#New Edition



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#New Edition

TEACHER'S BOOK

.com

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#SCOPE & SEQUENCE

WU #WARM WELCOME! LI p.8 Introducing oneself. Asking each other's numes and age. Verb to be (am, is, are) used in context. The alphabet / Greetings / Numbers 1 to 31 The alphabet / Greeting / Numbers 1 to 31 The alphabet / Greetings / Numbers 1 to 31 The alphabet / Greetings / Numbers 1 to 31 The alphabet / Greetings / Numbers 1 to 31 The alphabet / Greetings / Numbers 1 to 31 The alphabet / Greetings / Numbers 1 to 31 The alphabet / Greetings / Numbers 2 The Alphabet / Numbers 2 The Alphabet / Numbers 2 The Alphabet / The Alphabet / The Alphabet / Numbers 2 The Alphabet / The Alphabet / The Alphabet / The Alp	LING
other's names and age. context. Numbers 1 to 31 p.10 Identifying classroom objects. This, these, that, those / a (an) + Classroom objects / Classroom lenguage UI #GLOBAL RELATIONSHIPS LI p.12 Asking for and giving personal information. Possessive adjectives: my, your Verb to be (aff) / Subject pronouns Famous people: I think he's Where from? / Flow. Countries and nationalities you? / I'm 14 (year of others.) Possessive adjectives: my, your Verb to be (aff) / Subject pronouns Famous people: I think he's Where from? / How. Countries and nationalities you? / I'm 14 (year of others.) Asking for and giving personal information about others. Prepositions: In + month; on + date in this he's Where from? / How. Countries and nationalities you? / I'm 14 (year of others.) Possessive adjectives: my, your Verb to be (neg., interrog & short and short of the year of your spell? age and nationality your favourite? REVIEW LESSON Unit 1 U2 #MY HEROES LI p.21 Describing people's appearance and personality and physical appearance and personality and countries. Yer's to be / Adjective shory. Yer's to be / Personality and physical appearance and personality and physical appearance and personality and countries. Yer's to be / Personality and physical appearance and personality and physi	
Asking for permission.	
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Possessive adjectives: my, your you? / I'm 14 years of you? / I'm 14 years of you? / I'm 14 years of your? / I'm 14 years of your your / I'm 14 years of your your / I'm 14 years of your / I'm 14 years of your / I'm 14 years of your your / I'm 14 years of your your / I'm 14 years of your your your / I'm 14 years of your your your / I'm 14 years of your your your your your your your your	
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Connecting ideas. Conjunctions: and, but Miss, Ms Days of the week / Parts of Have got / Like, love,	
	Verb to be
p.44 Telling the time. Expressing desire. Prepositions of time: at, from to / Greetings / The time favourite?	Vhat's your
p.46 Giving instructions. Making requests and asking for permission. Imperatives / Can (requests & Sorry! / No problem! / That's OK. / Don't worry! / Please. Adjectives used to despend on the solution of time & Prepositions of ti	
REVIEW LESSON Unit 4 WORLD ISSUES 2 PROJECT 2 WORKBOOK SECTION	

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		FUNCTION	GRAMMAR	LEXIS	RECYCLING
	U5	#MY BUSY WEEK			
_L1 >	p.50	Talking about daily routine and activities.	Simple Present (aff)	Activities and daily routine	Preposition of time / Parts of the day / Meals
_L2	p.52	Explaining the steps to use different apps. Talking about routine at a summer camp.	Sequence markers / Spelling rules for Simple Present 3 rd person singular	Download, click on, tap, type, turn on; etc.	Daily routine and activities / Simple Present (affirmative)
_L3)	p.54	Talking about other people's routine. Saying how people go to different places.	Simple Present (interrog, neg & short answers)	How do you go to school? By bus, on foot; etc. / Cyber acronyms: CU, GR8; etc.	Daily routine and activities
L4)	p.57	Asking and answering interview questions. Talking about other people's routine.	Simple Present (Yes & No questions; Wh- questions)	Wh-words: who, how; etc. / Why? Because / Climate, environment; etc.	Imperatives / Daily routine and activities
		REVIEW LESSON Unit 5			WORKBOOK SECTION
	U6	#OUR BEST FRIENDS			
_L1 >	p.60	Expressing frequency. Saying the years.	Frequency adverbs	Animals / Personality adjectives: shy, angry; etc. / How often?	Simple Present / Connectors
_L2	p.63	Talking about what people and animals can or can't do.	Can (ability & inability) / Connectors: and, but, or	Collocations: detect mines, find truffle, pick up dropped items; etc. / Animals	Daily routine and activities / Connectors
_L3	p.64	Discussing dogs as pets. Talking about whishes.	Would like or wouldn't like to + verb; Short form of would: I'd like to	Breed dogs vs adopted dogs / Muzzle, leash, bark, lick; etc.	Can (ability) / Simple Present / Personality adjectives
	p.66	Talking about frequency and routines. Asking for and giving permission.	Frequency expressions / Can (permission)	Elephant sanctuary, natural reserve; etc. / Buy gifts, take photos; etc.	Simple Present / Can (ability)
		REVIEW LESSON Unit 6	WORLD ISSUES 3	PROJECT 3	WORKBOOK SECTION
	U7	#WHAT ARE WE WATCHIN	G?		
_L1 >	p.70	Describing actions in progress in a reality show.	Present Continuous (aff)	Rooms in a house / Upstairs and downstairs / Action verbs	Prepositions of place / There is & there are
_L2	p.72	Asking and answering about actions in progress in a cartoon.	Present Continuous (neg, interrog & short answers)	Furniture and household items / Action verbs	Family members / Prepositions of place
L3)	p.74	Discussing household chores			
		and safety at home. Expressing obligation and prohibition.	Must or mustn't (obligation & prohibition)	Household chores / Social media, safety, the news; etc.	Simple Present / Present Continuous
_L4)	p.76	and safety at home. Expressing			
L4)	p.76	and safety at home. Expressing obligation and prohibition. Contrasting what one habitually	prohibition) Simple Present vs Present	media, safety, the news; etc.	Continuous
		and safety at home. Expressing obligation and prohibition. Contrasting what one habitually does with what one is doing now. REVIEW LESSON Unit 7	prohibition) Simple Present vs Present	media, safety, the news; etc.	Continuous Action verbs / Family members
L1 \rightarrow	p.76 U8 p.80	and safety at home. Expressing obligation and prohibition. Contrasting what one habitually does with what one is doing now.	prohibition) Simple Present vs Present	media, safety, the news; etc.	Continuous Action verbs / Family members
_L1 \rightarrow L2 \rightarrow	U8	and safety at home. Expressing obligation and prohibition. Contrasting what one habitually does with what one is doing now. REVIEW LESSON Unit 7 #VIVID MEMORIES Telling stories about our	prohibition) Simple Present vs Present Continuous Verb to be (Simple Past) - (aff, neg,	media, safety, the news; etc. TV programmes Personality adjectives / Physical description	Continuous Action verbs / Family members WORKBOOK SECTION Simple Present / Present
_L1 \rightarrow L2 \rightarrow L3 \rightarrow	U8 p.80	and safety at home. Expressing obligation and prohibition. Contrasting what one habitually does with what one is doing now. REVIEW LESSON Unit 7 #VIVID MEMORIES Telling stories about our childhood. Talking about the weather and	prohibition) Simple Present vs Present Continuous Verb to be (Simple Past) - (aff, neg, interrog & short answers) What is (was) the weather like? /	media, safety, the news; etc. TV programmes Personality adjectives / Physical description adjectives Seasons / Clothes / Adjectives:	Continuous Action verbs / Family members WORKBOOK SECTION Simple Present / Present Continuous Simple Present / Verb to be (Simple
L1 \rangleL2 \rangleL3 \rangleL4 \rangle	U8 p.80	and safety at home. Expressing obligation and prohibition. Contrasting what one habitually does with what one is doing now. REVIEW LESSON Unit 7 #VIVID MEMORIES Telling stories about our childhood. Talking about the weather and the seasons.	prohibition) Simple Present vs Present Continuous Verb to be (Simple Past) - (aff, neg, interrog & short answers) What is (was) the weather like? / Past time expressions There was & there were (aff, neg,	media, safety, the news; etc. TV programmes Personality adjectives / Physical description adjectives Seasons / Clothes / Adjectives: sunny, rainy, cloudy; etc. Natural disasters / Natural	Continuous Action verbs / Family members WORKBOOK SECTION Simple Present / Present Continuous Simple Present / Verb to be (Simple Past) Numbers / Dates / Countries /
L1 \rightarrowL2 \rightarrowL3 \rightarrowL4 \	U8 p.80 p.82 p.84	and safety at home. Expressing obligation and prohibition. Contrasting what one habitually does with what one is doing now. REVIEW LESSON Unit 7 #VIVID MEMORIES Telling stories about our childhood. Talking about the weather and the seasons. Talking about past experiences and feelings. Asking interview	prohibition) Simple Present vs Present Continuous Verb to be (Simple Past) - (aff, neg, interrog & short answers) What is (was) the weather like? / Past time expressions There was & there were (aff, neg, interrog & short answers)	media, safety, the news; etc. TV programmes Personality adjectives / Physical description adjectives Seasons / Clothes / Adjectives: sunny, rainy, cloudy; etc. Natural disasters / Natural elements Adjectives used to describe experiences and express	Continuous Action verbs / Family members WORKBOOK SECTION Simple Present / Present Continuous Simple Present / Verb to be (Simple Past) Numbers / Dates / Countries / Simple Present Verb to be (Simple Past) / Question

#INTRODUCTION

General Characteristics of the Series

Sign Up to English #New Edition is a fully updated and improved version of the best seller Sign Up to English, a four-level (in its full edition version) or seven-level (in its split edition version) series specially designed for teenagers studying English as a foreign language. It takes learners from a beginner or false beginner to a pre-intermediate level. The contents in the new edition of the series still basically aim to provide learners with plenty of opportunities to practise different language skills in a consistent and productive way.

Personalisation is still a strong feature in Sign Up to English #New Edition as well. There are many instances throughout the units in which students can very easily relate what is being learnt in class to their own experience. Topics have been updated and specially designed for the teenager of today's world. Themes involving ethics, environmental issues, technology, health, cultural plurality, education, work and citizenship permeate most of the activities and are used in interesting reading texts, creative projects and thought-provoking discussions. This new edition has been fully redesigned and updated. The lesson layout now looks more modern, clean, clear and dynamic and the icons have been redesigned for easy reference. There is a new focus on the development of 21st century skills: critical thinking, creativity, collaboration and communication. New self-assessment opportunities help students reflect on their own learning process and be fully conscious of their strengths and weaknesses in relation to the unit goals. And there are also more collaborative pair-work and group activities and a wide textual genre variety: articles, chats, posts, comics, interviews and others.

The series offers double entry points at Starter or Elementary level to cater for true or false beginners. The Starter level of this series can be followed either by Sign Up to English #New Edition Full or by Sign Up to English #New Edition Split versions to fit the needs of each school or group of students.

Components of the Series

Sign Up to English #New Edition contains a mix of print and digital resources including:

- ▶ Student's Book + Workbook
- ▶ Interactive Activities
- ▶ Teacher's Book
- ▶ Class Audio
- ▶ Teacher's Resource Material
- ▶ Digital Book

For students

The **Student's Book** + **Workbook** volume contains:

- A Scope & Sequence section
- A Welcome Unit
- 8 Units of four lessons each
- 8 Review lessons (one per unit)
- 4 World Issues sections (one every two units)
- A Project Work section (one every two units)
- A Workbook section

The Scope & Sequence section consists of two pages with detailed information on syllabus distribution; including functions, grammar, lexis and recycling for every unit. The Welcome Unit is a four-page introductory section with varied activities that allow for the effective teaching of the minimum language requirements needed to start the course. The following eight Units contain a double-page spread unit opener and four lessons each followed by a Review lesson. They are themebased and contain a wide variety of reading texts and dialogues to contextualise and present the target language. There is a double-page World Issues section every two units and a Project Work.

The four macro skills (reading, listening, speaking and writing) are well balanced and addressed in all the lessons of the units. The *Review lesson* is always present after lesson 4 and it is a very useful tool for students to revise the contents they have previously learnt. *World Issues* is a special section with extra reading practice and follow-up activities that focus on the development of students' reading skills and vocabulary enlargement. The *Project Work* section



offers students the possibility to carry out a wide range of hands-on activities in which they will need to apply what they have learnt in each unit. Some of these activities can be done individually, others in pairs and some others in groups. The use of technology is optional and it is only suggested as an alternative way to do the Project Work activities.

The Workbook section appears at the end of the Student's Book and consists of 32 pages (4 pages per unit). The Workbook provides a series of activities for students to do at home and help them practise and consolidate all the grammar structures and vocabulary learnt in each lesson of the Student's Book.

Interactive Activities

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

For teachers

The **Teacher's Book** contains:

- This Introduction
- Lesson-by-lesson teaching notes
- Audio transcripts
- Answer Key to the **Student's Book** and Workbook activities
- Project Work teaching notes
- Class Audio Track List

The **Teacher's Book** is the gateway for a sound and thorough use of the **Student's Book**. It provides some useful ideas and suggestions to give support to teachers in different areas. It contains detailed lesson-by-lesson planning notes, Audio Transcripts and Answer Key sections to the activities in the Student's Book and Workbook. Special notes, extra activities and optional games can also be found on the **Teacher's Book** pages. Some comments in the **Teacher's Book** may sound obvious to some teachers while not detailed enough to others. Teachers will be able to adapt the lesson plans to suit their needs, depending on their own classroom situations.

Class Audio

It includes the listening input required for class work. These have been carefully graded and

organised to suit the needs and interests of the teacher and the students and to provide aural input and native speaker pronunciation models. The Class Audio can be found online.

Teacher's Resource Material

Teachers are provided with a wealth of extra resources in the Teacher's Resource Material. It consists of exclusive worksheets in Word format for teachers to expand or adapt. These include tests, annual lesson planning and extra practice and they can be found online.

Digital Book

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

Outstanding Features within the Lessons

Sign Up to Grammar section

This section brings the lesson's target language into focus so that learners have a clear reference for study. The Sign Up to Grammar section is placed in a box on the top right-hand side of the second page of each double-spread lesson. The fixed position of the box is a user-friendly resource as it allows students to find the main language items in the lesson quickly and easily.

Useful Tip boxes

Some lessons have Useful Tip boxes that provide tips on a variety of topics; including grammar, vocabulary and language.

Reference to icons on the Student's **Book pages**



Listening activities

Speaking activities

Writing activities

Social emotional activities

Interactive activities*

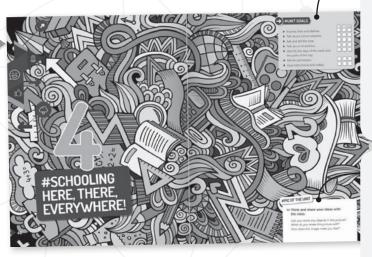
WB) Workbook*

Project Work *

*These special icons show links to something that is not part of the page where the icons appear. Through these icons, students are usually asked to go to a different section in the book or go online.

#STRUCTURE OF THE UNITS

Attractive double-page spread opener to develop students' visual literacy, engage them in discussions and activate their previous knowledge.



The #Unit Goals section lists the objectives of the unit and provides a self-assessment opportunity to help develop students' sense of progress and awareness of their learning process.

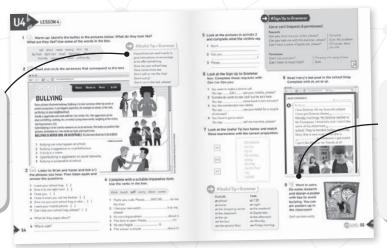
The **#Pic of the Unit** section establishes the central theme of the unit and promotes critical thinking, curiosity and interest in learning.

Each lesson presents and practises grammar and vocabulary with integrated skills.

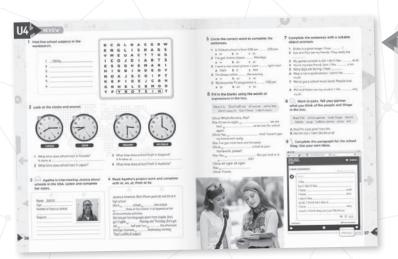


Clear grammar presentation in every lesson are followed by online **Interactive Activities** for reinforcement, extension and consolidation of the grammar and vocabulary topics studied.

#Useful Tip boxes offer extra information about grammar or vocabulary topics, pronunciation or spelling in relation to the lesson topic.



Social emotional activities help students reflect on their emotions and develop their critical thinking and social skills.



A **Review** lesson at the end of every unit provides consolidated practice for each of the grammar and vocabulary areas.

The **#World Issues** section invites students to immerse themselves in the rich variety of cultures and peoples on our planet.



PROJECT 1

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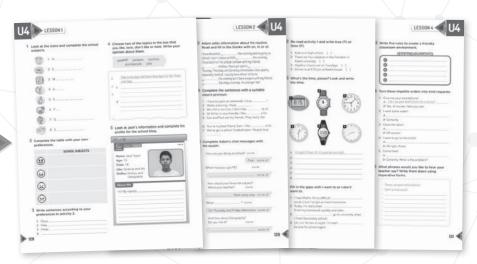
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A **Project Work** section every two units provides students with the opportunity to apply the skills learnt in the units on a creative task.

Digital options provide alternatives to the projects using electronic media.

For every lesson in the Student's Book, there is a corresponding lesson in the **Workbook** that offers extended practice of the vocabulary, structures and skills of the unit.





WELCOME UNIT -#WARM WELCOME!

	COMMUNICATIVE AND LEARNING TASKS			
LEXIS	GRAMMAR	PHONOLOGY		
The alphabet Greetings Numbers 1 to 31	Verb to be (am, is, are) used in context	Pronunciation of the letters of the alphabet and numbers 1 to 31	Greetings and introductions Asking each other's names and age.	
Classroom objects Classroom language	This, these, that, those a (an) + noun the + noun (s)	Pronunciation of demonstrative pronouns and classroom objects	Using classroom language. Asking for permission.	
Extras: Suggested optional games and activities for consolidation.				

Pages 4 & 5

Greet students and introduce yourself. Write the phrases on the board: Hello! / Good morning / afternoon! I'm... / My name's... If there are new students, invite them to introduce themselves by using the phrases on the board and welcome them to the class. Then ask students to open their books to pages 4 and 5. Explain that the Welcome unit is shorter than the other units and they will become familiar with the activities and Useful Tip boxes as they work with the book. Explain that in this lesson they will practise greetings and introductions and will ask each other's names and ages. Then direct students' attention to the title of the unit and check understanding. You may provide example phrases to give a warm welcome: Welcome (back)!, I'm happy to see / have you here!, I'm happy / glad you're here!, Nice to meet you! Invite the class to analyse the photos on both pages by asking: What do both photos show? (Students.) Encourage them to mention objects they can identify to support their answer and write the words on the board; for example: school, school bag, binder, notebook, smartphone; etc. Finally, have students reflect on how they welcome new people and make them feel comfortable. You may ask guiding questions: In what ways are students welcome in the photos?,

Can you think of other ways to welcome new people to your class / your neighbourhood / your team?, How do you meet people when you are new at a place? How do you feel? Write students' ideas and key words on the board and help them with vocabulary if necessary.

