Is Joey with you?
Pacey: No, she isn't. She is in the yard.
Liz: Ah, OK.
Joey: Hey, Liz.

Liz: Hey, Joey. Here's your notebook.
Joey: Hmm, this is not my notebook. This is Jen's notebook. Look, it says "Jen" right here.
Liz: That's right! Now I have to find Jen, then.
Joey: She's in the kitchen.
Liz: OK, thanks. Jen! Finally!
Jen: My English notebook! Thanks, Liz. Are you hungry? There's spaghetti, your favourite!
Liz: Thanks! I'm not hungry.
Jen: Hey, do you know where Andrew is? His mobile phone is right here, on the table.
Liz: Yes, Andrew is in the garage.

Answer Key

1. Pacey; 3. Joey; 5. Andrew; 6. Jen; **Not used:** 2, 4

Activity 5

- Now ask students to listen to the audio again and complete the sentences using the name of the people talking and the possessive case.

Answer Key

1. Liz's; 2. Pacey's; 3. Jen's; 4. Andrew's

Workbook 4

Pages 22–26

Activity 1

Answer Key

1. bedroom; 2. bathroom; 3. kitchen; 4. living room; 5. dining room; 6. garden/yard

Activity 2

Answer Key

Kitchen: TV, sink, shelves, fridge, table, chairs, cupboard;
Living room: shelves, sofa, TV, lamp; **Dining room:** shelves, table, chairs, cupboard, TV, lamp; **Bedroom:** bed, shelves, TV, wardrobe, chest of drawers, lamp, mirror, desk, bedside table, computer; **Bathroom:** mirror, bathtub, shelves

Activity 3

Answer Key

a, b, e, g, i

Activity 4

Answer Key

1. Wade is in the bedroom; 2. Sophia is in the kitchen.; 3. Mr. O'Neil and Baxter are in the garage.; 4. The Warrens are in the dining room.; 5. Piper is in the garden/yard.; 6. Panko is in the living room.

Activity 5

Answer Key

1. Naomi's lamp is yellow.; 2. The children's pens aren't new.; 3. Sylvia's bathroom is big.; 4. My sister's husbands are tall.; 5. Is there a computer on Katy's desk?

Activity 6

Transcript 13 & 14



Hello everyone! Welcome to my house. Let me take you on a small tour. My house has got seven rooms. There's a kitchen, a dining room, a living room downstairs and the three bedrooms and the bathroom are upstairs. Let's see the kitchen first. It's quite small but well-equipped. The dining room is right next to the kitchen. That's where we have our meals. There's a table and there are six chairs. It's got two big windows on one of the walls. In the living room there's a sofa and a lamp. The living room's spacious and cozy. My dad usually sits here when he wants to jam out after work. Let's climb the stairs now. There are three bedrooms: my brother's bedroom is next to mine. In my bedroom I've got a computer and a desk where I do my homework. I haven't got a TV, but I've got a lot of books. I love reading! Ok, this is the end of the tour. Hope you enjoyed it!

Answer Key

3, 5, 6, 7

Activity 7

Answer Key

1. seven; 2. small; 3. six; 4. downstairs; 5. bedrooms; 6. TV; 7. sofa; 8. spacious

Activity 8

Answer Key

Open answers

Activity 9

Answer Key

Open answers

Activity 10

Answer Key

1. our; 2. their; 3. her; 4. its; 5. my, his

Activity 11

Answer Key

1. our; 2. its.; 3. her; 4. their; 5. his

Activity 12

Answer Key

1. house; 2. my; 3. 's; 4. are; 5. her; 6. 's; 7. his/its; 8. is; 9. he/it; 10. yard; 11. his/its; 12. my; 13. his; 14. I; 15. our; 16. isn't

Activity 13

Answer Key

Open answers

Activity 14

Answer Key

Open answers

Activity 15

Answer Key

1. my; 2. his; 3. our; 4. their; 5. her; 6. our; 7. my/our; 8. its/his

Activity 16

Answer Key

1. Jena's mum has got a red car.; 2. The boy's toys are in the box.; 3. There are a lot of books in the children's bedroom.; 4. My mum's sister is my aunt.; 5. I love swimming in my cousin's pool.

Activity 17

Answer Key

1. The students' exams are correct.; 2. Our teacher's name is Ms Field.; 3. Lisa's flat is new.; 4. The girl's / girls' parents are doctors.; 5. The Simpson's house is in Springfield.

Activity 18

Answer Key

1. hasn't got; 2. haven't got; 3. haven't got; 4. haven't got; 5. hasn't got

Activity 19

Answer Key

1. Has, she has.; 2. Have, they have; 3. Have, they haven't; 4. Has, it/he/she has; 5. have, they haven't.

Activity 20

Answer Key

Open answers

Activity 21

Answer Key

1. In the bedroom; 2. That's Charlie's room.; 3. It's the first day of school.; 4. No, he isn't.

Activity 22

Answer Key

1. It's time!; 2. in the morning.; 3. nervous; 4. confused

Activity 23

Answer Key

Open answers

5 WHAT ARE FRIENDS FOR?

Objectives:

- ▶ Describe people's personalities.
- ▶ Say what friends like to do together.
- ▶ Identify the characteristics of a chat and understand its purpose.
- ▶ Use the present continuous to describe what people are doing at the moment.
- ▶ Write messages in a chat.
- ▶ Research if young people spend time in face-to-face or online interactions with their friends.
- ▶ Reflect on the access young people have got to the internet in students' country and around the world.
- ▶ Express opinions about having a robot as a best friend.

Language:

- ▶ adjectives to describe personality (adorable, creative, friendly, funny, intelligent, lazy, organised, rude, selfish, shy, sociable)
- ▶ activities friends do together (chat, eat, get together, go to class, go to the beach, go to the cinema, hang out, have a party, have a picnic, have fun, help each other, meet after class, play on the same team, play video games, study, take a break, take pictures, talk, text, watch videos online)
- ▶ present continuous
- ▶ *let's* + verb
- ▶ telling the time

Digital Content: Unit 3 Study Space and Teacher's Resource Material

Workbook: pages 27-31

Pages 64 and 65

Opening Pages

Shorter Version

- ◆ Ask students to look at the image and describe it. Then have them explain in their own words how the image connects to the title of the unit. Guide them to notice that the image shows robots standing side by side as friends, and that each one has got unique characteristics.
- ◆ Ask students to read the questions and discuss them in pairs. Then ask for volunteers to share their answers with the whole class.

Longer Version

- ◆ Ask students to look at the image and describe it. Help them out with vocabulary if necessary.
- ◆ Draw students' attention to the title of the unit and ask them how it relates to the image. Guide them to notice that the image shows robots standing side by side as friends, and that each one has got unique characteristics.
- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed. Ask for volunteers to share their answers with the class.
- ◆ Encourage students to talk about the importance of having friends. Ask them about how long they have known their best friends, how often they talk to them, etc.

Pages 66 and 67

Get Ready!

Activity 1

- ◆ Draw students' attention to the photos and encourage them to describe each one. Help them with vocabulary if necessary.
- ◆ Have students discuss the questions in the same pairs as in the previous activity.
- ◆ Ask for volunteers to share their answers with the whole class and justify them with evidence from the photos. Guide them to notice that all the pictures show preteens or teens doing different activities.

Answer Key

Open answers

Activity 2

- ◆ Organise students into trios. Have them look at the pictures again and read the items in the activity. Clear up any vocabulary doubts they may have and ask them to find the elements mentioned in the pictures. Explain that a single image may contain more than one element.
- ◆ Ask for volunteers to share their answers with the whole class.
- ◆ As an extension to this activity, ask students what draws people together as friends. Discuss the importance of having common interests when building relationships and encourage them to say whether they have got common interests with their best friends.

Answer Key

1. 1, 2, 3, 4, 5, 6, 7; 2. 7; 3. 4; 4. 1, 5, 6; 5. 2, 3, 4, 7; 6. 7

Activity 3

- ◆ Elicit from students what a photo caption is (a short text that describes the elements of a picture—the people, the place, what the people are doing, etc.).
- ◆ Have students read the photo captions and clear up any doubts they may have.
- ◆ Allow a few minutes for them to discuss the questions in the same trios as in the previous activity.
- ◆ Ask for volunteers to share their answers. Guide students to notice that all the captions have been handwritten and describe moments the preteens or teens had with their friends, but that they have probably been written by different people.

Answer Key

Open answers

Activity 4

- ◆ Ask students if they have ever heard or read the abbreviation “BFF” and if they know what it stands for.
- ◆ Have them tick the correct option. Check the answers orally.

Answer Key

c

Activity 5

- ◆ Organise students into new pairs and have them discuss the questions.
- ◆ Ask for volunteers to answer the questions. Have them justify their answers, saying, for example, that they would like to be in picture 1 because the people in it look friendly, or that they would like to be in picture 3 because they like playing video games, etc.

Answer Key

Open answers

Activity 6

- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Activity 7

- ◆ Ask for volunteers to read the comments about the pictures made by different people.
- ◆ Instruct students to choose a picture and write a comment about it on the blank sticky note. Monitor and help as needed.
- ◆ Have students compare their comments in pairs and ask for volunteers to read theirs aloud or write them on the board.

Answer Key

Open answers

Activity 8

- ◆ Instruct students to write a question about friendship. Monitor and help as needed. Then have them share it with some classmates, who can try to answer it.
- ◆ Assign the research of the answer as homework.
- ◆ The following class, organise students into small groups and have them share what they have found in their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Answer Key

Open answers

Extra Activity



- ▶ Write the following quotes on the board:
 - “A friend is one of the nicest things you can have and one of the best things you can be.” (Winnie the Pooh)
 - “Birds of a feather flock together.” (popular saying)
- ▶ Read the quotes with students and clear up any doubts they may have.
- ▶ Organise students into trios and have them discuss what they understand from each quote and if they agree with them. If necessary, allow them to carry out the activity in L1. Monitor and help as necessary.
- ▶ Open the discussion to the whole class and encourage students to share their ideas.

Page 68

Language 1

Activity 1

- ◆ Instruct students to match the adjectives to the definitions. Monitor and help as needed. Correct the activity with the whole class.
- ◆ Organise students into pairs or small groups and have them name creative, shy and intelligent people they know. Encourage them to justify their answers.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

1. c; 2. a; 3. b

Activity 2

- ◆ Instruct students to read the words and circle the ones that describe someone's personality.
- ◆ Ask for volunteers to share their answers. Then elicit from students why they should not circle the other words. Guide them to notice that "picnic" is a noun; "hide", "organise" and "study" are verbs; "together" is an adverb; and "blond" and "tall" are adjectives, but they describe people's appearance. Clear up any doubts they may have.

Answer Key

friendly, lazy, organised, rude, sociable, funny, selfish

Activity 3

- ◆ Organise students into pairs. Tell them to list the adjectives they circled in activity 2.
- ◆ Instruct them to use these adjectives to complete the sentences. Monitor and help as needed.
- ◆ Ask for volunteers to write their answers on the board.

Answer Key

1. organised; 2. lazy; 3. rude; 4. friendly; 5. sociable; 6. selfish; 7. funny

Activity 4

- ◆ Have students complete the sentences so that they are true about them. Make sure they understand the type of word they need to complete each sentence.
- ◆ Organise students into new pairs and have them share and justify their answers.
- ◆ Ask for volunteers to share things they have got in common with their classmates.

Answer Key

Open answers

Activity 5

- ◆ Still in pairs, have students complete the sentences with the verbs from the box. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers and clear up any doubts students may have.
- ◆ As an extension to this activity, have students tell their classmates if any of the sentences is true for them.

Answer Key

1. get; 2. have; 3. study; 4. hang; 5. text; 6. hang; 7. go; 8. have

Activity 6

- ◆ Have students describe the pictures.
- ◆ Still in pairs, have them complete the sentences. If necessary, tell them that they should use the same words they used to complete the sentences in activity 5.
- ◆ Ask for volunteers to share their answers with the class. Clear up any doubts students may have.

Answer Key

1. have fun; 2. hang out/get together; 3. text; 4. get together, go to the cinema

Page 69

Listening and Speaking

Activity 1

- ◆ Read the sentences with students and clear up any doubts they may have.
- ◆ Play the audio and have students underline the correct options.
- ◆ Ask for volunteers to share their answers. Elicit from students how we know the audio is from a video (Josh says that Shawn was with him in "a million videos").

Transcript 36 & 37



Josh: Hi, everyone. So, I'm very excited about today. It's a special day because... it's my best friend's birthday! Yay! Shawn is, like, my best friend in the whole world! He was with me in, like, a million videos, I'm sure you know him. Really, we do everything together. We're in the same class and on the same basketball team, which, by the way, is our favourite sport. And... um... we like to go to the cinema together, hang out with the team and... Well, it's amazing how sociable Shawn is! He always meets new people on the bus or on the underground and then, bang, he's talking to everyone. Believe me, he's very funny! Anyway, I'm in front of his house right now and I'm about to surprise him with a birthday gift: two tickets to see the NBA game tonight! He's gonna be so surprised! Let's go!

Shawn: Hey, Josh!

Josh: Hey, Shawn! Happy birthday, man!

Shawn: Thanks, man. Come on in.

Josh: Here's your gift!

Shawn: Oh, thank you! What's this envelope? Are you giving me money? Wait, what are these? Oh, man... Are you for real? Tickets to the NBA? This is the best gift ever, Josh! Thanks! This is so cool!

Josh: Come on, let's get ready. The game's later this evening!

Answer Key

1. video; 2. Shawn's; 3. In front of Shawn's house; 4. game

Activity 2

Setting the Pace



- ▶ Instruct students to read the questions, but not the options. Challenge them to cover the options and write down the answers to the questions in their notebook as they listen to the audio. Play the audio.
- ▶ Tell students to compare their notes to the options in the activity and tick the correct ones.
- ▶ Ask for volunteers to share their answers with the class. Clear up any doubts students may have.



- ▶ Instruct students to read the questions and the options. Clear up any doubts they may have.
- ▶ Play the audio, pausing after each excerpt that contains a piece of information students need to tick.
- ▶ Check the activity with the whole class.

Answer Key

1. a; 2. a; 3. b, d; 4. b; 5. b

Activity 3

- ♦ Play the excerpt of the audio that contains Josh's statement.
- ♦ Allow students some time to read the options and circle the correct one.
- ♦ Tick the activity with the whole class. Elicit from students why they think "bang" is used in such a context. Guide them to notice that "bang" is an onomatopoeia for a gunshot, which is something sudden and fast.

Answer Key

a

Buzzwords

- ♦ Refer students to the **Buzzwords** box and read the sentence with them.
- ♦ Draw their attention to the expression "for real" and ask them what they think it means.
- ♦ Instruct students to look up the expression in the dictionary and check their guesses.
- ♦ Ask them if there is any equivalent expression to "Are you for real?" in L1.
- ♦ Organise students into pairs and encourage them to form dialogues using the newly learned expression.

Answer Key

Suggested answers: Serious (used when someone is surprised)

Activity 4

- ♦ Ask students if they have ever planned a surprise for someone on his/her birthday. Elicit what we should take into consideration when planning a surprise or buying a present for someone. Guide them to notice that we should consider the person's personality and tastes.
- ♦ Read the text with the whole class and elicit from students what they need to fill in each blank. Clear up any doubts they may have.
- ♦ Allow students some time to complete the text. Monitor and help as needed.
- ♦ Have students compare their answers in pairs. Encourage them to point out if there is any mistake in their classmate's answers, but to do it respectfully and gently.

Answer Key

Open answers

Activity 5

- ♦ Still in pairs, have students rehearse reading their texts aloud. Monitor and help as needed.
- ♦ Instruct students to share their surprise plan with their classmates. They can also record an audio of their surprise plan in pairs using a camera or a smartphone and post it on a social network or their class/school blog.

Answer Key

Open answers

Pages 70 and 71

Reading

Activity 1

- ♦ Tell students to look at the text, but not to read it yet. Elicit from them what kind of text it is and how they know it. Guide them to notice that it is a chat and that they can know it because it is on the screen of an electronic device and different people are writing messages to each other.
- ♦ Instruct them to circle the correct option.

Answer Key

b

Activity 2

- ♦ Allow students some time to tick the correct options.
- ♦ Ask for volunteers to share their answers. Elicit from students why they think chats have got these characteristics.

Answer Key

b, d, e, f

Activity 3

- ◆ Have students think of all the people they know who use text messages. Instruct them to underline the correct option and compare their answers in pairs.
- ◆ Ask for volunteers to share their answers. This may be a good opportunity to advise students not to engage in chatting with strangers, not to download files from unknown senders and not to share personal information, pictures or videos of themselves with people they do not trust. Advise them to also tell their families or teachers in case anything unusual happens to them online.

Answer Key

c

Activity 4

- ◆ Tell students to look at the chat again and circle the correct option.
- ◆ Check the activity with the whole class. Elicit from students what led them to the answer. Guide them to notice that Anna's speech bubbles are different from the other ones—their tips are turned to the opposite side and their colour is different.

Answer Key

a

Activity 5

- ◆ Instruct students to read the text and find the informal expressions listed.
- ◆ Check the activity by asking for volunteers to write their answers on the board. Clear up any doubts students may have. If they have got any difficulty, advise them to say the expressions aloud and notice how they sound.
- ◆ Elicit from them why people use these expressions. Remind them that people usually try to be brief when texting, so abbreviations, acronyms, etc. allow them to communicate faster.

Answer Key

a. GR8; b. u; c. @; d. LOL; e. BTW; f. whassup



Tip

- ◆ The symbol @ has been used in e-mail addresses to indicate that a user is “at” a certain domain. In a chat with more than two speakers, it is also used to indicate that a speaker is directing a message specifically “at” another speaker.

Activity 6

- ◆ Instruct students to read the text once more and find the information they need to match the questions to the answers. Advise them to underline this information in the text.

Answer Key

1. c; 2. d; 3. a; 4. b; 5. e

Activity 7

- ◆ Organise students into pairs and have them read the chat again and answer the questions.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

a. Yes; b. Yes; c. No; d. Yes; e. No; f. Yes; g. No

Activity 8

- ◆ Read the sentences with students and elicit from them who said each one.
- ◆ Instruct them to analyse the sentences and decide on the purpose of the capital letters. Advise them to reread the chat and consider the context in which each sentence was used, if it was accompanied by emojis, etc. Monitor and help as needed.
- ◆ Ask for volunteers to share and justify their answers. Guide students to notice that they and their classmates may have reached different conclusions and say that this is OK, as long as they can justify their answers and support them with evidence from the text.

Answer Key

a. 1, 2, 3, 4, 5; b. 4; c. 1, 5

Activity 9

- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class and encourage students to engage in conversation.

Answer Key

Open answers

Pages 72 and 73

Language 2

Activity 1

- ◆ Allow students some time to think and do the activity. Then have them compare their answers in pairs.
- ◆ Check the activity with the whole class. Guide students to notice that the actions in the sentences refer to things that are happening at that moment, so they refer to the present. Have them realise that we should conjugate the verb *to be* before the main verb. If necessary, review the verb *to be* in the simple present.
- ◆ Read the content of the grammar box with students and clear up any doubts they may have.

Answer Key

1. To the present; 2. *To study, to wait and to eat*; 3. The verb *to be*

Activity 2

- ◆ Instruct students to find other sentences in the present continuous in the text on page 70. Advise them that the sentences may be in the affirmative, negative or interrogative forms. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class and say where each sentence is located. If necessary, have them write the sentences on the board.
- ◆ Use the sentences to reinforce the structure of the present continuous.

Answer Key

I'm studying now. / Is your beautiful sister studying with you, Charlie? / She's playing air hockey with her friends. / Why aren't you playing? / BTW, I'm making some now. / She's baking some now.