Now read the questions aloud and invite the class to analyse the photo in more detail and read the information to answer. Then ask more questions about the webpage to check understanding: What sections has the webpage got?, What's the name of the school?, Are there any students from different countries in the school?, Can students create their own accounts?; etc. Check students understand the vocabulary and invite them to mention if their school has got a webpage. If so, ask them about the sections it has got and the type of information they can find. Invite them to add other sections they would like to have and give reasons for their ideas. If their school hasn't got a website, ask the class if they would like to have one and why. Finally, have students mention if they would like to introduce themselves on the school webpage and how they would feel. Encourage them to support their answers.



Answer key: It's a school webpage. The people in the pictures are students. Students' own answers

2 1 2 1 Ask students to read the dialogue and circle the correct option. Then play the audio and have students check the correct options. You may double check answers by asking different students to read the dialogue aloud.

You may also play the audio again, pausing after the correct options for students to repeat them.

Answer key: 1 What's your name? 2 How do you spell it? 3 How old are you, Tomás? 4 Nice to meet you too. 5 How are you?

Audio script 2

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

Jeremy: Hi! I'm Jeremy.

Tomás: What's your surname, Jeremy?

Jeremy: Graham.

Tomás: How do you spell it? **Jeremy:** G-R-A-H-A-M

Jeremy: How old are you, Tomás?

Tomás: I'm 13.

Mr Jones: Hello, Jeremy! I'm Andrew Jones, your new

teacher.

Jeremy: Nice to meet you, Mr Jones. **Mr Jones:** Nice to meet you too.

Bill: Hi, Tomás! How are you?

Tomás: Fine, thank you. And how are you, Bill?

Bill: Fine, thanks.

3 Make sure students understand that they have to answer these questions about themselves. Allow students some time to answer the questions. Check by asking different volunteers to read their answers aloud.

Answer key: Students' own answers

4 (1 3) Introduce the alphabet either by writing it on the board or using some flashcards that you can easily prepare yourself. You may also use

the alphabet printed in the Student's Book. Go through the pronunciation of the alphabet letters a couple of times. Play the audio and make some pauses for modelling and repetition.

Answer key: Students' own answers

Audio script 3

Speaker: The Alphabet

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

Optional Activity

GAME 1: Have students practise the alphabet by playing a spelling game with them. Start by dividing the class into two groups. Spell the name of a student and have the groups guess whose name you are spelling. The first group to guess the name correctly scores a point.

GAME 2: Ask alternatively different students from the same two groups as in Game 1 to spell their surnames. If they spell them correctly, they score a point for their team. Keep a record of the scores on the board and then announce the winning group.

5 Now students take turns to spell the surnames given.

Answer key: Students' own answers

6 4 Students listen and complete the missing numbers. You may write the answers on the board for students to self-correct. You may play the audio again, this time making pauses and asking students to repeat the numbers.

Answer key: three; seven; eight; twelve; thirteen; sixteen; seventeen; twenty-three; twenty-four; twenty-eight; twenty-nine

Audio script 4

Speaker: zero / oh, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one.

7 5 Refer students to the picture of Lyn and Wendy. Explain that it is the first time these girls have met and tell students that their conversation is not in the correct order. Ask students to put the dialogue in order using numbers. Play the audio and have students check their answers.

Answer key: 1, 4, 11, 6, 3, 2, 7, 10, 9, 8, 5

Audio script 5

Lyn: Hello! I'm Lyn.

Wendy: Hi, Lyn! I'm Wendy. Wendy Williams.

Lyn: And I'm Lyn Fairhurst.

Wendy: How do you spell Fairhurst?

Lyn: F-A-I-R-H-U-R-S-T

Wendy: Thank you. And how old are you, Lyn?

Lyn: I'm 13. What about you?

Wendy: I'm 12. What class are you in?

Lyn: I'm in class 1B.

Wendy: I'm in class 1B too. That's great! See you later,

Lyn.

Lyn: See you!

The aim of this exercise is to have students replace the information in the dialogue in activity 7 with true information about themselves. Ask students to role play the dialogue in pairs using their personal information. If your students are false beginners, you can encourage them to add more questions. If your students are true beginners and find this task very difficult, you can ask them to write a similar dialogue in their notebooks instead of role playing it.

Answer key: Students' own answers

9 Direct students' attention to the phrases in the webpage and explain that American and British English are different varieties of the English language and, therefore, there are some differences in grammar, vocabulary, spelling and pronunciation. Explain that in the United Kingdom people use the word *surname* and in the United States of America people use the words *last name*. Also you can ask students if they have got a middle name, and if so, ask them what their middle names are. Then have students complete the text about themselves.

Answer key: Students' own answers

Pages 6 & 7

Refer students to the picture. Ask them to write the number of the corresponding classroom objects next to the words. Allow students some time to number the objects. Check the activity by asking different students in the class to read out their answers.

Answer key: Left column: 2, 9, 1; Middle column: 4, 3, 6; Right column: 5, 8, 7



#Useful Tip > Grammar

It is a good opportunity to teach demonstrative pronouns. Point at the arrows in the box and explain that short arrows indicate a short distance, whereas long arrows show a long distance from the target object. Explain that this and that are singular words and these and those are plural words. This and these are used to refer to objects that are near us and that and those are used to refer to objects that are far from us. Explain to students that the answer to What's this / that? is It's a / an..., and the answer to What are these / those? is They're...

If you want, you can ask students to do the online Interactive Activities for further practice.



2 Ask students to look at the pictures and answer the questions. Have some volunteers read the answers aloud to check the activity.

Answer key: 1 clock; **2** It's a school bag. **3** erasers; **4** They're books.

Ask students to work in pairs. Encourage them to ask and answer questions about the school objects they can see in the classroom, using demonstrative pronouns. Circulate around the classroom monitoring students' performance and offering help if needed.

Answer key: Students' own answers



#Useful Tip > Grammar

Direct students' attention to the *Useful Tip* box and explain the use of definite and indefinite articles. A definite article (the) is used to refer to things or people when only one exists at any one time. For example: the classroom board, the president of the United States of America; etc. An indefinite article (a / an) is used to refer to one thing or person when more than one of the same kind exist at any one time. For example: a student (in the class), an eraser (at a stationer's); etc.

4 Ask students to complete the dialogue with the correct article. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 a; 2 the; 3 an; 4 the

5 6 6 Refer students to the pictures and explain that they represent expressions teachers and students often use during an English class. Make sure students understand what they mean. Read the sentences aloud and ask students to repeat after you. Then students listen to the audio and tick the classroom language that they hear.

Answer key: 1, 5, 6, 7, 8

Audio script 6

Mr Jones: Well, people. Let's get started! Open your

books at page 3, please! **Lyn:** What page, Mr Jones? **Mr Jones:** Page 3, Lyn. **Lyn:** Thank you, Mr Jones.

Mr Jones: Look at the picture and listen to the audio track. Tick your answers on the question paper and write your name before you hand in, please.

Lyn: Can I have some water, please? I'm thirsty, Mr

Mr Jones: Not now, Lyn. We're in the middle of a listening activity.

Tomás: May I go to the toilet, Mr Jones?

Mr Jones: Not now, Tomás. Please, wait a minute!

Thanks.



#Useful Tip > Language

Tell students that may and can are sometimes used to ask for permission and that saying please and thank you / thanks is very important in order to be polite in English.

6 6 6 Students complete the dialogue using some expressions from activity 5. Then they listen to the audio again and check their answers.

Answer key: 2 listen to the audio track; **3** write your name; **4** Can I have some water, please; **5** May I go to the toilet

Teacher's Resource Material

▶ Diagnostic Test



UNIT 1 - #GLOBAL RELATIONSHIPS

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS	
	LEXIS	GRAMMAR	PHONOLOGY		
L1	Countries and nationalities	What ?, Where from? Possessive adjectives: my, your	Pronunciation of different countries and nationalities Pronunciation of some wh- words	Asking for and giving personal information.	
L2	Famous person / people I think he is / I don't know.	Verb <i>to be</i> (affirmative) Subject pronouns	Contracted forms of to be (I'm, you're, he's; etc.)	Exchanging information about others.	
L3	Months of the year Ordinal numbers Dates	Prepositions: in + month, on + date	Pronunciation of @ (at) and . (dot) Pronunciation of the months of the year and some ordinal numbers	Asking and saying when someone's birthday is. Asking for and giving personal information.	
L4	Colours Gadgets	Verb to be (interrogative, negative and short answers) Subject pronouns: it, they	Pronunciation of some colours and gadgets	Asking about favourite colours and gadgets. Asking what colour something is.	
	Extras: Suggested optional games and activities for consolidation.				

Opening Pages - Pages 8 & 9

Tell the class that these opening pages present each unit of the Student's Book. Read aloud the title and encourage students to mention synonyms for *global: international, world, worldwide*. Point at the flags and ask students whether they can identify them. Then refer students to the #Pic Of The Unit box and explain that the questions will help them analyse the image on the double-page spread and introduce them to the topic of the unit. Read aloud the questions and check understanding. Pair students up to discuss their ideas and then invite some volunteers to share their opinions with the class. Help with vocabulary if necessary and write key words on the board. Encourage students to mention

ways in which they can meet people from different parts of the world and think of positive aspects of interacting with them. You may ask guiding guestions: Have you got friends from other countries?, If so, what do you like about them and their countries?, If not, would you like to meet people from other parts of the world? Why?, What can you learn from people who live in other countries?, Do you think they would be very different from you?, What do you think you would have in common? Finally, direct students' attention to the #Unit Goals box. Explain that they will learn about the objectives of the unit and read aloud the sentences to introduce the class to the contents. Remind students that they will use this box for selfevaluation at the end of the unit by ticking the boxes of the faces that best represent their performance.



Lesson 1 - Pages 10 & 11

Direct students' attention to the photo and invite them to describe it. You may ask guiding questions: Where are the teens?, How old are they?, Are they friends? Then read aloud the instruction and ask students to read the dialogue. Tell them to circle the right options. Have students check their answers in pairs but do not correct the activity yet.

2 7 Now students listen and check their answers in activity 1. You may play the audio again and pause it at every answer for students to repeat after the recording.

Answer key: 1 What's your name? **2** Where are you from, Dianna? **3** How old are you? **4** I'm 17. **5** What class are you in?

Audio script 7

Andy: Hello, I'm Andy from Argentina.

What's your name?

Dianna: Hi! My name's Dianna Blair. **Andy:** Where are you from, Dianna?

Dianna: I'm from the USA. **Andy:** How old are you?

Dianna: I'm 18 years old. And you, Andy?

Andy: I'm 17.

Dianna: What's your full name, Andy?

Andy: Andrés López.

Dianna: I'm in class 1A. What class are you in?

Andy: I'm in class 1A too!

Dianna: Great! See you later, Andy!

Andy: See you, Dianna!



#Useful Tip > Spelling

Draw students' attention to the fact that, in English, nationalities and countries are written with capital letters.

3 Ask students to complete Dianna's and Andy's profile. You may check students' answers in class by asking students to read their answers aloud.

Answer key: Full name: Dianna Blair; Age: 18; Country: the USA; Full name: Andrés Lopez; Age: 17;

Country: Argentina

4 Ask students to look at the map and write the countries and nationalities. You may ask students to do the activity in pairs or small groups. Check answers and have students repeat the words after you. Help students notice the correct pronunciation of the word *country* and the different nationalities.

Answer key: 1 Argentina; **2** Brazilian; **3** Canada; **4** China; **5** French; **6** German; **7** British; **8** Mexico;

9 Italy; 10 Japanese; 11 South Africa; 12 American

5 Refer students to the *Sign Up to Grammar* box on the top-right corner of the page. Explain that this box summarises the main grammar topics taught in the lesson and that it should be used as a reference for study. Read the examples aloud and check understanding by asking the questions to some volunteers. Then have students complete the dialogues with the missing words. Point at the flags and ask students whether they can identify them. Offer some help if needed. Finally, invite differents pairs of students to read the dialogues aloud to check the answers.

Answer key: 1 Japanese / from Japan; 2 from; 3 French / from France; 4 Where; 5 Brazil; 6 Canadian

If you want, you can ask students to do the online Interactive Activities for further practice.

6 Pair students up and have them adopt different personalities in order to use different countries and nationalities. They follow the example given and ask and answer questions about their new identities.

Answer key: Students' own answers

WB p. 116

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities

on page 116. You may assign these exercises as homework.

Answer key:

- 1 1 Australian; 2 Brazil; 3 Canada, Canadian; 4 Spain, Spanish; 5 Italy, Italian; 6 Mexico, Mexican; 7 Uruguay, Uruguayan; 8 Great Britain, British
- 2 1 are you; 2 I'm from; 3 How old; 4 class are you in; 5 in class
- **3 1** name's; **2** I'm 12; **3** I'm from
- **4 1** What's your name? **2** What's your surname? **3** How old are you? **4** Where are you from?; Students' own answers

Lesson 2 - Pages 12 & 13

1 Teach the words famous and people. As a warm-up activity, ask students to name three famous people and say where they are from.

Answer key: Students' own answers

Refer students to the dialogue and ask them to read it and fill in the gaps using their own ideas. Have students check their answers in pairs but do not correct the activity yet.

Answer key: Students' own answers

3 8 Now students listen to the audio and check their answers in activity 2.

Answer key: 2 American; **3** Argentina; **4** Where; **5** British

Audio script 8

Dianna: Come here, Andy! Look at these photos of famous people on this webpage! Where are they from?

Andy: Well... This is Johnny Depp, the actor in Charlie and the Chocolate Factory. He's American.

Dianna: And what about Paulo Londra?

Andy: He's from Argentina.

Dianna: I see. And Dua Lipa? Where is she from?

Andy: She's British.

4 Refer students to the mobile phone image. Teach the words *singer*, *actress*, *football player* and *tennis player*. Ask students to read the sentences and match them to the correct pictures.

Answer key: (top) *3, 4;* (bottom) *1, 2*

5 Students think of a famous person and carry out two tasks. First, they complete the form with information about the famous person they have chosen, and then they write about them.

Answer key: Students' own answers

6 Direct students' attention to the Sign Up to Grammar box and explain that, in English, we can use full verb forms (I am, You are; etc.) or short -or contracted- forms (I'm, You're; etc.) depending on the situation (formal or informal). Then, ask students to complete the dialogue. Drill on the pronunciation of the contracted forms and invite some students to read the dialogue aloud to check the answers.

Answer key: 2 is; **3** 's; **4** 're; **5** am; **6** are; **7** 'm

If you want, you can ask students to do the online Interactive Activities for further practice.

7 Students complete the sentences using *he's*, *she's*, *it's* and *they're*.

Answer key: 2 he's; 3 They're; 4 She's; 5 It's

8 Teach I think... and I don't know. Refer students to the two pictures on the right and ask them who these people are (Katy Perry and Sebastian Yatra). Then ask students to answer the questions even if they don't know or are not sure, encouraging the use of the taught phrases. Check answers by asking some volunteers to read theirs aloud.

Answer key: Students' own answers

9 9 Now students listen to the audio and check their answers.

Answer key: 1 She's American. **2** I think she's 37 or 38. **3** He's from Medellín, Colombia. **4** I don't know. I think he's 27 or 28 years old.

Audio script 9

Daniel: Look at these pictures of famous people on this e-magazine, Pam!

Pamela: Who are they? I think I know these people but I'm not sure.

Daniel: This person is Katy Perry. She's a famous American singer, a judge in American idol.

Pamela: How old is she?

Daniel: I think she's 37 or 38 now. I'm not sure, Pam.

Pamela: And is he Paulo Londra?

Daniel: No, Pam. He's Sebastián Yatra. He's from Medellín, Colombia. He's the famous singer and songwriter of Traicionera. Do you remember?

Pamela: Yes, you're right. Silly me! By the way, how

old is he?

Daniel: I don't know. I think he's 27 or 28 years old. **Pamela:** Yes, I think you're right and he's really cute!

10 Explain that each student is going to think of a famous person whose nationality and age they know. They may use the form they have completed in activity 5 as a source of information. Pair students up and have them ask and answer questions about the famous people they have chosen. Circulate around the classroom monitoring students' performance and offering help if necessary.

Answer key: Students' own answers

WB p. 117

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 117. You may assign these exercises as homework.

Answer key:

- 1 2 Dan is from South Africa. He's South African.
- **3** Marisa is from Brazil. She's Brazilian. **4** Sue and Lou are from Great Britain. They're British. **5** Tim and Sara are from the USA. They're American.
- 2 2 She; 3 We; 4 She; 5 It; 6 you, I; 7 They; 8 He
- **3 1** m; **2** s; **3** is; **4** s; **5** s; **6** is; **7** s; **8** re; **9** are; **10** m
- 4 1 I'm; 2 8 years; 3 Springfield Elementary School; 4 from; 5 I'm

Lesson 3 - Pages 14 & 15

1 Focus students' attention on the photo and encourage them to make predictions about Mark. You may ask: How old do you think he is?, Where is he from?, What's his favourite sport?; etc. Students read Mark's profile to fill in the gaps with the correct words and check their previous ideas. Invite different volunteers to read out their answers and write the words on the board to correct spelling.

Answer key: 1 am / 'm; **2** my; **3** from; **4** are; **5** email; **6** number; **7** in; **8** is



#Useful Tip > Spelling

Explain how to say an email address in English. Ask the question *What's your email address?* and have some volunteers say their email addresses aloud. Draw students' attention to the pronunciation of the words at and dot.

Optional Activity

Have students exchange their email addresses in pairs or small groups.

2 Students do the matching activity. Ask some volunteers to read their answers aloud.

Answer key: (from top to bottom) 3, 4, 1, 2

3 Ask students to read the rubrics and elicit from them what they are supposed to do. Read the months in random order, exactly as they appear on the page and ask students to repeat them after you.

" OZOBAZ KZZATIONOMI O

Have students check their answers in pairs but do not correct the activity yet.

4 (10) Play the audio once for students to check their answers. Then play the audio again and ask students to listen and repeat. Draw students' attention to the fact that, in English, the months of the year are written with capital letters.

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

Audio script 10

Speaker:

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



#Useful Tip > Language

Explain the difference between *cardinal* and *ordinal* numbers. Tell students that both cardinal and ordinal numbers can be used to write dates. You may write the two options on the board: 1st March – 1 March. It would be a good idea to make a list of cardinal numbers on the board, by eliciting their corresponding ordinal numbers from students, and writing them down as students dictate them to you. You may ask some volunteers to say their birth dates. Encourage students to use *the* and *of* even if these words are not written; e.g. *It's* (*the*) *first* (*of*) *March*.

5 Ask students to write the ordinal numbers that correspond with the cardinal numbers given. Check answers in class by writing them on the board.

Answer key: 2 31st thirty-first; **3** 9th ninth; **4** 22nd twenty-second; **5** 13th thirteenth; **6** 30th thirtieth

6 11 Students listen to the audio and circle the numbers that they hear. Check answers in class by writing them on the board.

Answer key: 1 2nd; **2** 3rd; **3** 13; **4** 30th; **5** 5th; **6** 9

Audio script 11

Speaker:

Number 1: 2nd

Number 2: 3rd

Number 3: 13

Number 4: 30th

Number 5: 5th

Number 6:9

7 Students work in pairs. They follow the example given and ask and answer questions about their own birthdays and their relatives'.

Answer key: Students' own answers

8 Explain that the words are not in the correct order and teach the word *unscramble*. Students should write the questions correctly. Then students go back to their questions and give true answers about themselves. You may check answers by asking some volunteers to write the sentences on the board.