Activity 3

- ◆ Ask students if there are any words ending in *-ing* in their language.

Answer Key

Open answers

Activity 4

- ◆ Play the audio and have students write the words ending in *-ing* they hear.
- ◆ Allow a few minutes for them to compare answers in pairs.
- ◆ Correct the activity by asking for volunteers to write their answers on the board.
- ◆ Guide students to notice that in English, when we say words that end in *-ing*, we do not pronounce the final *g*. Explain that the /ŋ/ sound is produced by obstructing airflow in the vocal tract and redirecting it through the nose. Have them practise pronouncing the words from this activity.

Transcript 38 & 39



- 1 My friends are going to the shopping centre now.
- 2 I'm studying in the library.
- 3 What are your sisters doing right now?
- 4 I'm not reading, I can talk.
- 5 They're studying Science now.
- 6 Is she writing her new post?

Answer Key

1. going; 2. studying; 3. doing; 4. reading; 5. studying; 6. writing

Activity 5

- ◆ Play the audio and instruct students to write down the sentences they hear. If necessary, write them on the board.
- ◆ Organise them into pairs and tell them to take turns practising each sentence. Explain that both students should read all the sentences. Encourage them to give feedback on their classmate's pronunciation. Advise them to give positive feedback whenever possible and to be gentle in their corrections. Monitor and help as needed.

Answer Key

Open answers

Activity 6

- ◆ Draw students' attention to the **Snack Learning** box. Guide them to notice that when a verb ends in *e*, we substitute it with *-ing* and when it ends in consonant-vowel-consonant and the last syllable is the stressed one, we double the last consonant before adding *-ing* to it.
- ◆ Have students observe the photos and describe them orally.
- ◆ Ask them to write two sentences for each example using the verbs given, one in the negative form and one in the affirmative form.
- ◆ Walk around the class monitoring the activity.
- ◆ Ask for volunteers to write their answers on the board.

Answer Key

1. He's reading. He's not singing.; 2. She's not writing. She's painting.; 3. They are not jumping. They're eating.; 4. It's running. It's not sleeping.

Activity 7

- ◆ Read the instructions with students and make sure they understand what they are supposed to do.
- ◆ Do item 2 with students, asking for a volunteer to write the question and the answer on the board.
- ◆ Check the activity with the whole class.

Answer Key

1. Is he reading a book? Yes, he is.; 2. Is she watching a film? No, she isn't.; 3. Are they listening to music? No, they aren't.; 4. Is it having fun? Yes, it is.

Activity 8

- ◆ Draw students' attention to the **Snack Learning** box and make sure they understand that "Let's..." is an informal way of inviting people to do something.
- ◆ Organise students into pairs and instruct them to write an invitation for each of the situations. If necessary, do item 2 with them. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

Suggested answers: **1.** Let's have a party!; **2.** Let's go to the beach!; **3.** Let's eat!; **4.** Let's go to the cinema!; **5.** Let's take a break!; **6.** Let's hurry!

Activity 9

- ◆ Go through the **Snack Learning** box with students. Clear up any doubts they may have.
- ◆ Draw their attention to the photos and have students describe them.
- ◆ Read the example with students and make sure they understand what they are supposed to do. If necessary, do item 2 with them.
- ◆ Have students write the sentences. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

1. It's eight fifty-four a.m. She's texting.; **2.** It's nine forty-five p.m. / It's a quarter to ten p.m. It/He/She is sleeping.; **3.** It's seven a.m. / It's seven o'clock. He's having breakfast.; **4.** It's three thirty p.m. / It's half past three p.m. They're watching TV.

Activity 10

- ◆ Draw students' attention to the text and elicit from them what kind of text it is (It's an e-mail).
- ◆ Tell them to skim the e-mail and say what it is about (Patricia is at a barbecue and she is describing what the people around her are doing. She also invites Fred to go to the park).
- ◆ Organise students into pairs and instruct them to fill in the blanks with the words from the box. Monitor and help as needed.

Answer Key

1. one thirty p. m. ; **2.** having; **3.** cooking; **4.** talking; **5.** not helping; **6.** sitting; **7.** writing; **8.** let's; **9.** a quarter to ten

Page 74

Writing

Activity 1

- ◆ Ask for volunteers to read Tina's messages aloud.

- ◆ Elicit from students what the expressions "whassup", "wanna" and "GR8" mean (What's up, want to and great.). Ask them why Tina wrote "so" in capital letters (For emphasis.).

Answer Key

Open answers

Activity 2

- ◆ Tell students that they are going to answer Tina's messages. Read the instructions with them and make sure they understand each one.

Answer Key

Open answers

Activity 3

- ◆ Have students write a first draft of their messages in their notebook. Monitor and help as needed.

Answer Key

Open answers

Activity 4

- ◆ Organise students into pairs and instruct them to exchange notebooks, so that they can read each other's messages.
- ◆ Instruct them to give positive feedback if appropriate and respectfully point out their classmates' mistakes. Encourage them to also give suggestions for improvement. Monitor and help as needed.

Answer Key

Open answers

Activity 5

- ◆ Tell students to write the final version of their messages, incorporating the feedback they have received from their classmates.
- ◆ Finally, instruct them to write the final version of their messages and share them with their classmates. They can also post them on a social network or their class/school blog.

Answer Key

Open answers

Go find out!

Hypothesis

- ◆ Read the sentence with students and explain that they should use one of the three options from the box to fill in the blank.

- ◆ Ask for some volunteers to share their hypotheses with the class.
- ◆ Tell students that now they need to test their hypotheses.

Research


- ◆ Draw students' attention to the chart in this section. Instruct them to reproduce the chart in their notebook, leaving at least two blank pages, so that they can take notes of their interactions for a week.
- ◆ Model on the board the way in which students should fill in the chart. Explain that if they chat online with a friend, for instance, they should write his/her name in the first column, write "online" in the second one and the amount of time they spent in that interaction in the third one. If they are not active on social networks, they can ask a relative to help them with the questionnaire. Clear up any doubts they may have.

Think

- ◆ When the time is up, have students analyse the data they have collected. The first step is to add the amounts of time they spent interacting with friends face to face and online.
- ◆ After students have calculated the amounts of time, organise them into small groups and have them discuss the questions. Monitor and help as needed.
- ◆ After the discussion, ask for volunteers to share their findings.

Discuss

Activity 1

 **Relationship-building** – Relationship-building is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. It involves the ability to communicate clearly, listen patiently, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed. When students move on to career and college, being able to work well with others will become a crucial life skill. Take advantage of this activity to encourage students to value their friends and reflect on their interactions with them.

- ◆ Tell students to complete the sentence with "more", "the same amount of" or "less", according to the information they have collected and analysed.
- ◆ Have students discuss the questions in the same groups as in the previous activity. Monitor and help as needed.
- ◆ After some time, open the discussion to the whole class. Encourage students to give their opinions and make sure all ideas are respected. Help them realise that different forms of interaction have got advantages and disadvantages, and that technology can help us keep in touch with our friends even if they are not physically around.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to write in their notebook one or more sentences about their findings in the **Research** section. They can also record a video or an audio about it. Monitor and help as needed.
- ◆ Tell them to share their ideas on a classroom poster. They can also share them on a social network or their class/school blog.

Answer Key

Open answers

Page 75

Go around!

Activity 1

- ◆ Read the text with students and clear up any doubts they may have.
- ◆ Go over the questions with them and guide them to notice that some questions are based solely on their experience and opinions, whereas others can be answered with the help of the text.
- ◆ Organise students into small groups and have them discuss the questions. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class.

Answer Key

1. Suggested answers: It gives them new opportunities to learn and to talk about their reality to people from all over the world.; **2. Suggested answers:** Because most of the world's poorest countries are located in Africa.; **3. Suggested answers:** Because in many societies, girls receive a more conservative education or have no access to it at all.

Activity 2

- ◆ Read the questions with students and clear up any doubts they may have.
- ◆ If possible, have them research the answers to the questions at school. If not, assign the activity as homework.
- ◆ After the research, organise students into groups and have them share their findings. Monitor and help as needed.
- ◆ Open the discussion to the whole class.

Answer Key

Open answers

Activity 3

- ◆ Still in groups, instruct students to make a list of all the advantages of using the internet they can think of.
- ◆ Open the discussion to the whole class.

Answer Key

Open answers

Page 76

Over to you!

Concept

- ◆ Ask students if they have ever seen any film or read any book about robots. Encourage them to share what the robots' personalities were like in these films or books.
- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Encourage them to react to the concept by circling the emoji that best describes their feelings towards it.
- ◆ Organise students into groups and have them compare and justify their responses to the concept. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed the following class.
- ◆ The following class, have students work in pairs and groups and present what they found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Answer Key

Open answers

Activity 2

- ◆ Tell students that they are going to read an article about the concept they have reacted to and researched about.
- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed.
- ◆ Open the discussion to the whole class. Encourage students to say whether they were surprised by the information in the text and to justify their answers.
- ◆ Discuss with students if there are similarities between the text and the information they found in their research. Ask them to justify their opinions.

Answer Key

Open answers

Page 77

Review 5

Activity 1

- ◆ Ask students to read the people's descriptions of their media profiles and match the descriptions to an adjective that describes their personality.

Answer Key

a. 5; b. 3; c. 4; d. 6; e. 1; f. 2

Activity 2

- ◆ Tell students to listen to the audio and complete the sentences.

Transcript 40



- 1 It's six forty-two a.m. I'm having breakfast.
- 2 I'm waiting for the bus to school. It's a quarter to eight a.m.
- 3 It's half past four p.m. We're playing video games.
- 4 They're reading comic books. It's a quarter past six p.m.
- 5 It's seven twenty-eight p.m. We're having dinner.
- 6 It's nine o'clock p.m. They're sleeping.

Answer Key

1. 6:42 a.m.; 2. 7:45 a.m.; 3. 4:30 p.m.; 4. 6:15 p.m.; 5. 7:28 p.m.; 6. 9:00 p.m.

Activity 3

- ◆ Invite students to put the messages in order.

Answer Key

a. 7; b. 4; c. 5; d. 1; e. 2; f. 6; g. 8; h. 3

Activity 4

- ◆ Ask students to listen to the audio. Then tell them to underline the correct options to complete the sentences.

Transcript 41



Caleb's dad: Hi, Caleb. It's dad. Where are you? I'm making dinner, mum's working and your sister is playing one of those computer games she loves. Are you coming home right now? Let's have dinner together!

Caleb: Hey, Dad! It's me, Caleb. I'm going home now, I'm getting off the bus. Let's have dinner when I get there, I'm so hungry! See you in a while!

Answer Key

1. is cooking; **2.** Is working; **3.** Isn't studying; **4.** Is getting off; **5.** isn't eating

Activity 5

♦ Tell students these sentences are incorrect and invite them to correct them using the information in parentheses.

Answer Key

1. I'm not eating my favourite brownie. I'm baking some cookies.; **2.** We are not / aren't hanging out in the park. We're studying for a test.; **3.** Carol is not / isn't reading her favourite blog. She's watching her favourite film.; **4.** I'm not texting my friends. I'm looking for information online.

Activity 6

♦ Ask students to write questions using the prompts given. Then they should provide answers that are true for them.

Answer Key

1. Is your best friend watching videos online? Yes, he/she is. / No, he/she isn't.; **2.** Is your mum working? Yes, she is. / No, she isn't.; **3.** Are you listening to music? Yes, I am. / No, I'm not.; **4.** Is your dad riding a bike? Yes, he is. / No, he isn't. **5.** Are your teachers taking a break? Yes, they are. / No, they aren't

Workbook 5

Pages 27-31

Activity 1

Answer Key

a. 3; **b.** 4; **c.** 1; **d.** 2

Activity 2

Answer Key

1. F; **2.** T; **3.** F; **4.** T; **5.** T; **6.** F; **7.** F

Activity 3

Answer Key

1. tomorrow; **2.** too; **3.** for; **4.** tonight; **5.** as a matter of fact; **6.** about; **7.** all right; **8.** before; **9.** can't talk now; **10.** Ok; **11.** skate; **12.** later; **13.** thanks

Activity 4

Answer Key

1. e; **2.** a; **3.** d; **4.** c; **5.** b

Activity 5

Answer Key

1. It's ten past ten.; **2.** It's ten past eight. ; **3.** It's five to five. ; **4.** It's seven o'clock. ; **5.** It's half past eight. : **5.** It's a quarter to eleven.

Activity 6

Answer Key

1. It's eleven nineteen a. m.; **2.** It's half past five p.m.; **3.** It's a quarter to ten a.m. / It's nine forty-five a.m.; **4.** It's a quarter past four p.m./It's four fifteen p.m.; **5.** It's seven twenty-five a.m.; **6.** It's six o'clock. / It's six p.m.

Activity 7

Answer Key

1. She's riding a bike.; **2.** They're having a picnic.; **3.** They're playing football.; **4.** He's watching TV.; **5.** She's running.; **6.** It's sleeping.

Activity 8

Answer Key

1. crying; **2.** dancing; **3.** celebrating; **4.** listening; **5.** watching; **6.** running; **7.** sending; **8.** making; **9.** sitting; **10.** swimming

Activity 9

Answer Key

1. Are you doing your Maths homework?; **2.** I am not playing computer games now.; **3.** Is he listening to pop music?; **4.** We aren't riding our bikes to school.; **5.** She's not talking to her grandparents on the phone.; **6.** Are they reading comic books in the living room?

Activity 10

Answer Key

1. friendly; **2.** organised; **3.** rude; **4.** sociable

Activity 11

Answer Key

1. He's eating a hamburger.; 2. Yes, she is.; 3. No, she isn't.
4. They're having a party.; 5. Yes, they are.

Activity 12

Answer Key

1. are having; 2. am trying; 3. is looking; 4. are laughing; 5. is talking; 6. is not sharing; 7. is, doing; 8. is not buying; 9. is sitting; 10. isn't doing; 11. are, doing

Activity 13

Answer Key

1. Michelle; 2. Claire; 3. Fred; 4. Dan; 5. Phil

Activity 14

Answer Key

Open answers

Activity 15

Answer Key

Open answers

Activity 16

Transcript 15



(Sounds of people in swimming pool, splashes of water, laughter)
(Sounds of a car's engine: someone's starting the car and then driving away)
(Sounds of a TV programme, sounds of a TV commercial)
(Sounds of heavy rain)
(Sounds of yelling, someone blowing a whistle, someone kicking a ball)
(Sounds of someone typing on a computer keyboard)

Answer Key

Possible answers: 1. They are swimming. / They are having a pool party.; 2. He's driving. / He's leaving.; 3. She's watching TV; 4. It's raining.; 5. They're playing football.; 6. He's writing an email. / He's working. / He's typing a document.

Activity 17

Transcript 16



Taylor: When is Steve's birthday?

Justin: It's next week.

Taylor: Next week?? We should celebrate!

Justin: What have you got in mind? Are you thinking of throwing a party?

Taylor: Yes! A surprise party!

Justin: That's a great idea! What should we do? I'm afraid I'm not very creative.

Taylor: Perhaps we could ask Emma. She has always got the best ideas! And, she's super organised!

Justin: I agree. Let's talk to her!

Taylor: Not now. She's studying. She has got an exam tomorrow: Maths, and it's very difficult.

Justin: Oh! Why don't we ask Jason for help? He's one of Steve's best friends...

Taylor: Jason? Not in a million years! He has got a big mouth! He'll probably ruin our surprise!

Justin: Oh, let's wait for Emma, then.

Answer Key

1. F; 2. T; 3. T; 4. T; 5. T; 6. F

Activity 18

Answer Key

Open answers

Activity 19

Answer Key

Open answers

Activity 20

Answer Key

Open answers

6 WHERE DO YOU LIVE?

Objectives:

- ▶ Describe streets and neighbourhoods.
- ▶ Identify places around town.
- ▶ Identify the characteristics and purposes of signs and understand their message.
- ▶ Give orders and make requests.
- ▶ Write and build a sign for school.
- ▶ Research street signs in one's neighbourhood.
- ▶ Reflect on the importance of bilingual signs and their presence in one's community and around the world.
- ▶ Imagine how a city can be safe without traffic signs.

Language:

- ▶ adjectives to describe neighbourhoods (busy, crowded, noisy, quiet)
- ▶ places and elements around town (bakery, beach, bike lane, bus stop, crosswalk, chemist's, graffiti, cinema, museum, park, sidewalk, shop, traffic)
- ▶ imperative

Digital Content: Unit 6 Study Space and Teacher's Resource Material

Project: **Workbook**, page 48

Branch out: **Workbook**, page 52

Workbook: pages 32-36

Pages 78 and 79

Opening Pages

Shorter Version

- ◆ Explore the image with students. Invite them to describe what they see and to explain how the image relates to the title of the unit.
- ◆ Draw students' attention to the questions and discuss them with the whole group.

Longer Version

- ◆ Write the word "neighbourhood" on the board and ask students if they know what it means.
- ◆ Ask them to describe the school's neighbourhood (characteristics, points of interest or reference, etc.).
- ◆ Organise students into groups and ask each group to discuss what they think would be "a good neighbourhood to live in". Encourage them to write some ideas in their notebook. After a few minutes, open the discussion to the whole class and elicit the groups' ideas.
- ◆ Write these ideas on the board and ask students to open the book at pages 78 and 79.
- ◆ Have students relate the image to the ideas on the board and justify their arguments.
- ◆ Ask them to read the questions. Clarify any vocabulary doubts they might have.
- ◆ Organise students into pairs or small groups and have them discuss the questions. After a few minutes, open the discussion to the whole class.

Pages 80 and 81

Get Ready!

Further Information



Providence – a city in the state of Rhode Island, United States, that is a seaport, as well as an industrial and commercial centre.

Bogota – Colombia's capital and largest city, Bogota is a multicultural place with many parks and architectural landmarks. It also houses the Gold Museum.

Bologna – a city in northern Italy where one of the oldest universities in the world is located. The city is a road and rail centre for people travelling between southern or central Italy and the north of the country.

Tokyo – Japan's capital and the world's most populous metropolis. The city is a political, economic and cultural centre.

Cascais – a coastal fishing town in Portugal that is a popular holiday destination.

Based on <<https://www.britannica.com/place/Providence-Rhode-Island>>; <<http://www.ihbogota.com/bogota.html>>; <<http://www.colombia.travel/en/where-to-go/andean/bogota>>; <<https://www.britannica.com/place/Bologna-Italy>>; <<https://www.japan-guide.com/e/e2164.html>>; <<http://www.cascais-portugal.com/index.html>>. Accessed on June 18, 2019.

Activity 1

- ◆ Tell students to look at the pictures and think about what they have got in common.

Answer Key

c

Activity 2

- ◆ Now ask students what they know about these cities and if they have got anything in common with the cities where they live.

Answer Key

Open answers

Activity 3

- ◆ Tell students to read the words/expressions and identify the ones they already know or whose meaning they are able to infer.
- ◆ Clarify the meaning of the unknown terms and ask them to write the name of the cities where these elements can be found.
- ◆ Check their answers orally and, while doing so, elicit which other elements from the images they are able to name in English.

Answer Key

- | | |
|----------------|-------------------|
| a. In Bologna. | d. In Providence. |
| b. In Tokyo. | e. In Cascais. |
| c. In Bogota. | |

Activity 4

- ◆ Explain to students that they are going to listen to five teenagers describing their neighbourhoods.
- ◆ Play the audio and ask them to compare what was mentioned (or what they see in the photos) with their own neighbourhoods. If necessary, play the audio twice.
- ◆ Organise students into pairs and have them answer the questions orally.
- ◆ Ask for volunteers to share their answers with the whole group and to justify them.