Answer key: 1 When is your birthday? 2 What is your phone number? 3 What is your email address? 4 How old are you?; Students' own answers

9 Direct students' attention to the *Sign Up to Grammar* box. Invite some volunteers to read aloud the examples and check understanding by asking the questions to some students. Then tell students that they must choose between the two options in bold in each sentence. Explain that the symbol Ø means adding nothing to complete the sentence. Ask some volunteers to read their answers aloud.

Answer key: 1 from; 2 in; 3 in; 4 on; 5 in

If you want, you can ask students to do the online Interactive activities for further practice.

10 (12) Explain to the class that they will listen to two teenagers talking about their personal information. Ask students to read the forms before

listening to the recording. Play the audio twice for students to complete the activity. Check answers by playing the recording again and pausing after each answer. You may ask some volunteers to write the answers on the board.

Answer key: 1 Peter; **2** 14 years old; **3** Irish; **4** 3rd / 3 May; **5** 2B; **6** 17; **7** D20; **8** p.oconnor@dublin.net; **9** hockey; **10** Bertini; **11** 13 years old; **12** Italian; **13** 17th / 17 October; **14** 32; **15** 37121; **16** 5656-4444; **17** orange

Audio script 12

Speaker: Teenager 1, Peter

Hi! My name's Peter O'Connor. I'm 14 years old. I'm from Ireland. My birthday is on the 3rd of May. I study at Green Valley International School and I am in class 2B. My home address is 17 Devon Road, Dublin. My postcode is D20. My phone number is 7454-7888. My email address is p.oconnor@dublin.net. My favourite sport is hockey.

Speaker: Teenager 2, Paola

Hi! My name's Paola Bertini. I'm 13 years old. I'm from Italy. My birthday is on the 17th of October. I study at Green Valley International School and I am in class 1A. My home address is Via Veneto 32, Rome. My postcode is 37121. My phone number is 5656-4444. My email address is paolab@italmail.com. My favourite colour is orange.

11 Ask students to write their profile on their notebooks. Then have them work in pairs to ask and answer questions about their profiles. Circulate around the classroom monitoring students' performance and offering help if necessary.

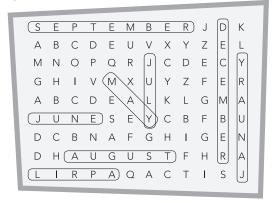
Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 118. You may assign these exercises as homework.

Answer key:

1 (In any order) January; April; June; July; August; September; December



- 2 1 February; 2 March; 3 October; 4 November
- 3 Students' own answers
- 4 1 on; 2 in; 3 from; 4 in
- 5 1 fifteenth; 2 twenty-first; 3 third; 4 tenth; 5 fourth
- **6 2** How old are you? **3** When is your birthday? **4** Where are you from? **5** What's your favourite colour? **6** What's your email address? **7** What's your phone / telephone number?
- 7 1 It's on 21st / 21 September. 2 It's andyn@daynet.co. 3 He's from the USA.

Lesson 4 - Pages 16 & 17

Read the questions aloud and check students understand the word *techie*. As students answer the questions, write the gadgets and countries they mention on the board. Help them with vocabulary if necessary.

Answer key: Students' own answers

2 Focus students' attention on the flags and encourage them to identify the countries. Before students do the matching exercise, make sure you actually teach the colours. Ask students questions like What colour is the (desk)?, What colour is (Juan)'s pencil case?; etc. Then you may write the colours on the board as students do the exercise. Ask different students to go to the board and write the corresponding number with each colour. Check pronunciation by asking students to repeat each colour after you.

Answer key: (from top to bottom) 7, 5, 3, 6, 1, 4, 9, 2, 8



Optional Activity

I spy...

Explain to students that they will now practise the colours through a guessing game called I spy... First, model the activity with the whole class. Choose an object in the classroom that is visible to all students but do not mention what it is. Students should know the name of this object in English. Then say and write on the board the following sentence: I spy with my little eye something... (blue). Students who want to guess put up their hands and you invite them one by one to play the game. Encourage them to use the question: Is it a / an...? (write it on the board) as you say No, it isn't. or Yes, it is. Finally, ask students to work in pairs and take turns to play this game in a similar way. Circulate around the classroom monitoring students' oral work.

3 Draw students' attention to the photos of the electronic items in this activity and encourage them to name the objects and write the words on the board. Work on the pronunciation of these items with the whole class. Then focus students' attention on the flags and encourage them to identify the countries. Finally, ask students to write the answers to the questions. Check orally with the class.

Answer key: 1 blue, is / 's from China / Chinese; **2** orange, are / 're American / from the USA; **3** It's red., It is / 's Japanese / from Japan. **4** They're black., They are / 're South African / from South Africa.

4 \(\) Have students write a description of their favourite electronic object.

Answer key: Students' own answers

5 (13) Play the audio for students to listen and circle the correct option.

Answer key: (from top to bottom) Ben; Tai; 16; Chinese; 1A; blue; smartphone phone; Emma; Stiller; 14; English; 1B; pink; wireless headphones

Audio script 13

Speaker: Dialogue 1

Interviewer: What's your name?

Boy: My name's Ben.

Interviewer: What's your surname?

Boy: My surname's Tai.

Interviewer: Can you spell it, please?

Boy: Yes. It's T-A-I.

Interviewer: How old are you?

Boy: I'm sixteen.

Interviewer: OK... Where are you from?

Boy: I'm Chinese

Interviewer: Are you in class 1A or 1B?

Boy: I'm in class 1A.

Interviewer: Thanks. What's your favourite colour?

Boy: It's blue.

Interviewer: And... the last question... what's your

favourite gadget? **Boy:** My smarthphone.

Interviewer: Thank you for your time, Ben.

Boy: You're welcome. **Speaker:** Dialogue 2

Interviewer: What's your name?

Girl: My name's Emma.

Interviewer: What's your surname?

Girl: Stiller.

Interviewer: Can you spell it, please?

Girl: Yes. It's S-T-I-L-E-R. **Interviewer:** How old are you?

Girl: I'm fourteen.

Interviewer: Where are you from?

Girl: I'm English.

Interviewer: Are you in class 1A or 1B?

Girl: I'm in class 1B.

Interviewer: Thanks. What's your favourite colour?

Girl: It's pink.

Interviewer: And...the last question... what's your

favourite gadget?

Girl: My wireless headphones. **Interviewer:** Thank you, Emma.

Girl: You're welcome.

6 Students work in pairs. They interview their partner and fill in the forms. Walk around the classroom to monitor students' work.

Answer key: Students' own answers

7 Students rewrite the sentences using subject pronouns. In the *Remember!* section of the *Sign Up to Grammar* box, students will find a brief explanation about the use of it and they.

Answer key: 2 It is / It's blue. **3** She is / She's from Italy. **4** They are / They're my friends. **5** He is / He's an actor.

B Draw students' attention to the Sign Up to Grammar box, where they will find the affirmative, negative and interrogative forms of the verb to be. Go over the sentences with students and ask a few Yes / No questions so that they can practise giving short answers. Lay emphasis on the use of it (for an object or animal) and they (for more than one object or person). Then have students correct the sentences. Finally, invite different volunteers to read their answers aloud to check the activity.

Answer key: 2 isn't white and blue, It's white and red. **3** aren't from Russia, They are from Japan. **4** He isn't British. He's Argentinian. **5** She isn't an actress. She's a singer.

If you want, you can ask students to do the online Interactive Activities for further practice.

9 Students write questions for the answers. Remind them to pay attention to the subject pronouns. Have different volunteers read their questions and write them on the board to check.

Answer key: Students' own answers

Students work in pairs. Point at the example and have students ask and answer questions about the people and objects in the pictures. Monitor students' work.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities

on page 119. You may assign these exercises as homework.

Answer key:

1 2 grey; 3 orange; 4 green; 5 pink

2 2 Grace; 3 your surname; 4 are you from; 5 Great Britain / England; 6 old are you; 7 I'm 15 years; 8 is your birthday; 9 9th April; 10 your email address;

11 your phone number; 12 It's; 13 are / 're

3 1 games console; **2** headphones; **3** notebook;

4 Bluetooth speaker

4 2 she isn't; 3 it is; 4 he is; 5 he isn't; 6 they aren't; 7 Students' own answers; 8 Students' own answers

Review - Pages 18 & 19

In the *Review* lesson, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

1 (14) First name: Paula; Surname: Greene; Age: 15; Nationality: Peruvian; Birthday: 12th May; Email address: pgreene@mail.pe; Phone number: 4576-3129

Audio script 14

Club instructor: Hello. What's your name?

Paula: Paula Greene.

C.I.: How do you spell your surname?

Paula: G - R - E - E - N -E **C.I.:** How old are you?

Paula: I'm 15.

C.I.: Where are you from?

Paula: I'm from Lima, Peru.
C.I.: When's your birthday?

Paula: It's on the 12th of May.
C.I.: What's your email address?

Paula: It's pgreene@mail.pe
C.I.: What's your phone number?

Paula: It's 4576-3129.

C.I.: Thank you very much. See you in your first class.

2 2 What's / is your surname; 3 How old are you;

4 Where are you from; 5 When's / is your birthday;

6 What's / is your email address; **7** What's / is your

phone / telephone number

- **3 1** is / 's; **2** 14 / fourteen; **3** from; **4** on; **5** address; **6** Where; **7** When; **8** your
- 4 Students' own answers
- **5 1** in; **2** Ø; **3** in; **4** in; **5** on
- 7 2 How do you spell it; 3 How old are you; 4 Where are you from; 5 What's your favourite video game;
 6 What's your favourite colour; 7 When is your birthday; 8 What's your email address
- **8 2** They're singers. **3** She's an American actress. **4** He's a British actor. **5** It's red.
- 9 2 9th July (the) ninth (of) July; 3 20th June (the) twentieth (of) June; 4 25th December (the) twenty-fifth (of) December; 5 20th July (the) twentieth (of) July
- **10** (from top to bottom) 5, 2, 1, 4, 3

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 9. Remind students to tick the boxes of the faces that best represent their performance.

#NOTE

In class, make a checklist of all the topics students need to know before they take the test. Write a list on the board as you elicit the answers from students. Make sure students are acquainted with the test structure and marking system. Encourage students to do all the online Interactive Activities for further practice.

Teacher's Resource Material

- ► Tests Unit 1
- Extra worksheets Unit 1

UNIT 2 - #MY HEROES

		COMMUNICATIVE AND LEARNING TASKS				
	LEXIS	GRAMMAR	PHONOLOGY			
L1	Adjectives (physical description and personality)	Adjective (s) + noun	Pronunciation of some adjectives used to describe people	Describing people's appearance and personality.		
L2	Sports Adjectives: strong, brave; etc.	Possessive adjectives	Pronunciation of possessive adjectives	Talking about sportspeople, their personality and physical appearance.		
L3	Parts of the body and the face Sports and sportspeople	What is (he) like? vs What does (he) look like?	Pronunciation of some words used to name parts of the body Pronunciation of some sports	Talking about sportspeople and describing them.		
L4	Opinion adjectives: boring, great; etc. Jobs and occupations	What's his job? He's a (an) + job Adjective (s) + noun	Pronunciation of some jobs Pronunciation of some opinion adjectives	Talking about people's jobs and occupations. Expressing opinion.		
	Extras: Suggested optional games and activities for consolidation.					

Opening Pages - Pages 20 & 21

Direct students' attention to the images on the double-page spread and ask them to identify the jobs and activities. Then read the title of the unit and invite the class to mention characteristics and ideas they relate to the word hero. Help them with vocabulary and write key words on the board. Then refer the class to the #Pic Of The Unit box and pair students up to discuss the questions. Walk around the classroom to monitor their work and help with vocabulary if necessary. After some minutes, invite different volunteers to share their ideas. You may ask the class to vote on their favourite individual and group activities and elicit the reasons for their answers. Finally, read the objectives in the #Unit

Goals box and remind students that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 22 & 23

1 Students discuss whether they have got many good friends and say who these friends are.

Answer key: Students' own answers

2 Focus students' attention on the images and encourage them to explain what a podcast is and say if they listen to podcasts and why. Then elicit information from the mobile screen; for example: What's the name of the

podcast?, Where is it from?, When is the person listening to the podcast?; etc. Check students understand the name of the podcast and clarify the meaning of the words if necessary. Ask students to read and listen to the podcast and do the true (T) or false (F) activity. Finally, invite different volunteers to read aloud their answers to check and encourage students to correct the false sentences.

#NOTE

The word *podcast* is the combination of *iPod* and *broadcast*. A podcast is a digital audio file available on the internet that can be played or downloaded on a computer, phone or any other personal device. Podcasts usually consist of a series of episodes about a particular topic and they can vary in length.

Answer key: 1 F; 2 T; 3 T; 4 T; 5 F; 6 F

Audio script 15

Bob: Hi, everyone! Welcome to 'Aussie Pals Podcast'. My name is Robert Gibbons but call me Bob. I'm from Sydney, Australia. I'm 17 years old. How old are you? I'm not tall. My hair is brown and my eyes are brown too. I'm intelligent... I think!

My best friend is Juan. He isn't Australian. He's from Puerto Rico. He's 16 years old. He's very tall and strong. His hair is dark. His eyes aren't brown. They're green. He's good fun and he loves computer games. We are very good friends. Who's your best friend? What's he / she like?

I love anime. I think it's just great! What about you? Thanks for listening. And see you in my next episode. Bye!

3 Refer students to the highlighted words in the text in activity 2. Teach the word *adjective* and explain the meaning of the highlighted adjectives giving examples using famous people's names; for example: *Del Potro is tall. Messi isn't tall.*; etc. Then ask students to complete the chart about Bob and Juan. Check answers by asking

different students to read theirs aloud. Have students repeat the adjectives after you to practise pronunciation.

Answer key: 1 tall; 2 brown; 3 brown; 4 intelligent; 5 dark; 6 green; 7 good fun

4 Students complete the chart with information about themselves. Ask some volunteers to read their answers aloud.

Answer key: Students' own answers

#NOTE

Students, like all of us, like to talk about themselves. When you present new vocabulary and grammar, make sure students have the opportunity to use the new language to express their own opinions or experiences when the time comes for less-controlled, freer-speaking activities. This not only keeps students engaged, but it also helps them remember new language better if they have had the opportunity to use it in ways that are relevant to their own experience in some way.

5 This is a good opportunity to recycle the use of the affirmative and negative forms of the verb to be. Ask students to use the verb to be to complete the text about Bob. You may check answers by asking some volunteers to read the paragraph aloud.

Answer key: 2 is not / isn't; **3** is not / isn't; **4** is not /isn't; **5** is not / isn't; **6** are not / aren't

6 16 Draw students' attention to the *Sign Up to Grammar* box. Teach the meaning of the adjectives that appear in the box and explain that some of them are used to talk about someone's physical characteristics and others to describe someone's personality. Read the adjectives and have students repeat these words after you.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then play the audio once for students to complete the chart. If necessary, play the recording again. You may check students' answers by asking some volunteers to read their answers aloud.

Answer key: 1 13 (years old); 2 American; 4 red; 5 blue; 6 shy; 7 responsible; 8 cool; 9 14 (years old); 11 tall; 12 dark; 13 brown; 14 dynamic; 15 confident

Audio script 16

Sam: Kate is my friend. She's 13 years old. She's American. She's medium-height. She has got red hair and blue eyes. Kate is shy and responsible. She's cool! My friend Sophie is 14. She's Irish. She's tall and she's got dark hair and brown eyes. She's dynamic, confident and good fun! Sophie is my best friend.

7 Students fill in the gaps and circle the correct option to describe their best friend.

Answer key: Students' own answers

8 Students work in pairs. Student A describes one of his / her classmates and student B guesses his / her name. Encourage students to swap roles. Monitor students' work and offer help if necessary.

Answer key: Students' own answers

9 \(\) Students write a text to introduce themselves, using the information they provided in activity 4. Encourage students to use the podcast in activity 2 as a model. Finally, have students record their podcasts and share them with the class.

Answer key: Students' own answers

Optional Activity

Hangman

As a follow-up activity, students may play Hangman in pairs or in groups using the vocabulary they have recently learnt (adjectives used to describe people).

WB p. 120

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 120. You may assign these exercises as homework.

Answer key:

- 1 (from left to right) *Harry, Sophie, Jessica, David;* Sophie's description is missing.
- **2 Body:** tall, medium-height, slim, thin, overweight; **Eyes:** green, black, big, small, blue; **Hair:** blond, black, red, wavy, straight, curly; **Personality:** practical, cool, friendly, responsible, jealous
- 3 2 friendly; 3 intelligent; 4 shy; 5 tidy
- **4** Suggested answer: Sophie is from Mexico. She's 17 years old. She is medium-height. Her hair is curly and black and her eyes are brown. She's confident.

Lesson 2 - Pages 24 & 25

Before dealing with the Student's Book activities, when the books are still closed, write the names of famous athletes on the board or show photos to the class. Ask students what those people have got in common (they all do sports – they are all athletes). Teach the word *athlete*.

Ask students to mention their favourite sports and sportspeople. Explain that they can also use the words sportsman or sportswoman or the word sportsperson that is gender-neutral. Encourage students to make complete sentences when answering the questions: My favourite sport is (basketball) and my favourite sportsperson is (LeBron James). He's tall... Write vocabulary on the board as students share their ideas.

Answer key: Students' own answers

Direct students' attention to the photos and ask them questions to describe Juan Martín Del Potro: What colour hair has he got?, Has he got curly hair?, Is he tall?; etc. Then have the class read the text and complete the profile. Finally, invite different volunteers to read aloud their answers to check.

Answer key: Name: Juan Martín Del Potro; Nationality: Argentinian; Birthday: 23rd September; Physical appearance: tall, strong, dark brown hair, light-blue eyes; Personal qualities: friendly, confident, responsible; Hobbies: playing football, eating asado and drinking mate

Optional Activity

Have students work in pairs. Tell them to take turns to say sentences with correct and wrong information about Del Potro and identify if their classmates' statements are true or false. Walk around the classroom to monitor students' work. You may write down common mistakes and then have the class correct the sentences on the board.

3 Students complete the descriptions of some other famous sportspeople using *he, she, his* or *her.* Check students' answers by asking some volunteers to read theirs aloud.

Answer key: 1 His; **2** He; **3** His; **4** his; **5** Her; **6** She; **7** She; **8** her; **9** Her

4 Draw students' attention to the Sign Up to Grammar box. Teach possessive adjectives, read them aloud and ask students to repeat them after you. You may ask some volunteers to read the sentences in the Sign Up to Grammar box. You may then tell students that they are going to read what three teenagers think about some sportspeople. Ask students to read the speech bubbles and fill in the gaps using I, he, she, my, his or her. Tell students to compare their answers but do not correct the activity yet.

If you want, you can ask students to do the online Interactive Activities for further practice.

5 (17) Play the audio for students to listen and check their answers in activity 4.

Answer key: 1 *I;* **2** *He;* **3** *He;* **4** *His;* **5** *his;* **6** *My;* **7** *she;* **8** *Her;* **9** *her;* **10** *My;* **11** *I;* **12** *he;* **13** *His;* **14** *his*

Audio script 17

Boy: I think Luis Scola is fantastic. He's my favourite basketball player. He's very strong. His hair is dark and his eyes are brown too.

Girl 1: My favourite sportsperson is Alex Morgan. I think she's strong and intelligent. Her hair is dark brown and her eyes are blue.