Transcript 42, 43 & 44



1

Scarlett: Hey, everyone. My name's Scarlett and I'm from Providence, in the United States. Well, in my neighbourhood there are some small buildings and a few shops, but it's mostly quiet during the day. There's a small park where I walk my dog and ride my bike; it's a very nice place and I go there a lot. My favourite thing about my neighbourhood is that there are many trees on the streets. It's very beautiful.

2

Nicolás: Hi, guys. I'm Nicolás and I'm Colombian. I live in Bogota, the capital of Colombia. It's a very big cosmopolitan city and I like it very much! My neighbourhood is close to downtown, so during the week the streets are very busy. There are residential buildings, shops and a few run-down houses. There's very cool graffiti on my street; people love taking selfies with it. My favourite thing about my neighbourhood is that it's very colourful and cheerful!

3

Mariella: Hello. My name's Mariella and I'm Italian. I'm originally from Milan, but I'm living in Bologna now. It's

a very nice town, I really like it. My neighbourhood is located in a tourist area, so it's frequently crowded. There are many popular restaurants and souvenir shops around. My favourite thing about my neighbourhood is that there are streets for pedestrians only, so there isn't traffic and I don't have to worry about cars when I'm walking!

4

Kimiko: Hi there! I'm Kimiko and I live in Tokyo, Japan. Tokyo is a huge city! There are more than nine million people living here, so it's always busy and crowded. My neighbourhood is not different from the rest of the city. There's a lot of traffic and it's very noisy, but it's also very convenient; there are many shops, supermarkets, restaurants... My favourite thing about my neighbourhood is that there's a very good Mexican restaurant in front of my building! I love Mexican food.

5

Vidal: Hey, guys! My name's Vidal and I'm from Cascais, in Portugal. Cascais is a beautiful small tourist city. In the summer, my neighbourhood is very busy because the beach is always crowded, but it's very quiet during the rest of the year. There aren't big shops or famous restaurants here, but there are many cool places to hang out. My favourite thing about my neighbourhood is that it's very close to the beach, for sure. It's the best place to chill out.

Answer Key

Open answers

Activity 5

- ◆ Tell students to listen to the preteens again and ask them if they would you like to live in any of the cities they describe.

Answer Key

Open answers

Activity 6

- ◆ Encourage students to give their opinions about the descriptions they listened to in activity 4.
- ◆ Have students read the comments and ask them if they agree or disagree with any of them and why.
- ◆ Tell students to write a comment about the descriptions. Explain that it can be about the content of the descriptions, about their own neighbourhood and how it compares to the ones they heard about or a suggestion. Monitor and help as needed.
- ◆ Ask for some volunteers to share their comments with the whole class.

Answer Key

Open answers

Activity 7

- ◆ Elicit from students what they have learned about the neighbourhoods described in activity 4.
- ◆ Ask them what other information they would like to know about the neighbourhoods described (or neighbourhoods from other countries).
- ◆ Encourage students to write a question about a neighbourhood from another country and then share it with some classmates, who can try to answer it. Depending on the level of the group, you might want to ask students to write a question in L1 in their notebook and then help them translate it into English before writing it in the book.
- ◆ Assign the research as homework.
- ◆ The following class, organise students into small groups and have them share what they found out. Discuss the findings and encourage them to keep on asking questions they still have about the topic (and looking for the answers).

Answer Key

Open answers

Page 82

Language 1

Activity 1

- ◆ Ask students what they remember about the neighbourhood in Bogota where Nicolás lives (from activity 4, on page 81). If necessary, instruct them to go back to pages 80 and 81 and play the snippet of the audio in which Nicolás speaks.
- ◆ Explain that the speech bubble in this activity corresponds to one of Nicolás's lines.
- ◆ Ask students to speculate about what the word "busy" means, based on what they heard. After that, instruct them to look the word up in the dictionary and answer the questions.
- ◆ Organise them into small groups and have them compare their answers.

Answer Key

Open answers

Activity 2

- ◆ Have students read the words and explain that they were also used in the descriptions of neighbourhoods they listened to on page 81 (activity 4).
- ◆ Ask them if they remember who said these words and in which context. Play the snippets of the audio where these words appear or write on the board the sentences in which they were used and highlight these terms to help students infer their meanings.
- ◆ Instruct students to look the words up in the dictionary and take notes of their meanings in their notebook. Remind them that these notes can be taken using words, example sentences, drawings or mind maps.

- ◆ Ask for volunteers to share their answers with the whole class.
- ◆ After that, have students use the words to describe the images.
- ◆ Correct the activity orally.

Answer Key

Suggested answers:

1. quiet: without much activity or noise;
2. noisy: full of loud or unpleasant sounds;
3. crowded: full of people



Tip

Whenever students are asked to describe a picture using one word, it is always a good idea to ask them to justify their choices by identifying elements in the pictures which helped them figure out the answers. This strategy is especially helpful to teach students to pay attention to details and also to help you determine if they have really understood the target vocabulary.

Activity 3

- ◆ Ask students to complete the sentences using the words from activities 1 and 2.
- ◆ As an extension of this activity, you can instruct students to rewrite the sentences in the negative form and complete them with different adjectives.

Answer Key

Open answers

Activity 4

- ◆ Ask students to discuss in pairs about shops, parks and traffic in the streets where they live.

Answer Key

Open answers

Activity 5

- ◆ Now ask students to tick the places there are in their neighbourhoods.

Answer Key

Open answers

Listening and Speaking

Activity 1

Setting the Pace



- ▶ Before starting the activity, ask students to close the book. Write the names of the teenagers from the audio on the board (Scarlett, Nicolás, Kimiko, Mariella, Vidal) and have students copy them in their notebook.
- ▶ Explain that students are going to listen again to the descriptions of the neighbourhoods from pages 80 and 81. Tell them to write down what each teenager says about their favourite thing in their neighbourhood. Explain that they don't need to write the whole sentences, just keywords.
- ▶ Play the audio and organise students into pairs. Have them compare their notes and try to write complete sentences.
- ▶ Finally, tell students to open the book again and compare their sentences to the ones in activity 1. Then have them do the activity. Check the answers orally.



- ▶ Explain to students that they are going to listen again to the descriptions of the neighborhoods from pages 80 and 81.
- ▶ Ask them to read the sentences carefully and help with any unknown vocabulary.
- ▶ Tell them to underline or highlight one keyword in each sentence that will help them identify the speaker. Exemplify by helping them notice that in the first sentence "colourful" is a keyword. It is probably not going to be repeated a lot, so it can be useful when identifying who the speaker is.
- ▶ Play the audio and ask students to focus on the keywords they have underlined or highlighted in order to match the sentences to the speakers.

Answer Key

a. 3; b. 5; c. 4; d. 2; e. 1

Extra Activity



- ▶ Write the following sentences on the board and ask students to copy them in their notebook.
 - 1 In Scarlett's neighbourhood there are a few _____.
 - 2 In Bogota, the streets are very _____ during the week.

- 3 Mariella's neighbourhood is located in a _____ area.
- 4 Kimiko's city is always busy and _____.
- 5 There aren't any famous _____ in Vidal's neighbourhood.

- ▶ Tell students that they are going to listen to the audio from activity 1 again and that they have to complete each sentence with only one word.
- ▶ Play the audio. Then have students check their answers in pairs.
- ▶ Ask for volunteers to go to the board and complete the sentences:
 - 1 In Scarlett's neighbourhood there are a few **shops**.
 - 2 In Bogota, the streets are very **busy** during the week.
 - 3 Mariella's neighbourhood is located in a **tourist** area.
 - 4 Kimiko's city is always busy and **crowded**.
 - 5 There aren't any famous **restaurants** in Vidal's neighbourhood.

Activity 2

- ◆ Ask students to listen to Mariella's and Vidal's excerpts again and tick the correct statement.

Transcript 45



Mariella: Hello. My name's Mariella and I'm Italian. I'm originally from Milan, but I'm living in Bologna now. It's a very nice town, I really like it. My neighbourhood is located in a tourist area, so it's frequently crowded. There are many popular restaurants and souvenir shops around. My favourite thing about my neighborhood is that there are streets for pedestrians only, so there isn't traffic and I don't have to worry about cars when I'm walking!

Vidal: Hey, guys! My name's Vidal and I'm from Cascais, in Portugal. Cascais is a beautiful small tourist city. In the summer, my neighbourhood is very busy because the beach is always crowded, but it's very quiet during the rest of the year. There aren't big shops or famous restaurants here, but there are many cool places to hang out. My favourite thing about my neighbourhood is that it's very close to the beach, for sure. It's the best place to chill out.

Answer Key

2, 4, 5

Buzzwords

- ◆ Read the sentence with students and draw their attention to the expression "chill out".
- ◆ Ask them if they remember the context in which this expression was used in the audio (Vidal said: "My favourite thing about my neighbourhood is that it's very close to the beach, for sure. It's the best place to **chill out**."). If necessary,

play Vidal's description again so that students are able to recall the context.

- ◆ Have students look the expression up in the dictionary and answer the question.
- ◆ Ask for some volunteers to share their answers with the whole class.
- ◆ Ask students if they can think of a similar slang in L1.

Answer Key

Suggested answers: to relax, to calm down

Activity 3

- ◆ Have students listen to the audio and pay attention to how the words starting in *-sc*, *-st* and *-sp* are pronounced.
- ◆ Encourage students to say the words out loud and pay attention to how they are pronounced. Ask them if there are any words starting with these consonants in their language. In Spanish, for example, they are written with an *e* and pronounced with an /e/ before the *-sc*, *-st* and *-sp* so students might find it difficult to pronounce them.

Transcript 46 & 47



- ▶ The streets are very busy in Milan.
- ▶ The local school in my neighbourhood in Bologna is near my house.
- ▶ There is a *Stop* sign on that corner.

Answer Key

Open answers

Activity 4

- ◆ Play the audio again and ask students to practise the words.

Answer Key

Open answers

Activity 5

- ◆ The previous class, ask students to bring images of their neighbourhood.
- ◆ Have students read the text and clarify any doubts they may have.
- ◆ Then instruct them to fill in the blanks with information about themselves and their neighbourhoods. Monitor and help as needed.

Answer Key

Open answers

Activity 6

- ◆ Ask students to introduce their neighbourhoods to their classmates. They can also record an audio and share it on a social network or their class/school blog.

Answer Key

Open answers

Pages 84 and 85

Reading

Activity 1

- ◆ Ask students to look at the pictures and answer the question.

Answer Key

They are signs.

Activity 2

- ◆ Organise students into pairs. Explain that there is more than one correct answer for each question and have them do the activity.
- ◆ Ask for some volunteers to share their answers with the whole class and to justify their choices.
- ◆ Make sure students notice the use of short messages in signs and help them realise that this is because they have to be read from a distance and usually by people who are passing by them quickly (by car or by bike, for instance). Help them notice the frequent use of capital letters in the signs as well. Also, it is important for them to realise that, since they are analysing street signs, these texts are meant to be read by road users. The audience is anyone who is in the street (pedestrians, drivers or bikers) and it may vary according to the content of the sign. Finally, discuss with students why they think street signs exist (Suggested answers: Because there must be traffic rules in order to avoid accidents in the streets.) and what the objectives of this kind of text are.

Answer Key

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

Activity 3

- ◆ Ask students to read the signs in activity 1 again, carefully read the statements and answer the questions.
- ◆ Tell them to check their work in pairs.
- ◆ Correct the activity on the board and ask for volunteers to justify how they figured out the answers.

Answer Key

1. **a.** Signs 2, 3 and 6; **b.** Sign 5; **c.** Sign 4; **d.** Sign 1; **e.** Signs 5 and 6; **2. a.** Yes, it is.; **b.** No, it isn't.; **c.** No, it isn't.

Activity 4

- ◆ Ask students to analyse sign 1 and choose the correct options.
- ◆ As you correct item 1, make sure they were able to grasp the idea of sharing the road, which means that road users use the same space at the same time. In item 2, it is important that they notice that a road shared by wild animals (represented by the turtle in the sign) is very unlikely to be located in a busy street of a big city, such as the one represented in the image.

Answer Key

1. **a;** 2. **b**

Activity 5

- ◆ Have students read the three options and make sure they understand what they mean.
- ◆ Ask students to analyse sign 3 and do the activity.
- ◆ During the correction, elicit the reason why bikers must walk their bikes in a zebra crossing and on a sidewalk. Explain that it is a question of pedestrian safety in both situations. Since pedestrians must cross the streets in the zebra crossing and walk on the sidewalk, they have priority of use of these spaces, so bikers must respect it.

Answer Key

a, c

Activity 6

- ◆ Ask students if they think these signs are effective and justify their answers.

Answer Key

Open answers

Pages 86 and 87

Language 2

Activity 1

- ◆ Have students observe the pictures and explain that the blurred parts correspond to the sentences listed below them. Then ask them to match the images to the sentences.
- ◆ Ask for volunteers to share their answers with the whole class and write them on the board.

Answer Key

a. 3; **b.** 2; **c.** 4; **d.** 1

Activity 2

- ◆ Organise students into pairs. Have them read the sentences in activity 1 again and answer the questions.
- ◆ Ask for volunteers to share their answers and to justify these answers.
- ◆ As you correct, make sure students are able to notice the similarities and differences between the signs in activity 1 and the ones in the **Reading** section (They have got the same characteristics and purposes, but are not aimed at the same readers.). Also, ask how they distinguished the affirmative and negative forms of the structure (The word “not” is an indicator of the negative form.).
- ◆ Go over the grammar box with students and, if necessary, elicit other examples of the imperative form. You may also ask students to go back to the signs on page 84 and circle all the other examples of the imperative form (Share; obey; keep; do not chain.).
- ◆ If appropriate, have students compare the imperative form in English and in L1.
- ◆ Call their attention to the **Snack Learning** box. Explain that, in signs, it is far more usual to use the long form of the imperative, mostly because it is an example of written language, but also because the long form sounds more assertive, so it emphasises the urgency of the message. The contracted form, on the other hand, is far more common in spoken language and in more informal signs.
- ◆ If necessary, refer students to the **Language Reference** on their **Workbooks**.

Answer Key

1. **Suggested answers:** To give orders or make requests.;
2. Sentences b and d; 3. Sentences a and c.

Activity 3

- ◆ Tell students to complete the sentences with the verbs in parentheses in the imperative form.

Answer Key

1. Do not/Don't turn; 2. Drive; 3. Do not/Don't park; 4. Keep

Activity 4

- ◆ Encourage students to list situations in which we give (or receive) orders or make requests.
- ◆ Ask them to think about how they would express themselves in L1 if they were in those situations they listed.
- ◆ Explain that students can use the imperative form for those situations.

Answer Key

Suggested answers: When we are learning or teaching something, when we are ordering food, when we need a favour; when we need someone's help, when we are giving instructions or directions.

Activity 5

- ◆ Invite the students to circle all the verbs in the imperative in the rubrics on pages 86 and 87.

Answer Key

match, read, answer, complete, read, circle, complete, read, answer, write, listen, check, rewrite

Activity 6

- ◆ Ask students to complete the orders and requests with the verbs from the box.

Answer Key

1. Turn off; **2.** Close; **3.** Do not/Don't open; **4.** Do not/Don't tell

Activity 7

- ◆ Now invite students to answer the questions about the previous activity.

Answer Key

1. "Close the window, please." Because of the word "please".
2. Yes, it is. "Please close the window."

Activity 8

- ◆ Tell students to look at the pictures. Have them go back to activity 4 and ask if any of the pictures corresponds to the situations they had in that activity.
- ◆ Ask them to analyse the pictures and imagine what the person is saying. Make sure they notice that the people portrayed are giving orders or making requests; therefore, they are using the imperative form.
- ◆ Have students write their guesses in the speech bubbles.
- ◆ Organise students into pairs and instruct them to compare their answers and justify their choices.
- ◆ Play the audio and ask them to compare their guesses to what they heard.
- ◆ Play the audio again and ask for volunteers to write the answers on the board. Then go over the items one by one and elicit from students any guesses they had that differ from the orders and requests in the audio. Go over these guesses with the whole class and help students analyse if they are also possible in the

situations represented in the images and why. If they are, instruct them to write these different possibilities in the book or notebook. If they are not, have them correct their answers and understand the reasons why that/those sentence(s) cannot be used.

Transcript 48



- 1 Come in.
- 2 Don't forget!
- 3 Don't stop!
- 4 Smile!

Answer Key

1. Come in.; **2.** Don't forget.; **3.** Don't stop.; **4.** Smile.

Activity 9

- ◆ Ask students to rewrite the sentences in activity 8 to make them more polite.

Answer Key

1. Come in, please. / Please come in.
2. Don't forget, please. / Please don't forget.
3. Don't stop, please. / Please don't stop.
4. Smile, please. / Please smile.

Page 88

Writing

Activity 1

- ◆ Ask students to think of a place in school where there could be a sign which might contribute to the organisation of the school routine or the students' and staff's well-being (for instance, a sign in the bathroom about hygiene or one in the cafeteria to help organise the queue).
- ◆ Instruct them to answer the questions individually.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to make a first draft of their signs. Explain that they can do it either in the book or in their notebook, according to their preferences.
- ◆ Remind them that, in signs, the text is a very important element, but not the only one, so encourage them to think about the format of the sign and how they can use colours to convey meaning.

Answer Key

Open answers

Activity 3

- ◆ Invite students to share their signs with the classmate, discuss them and make any necessary adjustments.

Answer Key

Open answers

Activity 4

- ◆ Now tell students to make the final version of their signs and hang them on a classroom wall.
- ◆ They can also share them on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Ask students about the number of street signs for pedestrians or bikers in their neighbourhoods. Encourage them to say if they think there are many, a few or none.
- ◆ Have them use one of the words from each box to fill in the gaps to make the sentence true about their neighbourhoods, according to their opinion. Explain that they can choose to observe the number of signs for either bikers or pedestrians.
- ◆ Remind students that this sentence is a hypothesis, so it needs to be investigated, which is what they are going to do next.

Think

- ◆ Ask students to notice how many signs there are in their neighbourhood, if they are visible, how many are for pedestrians, how many are for bikers, etc.

Research

- ◆ As homework, ask students to walk around their neighbourhoods and photograph all the street signs they find.
- ◆ Explain that if the neighbourhood is too big, they can choose a few blocks and walk around them. In this situation, make sure they understand they must choose blocks that include both quieter and busier streets, in order to have some variety in their research.
- ◆ Alternatively, you may ask students to walk around their neighbourhoods virtually, using Google Maps.

Discuss

- ◆ Tell students to review their information and return to the hypothesis they made at the beginning of the section. Have them complete the conclusion with the results of the investigation.
- ◆ Ask students if they are surprised by the conclusion or if it reflects what they thought at first, that is, if the conclusion matches the hypothesis.

Activity 1

- ◆ Organise students into pairs and ask them to discuss the questions. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the whole group and encourage the rest of the class to contribute by saying if the situation is similar or different in their neighbourhoods.
- ◆ Discuss the importance of being attentive to street signs. Encourage them to think critically about traffic safety in their neighbourhoods and how it can be improved. Ask them if they know who they should talk to in case there is a problem with a sign in their neighbourhood (a broken sign or a missing one, for instance). If they don't know, tell them to research and bring the answer the following class.

Answer Key

Open answers

Activity 2

- ◆ Ask students to share their ideas in class. They can also share them on their class/school blog.

Answer Key

Open answers

Page 89

Go Around!

Activity 1

- ◆ Organise students into pairs and have them discuss the questions.
- ◆ After some minutes, open the discussion to the whole class and ask them why they think English is the most commonly used language in bilingual signs and in which situations those signs might be helpful to a foreigner who doesn't speak the local language.
- ◆ Discuss with the class specific difficulties a tourist might face in the students' city if he/she cannot understand the local signs.

Answer Key

1. English.; 2. **Suggested answers:** To make them understandable for foreign students who don't speak the local language but understand English.


Activity 2

- ◆ Ask students to search for bilingual signs in their city and in different countries. Explain that, in the first case, they can look for the signs either online (using Google Maps) or by visiting different areas in town.
- ◆ Instruct them to take notes of certain aspects of the signs they find: where they are located, which languages they are in, what their purposes are, etc.
- ◆ Once students have got the results of their research, organise them into small groups and ask them to share what they have found out.

Answer Key

Open answers

Activity 3

 **Social engagement** – Social engagement means getting involved with a social group or community. It implies being much more than merely present in the group; it demands active participation and constant focus on the group's (or community's) improvement and harmonious interaction among its members. Students have been part of social groups since their birth—first, their families, then their friends, school, neighbourhood, etc. Therefore, we could assume that they know how to engage in groups. However, at the age of 10 or 11, students might not have been encouraged to get involved with their community and actively participate in activities that foster significant changes. That is why it is important to draw their attention to the fact that, in the **Go Around!** section in this unit, they are given the opportunity to do exactly that (when they are asked to reflect on what they can do to solve the issue, rather than think about what others can do). Take advantage of this opportunity and ask students to discuss, in small groups, in what other ways they might want to get engaged in their community to improve traffic safety or any other aspect that needs attention in the area where they live. After a few minutes, open the discussion to the whole class and elicit some ideas. Help students organize their ideas and find practical solutions, encouraging them to take action.

- ◆ Instruct students to discuss the questions in small groups, taking into account the result of their research in the previous activity.
- ◆ Open the discussion to the whole class and elicit what students can do to help if more bilingual signs are necessary where they live. Encourage them to think of possibilities such as writing an e-mail (or a letter) or talking to local authorities and starting a petition. Have them choose what might be the best idea among

the ones suggested and encourage them to put it into practice. Help them with the process and monitor their progress.

Answer Key

Open answers

Activity 4

- ◆ Invite students to draw a bilingual sign for their town or city.

Answer Key

Open answers

Page 90

Over To You!

Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Instruct them to react to the concept by circling the emoji that best describes their feelings towards it.
- ◆ Organise students into groups of three and have them compare their reactions to the concept. Encourage them to discuss how they imagine a city without traffic signs would be like: chaotic or organised. Ask them to justify their ideas. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the class and elicit the groups' ideas.

Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed the following class.
- ◆ The following class, have students work in pairs and groups and present what they found in the research. If time allows, have them write a summary of their discoveries and share it with other groups in class.

Answer Key

Open answers

Activity 2

- ◆ Explain to students that they are going to read an article about the concept they have just discussed.
- ◆ Instruct them to read the questions and discuss them in pairs.
- ◆ Ask for some volunteers to share their answers with the class and justify them.
- ◆ Talk to students about how cities without traffic signs can be

safe and what vehicle conductors and pedestrians should do to keep everyone safe (Everyone should know and respect traffic rules and regulations, regardless of the existence of signs.). Also, ask students if the text helped them think differently about the topic and if it changed their minds about what cities without any traffic signs can be like.

- ◆ Discuss with them if there are any similarities between the text and the information they found in their research. Ask them to justify their opinions.

Answer Key

1. Yes, by respecting traffic rules.; 2. Open answers

Page 91

Review 6

Activity 1

- ◆ Ask students to observe the pictures and cover the options. Encourage them to remember the names of some places around town they have learned throughout the unit and to think where each of the signs could be found. Have them justify their choices by pointing out elements of the sign which helped them reach a conclusion.
- ◆ Instruct them to uncover the options and do the activity. Then ask for some volunteers to share their answers with the whole class.

Answer Key

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

Activity 2

- ◆ Ask students to rewrite signs 1 and 3 from activity 1 using the correct punctuation.

Answer Key

Sign 1: Caution! Don't touch dinosaurs!
Sign 3: Come in! We're open.

Activity 3

- ◆ Tell students to read the sentences and write the name of the corresponding location.

Answer Key

1. shop; 2. museum; 3. park/sidewalk; 4. bakery; 5. cinema;
6. bus stop

Activity 4

- ◆ Ask students to complete the sentences about the signs.

Answer Key

1. a. Drive, b. Don't drive; 2. a. Don't park, b. Park

Activity 5

- ◆ Tell students to complete the dialogues using the verbs from the box in the affirmative or negative form.

Answer Key

1. Tell, Don't forget; 2. Come in, Open

Workbook 6

Pages 32-36

Activity 1

Answer Key

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

Activity 2

Transcript 17 & 18



Hi, there! I'm Pablo. I'm from Buenos Aires, in Argentina. I live downtown Buenos Aires. It's a very big city with lots of restaurants and shops. The streets are really busy, especially during the rush-hour. There are beautiful squares where people do exercise, go for a walk or simply sunbathe. Buenos Aires has got big shops too. I prefer not to go there because they're always crowded. My mum loves shopping, though. There are some streets for pedestrians only and I love to hang out there with my friends. Our favourite place is the skatepark. We go there almost every afternoon.

Answer Key

1, 2, 5

Activity 3

Answer Key

1. He lives in Buenos Aires.; 2. No, it isn't.; 3. Because the shops are always crowded.; 4. They do exercise, go for a walk or simply sunbathe.; 5. The skatepark is his favourite thing about his city.

Activity 4

Answer Key

Don't / Do not remove; Don't / Do not enter; Keep; Close;
Don't forget / Do not forget

Activity 5

Answer Key

Open answers

Activity 6

Answer Key

1. Don't / Do not use; **2.** Leave; **3.** Don't / Do not leave; **4.** Don't / Do not panic; **5.** Wait; **6.** Don't / Do not shout; **7.** Close; **8.** Turn

Activity 7

Answer Key

1. Don't shout, please!; **2.** Sing with me!; **3.** Raise your hands, please!; **4.** Look at the picture.; **5.** Be quiet, please!; **6.** Don't use your mobile phone in class.

Activity 8

Answer Key

Open answers

Activity 9

Answer Key

a. 2; **b.** 3; **c.** 1

Activity 10

Answer Key

Open answers

Activity 11

Answer Key

Open answers

Activity 12

Answer Key

Open answers

Activity 13

Answer Key

Open answers

Activity 14

Answer Key

1. streets; **2.** busy; **3.** traffic; **4.** sidewalks; **5.** crowded; **6.** shops

Activity 15

Answer Key

Suggested answers:

- 1.** You walk down Rivadavia Street as far as the park. Turn left on 25 de mayo Street, walk down for two blocks and go past Eugenio Tello Avenue. The supermarket is on your right.
- 2.** Walk down Libertad Street and turn right on Eugenio Tello Avenue. The theatre is on the corner of Eugenio Tello Avenue and Sarmiento Street.
- 3.** It's on the corner of Sarmiento Street and 28 de julio Street.
- 4.** It's on the corner of Belgrano Street and Eugenio Tello Avenue.

Activity 16

Answer Key

Open answers

7 WHAT ARE YOUR HOBBIES?

Objectives:

- ▶ Talk about free-time activities and hobbies.
- ▶ Identify leisure activities, musical instruments and periods of the day.
- ▶ Identify the characteristics of a blog post and understand its purpose.
- ▶ Use the simple present to talk about something that is true in the present or activities that are part of one's routine.
- ▶ Describe how frequent some activities are in one's routine.
- ▶ Ask questions about things and activities, frequency and the time when something happens.
- ▶ Write a blog post.
- ▶ Research whether students spend most of their free time doing group or individual activities.
- ▶ Reflect on the extent to which the culture of students' country has been influenced by that of English-speaking countries.
- ▶ Give opinions about a world in which people have got nothing to do in their free time.

Language:

- ▶ free-time activities (build a website, go to the cinema, hang out with friends, listen to music, play a musical instrument, play sports, play video games, read books, ride a bike, watch TV)
- ▶ musical instruments (bass, drums, electric guitar, flute, guitar, keyboard, piano, violin)
- ▶ periods of the day (morning, afternoon, evening, night)
- ▶ simple present (1st and 2nd person; 3rd person plural)
- ▶ question words (how often, what, when)
- ▶ expressions of frequency (every day, once a day/week/month/year, twice a day/week/month/year, three times a day/week/month/year)
- ▶ adverbs of frequency (always, usually, often, sometimes, never)

Digital Content: Unit 7 Video, Study Space and Teacher's Resource Material

Project: Workbook, page 50

Workbook: pages 37-41

Pages 92 and 93

Opening Pages

Shorter Version

- ◆ Have students open the book to pages 92 and 93 and look at the opening image. Ask them the first question and encourage them to share their ideas.
- ◆ Invite them to explain how the image relates to the title of the unit. Guide them to notice that the author of the image drew a bicycle using two slices of orange as wheels. Students may mention that riding a bicycle is fun, as well as drawing or creating artistic images.
- ◆ Draw students' attention to the other questions and discuss them with the whole group.

Longer Version

- ◆ Have students open the book to pages 92 and 93 and look at the opening image. Ask them the first question and encourage them to share their ideas.
- ◆ Invite them to explain how the image relates to the title of the unit. Guide them to notice that the author of the image drew a bicycle using two slices of orange as wheels. Students may mention that riding a bicycle is fun, as well as drawing or creating artistic images.

- ◆ Write "free time" on the board and ask students what comes to mind when they think about the concept of "free time".
- ◆ Allow students one minute to make a list with as many free-time activities as they can. When the time is up, have them share their ideas.
- ◆ Ask students what their favourite free-time activities are and encourage them to engage in conversation about it.
- ◆ Organise them into pairs or small groups and have them discuss the other questions on page 93. After a few minutes, open the discussion to the whole group.

Pages 94 and 95

Get Ready!

Activity 1

- ◆ Have students look at the text and identify its genre (Quiz). Elicit what led them to this conclusion. Guide them to notice that a quiz is a kind of test usually composed of multiple-choice questions.
- ◆ Ask students what quizzes are usually about. Help them realise that quizzes may be about general knowledge, knowledge on a specific topic or someone's personality traits. Next, have students speculate on the topic of this quiz (Finding the best hobby for you.).

- ◆ Elicit from students where it is possible to find a quiz like this. Tell them that in the past, they were very common in women's magazines. However, they are very popular on the internet nowadays and all kinds of people take them.

Setting the Pace



- ▶ Tell students that they are going to take the quiz. Instruct them to read it individually and circle the most appropriate option for them in each item.
- ▶ Have them count the number of A, B, C and D answers they got, but do not let them read their results yet. Write the following topics on the board: "art", "social causes", "sports" and "technology". Tell students to analyse the options in each question and identify to which category on the board they refer.
- ▶ Instruct students to check their results and find out which hobbies are best for them. Ask them if they agree with their results.
- ▶ Finally, ask students to share their results.
- ▶ If there is time, organise students into pairs and challenge them to create one more question to complement the quiz.



- ▶ Tell students that they are going to take the quiz. Read question 1 with them and clarify the meaning of any unknown vocabulary items. Then, instruct students to circle the most appropriate option for them.
- ▶ Follow the same procedure for all the other questions, helping them with the meaning of unfamiliar words and activating their background knowledge whenever necessary.
- ▶ When they finish, have them count the number of A, B, C and D answers they got.
- ▶ Organise students into groups according to their score; for example, students who got more As form a group, the ones who got more Bs form another and so on.
- ▶ Have the groups read their results. Encourage students to help each other understand the meaning of the short texts and find the best hobbies for them. Monitor the groups and help students as needed.
- ▶ Finally, ask students to share their results.

Answer Key

Open answers

Further Information



Serena Williams – American professional tennis player who has won 23 Grand Slam single titles and 14 double titles with her older sister, Venus Williams.

Mark Zuckerberg – American computer programmer, internet entrepreneur and philanthropist. He is the co-founder and CEO of the social network Facebook and one of the world's youngest billionaires.

Eduardo Kobra – Brazilian street artist who paints wall murals depicting huge portraits. His colourful kaleidoscopic works can be seen in many cities around the world, including São Paulo, New York and Moscow.

Emma Watson – Actress, born in France but raised in England, Watson is best known for playing Hermione Granger in the Harry Potter films. In 2014, she was appointed a UN Women Goodwill Ambassador and, since then, she has stood up for women's rights and gender equality.

Based on <<https://www.thefamouspeople.com/profiles/serena-jameka-williams-2831.php>>; <<https://www.biography.com/people/serena-williams-9532901>>; <<https://www.biography.com/people/mark-zuckerberg-507402>>; <<http://www.streetartbio.com/about-eduardo-kobra-biography>>; <<http://vsemart.com/brazilian-street-artist-eduardo-kobra/>>; <<https://www.biography.com/people/emma-watson-20660247>>. Accessed on June 21, 2019.

Activity 2

- ◆ Organise students into small groups and have them discuss the questions. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Activity 3

- ◆ Tell students that they are going to listen to an audio/watch a video about a boy's favourite activity.
- ◆ Read the questions with them and clear up any vocabulary doubts.
- ◆ Play the audio/video.
- ◆ Have students compare their answers in pairs.

Transcript 49 & 50



Narrator: This is Zion. Zion loves skateboarding.

Zion: I love skateboarding because... it's the best thing in the world.

Narrator: He is only eight years old, but he is a very good skater. When he was three years old, he started going to skate parks when he was three years old. So why did he start skating at such a young age? When he was little, he wanted a long board like his sisters and cousins. Longboards are skate boards that are big and long.

Zion: Well, my sisters had longboards and my cousins had longboards, so I asked my dad to get me a board.

Narrator: Now, Zion doesn't stop skating.

Zion: I skate all day, every day, wherever I go.

Narrator: He often wins skateboarding competitions.

Zion: This year I've won, like, four competitions in a row.

Narrator: Zion has a little brother called Jax. And Jax loves skateboards too.

Zion and Jax's father: How old are you? Say "hi" to the camera. Say "hi".

Jax: Hi!

Zion and Jax's father: You said "hi"? Say "hi". Say your name. Say "my name is Jax".

Narrator: Jax wants to be the same as his big brother. He spends a lot of time skating with Zion.

Zion: Hmm, Jax is really crazy, he likes to do anything that I do or Jagger does.

Narrator: He is only be two years old, but he's learning fast. One day, soon, Jax will skate with adults, the same as Zion. But for now, Zion is the best eight-year-old skateboarder around.

Zion: These are all the grips I get. I like this one, this one. And then, this is my favourite grip in the whole entire world.

Narrator: Zion and Jax's father says he will do anything to help his children with their hobby.

Zion and Jax's father: If that's what it takes to make him achieve what he wants, I'm gonna do it. As long as I'm here, I'm gonna do it.

Narrator: The family is very happy that Zion's loves skateboarding so much. But does he ever get tired of it?

Interviewer: Do you ever get tired of skateboarding?

Zion: No. Well... Yeah, no, no. Not at all.

Answer Key

1. Skateboarding.; **2.** He's 8 years old.; **3.** His little brother, Jax.; **4.** Their father.

Activity 4

- ◆ Read the sentences with students and clear up any doubts they may have.
- ◆ Play the audio/video again.
- ◆ Have students compare their answers in pairs.
- ◆ Ask for volunteers to share and justify their answers.

Answer Key

1, 2, 5

Activity 5

- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed.
- ◆ Open the discussion to the whole group. Encourage students to talk about the topic.

Answer Key

Open answers

Activity 6

- ◆ Still in pairs, have students discuss the questions. Monitor and help as needed.
- ◆ Open the discussion to the whole group. Encourage students to engage in conversation about the topic.

Answer Key

1. Sports; 2. Open answers

Activity 7

- ◆ Read the comments in the comment section with students and ask if they agree with any of them.
- ◆ Draw their attention to the blank space at the end of the comment section and explain that they should write a comment there. Explain that they can write about the content of the audio/video or their own hobbies. Monitor and help as needed.
- ◆ Ask for some volunteers to read their comments aloud.

Answer Key

Open answers

Activity 8

- ◆ Elicit from students the hobbies they have brainstormed and learned in this lesson and make a list on the board. Ask them which of those hobbies they would like to try and what they would like to know about it. For example, if they would like to volunteer at an animal shelter, they could ask how much time they would have to dedicate to the activity and what their tasks would be.
- ◆ Encourage students to write a question about the hobby they chose. Monitor and help as needed.
- ◆ Assign the research as homework.
- ◆ The following class, organise students into small groups and have them share their findings. Encourage them to keep on asking questions—and finding answers—about the topic.

Answer Key

Open answers

Language 1

Activity 1

- ◆ Elicit from students examples of sentences with “play”. After listening to their answers, draw their attention to the fact that “play” has got more than one meaning.
- ◆ Organise students into pairs and instruct them to read the sentences in the activity and decide on the meaning of “play” in each one. Advise them to use a dictionary to help.
- ◆ Correct the activity with the whole class and clear up any doubts students may have. Make sure they understand the difference between “play” as a verb and as a noun.
- ◆ If there is time available, ask for volunteers to take turns acting out a sentence at a time, so that their classmates can guess which one it is.

Answer Key

a. Free-time activities; b. 1, 2, 4 and 5; c. 3

Activity 2

- ◆ Allow students some time to circle the correct options individually.
- ◆ Correct the activity with the whole class.
- ◆ For each option students circled, elicit examples of sentences from them.
- ◆ Clear up any doubts they may have.

Answer Key

a, c, d

Activity 3

- ◆ Instruct students to complete the sentences using the verbs from the box. Advise them to use the dictionary if necessary. Monitor and help as needed.
- ◆ Correct the activity with the whole class.

Answer Key

1. ride a bike; 2. go to the cinema; 3. hang out with friends;
4. build a website

Activity 4

- ◆ Draw students’ attention to the **Snack Learning** box about musical instruments. Go over the words with them and refer them to the images to work on meaning and pronunciation.
- ◆ Read the sentences with students and elicit if they know who the musicians in them are. If they do not, introduce the musicians by showing images or snippets of them playing their musical instruments. Another suggestion is to play an

audio of the musicians playing solo and challenge students to identify the musical instruments.

Answer Key

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

Further Information



Shawn Mendes – Canadian pop singer, electric-guitar player and songwriter who reached fame after uploading his cover versions of famous songs on various video-sharing websites.

Jack Johnson – Hawaiian folk singer and guitar player. He has been surfing since the age of 5—having competed during his teenage years—and is committed to environmental causes.

Ringo Starr (Richard Starkey) – English drummer, singer, songwriter and actor who rose to fame as the drummer for the legendary rock band The Beatles.

Ben McKee (Benjamin McKee) – American bassist for the band Imagine Dragons.

Based on <<https://www.biography.com/people/shawn-mendes>>; <<https://www.biography.com/people/jack-johnson-21243637>>; <<https://www.biography.com/people/ringo-starr-306872>>; <<https://www.imdb.com/name/nm5558954/bio>>. Accessed on June 21, 2019.

Activity 5

- ◆ Refer students to the **Snack Learning** box and teach them the periods of the day. Draw their attention to the use of the preposition “in” with “morning”, “afternoon” and “evening” and “at” with “night”.
- ◆ Have students look at the chart and explain that it shows the activities the siblings Ella and Levi do in the different periods of the day. Refer them to the icons in the chart and elicit the activities they represent. After that, ask students to write sentences about Ella and Levi’s activities.
- ◆ Have students compare their answers in pairs and ask for volunteers to read the sentences aloud.
- ◆ As an extension of this activity, you can ask students to write some sentences about the activities they do in the morning, afternoon, evening and at night. Monitor and help them as needed. Invite volunteers to read their sentences to the class.

Answer Key

1. Ella and Levi play basketball in the morning.; 2. They listen to music in the afternoon.; 3. They watch TV in the evening.;
4. They read books at night.

Listening and Speaking

Activity 1

- ♦ Ask students to listen to a pollster interviewing a girl and a boy. Then complete the forms according to what they say.