Girl 2: My favourite sportsperson is Mauro Icardi. I think he's ambitious. His hair is dark and his eyes are green. He's so cute!

6 Students circle the correct option. Ask some volunteers to read their answers aloud.

Answer key: 1 Our; 2 their; 3 Her; 4 Her

7 Tell students that they will write, in their notebooks, a short paragraph about their favourite sportsperson. Explain that they can use the models in activity 4 if they need some help.

Answer key: Students' own answers

Optional Activity

Ask students to leave blanks in their paragraphs, just like the ones in activity 4, and swap paragraphs with a partner. They should then try to complete the paragraph they receive with the correct pronoun or possessive adjective.

8 Students play a guessing game in pairs. Student A describes his / her favourite sportsperson and Student B guesses who the person is. Encourage students to swap roles. Walk around the classroom and monitor students' work.

Answer key: Students' own answers



p. 121

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities



on page 121. You may assign these exercises as homework.

Answer key:

- 1 1 Our; 2 Their; 3 His; 4 Her
- 2 1 He; 2 overweight; 3 eyes; 4 hair; 5 slim; 6 blue; 7 It; 8 kind
- 3 1 T; 2 F; 3 F; 4 T; 5 T; 6 F
- 4 Students' own answers

Lesson 3 - Pages 26 & 27

1 Read aloud the questions and invite the class to discuss their ideas. Divide the board into two columns and write: Yes and No. Encourage students to support their answers and invite the class to reflect on how cultural customs and practices have an impact on their views. Write students' ideas, phrases and key words under the corresponding headings. You may ask guiding guestions; for example: In which contexts or situations do you think physical appearance is important? Why?, Are different bodies represented on the media? Do you think that body representations on social media are realistic?, Is the importance given to physical appearance related to health issues?, Do the fashion and beauty industries influence in the attention we pay to physical appearance? How?, What can we do to change this?, Do you value your physical abilities regardless of your appearance?; etc.

Body image and self-esteem - Adolescent self-esteem is often affected by appearance, or by how teenagers think they look. When reflecting on physical appearance, it's important to analyse the factors that contribute to how teens feel about their bodies and consider more ways to feel good about themselves and value who they are. Encourage students to be critical on the images represented by the media and be less judgmental about other people's appearances and their own. Invite students to share the activities they do to feel physically and mentally good, the clothes they feel comfortable in, their best personality traits and other aspects that make them feel good about themselves so as to help them focus on

their whole person and self-esteem and not just their body parts and looks.

Answer key: Students' own answers

Direct students' attention to the Sign Up to Grammar box and read aloud the questions and answers to refer to a person's physical description and someone's personality. You may write on the board some famous people's names and then ask the rest of the class to answer questions like What is he / she like? and What does he / she look like? in order to check understanding. Refer students to the blog entry and ask them to read it and answer the questions. Check students' answers by asking some volunteers to read theirs aloud.

If you want, you can ask students to do the online Interactive Activities for further practice.

Answer key: 1 sport is women's field hockey. **2** Her favourite hockey player is Delfina Merino. **3** She's from Buenos Aires, Argentina. **4** She's tall and slim. Her eyes are brown and her hair is blond.



#Useful Tip > Vocabulary

Teach the parts of the body. Draw students' attention to the irregular plural form of feet. Make sure students understand that we have got fingers on our hands and toes on our feet. Work on the pronunciation of the new vocabulary by having students repeat the words after you.

3 Now students match the words to the pictures. Check students' answers by reading aloud the words so that students say the corresponding numbers.

Answer key: Left column: 7, 4, 1, 5; Right column: 6, 2, 3, 8

4 Focus students' attention on the photo and encourage them to identify the sportsperson: Delfina Merino. Then read aloud the words in the box and model pronunciation. Ask the class to label the photo and then check the activity orally.

Answer key: 1 hair; 2 eyes; 3 ears; 4 nose; 5 mouth

5 Read aloud the sports and have students repeat the words after you. Then ask them to match the sports with the photos. Have different volunteers read the answers to check.

Answer key: a 9; b 6; c 5; d 8; e 4; f 7; g 3; h 1; i 2

6 (18) Students listen to the audio and circle the correct option. You may encourage peer correction and then you may play the recording again, making pauses for students to check their answers. Finally, invite some volunteers to role play the dialogue for the whole class.

Answer key: 1 surfing; **2** surfer; **3** football; **4** football; **5** Brazil

Audio script 18

Danny: What's your favourite sport, Peter?

Peter: I love surfing.

Danny: And who's your favourite surfer?

Peter: Bruce Irons.

Danny: Where is he from?

Peter: He's from Hanalei in Kauai. How about you? **Danny:** My favourite sport is football. And my favourite football player is Cristiano Ronaldo.

Peter: Is he from Brazil?

Danny: No, he isn't. He's from Portugal.

7 Students complete the chart. They may consult different reference materials like dictionaries or the internet, depending on the resources available in the class. Then, copy the table on the board and check the activity by asking some volunteers to come to the front and write their answers.

Answer key: football; swimmer; tennis; cyclist; surfer; gymnast; skateboarding; rugby player; runner; diving; golf

#NOTE

Write the following sentences on the board:
What does 'diver' mean? = What is the
meaning of 'diver'?
How you do spell 'cyclist'?
How do you say 'jugador' in English? = What's
the English for 'jugador'?
Sorry, I don't understand.
Could you repeat that, please?

Explain to the class that it is important to handle some classroom language in order to ask about the meaning of some words, say that they don't understand or ask for repetition.

8 Students fill in the gaps with the appropriate word(s) to complete the sports quiz. Monitor students' work as you walk around the classroom.

Answer key: 2 Are, they are; **3** Is, No, he isn't; **4** Are, they aren't, They're; **5** Is, he isn't, He's; **6** Are, they are

9 Students create their own sports quiz by writing five questions about some athletes and sportspeople they know. Circulate around the classroom and help students correct their questions before they actually use them to ask their partners to answer them.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 122. You may assign these exercises as homework.

Answer key:

- 1 1 surfing; 2 cycling; 3 skateboarding; 4 swimming
- 2 1 ear; 2 eye; 3 mouth; 4 finger; 5 leg; 6 nose; 7 hand;8 knee; 9 foot
- **3** 1Her; **2** Is; **3** she's; **4** blond; **5** Are; **6** aren't; **7** are; **8** is; **9** is
- 4 1 surfer; 2 cyclist; 3 footballers / football players;4 runners; 5 skier; 6 tennis player; 7 diver; 8 swimmers

Lesson 4 - Pages 28 & 29

1 Focus students' attention on the photos and read aloud the questions. Encourage students to identify the people's jobs and circle their answers. Explain that when you are not sure about something you can use the phrase *I think...*

Answer key: 1 computer programmer; **2** mechanic

2 Students fill in the gaps with the appropriate short forms of the verb *to be*.

Answer key: 1 's; 2 'm; 3 'm; 4 're; 5 're; 6 's; 7 's

3 Ask students to match the jobs and the pictures using numbers. Read the words and ask students to repeat them after you.

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

4 Draw students' attention to the Sign Up to Grammar box on the top-right corner of the page. Discuss the use of indefinite articles and take this opportunity to explain that, in English, a word used to describe a job -in the singular form- must be accompanied by an indefinite article (He's a teacher., He's an architect.; etc.) Then ask students to circle the correct options.

If you want, you can ask students to do the online Interactive Activities for further practice.

Answer key: 1 an; **2** a; **3** a; **4** Ø; **5** an; **6** Ø



#Useful Tip > Vocabulary

Read aloud the adjectives and model pronunciation. Explain that these adjectives are used to express opinions and they can be positive or negative. Help students understand the meanings of the words and provide some examples if necessary. Finally, ask the following questions to some volunteers and encourage them to use the adjectives: What's your school / favourite sport like?, What do you think about English?; etc.



Optional Activity

Pictionary

Write out on 12 separate small pieces of paper these jobs and occupations: doctor, teacher, architect, police officer, office worker, nurse, dentist, mechanic, cook, secretary, engineer and actor. Then draw on the board three columns and write these subject pronouns at the top of each column: He, She and They. After that, stick the pieces of paper with the jobs and occupations face down on the board so that students cannot read them. There must be four pieces of paper in each column. Divide the class into two groups (A and B). Invite one student from group A to remove one piece of paper from one of the columns (for example, from the one with the pronoun He). The student reads the paper silently and draws the word on the board for the other players in his / her team to guess. No sounds or miming are allowed. Team members must give full answers when guessing, for example: he's an office worker, he's a doctor and so on. Repeat the same procedure with group B and continue working like this until there are no more pieces of paper on the board. This game works best using a stop watch (30 seconds every time a student has to draw on the board). A point is awarded to the team that can guess correctly in the allotted time. The team with the most correct guesses is the winner.

5 19 Tell students that they will listen to three people talking about their jobs. Read the questions and the information in the chart to check understanding. Focus on the last question and elicit possible adjectives from the class. Then play the audio for students to complete the chart. Play the audio again and check answers by asking some volunteers to read theirs aloud.

Answer key: 1 John: Germany; Vicky: Spain; 2 Lucy: teacher; John: doctor; 3 Lucy: London; Vicky: Madrid;

4 John: stressful; Vicky: great

Audio script 19

Speaker: Speaker 1, Lucy

Lucy: I'm a teacher from England. I work in a school in

London. I think my job is interesting!

Speaker: Speaker 2, John

John: I am from Germany. I am a doctor and I work at the Regional Hospital in Munich. I think my job is

stressful.

Speaker: Speaker 3, Vicky

Vicky: I am from Spain. I am a gym trainer and I work at a gym in Madrid. I think my job is great!

#NOTE

Before starting any listening or reading comprehension activity, it is always helpful to prepare the class. Ask students to preview questions before they listen to audio or read an article. This will help guide their reading and listening for the information they need to find.

Ask students to work in pairs and use the cards to interview their classmate. Draw students' attention to the example given and encourage them to use it as a model. Also point at the four questions in the chart in activity 5 and tell students that they are likely to use those questions in this interview. Walk around the classroom as you monitor students' work. Tell students that they may change their first names in case they get a card with personal information of the opposite sex (for example, Sylvia Gate instead of Jerry Gate).

Answer key: B: What's your name? A: I'm Jerry Gate. B: Where are you from? A: I'm French. B: What's your job? A: I'm an engineer. B: Where do you work? A: I work in Paris. B: What's your job like? A: It's interesting.; A: What's your name? B: I'm Cathy Shanks. A: Where are you from? B: I'm Scottish. A: What's your job? B: I'm a nurse. A: Where do you work? B: I work in Edinburgh. A: What's your job like? B: It's great.

7 \(\) Students choose one of the cards in activity 6 and write a short text. You may assign this exercise as homework.

Answer key: (suggested answers) His name's Jerry Gate. He's French. He's an engineer and he works in Paris. He thinks his job is interesting. / Her name is Cathy Shanks. She's Scottish. She's a nurse and she works in Edinburgh. She thinks her job is great.

Ask students to think about their future life and prepare a podcast for the magazine. Tell them to use the cards in activity 6 to organise their information. Then have a volunteer read aloud the example. Give students some minutes to work on their texts and walk around the classroom monitoring and helping them if necessary. Finally, invite students to record themselves or read aloud their ideas to share them with the class.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 123. You may assign these exercises as homework.

Answer key:

- 1 1 computer programmer / software engineer;2 receptionist; 3 nurse / doctor; 4 car mechanic
- 2 1 police; 2 dangerous; 3 stressful; 4 What; 5 an;6 your; 7 interesting; 8 fun
- 3 1 a, great; 2 an, cool; 3 an, interesting; 4 Ø, stressful;5 Ø, boring
- **4 1** 18 years old; **2** am British; **3** tall and slim; **4** My hair is blond. **5** My eyes are green. **6** I'm ambitious and responsible.
- 5 Students' own answers

Review - Pages 30 & 31

In the *Review* lesson, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

1 2 My; **3** My; **4** Their; **5** Her; **6** His; **7** Our; (names from left to right) Joanna, Mike, Sheila

2 (20) Name: Paul Simpson; Age: 26; Nationality: South African; Birthday: 21st January; Phone number: 4876-1253; Favourite sport: football; Personality: friendly and practical; Job: receptionist

Audio script 20

Paul: Hello everyone! Welcome to my podcast.
My name is Paul Simpson, S-I-M-P-S-O-N. I'm
South African. I'm 26 years old. My birthday is
on 21st January. My favourite sport is football.
I think Messi is great. I'm friendly and practical,
good qualities for my job. I'm a receptionist in
a school. I think my job is stressful at times. By
the way, you can contact me on 4876-1253. Get
in touch!

3 (from top to bottom) 7, 5, 6, 1, 3, 4, 2

4 1 name; **2** Where; **3** How; **4** He's; **5** like; **6** black; **7** his; **8** and; **9** is; **10** friendly; **11** friend

5 1 Ø; **2** a; **3** Ø; **4** a; **5** a; **6** an; **7** a

6 1 Argentina; 2 is; 3 He; 4 His; 5 are; 6 are

7 Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 1 & 2 on page 112 of the Student's Book. These activities are thoroughly explained on page 91 of this Teacher's Book.

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 21. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ► Tests Unit 2
- Extra worksheets Unit 2

CONTI	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
Sports Countries and the continents Colours The Olympic Games	Recycling of units 1 & 2 grammar topics	Integrating acquired knowledge with a real life issue: in this case, reading about the Olympic Games.

THE OLYMPIC GAMES Pages 32 & 33

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, reading an e-magazine article about the Olympic Games.

Invite the class to look at the photos and elicit information they may know about the Olympic Games. If you have access to the internet in class, put students into pairs and ask them to find more information about the Olympic Games. You may ask guiding questions; for example: When and where are the next Olympic Games?, What are the Olympic sports?, What can competitors win?, Why are there rings in the Olympic flag?; etc. Tell students to read the text to learn about the Olympic Games and check their previous ideas. Then ask the class to read the sentences and write true (T) or false (F). Invite different volunteers to read aloud their answers to check. Encourage students to correct the false sentences.

Answer key: 1 F; 2 T; 3 F; 4 T

2 Direct students' attention to the picture of the Olympic flag. Ask them to look at the colours of the rings and complete the sentences. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 blue; 2 black; 3 red; 4 yellow; 5 green

3 Read through the words with the class. Students match the Olympic sports to the pictures. They can use their dictionaries to check the sports words if necessary.

Answer key: a 1; b 4; c 5; d 3; e 2; f 6

4 Ask students to read the quiz and explain the meaning of the new vocabulary. Check they understand all the words. Put students into pairs to read the quiz again and complete as many sentences as they can. Encourage them to use their general knowledge to help them guess the answers if they don't know for sure. The first pair of students to fill in the blanks with the correct words is the winner. Walk around the classroom and monitor student's work.

Answer key: 1 Security; 2 Doctors / Nurses; 3 Fuwa; 4 judo; 5 doctor; 6 second; 7 knee; 8 Italian; 9 tall

UNIT 3 - #INTERESTING WORLD

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS	
	LEXIS	GRAMMAR	PHONOLOGY		
L1	Family members divorced + from married + to	Possessive forms: 's and ' Have got (affirmative)	Pronunciation of some words used to name family members	Talking about family members and relatives. Expressing possession.	
L2	Family: adopted, biological, twins; etc.	Have got (interrogative, negative and short answers) 's = possessive form; 's = is; 's = has	Pronunciation of some words used to name family members Pronunciation of some adjectives	Describing people's appearance. Describing family members.	
L3	Places in a town Numbers 30 to 100	There is & there are (affirmative, interrogative, negative and short answers) How many? a, some, any	Pronunciation of some places in a town / neighbourhood Pronunciation of some numbers	Describing a neighbourhood or area in a town.	
L4	Prepositions of place: on, behind, next to, between, under; etc. Everyday objects	Where is ? It's / Where are ? They're Prepositions of place	Pronunciation of some everyday objects	Talking about location of objects and places in a town.	
	Extras: Suggested optional games and activities for consolidation.				

Opening Pages - Pages 34 & 35

Direct students' attention to the image and invite them to describe the people and their actions. You may also ask questions; for example: Where are they?, What do you think they are like? Why?, Would you like to be surrounded by these people? Why? Write students' ideas on the board and then refer them to the #Pic Of The Unit box. Read aloud the questions and pair students up to discuss them. Walk around the classroom and monitor their work, helping them with vocabulary if necessary. Then invite the class to share their ideas and write key vocabulary on the board. Finally, focus students' attention on the #Unit Goals box. Read aloud the objectives and tell students that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 36 & 37

1 Students discuss whether they have got any brothers or sisters, or if they are only children. Teach the word *sibling* and explain that it is a term used to refer to a brother or a sister. Write a sentence on the board to illustrate meaning: I have got three *siblings*: one sister and two brothers.

Answer key: Students' own answers

2 (21) Refer students to the photos of the families and encourage them to describe the people. Focus their attention on the different types of families and help them with vocabulary if necessary; for example: *nuclear*, *extended*,

adoptive, single-parent; etc. Ask students if they know any families like the ones in the photos. Then tell students to listen to the audio and tick the correct answer. Check orally with the class and encourage students to mention key words from the audio to support their answer.

Answer key: c

Audio script 21

Sandy: Hi! I'm Sandy. My mum's name is Helen and my dad's name is Phillip. I'm not an only child; I've got a half sister. Her name is Suzie. My family is great!

Ask a volunteer to read the rubrics and check understanding. Play the audio and have the class read the text. Give students some minutes to write the names of the people in the family tree and compare their answers in pairs. Finally, invite different volunteers to read aloud their answers to check. You may also copy the family tree on the board and have students complete it with the names.

Answer key: 1 Isabel; **2** Miguel; **3** Elizabeth; **4** Roger; **5** Phillip; **6** Sophie; **7** Suzie; **8** Jane; **9** Oscar

Audio script 22

Sandy: This is my family. I'm not an only child. I've got a half sister. My mother's name is Helen. She's divorced from Roger and they've got a daughter, Suzie. I love her! Then my mum married my dad, Phillip.

Isabel and Charles are my grandparents on my mother's side. Miguel and Elizabeth are my grandparents on my father's side. My four grandparents are good fun!

My father's got a brother and a sister. They are my uncle Scott and my aunt Sophie. Uncle Scott's cool! My aunt Sophie has got two children, Oscar and Jane. They're my cousins. They are really friendly!

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box and explain that the terms *dad* and *father* are synonyms, as are *mum* and *mother*. *Dad* and *mum* are more informal and affectionate. The terms *daddy* and *mummy* are even more informal and affectionate, usually used by young children. The terms *grandpa* and *grandma* are also more informal and affectionate than *grandfather* and *grandmother*, respectively. Work on pronunciation by reading the words aloud and having students repeat them after you.

4 Refer students to the Sign Up to Grammar box on page 37. Draw students' attention to the left-side section of the box Possessive forms: 's and'. Explain this grammar topic. You may write the following sentences on the board: The boy's book. = The book belongs only to one boy. It's his book.; The boys' book. = The book belongs to more than one boy. It's their book. Make sure students understand the difference by providing some more examples on the board and checking comprehension.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then ask students to complete the sentences. Check answers by asking some volunteers to write theirs on the board.

Answer key: 2 '; 3 's; 4 's; 5 '

5 Draw students' attention to the right-side section of the *Sign Up to Grammar* box. Explain the use of *have got*.

If you want, you can ask students to do the online Interactive Activities for further practice.

Now refer students to Sandy's family tree and ask them to fill in the gaps using the words and phrases in the box. Check answers by asking volunteers to compare their answers in pairs. Walk around the classroom as you monitor students' work.

Answer key: 2 has got; **3** have got; **4** half sister; **5** brother; **6** married to; **7** divorced from

Direct students' attention to the photo and encourage them to describe Madonna and the children who appear with her. Elicit information that students may know about her and write the ideas on the board. Then invite the class to read the text to check their predictions and answer if the sentences are true or false. Finally, ask different volunteers to read aloud their answers and encourage them to correct the false sentences.

Answer key: 1 *F;* **2** *F;* **3** *F;* **4** *T*

#NOTE

Take the opportunity to call students' attention to the fact that one family can be quite different from another and that neither is better or worse; they are simply different. What really matters is the love they feel for each other.

7 Students draw their family trees in their notebooks. Then they work in pairs and tell one another about their families. You may ask a couple of students to report about their families to the whole class.

Answer key: Students' own answers

Optional Activity

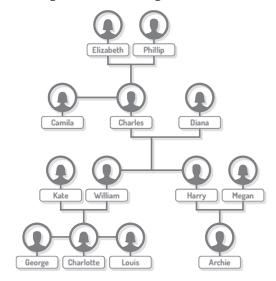
Write the names of some members of your family on the board and have students guess who they are (*brother, sister, cousin;* etc.).



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 124. You may assign these exercises as homework.

Answer key:

- 1 1 mother; 2 aunt; 3 brother; 4 uncle; 5 grandfather
- 2 1 has got; 2 His; 3 have got; 4 His; 5 He; 6 has got; 7 have got; 8 Her; 9 have got; 10 Their; 11 his



- 3 1cousins; 2 uncle; 3 mother-in-law; 4 grandparents;5 brother; 6 husband
- 4 1 '; 2 's; 3 '; 4 's; 5 '
- **5 2** She's got a new car. **3** He's got a mobile phone.
 - 4 They've got new bikes. 5 He's got new headphones.
 - 6 They've got a dog.

Lesson 2 - Pages 38 & 39

Focus on the image in activity 2 and elicit that it is a celebrity news magazine page. Then, draw students' attention to the pictures of Angelina Jolie and her children. Ask students what they know about her. You may also ask them if they know what Madonna and Angelina Jolie have got in common (both of them have got twins and adopted children). Check if there's anything else they know about Angelina and ask them to read the sentences and write true (T) or false (F). Explain that if they are not sure, they should guess. They are not supposed to read the text yet. Have students check their answers in pairs but do not correct the activity yet.

#NOTE

Angelina Jolie is an actress, director and humanitarian. She was born on 4 June, 1975, in Los Angeles, California. She began acting at a young age and in 1990, she became a popular actress. She took on a varitey of roles and starred many notable films, such as *Girl*, *Interrupted*, the *Tomb Raider* films, *Mr and Mrs Smith* and *Maleficent*.

Jolie has been married three times. She married Jonny Lee Miller in 1995 and they divorced in 1999. The following year, Jolie married actor Billy Bob Thornton. That union lasted until 2003. Jolie met Brad Pitt during the making of *Mr and Mrs Smith* in 2004 and they got married on 23 August, 2014, in France. In 2016, she filed for divorce.

In 2002, Jolie adopted a son, Maddox, from Cambodia. Three years later, she adopted a daughter, Zahara. In 2005, Pitt filed paperwork to adopt both of Jolie's children. The couple's first biological child, Shiloh, was born in Namibia in 2006. In March 2007, Angelina adopted a 3-year-old boy from a Vietnamese orphanage and named him Pax Thien. Jolie then gave birth to twins, Knox Leon and Vivienne Marcheline, on 12 July, 2008.

A devoted humanitarian, Angelina Jolie was made a Goodwill Ambassador for the UN Refugee Agency in 2001.

Source: https://www.biography.com/actor/angelina-jolie

2 Now students read the text about Angelina and her family and check their answers in activity 1. Encourage them to correct the false sentences.

Answer key: 1 T; 2 F; 3 F; 4 F; 5 F; 6 T



#Useful Tip > Grammar

Draw students' attention to this box. It contains sentences that illustrate all the cases of 's: possessive, is and has. It is very important for

students to know that, in English, 's can be used in different contexts and has got different meanings. Tell students that they can identify the different meanings through context. Check understanding by writing similar examples on the board and asking students to identify the cases of 's in each sentence.

Direct students' attention to the Sign Up to Grammar box and discuss the interrogative and negative forms of have got. Then encourage students to work in pairs and ask and answer questions about Angelina Jolie. Ask students to follow the example given. Walk around the classroom as you monitor students' work.

If you want, you can ask students to do the online Interactive Activities for further practice.

Answer key: Students' own answers

4 (23) Read aloud the rubric and give students some time to read the sentences in silence. Then play the audio for students to listen to Annie talking about some of Angelina's children and circle the correct option. Check answers by playing the audio again and making pauses at the end of each sentence. Ask some volunteers to read the correct sentences aloud.

Answer key: 1 hasn't got; 2 black; 3 16; 4 Cambodia; 5 19; 6 dark; 7 biological; 8 brown; 9 fair

Audio script 23

Annie: Zahara has got long black braided hair and black eyes. She's black, in fact. She's from Ethiopia. She's 16 years old. Maddox is from Cambodia. He's 19 years old. He's got black hair and black eyes. Knox and Vivienne are Angelina Jolie and Brad Pitt's biological twins. They are 12 years old. They've got fair hair and blue eyes.



#Useful Tip > Vocabulary

Draw students' attention to the position of adjectives in the phrases. Explain that, in English,

adjectives are placed before nouns. You may write some examples on the board: a pretty woman, ugly feet, white paper; etc. Knowing the adjectives in this box will help students talk about their families: I have got an elder / a younger brother / sister.

5 Students put the words in the correct order to make questions and answer them. You may read the phrases in the *Useful Tip* box again as you call students' attention to the position of adjectives. Check answers by asking some volunteers to write the questions and answers on the board. Alternatively, you can check answers by asking students to just read the questions and answers aloud.

Answer key: 1 Has Zahara got blue eyes? No, she hasn't. 2 Have the twins got fair hair? Yes, they have. 3 Has Angelina got long brown hair? Yes, she has.

families and brainstorm relationships that have not been mentioned in this unit yet, such as *niece*, *nephew*, *great-grandmother*; etc. Ask students to work in pairs. Explain that they are going to talk about three members of their families. Ask a volunteer to read the rubric and the example. Walk around the classroom as you monitor students' work.

Answer key: Students' own answers

7 Ask students to write about one of the members of their families described in activity 6. You may assign this task as homework.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 125. You may assign these exercises as homework.

Answer key:

- 1 1 hasn't got; 2 has got; 3 hasn't got; 4 have got;5 haven't got; 6 has got; 7 haven't got
- 2 2 Has Will got three children? 3 Has he got three brothers? 4 Have Will and his brother got a company together? 5 Have Jada and Will got four children?
 6 Has Trey got a sister and a brother? 7 Have Jaden and Willow got a sister?
- 3 1 Yes, I am. 2 Her name is Jada. 3 No, she isn't.
 4 Have you got any children? 5 What are your children's names? 6 Yes, I've got one brother. 7 What's his name? 8 Is he an actor?
- 4 Students' own answers
- 5 Students' own answers

Lesson 3 - Pages 40 & 41

Teach the word *neighbourhood* by mentioning some famous neighbourhoods in your area and checking comprehension of the new word. Ask students if their own neighbourhood is quiet or noisy. Ask students to tell you whether there are tall buildings or big houses in their neighbourhood.

Answer key: Students' own answers



#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box. Explain that these words refer to places we can find in a neighbourhood or town. Read the words and ask students to repeat them after you. Also explain that some phrases like *petrol station* and *gas station* mean the same but they are different varieties of the English language (people say *petrol station* in the UK and *gas station* in the US).

British English	American English
Petrol station	Gas station
Theatre	Theater
Shop	Store
Chemist	Drugstore
Underground / Tube	Subway

2 Read aloud the words and have students repeat them after you. Then ask them to match the words with the pictures. To check the activity, say the letters of the pictures and invite different volunteers to say the corresponding numbers and words. Finally, ask some students to tell you what places there are in their neighbourhoods or towns.

Answer key: 1 q; **2** d; **3** b; **4** e; **5** a; **6** c; **7** f

3 (24) Before doing the activity, ask students to go through the dialogue and predict which words in the gaps may be singular and which plural (there is anticipates a singular form of a word and there are, a plural one). Play the audio and have students complete the dialogue. Play the audio again. Now ask some volunteers to read the completed dialogue so as to check answers. You may also ask a pair of students to role play the dialogue using the answers they have provided.

Answer key: 1 square; 2 shopping centre; 3 shops; 4 church; 5 restaurants; 6 school; 7 cinemas; 8 café; 9 bakery

Audio script 24

Jake: Susan, what do you think of your neighbourhood?

Susan: Well, I think it's beautiful and quiet. There's a big square near my house.

Jake: Is there a shopping centre?

Susan: No, there isn't. But there are three shops

next to the church.

Jake: Are there any restaurants?

Susan: Yes, there is one next to my school. But

there aren't any cinemas. **Jake:** Is there a café?

Susan: Oh, yes! That's my favourite place. And

there's a bakery too.

4 Draw students' attention to the *Sign Up to Grammar* box. Go through the examples with the class. You may ask the questions to some students to check understanding.

If you want, you can ask students to do the online Interactive Activities for further practice.

Ask them to complete the questions and answer them. Make sure students understand that the questions and answers must be about Susan's neighbourhood and that they should write their own answers.

Answer key: 1 Is there; 2 Students' own answers; 3 Is there; 4 Students' own answers; 5 Are there; 6 Yes, there are. 7 Students' own answers



#Useful Tip > Vocabulary

Teach the numbers from 30 to 100. Read the numbers aloud and have students repeat them after you. Then write some numbers on the board; for example: 33, 43, 56; etc., and ask some volunteers to read them aloud. Before passing on to activity 5, teach how many. Ask questions like How many students are there in this classroom?, How many chairs are there?; etc. Answer them to model the activity. Then ask two or three more questions and have students answer them to check they understand the meaning.

5 Ask a volunteer to read aloud the example question and elicit the answer from the class. Then ask students to follow the example and do the activity. Give students some time to complete the questions and answer them. Finally, invite different volunteers to the board and write their answers to correct the activity.

Answer key: 1 There are forty-two shops in Wilson Street. 2 How many bus stops are there, There are fifty-one bus stops. 3 How many parks are there, There are thirty-five parks. 4 How many students are there, There are ninety-eight students.



#Useful Tip > Grammar

Refer students to the *Useful Tip* box and explain that we use *some* in affirmative sentences and *any* in interrogative and negative sentences.

6 Read the sentence with the students and clarify any doubts they may have. Instruct them to complete the sentences with *a, some* or *any*. Monitor and help as needed. Finally, ask some volunteers to share their answers with the class to check.

Answer key: 1 a; **2** a; **3** any; **4** any; **5** some; **6** any

7 Students complete the survey questions about their neighbourhood and answer them by writing a tick (yes) or a cross (no). Ask students to leave the *Your classmate's neighbourhood* section empty for later use.

Answer key: 2 Are there; 3 Is there; 4 Are there; 5 Is there; 6 Is there; 7 Are there; Students' own answers

8 Students work in pairs. They use the survey in activity 7 to interview their classmates. Ask students to follow the example and to complete the *Your classmate's neighbourhood* section by writing a tick (yes) or a cross (no).

Answer key: Students' own answers



Optional Activity

Students may interview a friend or relative at home and write the questions and answers in their notebooks.

9 \(\) In their notebooks, students write sentences describing their neighbourhoods. You may assign this task as homework.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 126. You may assign these exercises as homework.

Answer key:

- 1 1 hospital; 2 bakery; 3 park; 4 library; 5 school; 6 café; 7 grocery; 8 theatre; 9 cinema; 10 gym
- 2 1 There aren't; 2 Is there; 3 there are; 4 Are there;5 there are; 6 there isn't; 7 there is
- 3 1 a; 2 some; 3 any; 4 a; 5 a, a, any
- **4 2** forty-five; **3** one hundred; **4** eighty-two; **5** seventy-three
- **5 2** Are there any cafés; **3** Is there a library; **4** Are there any office buildings

Lesson 4 - Pages 42 & 43

Ask students to work in pairs and answer the questions. Walk around the classroom to monitor their work and help them with vocabulary if necessary. Then invite different volunteers to share their ideas with the class and give reasons fror their answers. Write key words on the board.

Answer key: Students' own answers

2 Ask a volunteer to read the rubrics aloud. Explain the meaning of the new words and ask students to repeat these words after you to practise pronunciation. Give students some time to number the objects in the picture. Point to the objects in the picture and have students say the corresponding words to correct the answers.

Answer key:



3 (25) Before students pass on to this activity, direct students' attention to the *Sign Up to Grammar* box. Explain that when somebody asks where something is, the answer generally entails

the use of a preposition. Check understanding by putting an object such as a pen or eraser in different places in the classroom and asking the class to tell you where the object is each time. Next, tell students that they will listen to a conversation between Bob and his sister, Linda. Call students' attention to the words in bold and tell them they should circle the words they hear. Play the audio twice so that students choose the answers and then check them or complete the activity. Invite different volunteers to read aloud the dialogue to check.

Answer key: 1 on; 2 next to; 3 on; 4 next to; 5 on; 6 in; 7 behind

Audio script 25

Bob: Hi Linda!

Linda: Hi, Bob. Oh, Bob! What a mess!

Bob: I know... I can't find anything! Can you help me

tidy my room?

Linda: Ok, let's do it!

Bob: Where's my cap?

Linda: It's on the binders next to your wardrobe.

Bob: My history book... where is it?

Linda: Um... it's on your bed, Bob. What's that next to the PC? Are there any plastic cups next to your PC?!? That's dangerous!

PC!!! That's dangerous!

Bob: I know, I know there are some cups next to the PC. I also know there are some bottles on the floor, Linda.

Linda: I can't believe it, Bob! And there's paper on the floor. That should be in the waste paper basket. That's disgusting!

Bob: Sorry! Let's find my umbrella now, please. It's raining outside.

Linda: Look... it's behind your maps.

Bob: Thank you, Linda! I'm leaving now. I'm in a hurry. **Linda:** You're welcome, but try to be tidier, please.

4 Ask students to try to infer the meaning of the expressions in the dialogue. Students match the expressions to their meaning. Check answers by asking some volunteers to read theirs aloud.

Answer key: (from top to bottom) 2, 3, 1

5 Students work in pairs. They look at the *Sign Up to Grammar* box and describe their bedrooms to their partners. Encourage students to swap roles. Monitor students' work as you walk around the classroom.

If you want, you can ask students to do the online Interactive Activities for further practice.

Answer key: Students' own answers

6 Have students write a description of their classroom explaining where different objects are situated. Ask some volunteers to read their descriptions aloud.

Answer key: Students' own answers

7 Tell students that Linda's room is tidy. Ask them to look at the picture and write sentences showing where the objects are.

Answer key: 2 There are some books on the bookcase. **3** There's a clock on the wall. **4** There's a bag on the table. **5** There are two laptops on the bed. **6** There is a wardrobe next to the bookcase. **7** There is a window next to the wardrobe.

8 Invite students to compare the pictures of the bedrooms and share their feelings with the rest of the class. Write the advantages and disadvantages they mention on the board. Ask students if their bedrooms are tidy or messy and encourage them to suggest ways in which they can keep their bedrooms tidy.

Responsible decision making - When students reflect on how tidy they are, they become aware of their organisation skills and their responsibility for their belongings. Teens should become accountable for the order of their own rooms and the benefits this brings, such as finding their clothes and objects quickly, protecting their things from damaging or even losing them. Their responsibility is also reflected as they turn their rooms into more relaxing places where they

can rest and feel comfortable in, without any distractions or mess.

Answer key: Students' own answers

9 Write opposite, in front of and on the corner of on the board and explain their meanings by using the map in the activity or by giving examples with the shops near your school. Then ask students to look at the map and complete the post with the correct prepositions.

Answer key: 1 next to; 2 behind; 3 between; 4 on; 5 on



Pair students up and have them take turns asking questions about the city map in activity 9. Model the activity by asking a volunteer Where's the school? Expected answer: It's opposite the park / next to the deli shop.

WB p. 127

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 127. You may assign these exercises as homework.

Answer key:

- 1 1 opposite; 2 between; 3 next to; 4 opposite; 5 on
- **2 1** is; **2** any; **3** Is there; **4** a; **5** is, under
- 3 Students' own answers
- 4 2 Yes, there is. 3 They are between; 4 It's next to;5 Yes, there are. 6 They're in; 7 It's next to
- 5 Students' own answers

Review - 44 & 45

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

- 1 2 aunt; 3 parents; 4 cousin; 5 grandfather; 6 daughter
- 2 (26) 1 F; 2 T; 3 F; 4 F; 5 T; 6 F

Audio script 26

Kelly: Hi! I'm Kelly. I'm 13 years old. My mum's name is Susan and my dad's name is John. I've got an elder sister, Meghan but I haven't got any brothers. The four of us live in a big house in a quiet neighbourhood. There aren't any cinemas or shopping centres here but there's a beautiful park and a cool café. Our school is between our house and the park. It's great to be near home!

- 3 2 's; 3 '; 4 's; 5 '; 6 's
- 4 2 is; 3 possessive; 4 has; 5 is; 6 possessive
- 5 2 forty-eight; 3 one / a hundred; 4 eighty-five;5 seventy-seven; 6 sixty-four
- 6 Students' own answer
- 7 1 have got; 2 There are; 3 has got; 4 There are; 5 there is
- 8 1 's; 2 between; 3 have got; 4 next to; 5 on; 6 on; 7 've got
- 9 1 No, there aren't; 2 Where's your school; 3 Where is the library; 4 No, there isn't. 5 There are three shops.
 6 My favourite place is the café. 7 Is there a park; 8 It's next to the supermarket.

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 35. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ► Tests Unit 3
- ► Extra worksheets Unit 3



UNIT 4 - #SCHOOLING HERE, THERE, EVERYWHERE!

		COMMUNICATIVE AND LEARNING TASKS		
	LEXIS	GRAMMAR	PHONOLOGY	Talking about school schedules.
L1	School subjects Mr, Mrs, Miss and Ms	Verbs: love, hate, like + (noun/s) Conjunctions: but, and	Pronunciation of some school subjects Pronunciation of titles	Expressing likes and dislikes. Connecting ideas using and or but.
L2	Days of the week Parts of the day Meals	Prepositions of time: in, on, at Object pronouns Intensifiers: very much, a lot, at all	Pronunciation of the days of the week Pronunciation of object pronouns.	Talking about weekly school routine.
L3	Greetings The time	Prepositions of time: at, from to I (don't) want to	Pronunciation of I (don't) want to	Telling the time. Asking for the time. Expressing desires.
L4	Sorry! / No problem / That's OK. / Don't worry! / Please.	Imperatives Can (requests & permission)	Intonation of some requests	Giving instructions. Making requests and asking for permission.

Extras: Suggested optional games and activities for consolidation.