Transcript 51 & 52



1

Pollster: Excuse me. Can I ask you a few questions about free-time activities?

Charlie: Sure.

Pollster: What's your name?

Charlie: I'm Charlie.

Pollster: How old are you, Charlie?

Charlie: I'm eleven.

Pollster: What do you usually do in your free time?

Charlie: Not much. I usually just read a book, go online to listen to music or watch TV a bit. My favourite show is *Andi Mack*. I love it!

Pollster: And have you got any hobbies?

Charlie: Yes. I play the guitar. I'm really into music.

Pollster: Cool! Thank you!

Charlie: No problem!

2

Pollster: Excuse me. Have you got a minute?

Gabriel: Yeah.

Pollster: Can I ask you a couple of questions about free-time activities?

Gabriel: Sure.

Pollster: Your name, please?

Gabriel: Gabriel.

Pollster: Age?

Gabriel: I'm twelve.

Pollster: What do you usually do in your free time?

Gabriel: I usually hang out with my friends and play football. I really like football! It's so much fun and we have got lots of competitions. I sometimes play video games too.

Pollster: And have you got any hobbies?

Gabriel: Yes, I cook. I like baking cakes.

Pollster: Really? I like cooking too. Thanks for answering my questions!

Gabriel: No problem!

Answer Key

Interview 1: Name: Charlie; Age: 11; Free-time Activities: go online, listen to music, read books, watch TV; Hobby: play the guitar; **Interview 2:** Name: Gabriel; Age: 12; Free-time activities: hang out with friends, play sports, play video games; Hobby: cook/bake cakes

Further Information



Andi Mack – Disney Channel show about a Chinese-American 13-year-old girl, her family and close friends.

Based on <<https://studybreaks.com/tvfilm/andi-mack/>>. Accessed on June 21, 2019.

Activity 2

- ♦ Tell students they will listen to the pollster interviewing Charlie and Gabriel again. Then have them write C (Charlie) or G (Gabriel)

Answer Key

1. C; 2. G; 3. C; 4. C; 5. G

Extra Activity



- ▶ Write the following questions on the board:
 - 1 What is Charlie's favourite TV show? (*Andi Mack*.)
 - 2 Which sport does Gabriel play? (Football.)
 - 3 Why does Gabriel like playing this sport? (Because it is fun and there are lots of competitions.)
 - 4 What does the pollster like doing? (Cooking.)
- ▶ Tell students that they are going to listen to the audio from activity 1 again and answer the questions.

Activity 3

- ♦ Play the audio and ask students to pay attention to how the letters in bold are pronounced. Ask them whether the excerpts in bold correspond to only one sound or two different sounds (Two different sounds.).
- ♦ Play the audio one more time, pausing it after each sentence and drawing students' attention to the /t/ and /tʃ/ sounds. Have them listen and repeat.
- ♦ Finally, ask students if they have got these two sounds in L1. For example, in Spanish, both /t/ and /tʃ/ exist.

Transcript 53



- ▶ I'm Charlie.
- ▶ Not much.
- ▶ I watch TV a bit.

Answer Key

No, they aren't.

Activity 4

- ◆ Play the audio and ask students to tick the word in each pair that has got the same sound as the final sound in "not" (the sound /t/).
- ◆ Explain that the /t/ sound may appear at the beginning or at the end of words. Play the audio again if necessary.

Transcript 54



| | | |
|---------------|---------------|---------------|
| 1 art; arch | 3 catch; cat | 5 watch; what |
| 2 beat; beach | 4 talk; chalk | |

Answer Key

1st word: 1, 2, 4; 2nd word: 3, 5

Activity 5

- ◆ Organise students into pairs and have them practise the words given.
- ◆ Draw their attention to the fact that when we produce the sound /t/, the tip of our tongue touches our top front teeth, whereas when we produce the sound /tʃ/, the middle of our tongue touches the roof of our mouth. Moreover, our lips get rounder when we pronounce the /tʃ/ sound than when we pronounce the /t/ sound.
- ◆ Monitor and help as needed.

Answer Key

Open answers

Activity 6

- ◆ Tell students that they are going to take turns pretending they are pollsters and interviewees in a survey about their free-time activities.
- ◆ First, have them read the dialogue and clear up any doubts they may have.
- ◆ Then ask students to fill in the blanks with information about their free-time activities and hobbies. If necessary, have them write a draft of their answers in their notebook and check their accuracy with you or a classmate before writing them in the book. Monitor and help as needed.

Answer Key

Open answers

Activity 7

- ◆ Students will roleplay the interview with a classmate in front of the class. You can alternatively ask them to record their presentations: In that case, remember to arrange—or ask them to arrange—, before the class, the materials they will need to do the activity, such as a smartphone or an audio recorder.
- ◆ Tell students that they are going to roleplay and/or record an audio of their interview. First, have them rehearse the answers individually. After that, organise students into pairs and instruct them to rehearse the whole interview. Monitor and help as needed.
- ◆ When students feel more confident, have them roleplay it in front of the class and/or record their interviews in pairs. Alternatively, you can assign the recording as homework.
- ◆ Listen to students' interviews and give them feedback on their production. They can also share their audios on a social network or their class/school blog.

Answer Key

Open answers

Pages 98 and 99

Reading

Activity 1

- ◆ Explain to students that they should look at the text to underline the correct options, but that they do not need to read it in detail at this moment.
- ◆ When correcting the activity, have students justify their answers. If necessary, explain that a blog is a personal website where people post about topics that interest them (sometimes working as a type of online journal) and that a post is an entry on a blog. Add that, in blogs, people can share content in any form (texts, images, infographics, videos etc.), as well as their experiences and opinions. An e-mail, on the other hand, is an electronic message that is sent via the internet to one or more recipients.

Answer Key

1. on the internet; 2. a blog post

Activity 2

- ◆ Instruct students to read the items in the activity and clear up any doubts they may have.
- ◆ Tell them to look at the text again and to decide if the statements are true or false. Then ask them to compare their answers in pairs.
- ◆ Check the answers orally with the whole class. When correcting the activity, go over each item with students and have them show evidence in the text to justify their answers. You can also

explain that the main aim of a blog post is to share information on a certain topic with a target audience of readers. Add that blog posts usually contain a title, a publication date, the post itself and a comments section. Texts posted on blogs are usually organised in an engaging introduction that convinces people to read the text, the main content (a couple of paragraphs that develop the topic stated in the title) and a short conclusion or call to action, which invites readers to share their thoughts in the comments section and/or share the post on social media, for example. Finally, say that posts usually have got a more informal and conversational style, but that punctuation rules are followed.

Answer Key

1. a. F, b. T, c. T; 2. a. F, b. T, c. F, d. T, e. T, f. T, g. F

Further Information



Dystopia – futuristic, imaginary social situation in which people lead dehumanised and fearful lives and the illusion of a perfect society is maintained through totalitarian control. Dystopian books have been around for a long time and include classics by George Orwell and Aldous Huxley, among others. However, in recent years, they have dominated the juvenile literary scenario. Some of the most popular dystopian books among teenagers, most of which have been turned into films, are *The Hunger Games*, by Suzanne Collins, *Legend*, by Marie Lu, *Divergent*, by Veronica Roth, *The Maze Runner*, by James Dashner, and *Uglies*, by Scott Westerfeld.

Based on <<https://dystopianyaliterature.weebly.com/history.html>>; <<http://www.vulture.com/article/best-dystopian-books.html>>; <<https://www.theguardian.com/childrens-books-site/2014/aug/04/my-top-five-ya-dystopian-novels-for-teens-divergent-hunger-games>>. Accessed on June 21, 2019.

Activity 3

- ◆ Ask students to read the text and answer the questions.

Answer Key

1. The Adventures of a 21st-Century Girl.; 2. Rachel.; 3. In 2016.; 4. Free Time and Hobbies; 5. On January 13, 2019; 6. Six.

Activity 4

- ◆ Now invite students to read the post again and tick the categories that best describe its content.

Answer Key

c, e, f

Activity 5

- ◆ Tell students to study the photos and tick the one that represents something that Rachel does not do in her free time.

Answer Key

e

Activity 6

- ◆ Ask students to read the post again and tick the statements that are true about it.
- ◆ Then ask them to cross out the false information in the other statements and correct it.

Answer Key

True: 3, 4, 6; False: 1. Is; 2. Three; 5. dystopian

Buzzwords

- ◆ Refer students to the **Buzzwords** box and read the sentence with them. Explain that it was taken from the blog post they read.
- ◆ Draw students' attention to the expression "be (really) into" and explain that it is a common slang expression.
- ◆ Have them try to infer its meaning through context. Then instruct them to look up the expression in the dictionary and answer the question.
- ◆ Ask them if they know any similar slang expression in L1.

Answer Key

Suggested answers: Like, be interested in

Activity 7

- ◆ Discuss with students whether they would follow Rachel's blog and why.

Answer Key

Open answers

Activity 8

- ◆ Ask students if they have got a blog and what it is about. If they don't, ask them if they would like to have one and in that case, what they would write about.

Answer Key

Open answers

Language 2

Activity 1

- ◆ Draw students' attention to the sentences and tell them they were taken from the blog post on page 98. If you see fit, instruct them to go back to the text and find the sentences there.
- ◆ Elicit from students the verbs in the sentences ("have", "play", "read", "listen" and "watch").
- ◆ Then help them notice the use and the different forms of the simple present in the sentences by discussing the questions with the whole class. Clear up any doubts students may have.
- ◆ After that, draw their attention to the grammar box and go over the sentences with them, showing the different forms of the simple present. Explain that this verb tense is used to talk about something that is a fact or usually true (e.g., Paris is in France. The Earth revolves around the sun.) and about activities that are part of one's routine (e.g., They travel to the beach every year.). Elicit from students other examples of sentences in the simple present.

Answer Key

a. To the present; b. 3; c. 2; d. 1

Activity 2

- ◆ Ask students to write questions using the prompts. Then have them answer them about themselves.

Answer Key

1. Do you play sports? Yes, I do. / No, I don't.; 2. Do your parents read lots of books? Yes, they do. / No, they don't.; 3. Do you and your friends hang out every day? Yes, we do. / No, we don't.

Activity 3

- ◆ Draw students' attention to the **Snack Learning** box. Go over the expressions of frequency with them and work on meaning.
- ◆ If necessary, refer them to the **Unit 7 Language Reference** on their **Workbooks**.
- ◆ Then have students do the activity. Ask for volunteers to read the complete sentences aloud to the class.

Answer Key

a. 3; b. 4; c. 1; d. 5; e. 2; f. 6
 1. I go/don't go to the cinema twice a month.; 2. My parents speak/don't speak English fluently; 3. I read/don't read comic books once a week.; 4. In my house, we watch/don't watch sports on TV once a week.; 5. I ride/don't ride my bike to school every day.; 6. My friends and I hang out/don't hang out every day after class.

Activity 4

- ◆ Tell students to answer the questions about themselves.

Answer Key

Open answers

Activity 5

- ◆ Refer students to the question words in the interrogative sentences and explain that "how often" is used to ask about frequency, "what" to ask about things or activities and "when" to ask about the time that something happens.
- ◆ Instruct them to do the activity.
- ◆ Organise students into pairs and have them compare their answers. Then ask for volunteers to share their answers with the whole class.

Answer Key

Open answers; 1. What; 2. When; 3. How often; 4. What; 5. When

Activity 6

- ◆ Invite students to complete the conversation between Mason and Grace. They should use the affirmative, negative or interrogative forms of the verbs in parentheses in the simple present.

Answer Key

1. do/study; 2. take; 3. do/think; 4. love; 5. do/study; 6. teach; 7. do/teach; 8. teach; 9. don't know

Activity 7

- ◆ Draw students' attention to the grammar box. Ask for volunteers to read the sentences aloud and clear up any doubts students may have. Then refer them to the continuum showing the percentages and establish a relationship between it and the sentences. Explain that the adverbs of frequency are used to say how often we do things or how often they happen. Elicit from students other examples of sentences.
- ◆ After that, refer them to the **Snack Learning** box. Have them read the sentences and draw their attention to the position of the adverbs of frequency in relation to the verbs. Explain that the adverbs of frequency usually go before the verb, but they come after the verb *to be*. If necessary, refer students to the **Unit 7 Language Reference** in their **Workbooks**.
- ◆ Explain to students that they should use the activities from the box to complete the dialogue. Model it with some volunteers.
- ◆ Organise students into pairs and have them take turns asking and answering the question for different activities. Monitor and help as needed.

Answer Key

Open answers



Tip

If you have got a large class, you can have students carry out the survey in groups.

Activity 8

- ◆ Remind students of the position adverbs of frequency usually occupy in a sentence (right after the subject or, in case of sentences with the verb *to be*, after the verb).
- ◆ Instruct students to write sentences that are true for them. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

1. I always/usually/often/sometimes/never watch TV in bed.
2. My friends and I always/usually/often/sometimes/never go to parties together.
3. I am always/usually/often/sometimes/never tired in the evening.
4. My classmates always/usually/often/sometimes/never go to school by bus.
5. I am always/usually/often/sometimes/never sleepy in the morning.

Activity 9

- ◆ Read the questions with students and elicit what kind of phrase they need to complete each one. Guide them to notice that, to complete question 1, they need a complement such as a period of the day, a day of the week or a phrase that starts with a preposition (“to relax”, “with your friends”) etc. On the other hand, they need to complete the other two questions with activities, such as “go to the park”, “draw” etc.
- ◆ Instruct students to complete the questions individually. Monitor and help them as needed.
- ◆ Then organise students into pairs and have them answer each other’s questions.
- ◆ Monitor and take notes of students’ use of language (both accurate and inaccurate). You may focus on grammar, vocabulary and/or pronunciation.
- ◆ Give students positive feedback. If you see fit, write some mistakes they made on the board, but do not mention who made them. Elicit the corrections from the whole group.

Answer Key

Open answers

Writing

Activity 1

- ◆ Ask students if any of them has got a blog. If someone does, encourage them to say what their blog is about and how they plan their posts. Finally, tell students to imagine that they are going to start a new blog.
- ◆ Read the questions with students and make sure they understand their meaning. Instruct them to answer the questions in their notebook, according to their make-believe blog. Monitor and help as needed.

Answer Key

Open answers

Activity 2

- ◆ Have students write a draft of their blog posts.
- ◆ Tell them that their posts should contain: an engaging introduction to motivate the target audience to read the text, one or two paragraphs with the main message of the post and a short conclusion with a call to action or an invitation for readers either to make comments about the post or share it. Remind students that their posts should have an informal style, but should respect punctuation rules.
- ◆ Monitor, help students and give them feedback on their drafts. If necessary, tell them to write their first draft in their notebook and an improved one in the book.

Answer Key

Open answers

Activity 3

- ◆ Organise students into pairs and explain that they are going to read each other’s blog posts and make suggestions on how to improve them.
- ◆ Have them exchange books, read each other’s posts and take notes of them in their notebook. Remind students to point out positive aspects of their classmate’s posts and aspects that need to be improved.
- ◆ Monitor and help as needed.
- ◆ Finally, ask students to tell their classmates what they have noticed in their posts. Instruct them to focus on the positive aspects first.
- ◆ Monitor again to ensure that all students benefit from their classmates’ feedback.

Answer Key

Open answers

Activity 4

- ◆ Ask students to write the final version of their posts, incorporating the feedback they have received from their classmates.
- ◆ After that, have students read their own posts again, looking for mistakes to be corrected or weak areas to be improved. Monitor and help as needed.
- ◆ Students can also publish their posts on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Ask students what types of activities they usually do in their free time. Encourage them to say whether they are group or individual activities.
- ◆ Instruct students to read the sentence and fill in the blank with one of the options from the box, so that the sentence is true about them.
- ◆ Remind them that this sentence is a hypothesis, so it needs to be investigated, which is what they are going to do next.

Research

- ◆ Explain to students that, for a week, they should keep a record of all the activities they do in their free time and how long they spend on each of them.
- ◆ Advise them to carry a notebook with them at all times so that they can take notes. They may also use a note-taking app on their smartphones if they prefer.
- ◆ Assign the information collection as homework.


Think

- ◆ After the week is over, tell students that they are going to analyse the information they collected. Read the instructions with them and make sure they understand everything.
- ◆ Discuss the concepts of individual and group activities with the class. Next, tell students to get the notebook or app in which they took their notes. Instruct them to analyse each activity according to the definitions they have just discussed and categorise them as individual or group activities.
- ◆ Then ask students to add up the amounts of time they spent doing individual and group activities.

Discuss

- ◆ Instruct students to go over their information and return to the hypothesis they made at the beginning of the section. Tell them to complete the conclusion with the results of their investigation.
- ◆ Ask students if they are surprised by the conclusion or if it reflects what they thought at first, that is, if the conclusion matches their hypothesis.

Activity 1

 **Self-motivation** – Self-motivation is having the drive to achieve something without the supervision of others. It is a key life skill that inspires you to set your own goals and pushes you to achieve them, so that you can feel more satisfied about yourself and have a better quality of life. Self-motivation involves four elements: personal drive, commitment to goals, initiative to seize opportunities and optimism to persevere in the face of setbacks. It is well known by teachers that self-motivated students are more likely to achieve and perform at higher levels than less motivated students, so it is important to take advantage of every opportunity to foster self-motivation in them.

- ◆ Organise students into pairs and ask them to discuss the questions. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the whole group and encourage the rest of the class to contribute by talking about the advantages of spending free time on one's own or in the company of friends or family members.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to share their ideas in class. They can also publish them on a social network or their class/school blog.
- ◆ Draw students' attention to the fact that, in the **Go Find Out!** section, they were given the chance to analyse their free-time activities; in other words, activities they choose to do of their own accord, without the supervision of parents or teachers.
- ◆ Ask them to think about their personal interests and spot an activity that they like and would like to do more frequently, such as reading, playing a musical instrument, pursuing a hobby, etc. Ask them to write down this activity in their notebook. Elicit some activities from a few students. Then tell them there is a strong correlation between goal setting and achievement, because when you set goals, you have got something to work towards.
- ◆ Help students set goals related to the activity they have chosen. Explain that goals should be specific, measurable, realistic and have got deadlines. Write the following examples on the board: "I will read more this month." and "I will read one book before March 31.". Have students analyse these examples and decide which one matches the requirements of a good goal (The second one.). Ask students to set goals for themselves for the following month. Monitor and help as needed.
- ◆ Have students write their goals on sticky notes and display them on a bulletin board. During the month, monitor students' progress towards achieving their goals. Whenever a goal is achieved, praise the student and ask him/her how he/she feels about the achievement.

Answer Key

Open answers

Go Around!

Activity 1

- ◆ Ask students to look at the images and answer the questions below.

Further Information

MasterChef – American culinary competition show. In every episode, a group of contestants, formed by amateurs and home chefs, has to face a challenging elimination.

Star Wars – American film franchise created by George Lucas. The story of *Star Wars* takes place in a distant galaxy and starts with a war between the Galactic Empire and the Rebel Alliance.

Dancing with the Stars – American dance contest in which a celebrity is teamed up with a professional dancer.

Fantastic Beasts and Where to Find Them – American and British spin-off film of the *Harry Potter* series. It tells the story of British writer and protector of magical creatures Newt Scamander in New York in the mid-1920s.

The Voice – American singing competition show with a jury made up of music stars, who also coach the contestants.

Beauty and the Beast – American adaptation of a fairy tale that tells the story of Belle, a young woman who falls in love with a cold-hearted prince who was transformed into a beast by a witch.

Katy Perry – American pop star, singer and songwriter who topped the charts with her albums *Teenage Dream*, *Prism* and *Witness*.

Ed Sheeran – British pop star, singer and songwriter who won a Grammy for Best Pop Solo Performance for “Shape of You”, and Best Pop Vocal Album for ÷.