Opening Pages - Pages 46 & 47

Read aloud the title of the unit and encourage the class to explain the meaning of the phrase here, there and everywhere (in many different places). Ask students to explore the image and name the objects they can find. Help them with vocabulary and write the words on the board (book, calculator, ruler, clock, notepad, paintbrush, school bag, pencil; etc.). Ask some volunteers to explain, in their own words, how it relates to the title of the unit. Then direct students' attention to the #Pic Of The Unit box, organise them into groups and give them some minutes to think about the questions. Invite different volunteers to share their ideas with the class. Encourage students to give reasons for their

answers and feelings and write key vocabulary on the board. Finally, refer students to the #Unit Goals box and read aloud the objectives. Remember to explain to the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 48 & 49

Help students name some school subjects in English and write them on the board. Then invite students to talk about their favourite subjects in pairs. Walk around the classroom and offer help with vocabulary if necessary. After a few minutes, open the discussion to the whole class and elicit students' opinions and reasons.



#Useful Tip > Vocabulary

Before you pass on to activity 2, ask some volunteers to read the information in the box. Explain that Mr is used to talk about men (single or married), Mrs is used to refer to married women, Miss is used to address a single woman, and Ms is used both by married and single women alike. Check students' pronunciation by asking them to repeat the words after you. If you find it appropriate, you may add the title Mx (a genderneutral honorific that is used increasingly on various official forms in the UK for those who do not identify themselves as being of a particular gender, or for people who simply don't want to be identified by gender).



#Useful Tip > Grammar

Draw students' attention to the similarities in usage between have got (UK) and have (US).

Read aloud the rubric and check students' understanding. Have the class close their books and listen to the girls to answer about Sue's favourite subject. Explain to students that they should not focus on every single word. After that, tell the class to open their books to page 48, play the audio again and give them some time to read the dialogue to check.

Answer key: Physical Education

Audio script 27

Sue: The list of our new teachers is online. It's on the school webpage.

Kelly: Really? I can't access my account! My password is blocked!

Sue: Don't worry! I'll read it out for you. Well, let's start by my favourite subject: Physical Education. Our teacher is Mr Keaton.

Kelly: Great! I love doing sports with him! How about Maths? I don't like Maths!

Sue: We've got Mr Harris in Maths.

Kelly: Oh, no! He's so boring! How about Geography? And History?

Sue: We've got Geography with Mrs Jones and History with Miss Samson.

Kelly: OMG! They're so demanding and I hate those subjects!

Sue: I know. Let me see... Mr Dunwell is our Science teacher

Kelly: Ok. How about Art? Is Mr Richard our teacher?

Sue: Let's see... Yes, he is!

Kelly: Awesome! I really like Art and he's the best teacher ever!

Optional Activity

If there is time available and you think it is appropriate to your teaching situation, you may ask some students to role play the dialogue, either by just reading it or by using real information about their school subjects and teachers.

3 Ask students to look back at the dialogue in activity 2 and circle the school subjects. Give students some minutes to do it. Ask different students to read their answers aloud. You may teach and check the pronunciation of the school subjects by having students repeat the words after you.

Answer key: Physical Education, Maths, Geography, History, Science, Art

4 (27) Direct students' attention to the school webpage and elicit the type of information they need: subjects and teacher's names. Ask about the section where the information appears and invite them to explain the meaning of schedule (or timetable): is a list of the times when events are planned to happen (bus / school / train timetables). Then play the audio twice for students to write down the words and check or complete the schedule. Invite some volunteers to read aloud their answers and have them spell the words while you write them on the board to check.

Answer key: (from top to bottom) *Maths, Miss Samson,* Geography, *Mr Dunwell, Art, Mr Keaton*

5 Invite the class to answer the questions. Have them write complete sentences. Finally, ask different volunteers to read aloud their answers to correct the activity.

Answer key: 1 She can't access her account. **2** Sue's favourite subject is PE. **3** Kelly doesn't like Geography or History. **4** Kelly's favourite teacher is Mr Richard.

6 Draw students' attention to the *Sign Up to Grammar* box. Teach the meaning of *like, love, don't like* and *hate* by pointing to the emojis. Then ask students to repeat the sentences after you. Encourage them to use the correct intonation.

If you want, you can ask students to do the online Interactive Activities for further practice.

Now refer students to activity 6. Give them some time to match Kelly's stories to the sentences. You may check students' answers by pointing at the stories and asking some students to read the sentences aloud.

Answer key: 1 *d;* **2** *b;* **3** *c;* **4** *a*

7 Ask students to complete the sentences. Make sure students understand that they should give their real opinions. Give them some time to do this activity. You may ask some volunteers to write their answers on the board. Then you may choose some other students and have them read their sentences aloud.

Answer key: Students' own answers

Students work in pairs. They tell their partners about a school subject they love, an extra activity they hate and a teacher they like. Encourage students to follow the example given. Make sure students swap roles. Walk around the classroom as you monitor students' work.

Answer key: Students' own answers



WB p. 128

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 128. You may assign these exercises as homework.

Answer key:

- 1 1 History; 2 English; 3 Maths; 4 Art; 5 Science; 6 PE; 7 Geography; 8 Spanish
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- **5** Jack Taylor. I'm 13 years old. I'm in class 1B. I like Science and Art but I don't like History or Geography.

Lesson 2 - Pages 50 & 51

1 Have students discuss the questions and write their ideas on the board. Ask them if they would like to have a different school schedule and why.

Answer key: Students' own answers

Direct students' attention to the photos and invite them to identify Sarah and describe her. Elicit ideas about what Sarah's school life is like and write them on the board. You may ask guiding questions: Does Sarah have to wear a uniform?, What does her classroom look like?, When does she go to school?, Can she work in groups?, Is her school only for girls?, Does she get on well with her classmates?; etc. Then tell students to read the text to check their ideas. After that, have them read the sentences and write true or false. Give students some time to compare their answers in pairs. Finally, ask different volunteers to read aloud their answers to check.

Answer key: 1 *F;* **2** *F;* **3** *F;* **4** *T*



#Useful Tip > Vocabulary

Draw students' attention to this box. It is very important for students to know that, in English, we write the days of the week with capital letters.

3 Now, refer students to the chart and elicit the information they need to complete Sarah's timetable. Have them read the text in activity 2 again and write their answers.

Answer key: Maths Maths Maths Maths Maths football / hockey / English English English English English free volleyball PE History Geography Science Art match Workshops

#Useful Tip > Grammar

Point to the three prepositions that appear in the Useful Tip box. Explain that we use on + days of the week, in + morning, afternoon and evening, and at + noon, midday, night and the weekend.

4 Students complete the sentences with a suitable preposition. Call on different students to read their answers aloud to check this activity.

Answer key: 1 in; 2 on; 3 on; 4 at; 5 at

5 Direct students' attention to the *Sign Up to Grammar* box and discuss the use of object pronouns. Then ask a volunteer to read the rubrics in activity 5. Give students some minutes to complete the sentences. You may check answers by asking some volunteers to write the sentences on the board or simply by asking them to read the sentences aloud.

If you want, you can ask students to do the online Interactive Activities for further practice.

Answer key: 1 her; 2 them; 3 it; 4 us; 5 you, me; 6 him

6 Have students complete the chart according to their school schedule. They can look back at lesson 1 if they need help with the names of the school subjects.

Answer key: Students' own answers

#Useful Tip > Language

Draw students' attention to the prepositions in the sentences given and how they are used with reference to each part of the day. Point at the verb have and tell students that we use this verb with meals (and also with food and drinks), for instance: I have breakfast / lunch / dinner / a hamburger / a coffee; etc.

7 Refer students to their schedules in activity 6 and guide them on how to write a paragraph about their school routine.

Answer key: Students' own answers

Optional Activity

You may extend this activity by asking students to write a paragraph about somebody else's schedule (a brother, sister or friend) and compare it with their own schedules.

You may also encourage students to get information about the schedules of some other students in other classes, and compare them with their own schedules too.

8 Students discuss the jokes in class. If you have access to the internet in class, put students into pairs and ask them to find more jokes about the days of the week (for example: What day of the week do chickens hate? Fry-day!).

Answer key: In the first joke, there's a play on words (weak days – week days). In the second joke, students are likely to answer Tuesday and Thursday.



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 129. You may assign these exercises as homework.

Answer key:

1 2 Friday; 3 Monday; 4 Saturday; 5 Sunday;6 Wednesday; 7 Thursday

2		MON	TUE	WED	THU	FRI
	morning	Maths	Science	Maths	Geography	
	afternoon		Physical Education	French	Art	Art

- 3 1 in; 2 in; 3 at; 4 on; 5 in; 6 on
- 4 1 them; 2 it; 3 her; 4 him; 5 me; 6 you; 7 us
- **5** (from top to bottom) I've got PE on Tuesday afternoons, My favourite teacher is Ms Sullivan; have you got Art; Yes, I do

Lesson 3 - Pages 52 & 53

Pair up students to discuss the questions and encourage them to support their answers. Walk around the classroom and monitor their work. Finally, have the class share their ideas.

Answer key: Students' own answers

Refer students to the cartoon strip story called *Calvin*. Explain that Calvin's father is talking about a special time. Ask students to read the cartoon silently and then check what time Calvin's father is referring to (bath time). Ask students to tick the best option to complete the last speech bubble. Have students compare their answers and then check orally with the class.

Answer key: I don't like bath time at all. I hate it!



Optional Activity

Encourage students to create their own line to complete the last speech bubble.

3 Refer students to the Sign Up to Grammar box. Explain that there are different ways of telling the time (for example: It's two thirty. or It's half past

two.). Direct their attention to the picture of the clock and read aloud the words. Have students repeat them after you and make sure they understand the meanings of the words. Then read aloud the examples and draw the corresponding clocks on the board. Finally, draw some clocks on the board (digital or analogue clocks) and ask students to tell you the time in the two possible ways, as you point to each clock at a time.

If you want, you can ask students to do the online Interactive Activities for further practice.

Now, direct students' attention to the clocks in activity 3 and elicit the time. Then explain that they will listen to the girls talking about the school subjects on the right column. Play the audio more than once for students to do the matching activity and check or complete their answers. Finally, invite different volunteers to share their answers with the class to correct the activity.

Answer key: 1 Maths, History; **2** English, Geography; **3** Science; **4** PE, Art; **5** Drama

Audio script 28

Kelly: Ok, here's our timetable.

Sue: Let me see. When have we got Maths?

Kelly: We've got Maths on Monday, Wednesday and Friday at 8:15. Having Maths so early is terrible.

Sue: Come on Kelly, you don't like Maths in the morning or in the afternoon, haha...

Kelly: You're right. How about Physical Education? When have we got PE?

Sue: On Tuesday and Friday at 2:00 pm.

Kelly: Great! The afternoon is a good time for gym.

Sue: We've got Science on Monday and Thursday afternoon. The class starts at 1:45 pm. Lunch break will be shorter those days.

Kelly: Yeah. English classes are on Monday, Wednesday and Friday at 10:30.

Sue: Well, that's not so bad. Then History is on Tuesday at 8:15 and Geography on Thursday at 10:30.

Kelly: We've got Art on Monday and Thursday at 2 pm. **Sue:** And look! We've got Drama on Wednesday at

2:30 in the afternoon.

Kelly: Then we've got a long lunch break on Wednesday. That's cool!



#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box. Explain that: 12:00 pm = noon / midday and 00:00 am = midnight. Also explain the difference between a watch and a clock.



#Useful Tip > Language

Draw students' attention to the *Useful Tip* box, and explain the meaning of the expressions in it and when you use them to greet people.

4 Ask students to work in pairs. Explain that they have to tell the time in one of the clocks so that their partners identify the clock and say the correct number. Read the example aloud with a volunteer to model the activity. As students do the activity, walk around the classroom and monitor their work.

Answer key: Students' own answers

5 Playe students read the dialogues quickly to have an idea of what they are about. Then play the audio for students to put the dialogues in order. Check orally with the class and play the audio again so that students write down the corresponding time. Invite different volunteers to read aloud their answers to check.

Answer key: (from top to bottom) 3, 1, 2; 1 quarter past eight; 2 quarter to one; 3 five past two

Audio script 29

Speaker: Dialogue 1

A: Look at the time! I don't want to be late for the Drama class.

B: It's not late. It's quarter to one.

Speaker: Dialogue 2

A: Hurry up, Jack! We're late for the PE class.

B: What's the time?

A: It's five past two. Let's run!

Speaker: Dialogue 3 **A:** What time is it?

B: It's early. It's eight o'clock. The class starts at quarter past eight.

A: Ok. But I want to have a coffee in the canteen before the class.



#Useful Tip > Language

Refer students to the *Useful Tip* box and explain that we can use *I want to* + verb / *I don't want to* + verb to express desire or lack of it. Provide some examples to illustrate meaning.

6 Have students draw the hands of the clocks according to the times in activity 5.

Answer key: 1 2:05; **2** 12:45; **3** 8:15



Optional Activity

As an expansion activity, you may ask students to work in pairs. Ask students to cover up the sentences in activity 5 and test each other using the clocks in activity 6. Student A points at a clock and asks *What time is it?* and Student B answers. Encourage students to swap roles.



#Useful Tip > Grammar

Refer students to the *Useful Tip* box and explain the use of *at* and *from...* to speak about times and timetables.

7 Tell students to complete their ideal timetables. Then ask them to work in pairs. They ask and answer questions and complete their partners' timetables. Walk around the classroom and monitor their work. Finally, invite some volunteers to share their partners' ideal timetables with the class.

Answer key: Students' own answers



Optional Activity

You may ask students to write down some questions first, and then use these questions to interview their partners.

You may also ask students to interview some of their family members and write the dialogue in their notebooks. **8** Now tell students to use the information in their timetables in activity 7 and write a post for the school blog. Read aloud the example and check students' understanding.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 130. You may assign these exercises as homework.

Answer key:

- 1 1 Algebra; 2 Wednesday; 3 Tuesdays; 4 half past ten;5 eight o'clock; 6 English; 7 Tuesdays
- 2 1 F; 2 T; 3 F; 4 F
- **3 2** It's eleven o'clock. **3** It's five forty five. / It's quarter to six. **4** It's twelve thirty. / It's half past twelve. **5** It's seven twenty. / It's twenty past seven. **6** It's two forty. / It's twenty to three.
- 4 1 I don't want to; 2 I want to; 3 I want to; 4 I don't want to

Lesson 4 - Pages 54 & 55

Introduce the word *bullying*. If you consider it appropriate, you may explain that bullying is the action performed by a bully (a person who is habitually cruel or overbearing, to another person) and that it is a problem in many schools nowadays. You can give further information and explain that the word *bully* can be used as a noun (*He's a bully. That school is full of bullies.*) or as a verb (*He bullies me all the time.*). Ask students to explore the pictures in activity 2. Elicit their first impressions of what is going on in each illustration. Now ask students to identify the bullies in the picture and answer the questions using some of the words in the box.

Answer key: Students' own answers

2 Ask a volunteer to read the rubrics and sentences aloud. Explain the meaning of the new words in the sentences. Then ask students to read the text and circle the correct sentences.

Answer key: (from top to bottom) 2, 4



#Useful Tip > Grammar

Before students pass on to activity 3, direct their attention to the *Useful Tip* box. Explain that imperatives are used mainly to give instructions, to encourage someone or to offer something to someone. Ask a volunteer to read the examples provided in the box. Remind student to say *please* to sound more polite when using imperatives.

3 (30) Tell students to read the sentences. Explain that the teacher is not in the classroom with Karen and Brian. Play the audio and have students listen and tick the phrases they hear. Check orally with the class. Then read the questions aloud and play the audio again for students to answer them. Finally, invite some volunteers to share their answers with the class to check.

Answer key: 2, 4, 5, 7

a They argue about the way Brian talks to Karen because he wants to have her school bag. **b** Brian is rude.

Audio script 30

Brian: Hi, little Barbie! I like your pink school bag.

Give it to me right now!

Karen: Stop it! I hate it when you call me little Barbie.

Don't talk to me like that!

Brian: All right, all right! Now, give me your pink

school bag or else...

Karen: Stop bullying me, please!

Brian: Give it to me now! I want it.

Karen: Listen, Brian! Don't talk to me like that! Say:

'Can I see your school bag for a minute, please? I

just want to look at it. I like it a lot.'

Brian: Ok, Karen. Can I see your school bag, please?

Karen: Of course. Here it is. But give it back to me,

please!

Brian: Ok. Don't worry!

4 Students complete the sentences with a suitable imperative form using the verbs in the box.

Answer key: 2 Show; **3** Don't worry; **4** come; **5** Don't touch; **6** Think

5 Refer students to the pictures in activity 2 and have them complete the phrases. Invite different volunteers to read the sentences aloud to check ideas.

Answer key: 1 laugh at me, please; **2** stop shouting at me, please; **3** don't push me

6 Draw students' attention to the *Sign Up to Grammar* box. Read aloud the example questions and answers for requests and permissions and check understanding. Remind students to say *please* to sound more polite when requesting something or asking for permission. Explain that it is also a good idea to say *of course* and *certainly* when they answer.

If you want, you can ask students to do the online Interactive Activities for further practice.

Now refer students to activity 6 and ask them to complete the requests. To check, ask different volunteers to read aloud the questions. Encourage other students to answer the requests by using the corresponding expressions.

Answer key: 2 Can you; 3 Can I; 4 Can you

7 Draw students' attention to the *Useful Tip* box. Explain that we use the prepositions *in*, *on* and *at* to talk about places and with time expressions. Then, have students match the prepositions with the expressions. Tell students that sometimes there's more than one possibility; for example: *in* the cafeteria and *at* the cafeteria are both correct but the usage depends on whether you want to mean inside (*in*) or to say that you are simply at that place (*at*).

Answer key: in: the taxi, my car, the morning, July; **on:** Saturday, the first floor; **at:** the cafeteria, midday, 2 o'clock

8 Students read Harry's post and complete it with *in, on* or *at.*

Answer key: 1 on; 2 at; 3 in

9 Invite students to do some research on bullying and what they can do to avoid it. Encourage them to think of phrases and illutrations that can be

memorable to raise awareness of this problem and how to avoid it. As students work in pairs, walk around the classroom monitoring and offering help if necessary. Finally, invite students to share their posters with the class or they may stick them on the school walls as a prevention campaign.

Relationship skills - It's important to promote caring relationships among students as well as among teachers and students since poor relationships can affect self-esteem, motivation and performance. Make sure that the classroom is a safe environment with clear rules where everyone shows respect and takes into account others' perspectives. Take every opportunity to foster good relationships in class. For example, for pair-work activities or group work, you may have different students work together or organise the groups so that they exchange their views and get to know and understand each other, despite their differences. Take some time to reflect with the class on how the bullies in the pictures in this lesson may feel so as to treat others so badly and what consequences their aggressive behaviour may have on the bullied people. Ask students what they would do if they witness any of these situations and work together on strategies to stand against bullying. Write their ideas on the board and, if students feel comfortable, have them role play some of the situations.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 131. You may assign these exercises as homework.

Answer key:

- 1 Down: 1 unfriendly; 4 tall; Across: 2 strong; 3 nice; 4 thin
- 2 2 in; 3 on; 4 in; 5 at
- 3 Students' own answers
- **4 2** Can I have some water, please? **3** Can you close the door? **4** May / Can I go to the toilet? **5** Can you come here, please?
- 5 Students' own answers

Review - Pages 56 & 57

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

1

В	С	0	L	N	A	S	G		W
E	N	G	L	Ι	S	Н) A		S
V	M	E	U	A	С	Т	Т	U	G
- 1	С	0	J	D H	11	A	R	T	S
E	S	G	G B	Н	E	M	A	R	1
Н	1	R	В	1	N	M D	E	0	Υ
N	0	A	J	S G	С	G	I C	P	Т
K	Е	Р	- 1	G	E		C	В	Н
G	R	н	E	L	C	В	M	0	R
Y	F	\bigcirc	R	0	Т	S	П	H	Т

- 2 1 quarter past eight; 2 It starts at quarter to eight.3 half past three; 4 It finishes at four o'clock.
- 3 (31) Age: 15; Number of hours at school: 6 to 7; Subjects: Business, PE, Science, Social Studies, Maths, Technology Education, Art, Music, Drama, French, German, Latin, Spanish

Audio script 31

Agatha: Hi, Jessica! I have to do a school project on education in the USA. Can you help me?

Jessica: Sure.

Agatha: You're 15. Is that correct? **Jessica:** That's right. I'm in high school.

Agatha: What are the subjects you study in high

school?

Jessica: We have got Business, Physical Education, Science, Social Studies, Maths, Technology Education, Performing and Visual Arts, that is Art, Music and Drama, and Languages: French, German, Latin or Spanish.

Agatha: How many hours a day do you stay at

Jessica: Six to seven hours. It depends on the extracurricular activities we have got on different days.

Agatha: Thanks a lot, Jessica. Now I can do my project.

Jessica: No problem! Let's talk again soon.

Agatha: Great. Bye!

- 4 1 at; 2 from; 3 to; 4 on; 5 at; 6 in; 7 on
- **5 1** c; **2** b; **3** b; **4** a; **5** a
- 6 1 Don't tell me; 2 I don't want; 3 we're late; 4 Can I have; 5 of course; 6 Don't copy it! 7 Here it is.
- 7 1 him; 2 me; 3 it; 4 you; 5 them; 6 her; 7 us; 8 them
- 8 Students' own answers
- **9** ∜ Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 3 & 4 on page 113 of the Student's Book. These activities are thoroughly explained on page 92 of this Teacher's Book.

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 47. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ► Tests Unit 4
- Fxtra worksheets Unit 4

CONTR	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
School subjects School-related words: uniforms, secondary schools, private school, drop-outs; etc. Personal information Jobs and professions	Recycling of units 3 & 4 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about schools around the world.

WHAT ARE SCHOOLS LIKE AROUND THE WORLD? Pages 58 & 59

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, talking and reading about schools around the world.

1 Read aloud the title of the article and encourage the class to explain in their own words how it connects to the photos. Then ask a volunteer to read the rubrics in activity 1. Pair students up to discuss their ideas and then invite some volunteers to share their opinions with the class. Help them with vocabulary if necessary and write some of their predictions on the board.

Answer key: Students' own answers

2 Ask students to read the article to check their previous ideas and then decide if the information in the sentences is true, false or not mentioned. Have the class compare their answers in pairs. Finally, invite some volunteers to read aloud their answers to check. Encourage them to correct the wrong information.

Answer key: 1 ?; 2 T; 3 F; 4 T; 5 T

3 Read aloud the rubric. Ask: What's the teens' chat about? and tell them to read the conversation with the gaps to answer. Then give students time

to read the chat and complete it with the missing words. Have different volunteers read parts of the chat to correct the activity.

Answer key: (from top to bottom) How are you, four o'clock, When, six o'clock, half past nine, have you got English

4 Divide the class into groups. Ask them to choose one of the neighbouring countries and do some research on schooling. Invite students to brainstorm ideas about the information they may include; for example: time classes start and finish, subjects, extra activities, clothes or uniforms students have to wear; etc. Give the groups some time to look for the information and write their paragraphs. Remind students to first write a draft and correct spelling, vocabulary and grammar. Walk around the classroom monitoring students' work. Once the groups have corrected their pieces of writing, they present their final versions to the class. Encourage the groups to find similarities and differences between schools in the different countries.



UNIT 5 - #MY BUSY WEEK

		COMMUNICATIVE AND LEARNING TASKS		
	LEXIS	GRAMMAR	PHONOLOGY	
LI	Activities and daily routine	Simple Present (affirmative)	Pronunciation of verbs in the 3 rd person singular form	Talking about daily routine and activities.
L2	Download, click on, tap, type, turn on; etc.	Sequence markers: first, then, after that, finally Spelling rules for 3 rd person singular	Pronunciation of some sequence markers Pronunciation of verbs in the 3 rd person singular form	Explaining the steps to use different apps. Talking about routine at a summer camp.
L3	How do you go to? On + foot By + plane / train / bus; etc. Cyber acronyms: U, CU, GR8; etc.	Simple Present (interrogative, negative & short answers)	Pronunciation of do, don't, does and doesn't	Talking about other people's routine. Saying how people go to different places.
L4	Wh-words: who, where; etc. Why? Because Climate, environment; etc.	Simple Present (Yes & No questions; Wh- questions)	Pronunciation of question words Intonation of Yes & No questions and Whquestions	Asking and answering interview questions. Talking about other people's routine.
	Extras: Suggested optiona	games and activities for co	nsolidation.	

Opening Pages - Pages 60 & 61

Direct students' attention to the image on the double-page spread and encourage them to identify the objects (notebook, diary, tablet, pencils, clock, markers; etc.). Write key vocabulary on the board as students say the words. Then read aloud the title of the unit and ask the class to relate it to the photo. Elicit the meaning of busy from the class and refer students to the #Pic Of The Unit box to discuss the questions in pairs. Walk around the classroom monitoring their work and offering help if necessary. After some minutes, invite the class to share their ideas and write points in common on the board. Encourage students to mention the advantages of organising their week and to suggest

more ways to be organised. Finally, refer students to the #Unit Goals box and read aloud the objectives. Remind students that they will use this box for selfevaluation at the end of the unit.

Lesson 1 - Pages 62 & 63

Read aloud the questions and invite different students to answer about their routines. Help them with vocabulary and write it on the board. Encourage students to say what they would like to change about their routines and why.

Answer key: Students' own answers

2 (32) Refer students to the e-calendar on the screen. Ask guiding questions to exploit the image: What time is it?, What day is it?, Has the phone got enough battery?, Has Dana got a busy day? Why? Why not?; etc. Encourage students to predict which information is missing: the time. Play the audio for students to complete the e-calendar and remind them to write am and pm to specify the moment of the day in which Dana does the activities. Then play it again so that they check or write all their answers. Finally, have different volunteers read aloud their answers and write the time on the board to check.

Answer key: (from top to bottom) 8:00 am, 12:00 pm, 2:00 pm, 4:15 pm, 5:30 pm, 8 pm

Audio script 32

Dana: My name's Dana and I'm from Sydney, Australia. This is a typical day in my life. I get up at 7 in the morning. I get dressed for school and have breakfast. I go to school at 8 o'clock in the morning. I have lunch at 12 noon at school. I eat fresh fruit and vegetables. At 2:00 in the afternoon, I play volleyball with my friends at school and then at 4:15 I get home. At 5:30 I put on my swimsuit and I go to Bondi Beach with my surfboard. There I meet my friends and we surf together for about one hour. Then, I go back home. When I get home, I have a shower and do my homework. I have dinner at 8 in the evening. After dinner I watch TV and check my chats on the phone. I brush my teeth and go to bed at 10:30 pm. I love my daily routine! It's very busy and fun!

3 Most beginner students are likely to translate each word in isolation every time they encounter a new phrase or an idiomatic expression. As a result of this, they may at times get the wrong meaning and you need to explain to them that some words in English can have different meanings when they are followed by other words or particles, these combinations are called *collocations*. Such is the case of *get* whose meaning changes when followed by *up*, *back* or *dressed*. Write on the board: *get* + *up* = *get up*, *get* + *back* = *get back*

and get + dressed = get dressed. Then explain the meaning of the three phrases by providing some examples and writing them on the board: I get up at 7 am every day. They get back home after school at 5:30 pm. She gets dressed and then she has breakfast. Make sure students understand this concept which will help them in their learning process. Then direct students' attention to the activity and explain to the class that the verbs on the left go together with the nouns on the right. As these words go together, remind students to learn their combinations. Have students match the words. Check students' answers by asking some volunteers to read theirs aloud.

Answer key: 1 up, dressed; 2 lunch, a shower; 3 home, to school, to bed; 4 TV; 5 teeth

4 (32) Tell students to read the sentences about Dana's routine. Then play audio 32 again and have them decide if the information is true or false. Ask some volunteers to read aloud their answers to correct the activity and encourage them to provide the right information for the false sentences.

Answer key: 1 F; 2 T; 3 T; 4 T; 5 T; 6 F

5 Ask a volunteer to read the sentences in the *Sign Up to Grammar* box. Tell students that these sentences are in the Simple Present tense. Ask students if they think the sentences are about what is happening now or about what happens regularly. Make sure they understand that the Simple Present is used to talk about routine and habitual actions in the present.

If you want, you can ask students to do the online Interactive Activities for further practice.

Now refer students to activity 5. Ask students to work in pairs and match the sentences with the corresponding pictures. Circulate around the classroom offering help with vocabulary as pairs do the activity. To check, call out the picture letters one by one and encourage the class to give you the corresponding answers.

Answer key: 1 *e;* **2** *a;* **3** *f;* **4** *c;* **5** *d;* **6** *b*



Optional Activity

Mime it!

Play a miming game using the phrases in activities 3 and 5 and ask students: What do I do every day? You can mime the activities yourself, or split the class into two groups and have students mime the activities for their classmates to guess. Make sure students use the second person singular when guessing the activities, for example, you get dressed, you have a shower; etc.

Then, as a follow-up, have a few students mime the activities again but this time for the rest of the class to guess. Ask them this guestion: What does he / she do every day? Make sure students use the third person singular when guessing on this occasion, for example, he has a shower, she goes to bed; etc.

6 Students fill in the blanks with the correct form of the verbs in brackets. Ask some students to read their answers aloud.

Answer key: 1 work; **2** start; **3** stays; **4** finish; **5** gets; 6 get; 7 have; 8 goes; 9 go

7 (133) Tell students that they are going to listen to Julia, Dana's best friend, talking about her daily routine. Play the audio twice. Check students' answers by reading aloud the time and having students say the corresponding activity. Write the answers on the board to check spelling.

Answer key: (from top to bottom) get up, have breakfast, go to school, violin lesson, get home, go to bed

Audio script 33

Julia: My name's Julia and this is my daily routine: Every day I get up at 6:00 am. I brush my teeth and have a shower. Then, I have breakfast with my mum at 6:30. I go to school at 7:30 in the morning. When I finish school, I take violin lessons at 3:30 in the afternoon. I play the violin in a band for teenagers. I get home at 6:15 in the evening and do my homework. After that, I check my chats on the phone. Then I have dinner and go to bed at 10:15.

8 Read aloud the rubric and make sure students understand that they have to use the Simple Present in the 3rd person singular form. Walk around the classroom to monitor students' work and check they swap roles.

Answer key: Students' own answers

9 $\frac{1}{3}$ In their notebooks, students complete their calendars and write a post about their daily routine. Encourage them to use the text in activity 6 as a model. You may assign this exercise as homework.

Answer key: Students' own answers



p. 132

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 132. You may assign these exercises as homework.

Answer kev:

- 1 Brush: your teeth; Do: homework; Go: to school, back home, to bed; Get: dressed, up; Have: breakfast, a shower, dinner, lunch; Play: football, the guitar
- 2 2 have breakfast; 3 go to school; 4 have lunch; 5 do homework; 6 have dinner; 7 brush your teeth; 8 go to bed
- 3 have breakfast at quarter to seven. I go to school at seven o'clock. I have lunch at guarter to one. I do my homework at five o'clock. At nine o'clock I have dinner. At half past ten I brush my teeth. I go to bed at quarter to eleven.
- 4 1 early; 2 has; 3 goes; 4 school; 5 afternoon; 6 bed; 7 goes
- 5 Students' own answers

Lesson 2 - Pages 64 & 65

Read aloud the questions and invite the class to share their answers. Ask students how they feel when they help their grandparents use technological devices and how their grandparents feel when being helped.



Intergenerational understanding -

Intergenerational relationships help reduce prejudices and stereotypes. When young and old people connect, they learn from each other, find new ways of communication, empathise with each other and share experiences. Invite the class to reflect on their relationships with older generations and ask them what they value the most and why. Also elicit ways in which they can improve their relationships. You may ask questions as students share their opinions: What do you learn from your grandparents or other elderly people?, How can you have a significant impact on their lives?, What interests have you got in common?; etc. You may ask students to think of possible ideas or projects to connect with the elderly in the community or find organisations and get involved in their programmes.

Answer key: Students' own answers

2 Before students read the text, draw their attention to the word cloud. Ask: Are you familiar with these words?, Are your grandparents familiar with these words?, Which connection can you find between the words? Then refer students to the photo and encourage them to describe the situation. You may ask: Who are the people?, How old are they?, What do they look like?, Where are they?, What are they doing? After that, read aloud the title and elicit the meaning of the phrase by having students relate it to the photo. If they are unsure, tell them to read the article to have a better idea. Have students read the sentences at the bottom and decide if they are true or false. Finally, invite different volunteers to read aloud their answers to check and encourage students to correct the false sentences.

Answer key: 1 *F;* **2** *T;* **3** *F;* **4** *T;* **5** *F*

3 Draw students' attention to the *Useful Tip* box. Read aloud the different examples and ask some students to repeat them after you. Then ask students to write the *-s / -es* forms of the verbs listed in activity 3. Invite some volunteers to read aloud their answers and have them spell the words while you write them on the board to check. Check and correct pronunciation if necessary.

Answer key: 2 teaches; 3 finishes; 4 flies; 5 climbs; 6 goes; 7 works; 8 fixes; 9 has; 10 does

4 (34) Explain to students that they are going to listen to an audio message from the teenager in the images. Read aloud the rubric and have students identify the activities in the photos. Then play the audio and ask them to write the numbers with the corresponding pictures. Check orally with the class.

Answer key: (from top to bottom) 4, 1, 2, 5, 3

Audio script 34

Joshua: Hi Mum and Dad! Hope you are fine. Here I am at the summer camp. It's great! I get up at 7 am every day and I have breakfast with the rest of the students. My days are really busy! First, I make my bed. Then, I go mountain climbing. It's so much fun! After that, at noon, I cook and have lunch with my friends. Next, I go horseback riding in the afternoon. Finally, in the evening I'm really tired! I sit down and play online computer games. I miss you!

5 Direct students' attention to the Sign Up to Grammar box. Go over the pronunciation of these sequence markers (First, then, after that, next, and finally) together with your students.

If you want, you can ask students to do the online Interactive Activities for further practice.

Now tell students to work in pairs and take turns to make sentences about Joshua's routine at the summer camp. Make sure students use sequence markers. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

6 The aim of this activity is to help students practise the use of the 3rd person singular forms in the Simple Present tense, and also the sequence markers they have learnt. Explain to students that

they are going to rewrite the steps that Mary takes to download a new app.

Answer key: app store icon. Then, she types the app name in the search box. After that, she taps on the app icon to download it. Next, she inserts her password. Finally, she taps accept to initiate the installation process. When it is finished, she can start using the new app.

7 (35) Tell students that they are going to listen to Stella and John talking about their routines. Stella and John are Mary's students. Give students some time to read the sentences and then play the audio so that they write the names. Play the audio twice and check students' answers by asking some volunteers to read theirs aloud. If necessary, play the audio one more time and make pauses after each answer.

Answer key: 2 Stella and John; **3** Stella; **4** Stella and John; **5** John; **6** Stella; **7** Stella; **8** Stella

Audio script 35

John: Hello, my name's John. On Saturdays I get up at 8:00 in the morning. I get up very early because I take computer lessons with Mary at 9:00 o'clock. I hate computers but they are necessary... and I love Mary's lessons! In the afternoon, I go to the gym. I exercise on Saturdays and also on Tuesdays. I love hamburgers and French fries. I love junk food. I listen to rock and roll. My favourite singer is Elvis Presley, the king of rock and roll! I only read the newspaper on Saturdays and Sundays, but I don't read it during the rest of the week.

Stella: Hello, I'm Stella. I get up at 11:00 in the morning on Saturdays. I get up late because I love sleeping! When I get up, I have breakfast and read the newspaper. I read it every day. I take computer lessons with Mary on Saturday afternoons. I love computers and Mary is a great teacher! I don't go to the gym at weekends. I exercise on Mondays, Wednesdays and Fridays. I love healthy food, especially salads and vegetables. I listen to classical music and I relax... Saturday is my favourite day!



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 133. You may assign these exercises as homework.

Answer key:

- 1 1 First; 2 Then; 3 After that; 4 Finally
- 2 1 T; 2 F; 3 F; 4 T; 5 F; 6 F
- 3 1 ride; 2 Drama; 3 play football; 4 have lunch; 5 do;6 play the guitar; 7 go to bed
- 4 2 brushes; 3 goes; 4 chats; 5 watches; 6 does
- **5 2** Sally watches TV after lunch. **3** My brother chats with his friends all day long. **4** My best friend listens to music on her / his smartphone. **5** Dad reads the newspaper every day. **6** My sister plays video games with her friends.

Lesson 3 - Pages 66 & 67

1 Elicit from students different ways in which people communicate today. Ask the class how they write their messages to their parents and grandparents so that they can understand them.

Possible answers: Chatting online, speaking face to face, speaking on the phone / the mobile phone, using body language, making video calls; etc.

2 Write some acronyms used when chatting (also known as *cyber acronyms*) on the board and have students say what they mean. Here's a list of some useful cyber acronyms:

BRB: be right back DM: direct message FYI: for your information

IDK: I don't know ILY / ILU: I love you

L8: late

LOL: laugh out loud NAGI: not a good idea OMG: oh my God TBH: to be honest

TGIF: thank God it's Friday XOXO: hugs and kisses

Draw students' attention to activity 2. Ask them to read Dora and Maggie's chat and match the cyber acronyms to their meanings. Check students' answers by reading aloud the phrases so that students say the corresponding numbers.

#NOTE

People usually chat with friends or family members, so they do not need to be formal. Moreover, texting takes more time than speaking, so people tend to be as brief as possible, using acronyms and abbreviations. However, nowadays, many people are using chats in professional contexts. Therefore, they may try to be formal in these situations.

Answer key: (from top to bottom) *3, 10, 5, 8, 6, 7, 2, 1, 4, 9*

Optional Activity

Have students write a list of some other cyber acronyms they may know. Ask them to choose a classmate and swap their lists. They must try to say the meaning of the acronyms on the lists they receive. The student who knows the most acronyms is the winner.

Have students write a chat message using the expressions in activity 2.

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box. Write the question *How do you go to school?* on the board and explain to students that when we want to show how we get to a certain place we can use the prepositions by and on: by train / underground / plane; etc. and on foot.

3 Have students read the chat in activity 2 again and answer the questions. Have some volunteers read their answers aloud to check.

Answer key: 1 They're at 1:30 pm. 2 Yes, they do. 3 They go to school by bike.

4 Draw students' attention to the Sign Up to Grammar box. Read aloud the example sentences and questions. Explain to students that the Simple Present tense in the interrogative and negative forms requires the use of auxiliaries (do and don't for I, you, we and they; does and doesn't for he, she and it). Also explain that these auxiliaries do not have any meaning in themselves and that they are necessary to ask questions and to make sentences in the negative when using this tense. Go over the pronunciation of do. don't, does and doesn't and provide some example sentences for your students to repeat after you. Then, refer students to activity 4 and have them look at the survey results and answer the questions. Check students' answers by asking some volunteers to read theirs aloud.