Demi Lovato – American pop star, singer and actress who started her career at the age of 10 on *Barney and Friends*. She was a judge on the British music competition *The X Factor* from 2012 to 2013.

Rihanna – Barbadian pop star, singer and songwriter who won numerous awards, including Grammys and MTV Awards. She is well known for her hits “Umbrella”, “Take a Bow” and “Rude Boy”.

Based on <<https://www.imdb.com/title/tt1694423/>>; <<http://masterchefcasting.com/faqs/>>; <<https://www.imdb.com/list/ls068055646/>>; <<https://www.starwars.com/films/>>; <<https://www.imdb.com/title/tt0463398/>>; <<https://www.imdb.com/title/tt3183660/>>; <<https://www.imdb.com/title/tt1839337/>>; <<https://www.imdb.com/title/tt2771200/>>; <<https://www.biography.com/people/katy-perry-562678/>>; <<https://www.biography.com/people/ed-sheeran/>>; <<https://www.biography.com/people/demi-lovato-481444/>>; <<https://www.biography.com/people/rihanna-201257/>>. Accessed on June 21, 2019.

Answer Key

1. Open answers; 2. All of them

Activity 2

- ◆ Read the questions with students and, if necessary, help them with the meaning of unknown vocabulary.
- ◆ Organise students into four groups. Assign one of the questions 2 to 5 per group and have them research the answers as homework.
- ◆ Once students have done the research, reorganise them into new groups, each comprising students who were assigned different questions. Have them share the information they found about each question.

Answer Key

Answers will vary.

Activity 3

- ◆ In groups, instruct students to discuss the questions, taking into account the results of the research they have carried out in activity 2. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas. Encourage students to discuss if foreign cultural influences have affected the local artistic manifestations in their country and, consequently, its cultural products.

Answer Key

Open answers

Activity 4

- ◆ Ask students to write as many words as they can in languages different from theirs that they usually use in their country.

Answer Key

Open answers

Over to You!

Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Encourage them to react to the concept by circling the emoji that best describes their feelings about it.
- ◆ Organise students into small groups and have them compare their responses to the concept. Encourage them to discuss how they imagine a world in which people have got nothing to do in their free time would be: boring or exciting? Ask them to justify their ideas. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed the following class.
- ◆ The following class, have students work in pairs and groups and present what they found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Answer Key

Open answers

Activity 2

- ◆ Explain to students that they are going to read a blog post about the concept they have just discussed. Clear up any doubts they may have.
- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed.
- ◆ Ask for some volunteers to share their answers with the class and to justify them.
- ◆ Talk to students about the importance of striking a balance between being active and having moments of idleness to stimulate and foster our creativity and insights.
- ◆ Discuss with students if there are similarities between the text and the information they found in their research. Ask them to justify their opinions.
- ◆ Finally, ask them if the text provided new ideas on the topic and if it changed their minds about how good or bad it is to have got nothing to do in one's free time.

Answer Key

1. Yes, it is, because when you do nothing your brain is more active.; 2. Open answers

Page 105

Review 7

Activity 1

- ◆ Have students look at the photos and label the musical instruments.

Answer Key

1. keyboard; 2. drums; 3. flute; 4. violin; 5. guitar; 6. piano

Activity 2

- ◆ Have students read the text individually. Then ask them to think what kind of word or expression they need to fill in each blank. If necessary, go over the first two items with them, helping them notice that, in the first one, they need a verb, whereas in the second one they need a frequency expression.
- ◆ Allow them some time to do the activity.
- ◆ Ask for volunteers to share their answers with the whole class and write them on the board.

Answer Key

1. listen; 2. every day; 3. twice a week; 4. go; 5. ride; 6. at the weekend; 7. play; 8. hang out

Activity 3

- ◆ invite students to complete the sentences with the verbs in parentheses.

Answer Key

1. don't hang out; 2. don't do; 3. don't play; 4. don't take

Activity 4

- ◆ Tell students to order the words to make sentences.

Answer Key

1. I sometimes read comic books in my free time.; 2. My friends are always ready to have fun.; 3. I never play computer games with my brothers.; 4. Do you often jump on the trampoline together?

Activity 5

- ◆ Now ask students to complete the questions using the *WH-* words provided and the verbs from the box.

Answer Key

1. What/do; 2. When/run; 3. How often/go; 4. What/read; 5. How often/hang out

Workbook 7

Pages 37–41

Activity 1

Answer Key

1. electric guitar; 2. bass; 3. drums; 4. flute; 5. piano; 6. keyboard; 7. guitar; 8. violin

Activity 2

Answer Key

Strings: electric guitar, bass, guitar; violin; **Percussion:** drums, piano, keyboard; **Winds:** flute

Activity 3

Answer Key

Open answers

Activity 4

Answer Key

Open answers

Activity 5

Answer Key

1. watch TV; **2.** go skateboarding; **3.** do gardening; **4.** go shopping; **5.** play chess; **6.** play cards; **7.** play video games; **8.** go cycling/ride a bike

Activity 6

Answer Key

never, sometimes, often, usually, always

Activity 7

Answer Key

Open answers

Activity 8

Answer Key

1. get up; **2.** have; **3.** have; **4.** don't eat; **5.** have; **6.** go; **7.** start; **8.** finish; **9.** do; **10.** watch; **11.** take; **12.** don't go; **13.** have; **14.** play; **15.** read

Activity 9

Answer Key

1. Do you/Yes, I do.; **2.** Do you have/Yes, I do.; **3.** When/(I do my homework) in the afternoon.; **4.** do you do/I watch TV.; **5.** What time/(We have dinner) at seven o'clock in the evening.; **6.** do you do/(I sometimes) play video games or read a book.

Activity 10

Transcript 19 & 20



1. Andy: It started for a Social Studies, my favourite subject, project. And now I can't stop! I think one of the aspects I like most about it is the possibility of recording memories. It helps me connect to the world around us. It's all about being able to capture the perfect instant in one click.

2. Aaron: It's an excellent form of exercise and you don't need to spend on an expensive gym. It's perfect for me as I can choose when to do it. I work in an office from Monday to Friday and I haven't really got much time during the week. It's a great chance for exploration too. I often get together with two or three friends and go out at the weekend.

3. Sasha: Every Saturday I go to my grandparents' house. They don't live far from our place. I love going there because we spend the whole afternoon folding paper. My grandparents teach me everything they know about it. It's really interesting and it helps me focus more at school too. It's really easy. All you need is some paper and that's it!

Answer Key

2, 5, 7

Activity 11

Answer Key

1. T; **2.** T; **3.** F; **4.** T; **5.** F

Activity 12

Answer Key

1. Sasha's hobby is really easy.; **2.** Aaron works in an office.

Activity 13

Answer Key

1. live; **2.** have got; **3.** do; **4.** play; **5.** play; **6.** don't play; **7.** like; **8.** listen; **9.** don't like; **10.** take

Activity 14

Answer Key

b

Activity 15

Answer Key

1, 3, 5

Activity 16

Answer Key

Open answers

Activity 17

Answer Key

1. What is your name?; **2.** What do you do in your free time?; **3.** When do you play baseball?; **4.** Have you got any hobbies?; **5.** Do you write about baseball?; **6.** How often do you update your blog?

Activity 18

Answer Key

Go to the beach, shopping centre, cinema, park; **Listen to** music, musical instruments, podcasts; **Play** music, musical instruments, sports, table tennis, video games; **Read** blogs, books, comics, magazines; **Ride** a bike, horse, motorbike; **Watch** films, sports, TV series, videos

Activity 19

Answer Key

1. Do you play/Yes, I do.; **2.** Do your parents/No, they don't.; **3.** Do your friends hang out/No, they don't.; **4.** Do you listen/Yes, I do.; **5.** Do your teachers give/No, they don't.; **6.** Do you play/Yes, I do.

Activity 20

Answer Key

Open answers

Activity 21

Answer Key

1. Do you watch TV?/No, I don't. I watch videos online.; **2.** Do you listen to music?/Yes, I do. I listen to classical music.; **3.** Do you play team sports? No, I don't. I swim.; **4.** Do you play musical instruments? Yes, I do. I play the bass very well.; **5.** Do you go to the cinema? Yes, I do. I go to the cinema with my girlfriend.; **6.** Do you read books? No, I don't. I read comics.

Activity 22

Answer Key

1. My sister is usually sleepy after lunch.; **2.** We sometimes play football in the park.; **3.** They often go to the beach on Sundays.; **4.** I am never late for school.

Activity 23

Answer Key

Open answers

Activity 24

Answer Key

Open answers

8 WHAT'S YOUR ROUTINE?

Objectives

- ▶ Describe a person's routine.
- ▶ Identify the characteristics of a weekly schedule and understand its purpose.
- ▶ Infer information from a weekly schedule.
- ▶ Describe the means of transportation used to get somewhere.
- ▶ Write a weekly schedule.
- ▶ Research how much free time students have got.
- ▶ Reflect on the usefulness of bilingual content on the internet.
- ▶ Reflect on the possibility of schools not having fixed schedules.

Language

- ▶ routine actions (brush my teeth, do my homework, get dressed, get home, get up, go to bed, go to school, have breakfast, have dinner, have lunch, have a shower)
- ▶ means of transportation (by bike, by boat, by bus, by car, by plane, by underground, by train, on foot)
- ▶ simple present (3rd person singular)

Digital Content: Unit 8 Video, Study Space and Teacher's Resource Material

Project: Workbook, page 51

Workbook: pages 42-46

Pages 106 and 107

Opening Pages

Shorter Version

- ◆ Explore the picture with students. Ask them to explain, in their own words, how it relates to the title of the unit.
- ◆ Direct students' attention to the box and discuss the questions with the whole group.

Longer Version

- ◆ Tell students you are going to think of an action you do every day (watch TV, for example). Instruct them to guess the action you thought of by asking you yes/no questions (Do you do it in the morning? Do you do it in your house?, etc.).
- ◆ Organise students into small groups and ask them to play the same guessing game.
- ◆ After a few minutes, ask students to open the book to pages 106 and 107. Ask them how the actions mentioned in the groups are related to the image on the pages.
- ◆ Refer students to the box and ask them to discuss the questions in the same groups. After a few minutes, open the discussion to the whole class and encourage them to share their opinions and comments.

Pages 108 and 109

Get Ready!

Activity 1

- ◆ Direct students' attention to the photos and ask them what they can see, eliciting the name of the different activities in them. Make sure they notice that the dog in photo 4 is not a pet, but a service dog that was trained to assist people who have got a disability.
- ◆ Encourage them to relate the photos to the title of the unit (What's your routine?) and ask which of the activities depicted are part of their daily lives.

- ◆ Organise students into pairs and go over the questions in activity 1 with them, clearing up any doubts.
- ◆ Allow them some time to discuss before having them share their thoughts with the whole class.

Answer Key

Open answers

Activity 2

- ◆ Tell students to read the questions and clear up any vocabulary doubts they may have.
- ◆ Ask students to discuss the questions in pairs or small groups.
- ◆ Open the discussion to the whole group. Monitor and help as needed. While eliciting their answers, raise awareness of the fact that people have got different routines due to their age, occupation, place where they live etc.

Answer Key

Open answers

Activity 3

- ◆ Explain that Lucy's routine is related to one of the photos and encourage them to guess which one it might be and why her routine would be unusual.
- ◆ Play the audio/video for students to check what Lucy does and if their guesses were right.
- ◆ Check answers with the whole class.

Further Information



Lucy Cooke – zoologist, TV producer, presenter and best-selling author, Lucy also founded the Sloth Appreciation Society. Besides the sloth calendars, she has also published photographic books about the animal.

Sloth Sanctuary – located in Costa Rica, the mission of the sanctuary is to rescue, rehabilitate, study and release sloths in the rainforest, their natural habitat.

Sloths – with an extremely slow metabolic rate, sloths move very slowly and snooze for about 15 hours a day. The rest of the time, they move at a sluggish pace through the trees.

Transcript 55 & 56



Narrator: Lucy has a great job. Some say it's the best in the world. She takes photographs of sloths. Every year, she travels to the forest in Costa Rica to find sloths for her sloths' calendar.

Lucy: So this is super sloth saviour, Sam Trull, and she's gonna take me looking for wild sloths.

Narrator: Wild sloths are not easy to find. They're small and like to hide.

Sam: A little bit bigger, but yeah, basically.

Narrator: Now, Lucy and Sam are looking for a mum and a baby. They're hiding in the trees. But sometimes the photos are not very good. Lucy needs to find another sloth for January.

Narrator: This is Jon Snow. He's Lucy's January sloth.

Narrator: Sloths sleep all the time, but Jon Snow is awake now.

Lucy: So, I've seen about half a dozen sleeping sloths today. Jon Snow woke up for about five minutes to show me his handsome face. Just long enough for me to get a good photo. So, I'm very happy.

Narrator: Sam shows Lucy the best place for amazing and very cute sloth photos: the Baby Sloth Sanctuary. Sam feeds a baby sloth. And Lucy gets a great photo for March. Such a cute little face is perfect for the beginning of spring. Sloths are very slow animals. A lot of the time, they do nothing at all. But put two or three in a basket and you've got another great photo.

Lucy: And then the trick is to make this whistle in D sharp.

Narrator: Lucy manages to take a photo for each month.

Lucy: Good job, boys. Good job! Put on a good show!

Narrator: The result: a great calendar that helps relax and take life a little easier. Be like a sloth!

Answer Key

Photo 2

Answer Key

b

Activity 5

- ◆ Tell students to read the sentences about Lucy and sloths and allow them some time to try to complete them with the words from the box.
- ◆ Ask them to compare their answers in pairs and play the audio/video again. Open the discussion to the whole group.
- ◆ If you wish to help students develop strategies, ask them to read the sentences first and anticipate what kind of word can be used in each blank (e.g.: in sentence 1, it is probably an adjective to talk about her job; in 2, it is probably a time reference: every day/month/year). Then tell them to look at the words in the box to complete the sentences and check whether their predictions were accurate.

Answer Key

1. great; 2. year; 3. calendar; 4. difficult; 5. sleep; 6. relax

Activity 6

- ◆ Organise students into pairs and have them discuss the questions. Encourage them to justify their opinions. Walk around to monitor and help as needed.
- ◆ Open the discussion to the whole group, making sure students justify their answers.

Answer Key

Open answers

Extra Activity



- ◆ You can promote a debate to keep the discussion going. To do so, organise students into two groups: one that would like to have Lucy's routine and one that would not. Have them get together with their groups and think of propositions that would support their position, regardless of their personal opinion. Monitor and help as needed. Allow the groups some time to do so. Then have them share their ideas with the class. If you consider it appropriate, engage them in a debate.

Activity 7

- ◆ Encourage students to give opinions about the content of the audio/video. Have them read the comments in the activity and ask them if they agree or disagree with any of them and why.
- ◆ Then tell students to write their own comment about the audio/video. Explain that they can comment on the content or write about their own routine and how it compares to Lucy's. Monitor and help as needed.

Activity 4

- ◆ Have students tick the activity Lucy does.

- ◆ Organise students into pairs or small groups and have them compare their comments.
- ◆ Finally, ask for some volunteers to share their ideas with the class. As they do so, encourage other students to give their opinion about it. Make sure they do so respectfully.

Answer Key

Open answers

Activity 8

- ◆ Elicit from students how they think the routines of students from different countries are different.
- ◆ Encourage them to write a question about the routine of students from another country. Tell them they can choose whichever country they are curious about. Monitor and help as needed.
- ◆ Assign the research as homework.
- ◆ The following class, organise students into small groups and have them share their findings. Encourage them to keep on asking questions—and finding answers—about the topic.

Answer Key

Open answers

Page 110

Language 1

Activity 1

- ◆ Ask students to choose an expression from the box to describe the action in each image. Explain that there are more expressions than photos, so some expressions will not be used.
- ◆ Before correcting the activity orally, encourage students to compare their answers in pairs.

Answer Key

1. get up; **2.** go to bed; **3.** brush my teeth; **4.** go to school; **5.** do my homework; **6.** take a shower; **7.** get dressed; **8.** get home

Activity 2

- ◆ Instruct students to write the expressions from activity 1 in the timeline according to their own routines. If necessary, clarify the meaning of the words “morning”, “afternoon” and “evening”.
- ◆ Remind them that some of these actions can be done more than once on the same day and that some can be done in different periods of the day, depending on the person’s preferences and routine. If necessary, exemplify by talking about yourself, for instance, “I prefer to have a shower in the morning. How about you?”.
- ◆ Ask for volunteers to share their answers with the whole class. You might ask the next student to comment on the previous

student’s answer using expressions like “Me too.” or “Not me, I prefer to have a shower in the evening.”

Answer Key

Open answers

Extra Activity



- ◆ Organise students into small groups. Depending on the number of students in the class, you may choose to make one or two large groups.
- ◆ Explain that each person in the group is going to say an action so that, together, they can all describe a routine, from morning to evening.
- ◆ The first student says something he/she does in the morning, for example, “I get up at 7 a.m.”. The next student repeats the first action and adds another one: “I get up at 7 a.m. and then I have breakfast.”.
- ◆ The chain continues until every student in the group has added an action to it or until they have said all the actions from morning to evening.
- ◆ If a student can’t remember all the actions in the chain, makes a mistake or takes too long to say the sentences, the game has to start all over again. If that happens, reorganise students so that they speak in a different order, giving everyone the opportunity to participate.

Activity 3

- ◆ Now ask students to add to the timeline in activity 2, the time they have the meals in the pictures.

Answer Key

Open answers

Activity 4

- ◆ Now invite students to complete the sentences about their routine.

Answer Key

Open answers

Page 111

Listening and Speaking

Activity 1

- ◆ Explain to students that they are going to listen to a girl describing her routine in a vlog. Play the audio and ask them to tick the sentences that are true according to what they hear. If necessary, play the audio twice.

- ♦ Ask for volunteers to share their answers orally with the whole class and write them on the board.

Answer Key

2, 3, 5

Transcript 57 & 58



Hello, everyone! This is Gabby and welcome again to my vlog! Today let's talk about... My routine! My morning starts at seven a.m., when my alarm goes off. I then hit snooze and sleep again for about ten or twenty minutes. Who doesn't? Then I finally get up and make my bed. This usually takes some time, because I have got a lot of pillows. I love my pillows! Then I go into the bathroom, wash my face and brush my teeth. Once I'm done, I go to the kitchen and have breakfast. After that, I go back to my room, take my uniform out of my wardrobe and get dressed. By this time I'm usually pretty late, because I'm a bit slow in the morning. I brush my hair, grab my bag in a hurry, get my phone from the charger and I'm all set! When I get home from school, I grab something to eat and start doing my homework. Once I'm done, I go online for a while, check my phone and catch up with my friends. I have dinner with my family. It's great that everyone can eat together, because it gives us the opportunity to talk about our day. After dinner, I have a shower, dry my hair and then brush my teeth again. Then I pick out a fresh pair of pyjamas and go into the living room to watch some TV. After that, it's time to go to bed. And, the following day, I start all over again. And how's your routine? Let me know in the comment section. See you in a while. Bye for now.

Activity 2

- ♦ Explain to students that they are going to listen to the audio again and make small corrections in each sentence to make them true about Gabby's routine.
- ♦ Instruct them to read all the sentences first and play the audio (twice, if necessary).
- ♦ Ask for volunteers to write their answers on the board.

Answer Key

1. I get up at 7 a.m.; **2.** I take some time to make my bed.; **3.** After I brush my teeth, I have some breakfast.; **4.** After dinner, I have a shower.; **5.** After my shower, I watch TV.

Activity 3

- ♦ Have students read the sentences and tick their correct meaning.

Answer Key

1. b; **2.** b; **3.** c

Activity 4

- ♦ Organise students into pairs and ask them to take turns asking and answering the questions.
- ♦ If necessary, model the activity with a couple of students first, making sure everyone understands what they have to do. Encourage them to give complete answers.
- ♦ When students finish, explain that they should now replace the words in parentheses with their own ideas and keep on taking turns asking and answering the new questions. Model one or two questions with some volunteers to clarify any doubts.

Answer Key

Open answers

Activity 5

- ♦ Now invite students to go back to the timeline in activity 2 on page 110 and include other activities they usually do.

Answer Key

Open answers

Activity 6

Setting the Pace



- ▶ Elicit from students what other activities they do between leaving their houses to go to school and arriving home from school.
- ▶ Using the actions mentioned, encourage them to write one more paragraph that could fit between the end of the sentence that starts with "In the morning" and the one that starts with "When I get home from school".



- ♦ Elicit from students words and expressions they can use to fill in the gaps.
- ▶ With the whole class, create a model of the text for a fictional person, so that students have got a complete model on which to base their presentations.

Answer Key

Open answers

Activity 7

- ♦ Explain to students that they will present their daily routine to their classmates. They can also record a video talking about their routines based on what they planned in activity 6.
- ♦ Tell them they can record the video at home. Instruct them to keep their phones or cameras still by leaning them on a table, for example. Ask them to think of a place where they feel comfortable and that is quiet (so their voice can be heard in the video).

- ◆ Listen to students' presentations or watch students' videos and give them feedback on their production.
- ◆ Ask them to make an oral presentation in class based on what they planned in the previous activity.. They can also record a video and share it in a social network or their class/ school blog.

Answer Key

Open answers



Tip

Encourage students to watch videos about routines made by teenage vloggers for inspiration. Instruct them to pay attention to the vlogger's body language and facial expressions, the video's background sounds and music, etc.

Pages 112 and 113

Reading

Activity 1

- ◆ Instruct students to look at the picture.
- ◆ Organise them into pairs and have them answer the questions.
- ◆ Ask for volunteers to share their answers with the whole class and justify them. Help them notice that people write this kind of text to be more organised and to know everything they need to do. They can see all the activities they need to do in a day in a very straightforward way, with the help of symbols and colours.

Answer Key

1. It's a weekly schedule.; **2. Suggested answers:** In a personal diary/In a notebook/On a wall calendar; **3. Suggested answers:** To help them remember what they need to do and get organised with a routine.; **4. Suggested answers:** They are short and objective; colours are used to help organisation; they show the day and time of the activities.

Activity 2

- ◆ Ask students to look at the photos and elicit from them which sports are depicted in them (rugby, lacrosse, badminton). If they cannot name all the sports, have them try and identify key elements in each picture (for example, a helmet or a racket).
- ◆ Have them look at the weekly schedule in activity 1, find out which sport Charlie plays and find the corresponding picture.

Answer Key

b

Activity 3

- ◆ Have students read Charlie's weekly schedule and answer the questions.

Answer Key

1. a. On Tuesday and Thursday at 4 p.m.; **b.** On Monday, Tuesday, Wednesday, Thursday and Friday at 3 p.m.; **c.** On Friday at 6 p.m.; **d.** On Friday at 6:30 p.m.; **e.** On Sunday at 3 p.m.; **2.** Three hours shooting and one hour and a half editing.

Activity 4

- ◆ Ask students to read the article about Charlie in activity 1. As they read it, call their attention to the distinction between "wake up" (emerge from a state of sleep) and "get up" (get out of bed after having woken up).
- ◆ Have them do the activity. Instruct them to return to the text as many times as needed to check and correct the sentences.
- ◆ Ask for volunteers to share their answers with the whole class and write them on the board.

Answer Key

1. F, Charlie is from Pasadena, California; **2.** T; **3.** F, He goes to school with his sister; **4.** T; **5.** T

Activity 5

- ◆ Explain to students that they will have to read Charlie's weekly schedule again and infer the correct answers.
- ◆ Explain that the answers to the questions are not explicitly mentioned in the text. Ask students to read the sentences before doing the activity and model the first item by asking whether they think Charlie's parents live together according to evidence from the text. Help them notice that the weekly schedule states that Charlie goes to his dad's house on Fridays, which means his mother and father do not live together.
- ◆ Have students do the activity and compare their answers in pairs.
- ◆ Ask for volunteers to share their answers with the whole class and justify them. Write the answers on the board.

Answer Key

1. don't live; **2.** mum; **3.** lives; **4.** not possible

Activity 6

- ◆ Organise students into small groups and have them discuss the questions.
- ◆ Open the discussion to the whole class and talk about the best ways to get organised and if they are willing to try any different ones.

Answer Key

Open answers

Buzzwords

- ◆ Have students read the sentence. Instruct them to return to activity 1 and look for the word in the text. Ask them if they think it refers to a good or a bad thing by observing the context in which it was used.
- ◆ Instruct them to look for the meaning of the word.
- ◆ Ask for volunteers to read the definitions they have found and write them on the board.
- ◆ Encourage students to choose the best definition for the context of the text about Charlie in activity 1.

Answer Key

Suggested answers: Relax after a period of work or tension

Activity 7

- ◆ Ask students to tell the rest of the class what they do to unwind.

Answer Key

Open answers

Pages 114 and 115

Language 2

Activity 1

- ◆ Elicit from students what they remember about the structure they worked with in the previous unit (simple present). Ask them for examples of how we can talk about actions in the present.
- ◆ Organise students into pairs and encourage them to compare the pairs of sentences, discussing the differences they find between them. Instruct them to mark (by making a circle or highlighting in different colours) the difference(s) between the sentences in each pair.
- ◆ Ask for volunteers to share their answers with the whole class and write them on the board.
- ◆ Then ask for other volunteers to read the sentences in the grammar box. Have students think if the differences they note between the pairs of sentences also apply to the sentences in the box. Elicit from them what is necessary to make affirmative, negative and interrogative sentences with a third-person singular subject (Add -s to the verb for affirmative sentences; add *doesn't* before the base form of the verb for negative sentences; add *does* before the subject and use the base form of the verb in interrogative sentences.).
- ◆ If necessary, refer students to the **Unit 8 Language Reference** on their **Workbooks**.

Answer Key

Suggested answers: The second sentence in each pair has got a third-person singular subject, so the verb takes an -s ending in the affirmative form (item 1) and the auxiliary used to form negative and interrogative sentences is *does* instead of *do* (items 2 and 3)

Activity 2

- ◆ Ask students to write questions using the prompts.

Answer Key

1. Does she go to Italy in the summer?; **2.** What time does the film start?; **3.** Does he like to play baseball?; **4.** When does Harry want to leave?; **5.** Who does Hanna have lunch with?; **6.** How does your brother go to the beach?; **7.** Does he brush his teeth after dinner?

Activity 3

- ◆ Tell students to complete the sentences about a girl's routine with the correct form of the verbs in parentheses.

Answer Key

1. wakes up; **2.** brushes; **3.** doesn't go; **4.** goes; **5.** doesn't have; **6.** plays; **7.** does; **8.** has/finishes

Activity 4

- ◆ Have students match the questions to the answers.
- ◆ Although some of the answers can be obvious, encourage them to research the ones they do not know. They can ask a classmate who may know the answer or, depending on the time available, you can assign this as homework.
- ◆ Ask for volunteers to share their answers with the whole group and write them on the board. Encourage students to explain their choices and tell what they have found out from their research.

Answer Key

a. 3; **b.** 5; **c.** 2; **d.** 1; **e.** 4; **f.** 7; **g.** 6

Activity 5

- ◆ Refer students to the **Snack Learning** box and ask them to read the words with their corresponding preposition.
- ◆ Instruct them to make complete sentences saying how they come to school and write their contributions on the board.
- ◆ Have students complete the sentences with the verb *to go* in the affirmative or negative form.
- ◆ Ask for volunteers to share their answers with the whole class and write them on the board.

Answer Key

1. doesn't go; 2. don't go; 3. goes; 4. go; 5. doesn't go

Activity 6

- ♦ Ask students to rewrite the negative sentences from activity 5 to make them true according to the pictures.

Answer Key

1. Jenny goes to school by bike; 2. My best friends go home by subway; 3. Larry goes to the beach by car.

Activity 7

- ♦ Now tell students to complete the sentences so that they are true for them.

Answer Key

Open answers

Activity 8

- ♦ Explain to students that they are going to hear eight sentences and that they have to write down the verb used in each one.
- ♦ Depending on the level of the class, play the first sentence and model the activity.
- ♦ If you think it is necessary, pause the audio after each sentence so that students have time to write down the verbs.

Transcript 59 & 61



- 1 Tony watches TV every evening.
- 2 Eliza plays football twice a week.
- 3 Eve posts videos online every Friday.
- 4 She makes her bed every day.
- 5 Martha goes to school on foot.
- 6 My brother brushes his teeth before and after breakfast.
- 7 He practises tennis once a week.
- 8 My cat likes his new ball.

Answer Key

1. watches; 2. plays; 3. posts; 4. makes; 5. goes; 6. brushes; 7. practises; 8. likes

Activity 9

- ♦ Explain to students that this time they are going to hear only the verbs from activity 8 and that they should pay attention to the sound at the end of each one. Instruct them to categorise each verb they hear according to the sound in which they end.

- ♦ Help students notice that the /s/ sound is the sound of the letter S (or the hissing of a snake), the /z/ sound is the sound of the letter Z (almost like the buzzing of a bee) and the /ɪz/ sound is similar to the ending sound in "houses".
- ♦ It is important to notice that /s/ is used after unvoiced sounds, such as /t/, /p/ and /k/ (posts, likes, makes); /z/ is used after voiced sounds, such as /b/, /d/, /l/, /m/, /n/, /v/, /r/ (moves, tells) and all the vowel sounds (plays, goes); and /ɪz/ is used after sibilant sounds, such as /tʃ/, /ʃ/ and /s/ (watches, brushes, practises, fixes).

Transcript 60



- | | |
|-----------|-------------|
| 1 watches | 5 goes |
| 2 plays | 6 brushes |
| 3 posts | 7 practises |
| 4 makes | 8 likes |

Answer Key

/s/ posts, makes, likes; /z/ plays, goes; /ɪz/ watches, brushes, practises

Activity 10

- ♦ Organise students into pairs and ask them to practise saying the sentences from activity 8, paying close attention to the pronunciation of the verbs in the third person singular.
- ♦ Monitor their work and help as needed.

Answer Key

Open answers

Activity 11

- ♦ Organise students into pairs and ask them to write questions about their classmate's routine and free-time activities using the prompts given.
- ♦ Model one or two questions with some volunteers. Then ask students to take turns asking and answering the questions orally. Monitor and help as needed. Have them take notes of their partner's answers.
- ♦ Once they are done, ask each student to report their partner's answers. Encourage them to pay close attention to the use of verbs in the third person singular when reporting their partner's answers.

Answer Key

Open answers

Writing

Activity 1

- ◆ Have students plan their texts. They have to think of all the tasks they need to do in a week and make a list.

Answer Key

Open answers

Activity 2

- ◆ Ask students to make a grid with the times when they usually do the tasks they have listed in activity 1. If they are not certain, refer them back to the **Reading** section so they can see how many time slots Charlie used in his weekly schedule.
- ◆ Have them place the tasks into the slots of time in the weekly schedule.
- ◆ Monitor their work and help whenever necessary.

Answer Key

Open answers


Activity 3

- ◆ Ask students to share their draft with a classmate and ask for his/her opinion. They should then do the necessary adjustments.

Answer Key

Open answers

Activity 4

 **Organisation** – This is likely one of the most important skills students need to develop in order to thrive at school, and certainly a condition for success in many other areas, not only in the academic realm. It is a life skill, and teachers can help students be more organised by first holding them accountable for controlling their own responsibilities. Schedules, journals and charts are just a few examples of essential organisational tools teachers can encourage students to use. Students who learn to be organised are better prepared and feel more accomplished and motivated. As a consequence, they are also less likely to suffer from stress and lack of attention.

- ◆ Have students write the final version of their weekly schedule incorporating the feedback they received.
- ◆ Ask them to read their texts again, looking for mistakes to be corrected or weak areas to be improved. Monitor and help as needed.
- ◆ Instruct them to write the final version of their weekly schedule. They can also publish their weekly schedules on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Read the sentence with students and help them formulate a hypothesis about the amount of free time they have got.

Research

- ◆ Explain to students that they will investigate how much free time they have got.
- ◆ Instruct them to write down in their notebook what time they begin and end each activity they do when not at school. Tell them they should do that for a week.

Think

- ◆ After students have collected information for a week, tell them to write down the answers for the questions in this section. Explain that they can use short answers for this part (but encourage them to write complete sentences, depending on the level of your class).

Discuss

- ◆ Instruct students to go over their data and return to the hypothesis they made at the beginning of the section. Tell them to complete the conclusion with the results of their research.
- ◆ Ask students if they are surprised by the conclusion or if it reflects what they thought at first, that is, if the conclusion matches their hypothesis.

Activity 1

- ◆ Organise students into pairs and ask them to discuss the questions. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the whole group and encourage the rest of the class to contribute by talking about the advantages of having a lot of free time or little of it.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to write in their notebook one or more sentences about their findings. Monitor and help as needed.
- ◆ Tell them to share their ideas with their classmates. They can also share them on a social network or their class/school blog.

Answer Key

Open answers

Go Around!

Activity 1

- ◆ Start the discussion with the whole class by asking for examples of people from other countries they follow on social media and make a list on the board.
- ◆ Considering the people on the list, ask students which language is more commonly used in their posts.
- ◆ Ask them why they think most posts use English (Probably because English is a global language, therefore more people from around the world have got the chance to use and understand it.).

Answer Key

Open answers

Activity 2

- ◆ Organise students into pairs and tell them they are going to read a post by a dog's owner. Explain that Jimmy is a dog that became famous because of his pictures on social media.
- ◆ Ask students to read the text and discuss the questions. Depending on the level of the class, have them keep notes of their answers.
- ◆ Once they are done, open the discussion to the whole group and ask for volunteers to report some of the main points of their discussion.

Answer Key

Suggested answers: 1. So that more people can have access to the content. / Because the profile has got followers from all over the world. **2.** Because if we consider the number of both native speakers and non-native speakers, English is more widely spoken than any other language.

Activity 3

- ◆ Assign the research as homework.
- ◆ The following class, ask students to report their findings to the whole group and make a list of reasons why people choose to make bilingual posts. Some of the possible answers are: users may live abroad and decide to use L1 and English in order to be understood both by people in their home countries and by those who know English as a first or foreign language; users want to reach a broader audience, so they make content in as many languages as they know, etc.

Answer Key

Open answers

Activity 4

- ◆ Organise students into small groups.
- ◆ Ask them to choose a person, a company or a video channel that is not available in English, but that they think should be.
- ◆ Have students discuss the questions and encourage them to find solutions for how to make the content more accessible (by making subtitles, bilingual posts, voiceovers etc.).
- ◆ Open the discussion to the whole class and ask for volunteers to share the main points that came up in their group discussions.
- ◆ Encourage them to think about what they can do to make this content available in English and who could help them do that.

Answer Key

Open answers

Activity 5

- ◆ Ask students to imagine they are a celebrity, invent a post for their followers and write it in English and their language.

Answer Key

Open answers

Over to You!

Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Encourage them to react to the concept by circling the emoji that best describes their feelings towards it.
- ◆ Then organise students into groups of three and have them discuss the concept by comparing and justifying their reactions.
- ◆ After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- ◆ The following class, have students work in pairs and groups and present what they found in the research. If time allows, have them write a summary of their discoveries and share it with other groups in class.

Answer Key

Open answers

Activity 2

- ◆ Tell students they are going to read an article about the concept they have just discussed. Have them read the text.
- ◆ Organise students into pairs and ask them to discuss the questions. Once they are done, open the discussion to the whole group and encourage students to share their ideas.
- ◆ Discuss with students if there are similarities between the text and the information they found in their research. Ask them to justify their opinions.
- ◆ To wrap up, ask students if they would like to change anything about the schedules at their school. Ask them, for instance, if they would like to have more break time, start school later or earlier or make certain classes shorter or longer and why.

Answer Key

Open answers

Page 119

Review 8

Activity 1

- ◆ Ask students to unscramble the letters and write the routine activities.

Answer Key

1. have lunch; **2.** get home; **3.** brush my teeth; **4.** have a shower; **5.** have dinner; **6.** go to school; **7.** get up; **8.** do my homework; **9.** have breakfast; **10.** go to bed; **11.** take the bus; **12.** get dressed

Activity 2

- ◆ Tell students to complete the text using the expressions from activity 1.

Answer Key

1. get up; **2.** brush my teeth; **3.** have breakfast; **4.** get dressed; **5.** take the bus; **6.** go to school; **7.** have lunch; **8.** get home; **9.** do my homework; **10.** have a shower; **11.** have dinner; **12.** go to bed

Activity 3

- ◆ Invite students to complete the sentences about Kim's routine with the correct form of the verbs in parentheses.

Answer Key

1. goes; **2.** takes; **3.** doesn't do; **4.** walks; **5.** doesn't take

Activity 4

Setting the Pace



- ▶ Ask for volunteers to read each question. Elicit from students what kind of answer is expected for each question (a means of transportation, a time, a yes/no answer etc.). Then have them match the questions to the answers.
- ▶ Correct the activity orally.

Answer Key

a. 2; **b.** 5; **c.** 4; **d.** 1; **e.** 6; **f.** 3

Activity 5

- ◆ Explain to students that there is one mistake in each sentence. Instruct them to find these mistakes and cross them out. Then tell them to rewrite the entire sentence correcting the mistake.
- ◆ If you think it is appropriate, have students do the activity in pairs, so they can discuss what the mistakes are and what is necessary to correct the sentences.

Answer Key

1. Alfred lives in Glasgow.; **2.** Does Tony have a salad for lunch?; **3.** David doesn't play sports.; **4.** Fred does his homework after school.; **5.** When does Simone study Spanish?; **6.** Karina doesn't watch TV in the evening.

Workbook 8

Pages 42-46

Activity 1

Answer Key

1. brush their teeth; **2.** get up; **3.** have lunch; **4.** do homework; **5.** have a shower

Activity 2

Answer Key

1. goes **2.** get; **3.** doesn't; **4.** live; **5.** don't; **6.** does

Activity 3

Answer Key

1. go; 2. plays; 3. doesn't go; 4. have; 5. don't work; 6. takes; 7. don't study; 8. doesn't speak

Activity 4

Answer Key

Open answers

Activity 5

Answer Key

Open answers

Activity 6

Answer Key

1. F; 2. T; 3. T; 4. F; 5. F; 6. F

Activity 7

Answer Key

1. What; 2. How often; 3. What; 4. Who; 5. How; 6. How

Activity 8

Answer Key

Open answers

Activity 9

Transcript 21



Jonas: Hello! I'm Jonas and I'm carrying out a project about morning routines. Do you mind answering a few questions?

Jonas: What time do you usually get up?

Student 1: I usually get up at a quarter to seven.

Jonas: And do you have a shower immediately after you get up?

Student 1: No, I have breakfast first.

Jonas: Are you a morning person?

Student 2: Mmmm, I don't think so. I've got trouble getting up in the morning.

Jonas: Do you use an alarm clock?

Student 2: No, I don't. My dad wakes me up before he leaves for work.

Jonas: What's your morning routine?

Student 3: Well, I don't get up very early. My mum drives me to school so I don't need to get up earlier to take the bus.

After I get up, I have breakfast and then we leave for school.

Jonas: Do you workout in the morning?

Student 3: Of course not! I'm too tired! I just have a shower before breakfast and that's it.

Jonas: What time do you get up every day?

Student 4: Well, it depends. Three times a week, I get up really early because I take Spanish lessons before school. The other two days I get up a little later, at around eight.

Jonas: And do you get up immediately after you wake up? Do you use a snooze button?

Student 4: Oh, the snooze button is dangerous! But yes, I always hit snooze and go back to sleep for another ten or twenty minutes.

Answer Key

1, 2, 3, 6

Activity 10

Answer Key

Yes: b, c, g; **No:** d, f; **I don't know:** a, e

Activity 11

Answer Key

a. On Sundays at 1:30 p.m.; **b.** On Mondays, Wednesdays and Fridays at 7 p.m.; **c.** On Mondays at 11:00 a.m.

Activity 12

Answer Key

1. bed; 2. dinner; 3. brush; 4. breakfast; 5. dressed; 6. lunch; 7. homework; 8. home; 9. school; 10. get

Activity 13

Answer Key

1. lives; 2. wakes up; 3. has; 4. helps; 5. walks; 6. has got; 7. doesn't have; 8. eats; 9. plays; 10. studies; 11. gets; 12. does; 13. has; 14. washes; 15. cleans; 16. doesn't watch; 17. prefers; 18. goes

Activity 14

Answer Key

1. Where does Doug live?; **2.** How does he go to school?;
3. Does he have lunch at home?; **4.** Where does he have lunch?; **5.** Does he watch TV after dinner?; **6.** What time does he go to bed?

Activity 15

Answer Key

1. on foot; **2.** by plane; **3.** by bus; **4.** by car; **5.** by bike; **6.** by boat; **7.** by underground

Activity 16

Answer Key

Open answers

Activity 17

Answer Key

Open answers

Activity 18

Answer Key

Open answers

Workbook - Pages 48-50

Unit 3

Building a Crate Shelf

- ◆ As students are going to build a piece of furniture, make sure they have got a suitable environment to do so. Make sure they can get the help of a maintenance employee if they need to use power tools.
- ◆ Explain to students that they are going to build a shelf to keep their materials organised.
- ◆ Have them look at the basic supplies and make sure they know what they are and how they are used.
- ◆ Ask them to follow the steps in the **Action** section and monitor their work closely.
- ◆ Help students as needed, but remember to allow them to work as autonomously as possible.
- ◆ As students get to the **Problem-solving** boxes, have them read the questions. Encourage them to discuss the questions in groups, reflect on the issues raised and come up with practical solutions together.
- ◆ Once they get to step 6, organise them into groups so that they can decide on how each student is going to contribute to the process of building the shelf. If they have got trouble coming to an agreement by themselves, help them notice that all the steps of the process are equally important and that whoever contributes to one of them will be equally contributing to the final product.
- ◆ When they get to the **Problem-solving** box after step 9, call their attention to the fact that they need to consider safety issues when building the shelf. Therefore, if they are going to store heavy materials on it, it is important to think about how they can attach it to the wall, so that it does not fall, which might hurt students and school employees. Help them realise which aspects need to be taken into account when making this decision (such as the position of water and sewage pipes and the need to ask the head teacher for authorisation) and who they need to ask for help if they decide to attach the shelf to the wall.
- ◆ When they finish building the shelf, have them organise their materials on it.
- ◆ Once the shelf is finished and organised, take a picture of the class near it. If possible, post the picture on the school blog/website or send it to students' parents or guardians, along with a short explanation of the objectives and the process of the activity.
- ◆ Finally, organise students into pairs and have them discuss the questions in the **Assessment** section. Encourage them to justify their answers and ask for volunteers to share their ideas with the whole group.

Unit 6

Building a Sign for School

- ◆ Since students are going to build signs, make sure they have got a suitable environment to do so. Depending on your classroom, you might want to do this activity in another place, such as the Art classroom.
- ◆ Instruct students to go over their production for the **Writing** section in the unit once again and explain that they are going to build an actual sign using the text they wrote.
- ◆ Have them analyse the **Basic Supplies** and check if they know all the materials.
- ◆ Ask students to follow the steps in the **Action** section. Monitor their work closely.
- ◆ Help as needed, but remember to let them work autonomously as much as possible.
- ◆ As students get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in pairs to come up with practical solutions. If necessary, help them redo any work that had been wrongly done and remind them that making mistakes is not a problem, since it is a natural part of the process. However, it is important to be able to identify these mistakes and find ways to correct them.
- ◆ When students finish building their signs, instruct them to observe their classmates' productions and try to group the signs according to where they would be placed.
- ◆ Remind them that in order to place their signs around school, it is necessary to ask the head teacher for permission. They should also explain how they came up with those signs, pointing out the needs they detected and how they thought these issues could be solved.
- ◆ Once students have placed their signs around school, take a picture of them beside their work. If possible, post the pictures on the school blog/website or send them to students' parents/guardians, along with a short explanation of the objectives and the process of the activity.
- ◆ Finally, organise students into pairs and have them discuss the questions in the **Assessment** section. Encourage them to justify their answers and ask for volunteers to share their ideas with the whole group.

Unit 7

Starting a New School Club

- ◆ Before starting this activity, talk to the school head teacher about the viability of having students start school clubs. Talk to the other staff members as well, letting them know that they may be invited to supervise the clubs.
- ◆ Have students go over their answers to activity 1 of the **Discuss** subsection in the **Go Find Out!** section of the unit. Elicit how many of them feel that they should engage in more group activities in their free time. Explain that school clubs are

a great opportunity to do it, but that they also provide students with opportunities to engage in individual free-time activities. Exemplify by saying that in book clubs, students read the chosen book on their own, but they get together to discuss it. In drama clubs, students have to memorise their lines on their own, but they perform the plays together. Finally, announce to students that they are going to plan and start a new school club.

- ◆ Organise them into groups. Have them follow the steps in the **Action** section and monitor their work closely.
- ◆ Help them as needed, but remember to encourage them to work autonomously as much as possible.
- ◆ When students get to the **Problem-solving** boxes, encourage them to read the questions, discuss them in pairs and come up with practical solutions to the situation they face.
- ◆ After students have done the activity, have them discuss the questions in the **Assessment** section. Encourage them to justify their answers and ask for volunteers to share their experiences with the whole class.

Unit 8 – Creating a Bullet Journal

- ◆ Explain to students that they are going to create a bullet journal to keep track of their activities and tasks.
- ◆ If you wish, assign the research in step 1 as homework.
- ◆ Ask them to follow the steps in the **Action** section and monitor their work closely.
- ◆ Help as needed, but remember to let students work autonomously as much as possible.
- ◆ As students get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in pairs in order to come up with practical solutions for their individual problems.
- ◆ In the **Problem-solving** box after step 3, help students with ideas on how to keep the images they select. For example, they can use websites for collecting images, such as Pinterest, use the save or download option on some social media websites or save all the images in a physical device such as a flash drive. Depending on the level of your class, ask for students' contributions on how to save the images.
- ◆ If students have not got all the materials they need or see a classmate using materials they would also like to use, help them manage the situation by guiding them in the best ways to make replacements or ask for their classmates' help.
- ◆ In step 5, you might want to give them examples of symbols they can use (such as drawing a ball for every sport practice they have got), but encourage them to choose symbols that make sense to them and that are simple to make.
- ◆ Once their bullet journals are done, discuss the **Assessment** questions with the whole class. Alternatively, depending on the time you have got and the level of the class, ask students to discuss the questions in small groups first and then share their ideas with the whole class.

Activity 1

- ◆ Ask students to look at the images and discuss the questions in pairs.
- ◆ Ask for volunteers to share their answers with the whole group. Guide the discussion to help students notice that all the images portray collages, even though each one has got a different focus or topic, and that collages can have different purposes, including showing the array of elements that are connected to a certain topic or idea.

Activity 2

- ◆ The previous class, ask students to bring scissors, glue sticks, magazines and newspapers or separate these materials to use in class.
- ◆ Explain that they are going to make an identity collage that represents them.
- ◆ Have them look for images to use in their collages in magazines and newspapers. If they cannot find the images they want there, ask them to look for images online and print them. Alternatively, assign the research as homework.
- ◆ Remind students that the collage should be anonymous, so they should not use pictures of themselves or write their names on it.
- ◆ Have students follow the steps and monitor their work closely.

Activity 3

- ◆ Hang students' collages around the classroom. Encourage them to look at their classmates' work and guess who made each of the collages. This will give them the opportunity to get to know their classmates better, finding out what they have got in common and learning new and unexpected things about them.
- ◆ When students get their identity collages back, instruct them to return it to you and keep them with you. At the end of the year, display students' collages around the classroom again. Have them look at their work and reflect upon how they have changed during the year.

Activity 1

- ◆ Ask students to analyse the images and discuss the questions in pairs or small groups.
- ◆ When students finish discussing in pairs or small groups, open the discussion to the whole class and encourage them to describe exactly what is happening in the images.

- ◆ Then tell students to explain what the problem is in each image. Have them talk about whether they have seen situations like these.
- ◆ Finally, discuss with students what people need to do in order to prevent situations like these.
- ◆ Explain that those images represent traffic violations, that is, situations in which people or vehicles disrespect the traffic rules or laws. Tell students that although traffic rules vary a lot (depending on the local laws), most places consider a violation any situation in which a vehicle or pedestrian endangers one's life.

Activity 2

- ◆ Tell students that they are going to work in groups to do a project on traffic rules and regulations in their country/region and that they are going to present their project during an event at school. Explain that the objective of this project is to raise everyone's awareness about traffic safety, so that situations like those in activity 1 (and many others) are avoided, preventing thus accidents.
- ◆ Organise the class into groups and tell students that you will guide them through the steps of the project, so that everyone is working at the same pace. You may choose to do this project in one or two whole classes or divide it into multiple classes, so that each step takes a little time of each class. Also, set up a date to celebrate Traffic Day at school and let students know that they will be presenting their final work on this day. If possible, invite parents and the school community to attend.
- ◆ Have each group select some traffic signs that are common in your region/country. To do that, you may choose to ask students to do one of the tasks: walk around their neighbourhoods; do a virtual tour around their neighbourhoods; research online for a list of traffic signs. For either of these possibilities, always ask students to take notes regarding the signs they would like to work with. Since they are going to make a memory game with those signs, it's a good idea to choose at least ten signs.
- ◆ Tell students to write a sentence that explains each sign. Then ask students to make a memory game using the pictures and the sentences. The memory game pairs should consist of a picture on one card and a sentence on another one. To make the memory game, students can use cardboard (and cut it out into rectangles) or you can provide students with a template, to make sure all cards are the same size.
- ◆ Once the memory games are ready, have the groups exchange games and play them to make sure the memory games work and the sentences are correct.
- ◆ Brainstorm with students some traffic violations that are common in your region/country and make a list of their ideas on the board. Have students interview family members and

school staff and find out which traffic violations they think are common in the region. Compile a big list of traffic offences and divide it among the groups, so that each group has got at least three different violations to work with.

- ◆ Using cardboard or kraft paper, ask each group to make a “right and wrong” poster. Explain that they will draw or make a collage to illustrate the traffic violations they were assigned on one side of the poster (the “wrong” side). Next to the violations, they should draw or make a collage to illustrate the correct way of doing things in the same situation (the “right” side).
- ◆ Tell the groups to choose one or two of the situations they have worked with in the poster and prepare a role-play illustrating the correct way of handling that situation. Explain that the role-play should include the people and the vehicles. They can “create” the vehicles out of cardboard or simply pretend to be driving or riding a bike/motorbike. If time allows, students can also create a stage design to perform their role-plays.
- ◆ Ask the groups to rehearse their role-plays. Help them with suggestions on how to make the situations more realistic or more comprehensible for the viewer. Remind them that the role-play is supposed to show people how to behave in situations that can be dangerous, so they should take it very seriously.

Activity 3

- ◆ On the day of the presentation, organise students in stations around the school or the classroom and invite the attendees to walk around these stations to see all the groups’ productions. Encourage the groups to play their memory games with the attendees, to show them the posters and to present their role-plays.
- ◆ When the event is over, ask students if they think they reached the project’s objective (raise awareness about traffic safety) and have them justify their opinions.

Further Information

November 19: The World Day of Remembrance for Road Traffic Victims – created by the United Nations, it is observed in several countries and its goal is to draw attention to road safety.

Based on <<http://www.un.org/en/events/trafficvictimsday/>>.
Accessed on June 26 2019.

Workbook - Pages 53-69

Unit 1&2

Activity 1

1. is; 2. am; 3. is; 4. am; 5. am; 6. are; 7. are; 8. is; 9. is; 10. is

Activity 2

1. are; 2. 'm; 3. are; 4. am; 5. 's; 6. 's; 7. isn't; 8. is; 9. is; 10. isn't; 11. is; 12. is; 13. is; 14. are; 15. Isn't

Activity 3

1. have got; 2. has got; 3. has got; 4. has got; 5. has got; 6. has got; 7. have got; 8. have got; 9. have got; 10. have got

Activity 4

1. have got; 2. have got; 3. have got; 4. has got; 5. has got; 6. have got

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

Activity 5

1. these; 2. that; 3. this; 4. those

Activity 6

1. This is not a German car.; 2. That is my friend Camila.; 3. Those sandwiches are great.; 4. Are these bananas from Florida?; 5. These are not my pencils.; 6. Are those boys your cousins?; 7. Is that girl from England?

Activity 7

1. These are my oranges.; 2. These aren't my books.; 3. Those are his pens.; 4. Are those your video games?

Activity 8

1. These are (my) books.; 2. That is a tree.; 3. This is a giraffe.; 4. Those are cars.

Unit 3

Activity 1

1. b; 2. a; 3. a; 4. a; 5. b

Activity 2

1. These are green cars; 2. I have got dictionaries.; 3. They are astronauts.; 4. Are those foxes?; 5. The boys are students.

Activity 3

1. b; 2. b; 3. c; 4. a; 5. c; 6. b

Activity 4

1. There are; 2. Are there; 3. There aren't; 4. are there; 5. There isn't; 6. There are; 7. Is there; 8. There is

Activity 5

1. an; 2. a; 3. an; 4. -; 5. -; 6. a; 7. a

Activity 6

1. a. There are some apples in the box.; b. There is a box on the table.; 2. a. There are some trees in front of the house.; b. There is a house behind the trees.; 3. a. There is a glass of juice next to the sandwich.; b. There is an egg behind the sandwich.; 4. a. There is a plate between the fork and the knife.; b. There is a purple napkin under the plate.

Unit 4

Activity 1

1. has got; 2. hasn't got; 3. have got; 4. have got; 5. have got; 6. has got; 7. has got; 8. has got; 9. haven't got; 10. have got; 11. have got; 12. have got; 13. haven't got; 14. have got; 15. have

Activity 2

Open answers

Activity 3

1. My neighbours haven't got a cat.; 2. We haven't got six chairs in the kitchen.; 3. John hasn't got a mirror in his bedroom.; 4. My big sister hasn't got a lot of perfumes.; 5. My friends haven't got the best video games.

Activity 4

1. Has your hamster got a small ball? Yes, it has./No, it hasn't.; 2. Has your mum got beautiful glasses? Yes, she has./No, she hasn't.; 3. Have your cousins got a new car? Yes, they have./No, they haven't.; 4. Has your stepsister got Robotics at school? Yes, she has./No, she hasn't.; 5. Has your school got twenty classrooms? Yes, it has./no, it hasn't.

Activity 5

1. My uncle has got five pets: a cat, a rabbit and three birds.; 2. Alicia has got a stepbrother.; 3. Has Sam got a desk in his bedroom?; 4. Our neighbours have got a swimming-pool in the yard.; 5. We have not got a new (an old) sofa in the living room. We have got an old (a new) sofa.

Activity 6

1. How many children have they got?; 2. Have they got a pet?; 3. How many/Which pets have they got?; 4. How many chairs have they got?; 5. Have they got a lamp?; 6. Have they got a mirror?; 7. Has the boy in red got any brothers?; 8. How many brothers has he got?; 9. Has the kitchen got any windows?; 10. Has the kitchen got any cupboards?

Activity 7

1. This is my book.; 2. That is our house.; 3. That is his notebook.; 4. Those are their toys.; 5. This is your sandwich.; 6. That is her bed.

Activity 8

1. their; 2. your; 3. its; 4. her; 5. our; 6. his

Activity 9

1. its; 2. my/I; 3. his; 4. she/her; 5. our; 6. their/they; 7. you/your

Activity 10

1. her; 2. Its; 3. Their; 4. His

Activity 11

1. This is Romeo's car.; 2. These are Peter's and Parker's pens.; 3. This is Agenes's book; 4. This is the people's park.; 5. These are Mary and Sally's cards.; 6. That is the students' Project.

Activity 12

1. These are the boys' pencils.; 2. This is Zoey's bike.; 3. The children's beds are new.; 4. Susan and Steve's school is old.; 5. Scott's parents are from New Zealand.

Activity 13

1. b; 2. c; 3. a; 4. b

Unit 5

Activity 1

1. are you doing; 2. 'm watching; 3. are trying; 4. is calling; 5. isn't shouting; 6. 's doing; 7. are going; 8. getting; 9. are; 10. are chasing; 11. is running; 12. shooting; 13. aren't; 14. are shooting; 15. are hiding; 16. are closing; 17. are crying; 18. is flying; 19. are trying; 20. are going; 21. are running; 22. 're taking; 23. hurting; 24. aren't; 25. are; 26. going

Activity 2

1. Grandma is sitting in the yard.; 2. We are watching a film on TV.; 3. Your sister is having dinner at home.; 4. My friends are studying for the Science test.; 5. The boys are cleaning their rooms.

Activity 3

1. It's raining.; 2. They're jumping.; 3. She's swimming.; 4. He's taking a picture.

Activity 4

1. Let's drink some hot chocolate!; 2. Let's buy her a gift!; 3. Let's study together!; 4. Let's go to the park!

Activity 5

- a. 4; b. 1; c. 3; d. 2

Unit 6

Activity 1

- a. 3; b. 1; c. 2; d. 4; e. 5

Activity 2

1. Don't talk; 2. Respect; 3. Don't dive; 4. Do; 5. Wash

Activity 3

1. take out; 2. do; 3. don't use; 4. pick up; 5. give; 6. do; 7. don't order; 8. call

Unit 7&8

Activity 1

1. He never tries on new clothes in the shop.; 2. She watches TV three times a week.; 3. My rabbit never stays in the same place.; 4. My classmate gets the bus to go to school.; 5. He sometimes fishes in the lake.; 6. That airplane flies really fast.; 7. She usually pays for lunch in cash.

Activity 2

1. goes; 2. play; 3. do; 4. wakes up; 5. speak; 6. has

Activity 3

1. My mother doesn't go to work by car.; 2. They don't play tennis after school.; 3. We don't do our homework in the evening.; 4. Paul doesn't wake up at 7 o'clock.; 5. You don't speak Russian fluently.; 6. My sister doesn't have lunch at school.

Activity 4

1. Does your mother go to work by car?; 2. No, they don't.; 3. Yes, we do.; 4. Does Paul wake up at (6 a.m.)?; 5. Do you speak Russian fluently?; 6. No, she doesn't.

Activity 5

1. Tiffany sometimes studies French.; 2. Tiffany often plays the guitar.; 3. Tiffany always does her homework.; 4. Tiffany always calls her grandma.; 5. Tiffany never goes to sleep early.

Activity 6

1. Tiffany studies French twice a week.; 2. Tiffany plays the guitar three times a week.; 3. Tiffany does her homework five times a week.; 4. Tiffany calls her grandma four times a week.; 5. Tiffany doesn't go to sleep early.

Activity 7

1. He goes to the park by bike.; 2. They go to the beach by train.; 3. She travels to Asia by plane.; 4. We go to school by bus.

Activity 8

1. What; 2. When; 3. How; 4. Who; 5. How often



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