If you want, you can ask students to do the online Interactive Activities for further practice.

Answer key: 2 No, they don't. They go to school by bike. **3** Yes, he does. **4** No, she doesn't. She goes to school by bus. **5** Yes, he does.

Optional Activity

Hangman

Draw a hangman grid on the board. Choose a word from the Useful Tip box and draw dashes under the grid according to the number of letters in the word (for example, if you choose the word car, draw three dashes). Before guessing any letters, students must ask Yes / No questions about this means of transportation (e.g. Is it big?, Is it public?, Has it got any wheels?, Do you use it to come to school?). If the answer to the question is yes, they get to guess the letter. If they guess a letter that is not in the word chosen, draw a part of the body of a stick figure on the hangman grid. If the stick figure is completed before students guess the word, they lose. If they guess the word correctly and the stick figure is not complete, they win. For the second round, have a student go to the board and choose a means of transportation (or any other word from the unit that may make the game more challenging). Depending on the number of students in your class, you may choose to play the game in groups of three or four.

5 (36) Direct students' attention to the photo and invite them to describe it. Explain to students that they are going to listen to a conversation between Dora and Leo. Give students some time to read the sentences and check understanding before they listen to the audio. Then play the recording twice for students to circle the correct words. Finally, check students' answers by asking some volunteers to read theirs aloud.

Answer key: 1 play; **2** doesn't play; **3** Fridays; **4** likes; **5** guitar; **6** love

Audio script 36

Tom: So, Dora, do you play tennis?

Dora: Yes, I do! I play tennis every Saturday. And you?

Tom: I don't play tennis. I play basketball.

Dora: Do you play basketball on Saturdays?

Tom: No, I don't. I play basketball on Fridays.

Dora: Do you play any musical instruments?

Tom: Yes, I do. I play the guitar. And you?

Dora: I don't play the guitar but I play the piano.

Tom: Do you like classical music? **Dora:** No, I don't. I like rock 'n' roll.

Tom: That's great! Look! There's an ice cream shop on

the corner. Do you like ice cream?

Dora: Yes, I do! I love it! **Tom:** Let's have an ice cream!

Dora: Great idea!

6 Students work in pairs. They use the phrases in the table to interview their classmates. Make sure students swap roles. Ask students to use the example as a model. Monitor their work as you walk around the classroom.

Answer key: Students' own answers

7 \(\) Tell students to write a paragraph about Dora and her friends by using the information in activity 5 and the pictures in this lesson. Encourage them to add more ideas on their own.

Answer key: Students' own answers

Optional Activity

Ask students to get a blank sheet of paper and draw a 4x4 grid. Have them write an action (and when it happens) in each space of the grid. Write some examples on the board: study Maths every day, have a shower in the morning; etc. Monitor and help as needed. Tell students to walk around the class and ask their classmates questions based on what they wrote in their own grid. Model some questions and ask for a volunteer to help you answering them: Do you study Maths every day?, Do you have a shower in the morning?; etc. Have them write down the names of the classmates who answer their questions affirmatively.

After about ten minutes, ask students to write the information they have found out about their classmates using complete sentences. For example: *Pilar studies Maths every day.*, *Gabriel has a shower in the morning*.

WB p. 134

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 134. You may assign these exercises as homework.

Answer key:

- 1 1 by car; 2 by bus; 3 by bike; 4 by train; 5 by taxi; 6 on foot
- 2 Students' own answers
- 3 11 don't get up at 5:00 every morning. 2 My brother doesn't play basketball. 3 My father doesn't write online messages to Grannie every day. 4 My best friend doesn't love social media. 5 I don't go to school on foot. 6 We don't have lunch at the school canteen.
- **4 1** Does Dina play volleyball? Yes, she does. **2** Does Peter like sports? No, he doesn't. **3** Does Jane get up at 6 am? No, she doesn't. **4** Does Daniel go to school by car? Yes, he does.
- **5 1** Do you brush your teeth; **2** Do you go to school in the morning; **3** Do you have lunch at school; **4** Do you play (football); **5** Does (your brother) play the guitar
- 6 Students' own answers

Lesson 4 - Pages 68 & 69

1 invite students to share their answers and reasons. Elicit eco-friendly actions they take to protect the environment and write the ideas on the board.

Answer key: Students' own answers

2 Direct students' attention to the *Sign Up* to *Grammar* box. Ask some volunteers to read the information in the box. Read aloud the questions and have students repeat them after you to practise intonation. Explain that, in general, we use a rising intonation in *Yes / No* questions and a falling intonation at the end of *Wh*- questions.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then refer students to activity 2 and have them look at the images and elicit information. Ask: Do you know the girl in the photo?, What does she do?, Where is she from?, Why is she an activist?, What is 'Fridays for Future' about? Then tell the class to complete the interview with the questions in the box and have students compare their answers in pairs. Finally, ask some volunteers to role play the interview for the whole class to correct the activity.

Answer key: 1 How old are you Greta? 2 What do you do every Friday? 3 Why do you want to promote action? 4 How do you do that? 5 Who do you do it with? 6 When do you usually do that? 7 Where do you get

6 When do you usually do that? **7** Where do you get together?

Optional Activity

Pair students up and remind them of their ideas in activity 1. Explain that they are going to ask each other questions to learn about their environmentally-friendly actions. Write prompts on the board and encourage students to make questions; for example: How often / walk or cycle to school?, Where / throw your rubbish?, What / do to save energy?, How / reduce your waste?, When / use reusable bottles, bags or containers?; etc. Tell students to take turns to ask and answer the questions. Walk around the classroom to monitor their work.

3 Ask students to read the interview again and decide if the sentences are true or false. Invite different students to read their answers aloud to check and encourage them to correct the false sentences.

Answer key: 1 T; 2 F; 3 T; 4 F



#Useful Tip > Grammar

Focus students' attention on the *Useful Tip* box and explain the use of *Why...? Because...* Read out the sentences in the box and write some other examples on the board to clarify ideas. Finally, pairs students up and encourage them to write two similar questions and answers in their notebooks or folders using *why / because.*

4 Ask students to match the columns to form questions. Check students' answers by asking some volunteers to read the complete questions aloud.

Answer key: (from top to bottom) 3, 1, 5, 2, 6, 4

5 Students answer the questions in activity 4. You may check students' answers by asking some volunteers to read theirs aloud.

Answer key: Students' own answers

6 Write some sentences in the Simple Present on the board and underline different phrases. Elicit from students suitable questions whose answers correspond with the underlined phrases. Then tell students that they are going to write questions for the underlined phrases in the activity.

Answer key: 1 How do you do that? **2** Does your brother help you? **3** Why do you recycle? **4** When do you do it? **5** Where do you do it?

7 Organise students into groups and tell them to write a list of tips to protect the environment. If necessary, have students research information on the internet. Explain that they can also use some of the ideas they mentioned in activity 1. Remind students to write a draft and revise it before designing their

posters. Encourage them to use colours to highlight key words and include pictures to illustrate their tips. Finally, have them display their posters on the school walls or somewhere in their community.

Answer key: Students' own answers

#NOTE

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 climate change affects people in their community and worldwide.

8 Have students work in pairs. Students use the information in activity 7 to write questions in the chart and interview a classmate. Tell students to circle the *tick* or the *cross* according to their partners' answers.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 135. You may assign these exercises as homework.

Answer key:

- 1 2 Do they go to the same school? No, they don't.
 3 What's Carol's hobby? She plays the guitar. 4 What does Linda do in her free time? She plays tennis and swims. 5 Does Carol like sports? No, she doesn't.
 6 Does Olivia play the guitar? No, she doesn't.
- **2 1** Why, Because; **2** When, in the morning; **3** Who, With; **4** Where, in the gym; **5** What, healthy
- 3 2 How does she go back home; 3 Why does she study English; 4 Where do they go on holiday; 5 Who do you go dancing with
- 4 Students' own answers

Review - Pages 70 & 71

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

- 1 1 get; 2 get; 3 have; 4 go; 5 have; 6 go; 7 get; 8 have
- **2** (from top to bottom) 3, 1, 2, 4
- 3 (137) 1 Peter has a shower at 6:30 in the morning.
 2 He goes to school by bike. 3 He doesn't have breakfast at home. 4 He plays football on Tuesdays and Fridays.

Audio script 37

Peter: Hi! I'm Peter Thompson and this is my weekly routine. I get up at 6:30 and have a shower. I get dressed and go to school by bike. I love exercising in the morning. I have breakfast with my friends at the school canteen. Classes start at 7:45. My favourite subject is Maths. I want to be an engineer in the future. I leave school at 4:00. I play football with my friends on Tuesdays and Fridays. It's good fun. When I get home I have a shower again, the second of the day! We have dinner at 8:30. After that, I watch TV or do homework. I go to bed at 10:30 pm.

- 4 (137) 2 How do you go to school? 3 Where do you have breakfast? 4 When do you play football? 5 What sport do you play?
- **5 1** by; **2** on; **3** at; **4** in; **5** on
- 6 2 They go to their grandmother's house on foot.3 They go to the sports club by bike. 4 They go to school by bus.
- 7 Students' own answers
- 8 Students' own answers
- 9 Students' own answers
- 10 1 gets up; 2 has; 3 creates; 4 goes; 5 gets; 6 eats;7 posts; 8 walks; 9 reads

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 61. Remind students to tick the boxes of the faces that best represent their performance.

Teacher's Resource Material

- ► Tests Unit 5
- Extra worksheets Unit 5



UNIT 6 - #OUR BEST FRIENDS

		COMMUNICATIVE AND LEARNING TASKS				
	LEXIS	GRAMMAR	PHONOLOGY			
LI	Animals Personality adjectives How often?	Frequency adverbs	Pronunciation of some frequency adverbs Pronunciation of some personality adjectives	Expressing frequency. Saying the years.		
L2	Collocations: detect mines, find truffles, pick up dropped items; etc. Animals	Can (ability & inability) Connectors: and, but, or	Pronunciation of can & can't Stressing can't (negative sentences) Stressing the main verb after can (affirmative sentences)	Talking and writing about what people and animals can or can't do.		
L3	Breed dogs vs adopted dogs Muzzle, leash, bark, lick; etc.	Would or wouldn't like to + verb Short form of would ('d)	Pronunciation of would and wouldn't	Discussing dogs as pets. Talking about wishes.		
L4	Elephant sanctuary, natural reserve; etc. Buy gifts, take photos; etc.	Frequency expressions Can (permission) Revision of can (ability)	Pronunciation of some frequency expressions	Talking about frequency and routines. Asking for and giving permission.		
	Extras: Suggested optional games and activities for consolidation.					

Opening Pages - Pages 72 & 73

Direct students' attention to the photo collage on the double-page spread and encourage them to identify the animals. Read the title of the unit and ask the class how it relates to the image. Based both on the title and the collage, elicit what topics students imagine they are going to study in this unit. Then instruct students to write a definition for the phrase best friend. Monitor and help them with vocabulary as needed. Next, organise students into pairs or small groups and have them compare definitions. Ask volunteers to read their definitions aloud and motivate some discussion about the topic. Then refer the class to the #Pic Of The Unit box and have them discuss the questions in pairs.

After some time, invite the class to share their ideas. When discussing the questions, encourage students to describe the people and mention what they have got in common with the animals. Finally, ask: What's your favourite photo? Why? You may have the class vote for the funniest photo. After that, draw students' attention to the #Unit Goals box and read aloud the objectives. Tell the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 74 & 75

Read aloud the questions and invite students to share their answers. Help them with vocabulary and write key words on the board. Then tell the class to read the introduction on the

left-hand side of the page to check their ideas. Finally, invite different volunteers to answer the questions according to the information in the text.

Answer key: Students' own answers



#Useful Tip > Vocabulary

Direct students' attention to the *Useful Tip* box. Explain that, in English, years are normally divided into two parts; the first two digits and the last two digits (for example: 1995 is divided into 19 and 95 so you would say nineteen ninety-five). For the years 2001 to 2010, the most common way of saying the year is two thousand and + number. For the first years after 2010 you may hear two different alternatives (for example: two thousand and twelve or twenty twelve). Ask a volunteer to say the years that appear in the box. Check students' understanding by writing different years on the board and asking different students to say them.

2 Encourage students to read the Chinese zodiac page. Then draw their attention to the chart that appears on the bottom left-hand corner of the page. Explain that in this chart students will find their corresponding sign in the Chinese zodiac. Encourage students to say what animal in the Chinese zodiac they are and ask them to read their personality descriptions again. Finally, have students discuss whether they think their description is accurate or not.

Answer key: Students' own answers

#NOTE

The Chinese zodiac is a 12-year cycle. Each year of the 12-year cycle is named after one of the 12 animals. Each animal has got a different personality and different characteristics and it is represented with a different symbol.



#Useful Tip > Vocabulary

Refer students to the *Useful Tip* box that appears on page 75. Explain that we use personality adjectives to describe people's qualities.

3 Have students work in pairs and classify the highlighted adjectives in the text. Copy the chart on the board and have different volunteers say the corresponding words for each connotation to check. Finally, read out the words and have students repeat after you to practise pronunciation.

Answer key: - connotation: angry, impatient, critical, distant, lazy; **+ connotation:** charming, easy-going, intelligent, patient, courageous, popular, sociable, creative, practical, hard-working, honest; **neutral:** extroverted, introverted, instinctive, determined, shy, quiet

4 (38) Tell students that they will listen to the people's descriptions and they have to identify the correct zodiac sign. Have a student read out the first sentence as an example. Play the audio for students to listen to the description of Jennifer and then read the characteristics of a rabbit in the text on page 74. Tell them to pay attention to the adjectives mentioned in the audio and find the corresponding animal in the text. Then play the audio pausing after each description for students to write the correct animal.

Answer key: 2 monkey; 3 dog; 4 snake; 5 tiger

Audio script 38

- 1 Jennifer rarely gets into conflict. She's got many friends. She's extroverted.
- **2** Jacob loves parties. He's very sociable and creative. He usually solves problems quickly.
- **3** Judith's sometimes distant at parties. She usually keeps her friends' secrets.
- **4** Mike believes in intuition. He loves success so he's always determined to achieve his goals.
- **5** Isaac always fights for what is right but he sometimes finds it difficult to make a decision.



Read aloud the rubric and invite two volunteers to role play the example dialogue for the whole class. To check understanding, you may describe one of your family member's personality for the class to identify the zodiac sign. Then have students work in pairs and walk around the classroom to monitor their work.

Answer key: Students' own answers

6 Students look at the Sign Up to Grammar box. Ask some students to read aloud the sentences in the box and help them work out the meanings of the frequency adverbs that appear in these sentences. You may write the adverbs of frequency on the board. Then you may write (+) next to always to indicate that this word is used when something occurs with the most frequency, and (-) next to never to imply the opposite idea. Also, try to help students come up with the correct pronunciation of these frequency adverbs as they read them out.

Draw students' attention to the position of the adverbs in the sentences. Make sure students understand that the position may vary: they are used before most verbs (*She never gets up early*.) but after the verb to be (*She is often late*.).

If you want, you can ask students to do the online Interactive Activities for further practice.

Draw students' attention to activity 6 and ask them to write the words in order to make sentences. You may check students' answers by asking some volunteers to read their answers aloud.

Answer key: 2 My mum is rarely angry. **3** My father never gets into conflict. **4** My teacher usually gives us homework. **5** I sometimes go out with my friends.

7 Now invite the class to write complete sentences by using the prompts. Tell them to pay attention to the verbs they need to write in each sentence and the position of the adverbs of frequency. To correct the activity, ask different volunteers to read their sentences aloud and write them on the board to check spelling.

Answer key: 2 A dragon usually helps his / her friends. **3** A tiger is often angry. **4** Rats are usually charming and easy-going. **5** A horse is sometimes impatient.

#NOTE

It is advisable to go over some simple rules for regular plural of nouns at this stage too. For example: nouns ending in s, x, ch or sh add -es (boss - bosses; fox - foxes; inch - inches; bush - bushes); nouns ending in consonant + y, change y to i and then add -es (baby - babies; candy - candies); most others simply add -s (cat - cats; face - faces; day - days). Explain that there are irregular plural nouns that do not follow any rules; for example: foot - feet; child - children; mouse - mice; ox - oxen. You may write on the board other singular nouns that students know and encourage them to provide the irregular plural forms: man - men, woman - women, tooth - teeth, sheep - sheep, fish - fish.

Before you plunge into this activity, write the phrase How often...? on the board. Explain that we can ask questions using How often...? to get information about the number of times something happens (frequency). Write the following example on the board: A: How often do you go to the gym? B: I usually / never / sometimes go to the gym. Check students' understanding by asking some volunteers to answer questions such as How often do you eat fish?, How often do you make your bed?; etc.

Ask students to work in pairs. They use the phrases in the table to interview their partners and tick the corresponding adverbs according to the answers. Encourage students to swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

9 \(\) Students write, in their notebooks, one or two paragraphs about their classmate's personality and routine by using the information they collected in activity 8. You may assign this exercise as homework.

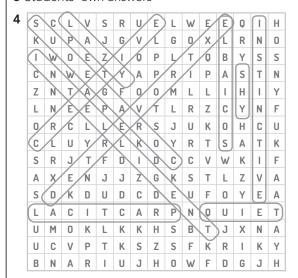
Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 136. You may assign these exercises as homework.

Answer key:

- 1 1 I read it every day. 2 She goes to the gym almost every day. 3 He eats meat some days. 4 I don't play tennis. 5 They go to the cinema almost every day.
- 2 Students' own answers
- 3 Students' own answers



- 5 1creative; 2 intelligent; 3 impatient; 4 extroverted;5 determined
- 6 Students' own answers

Lesson 2 - Pages 76 & 77

1 Encourage students to discuss this warm-up questions in class. Make sure students can account for their answers by providing some help. Write working animals at the top of the board and divide it into two columns: Agree and Disagree and write students' ideas under the headings.

Answer key: Students' own answers

2 Direct students' attention to the photos and encourage them to speculate on the animals' jobs. Then give them some minutes to read the article and do the matching activity. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 *b;* **2** *c;* **3** *a*

3 Direct students' attention to the Sign Up to Grammar box on page 77. Ask a volunteer to read aloud the information in the box and explain that we may use can to talk about ability. You may read aloud a negative sentence and have students repeat it after you, stressing the word can't. Then, you may read aloud an affirmative sentence and have students read it, stressing the main verb after can. Encourage some volunteers to provide some more examples with both can and can't.

If you want, you can ask students to do the online Interactive Activities for further practice.

Ask students to read the text in activity 2 again and answer the questions. Check students' answers by asking some volunteers to read their answers aloud.

Answer key: 2 No, they can't. 3 No, they can't. 4 Yes, they can. 5 No, they can't. 6 Yes, they can.

4 (39) Tell students that they are going to listen to a podcast in which a teenager called Jason talks about his own abilities. Play the audio and have students complete the sentences with *can* or *can't*. Play the audio again and check students' answers by asking some volunteers to read theirs aloud. If necessary, play it one more time and make pauses after each answer.

Answer key: 1 can; 2 can't; 3 can; 4 can't



Audio script 39

Jason: Hi, folks! In today's episode I want to share some of my abilities with you. I'm a sporty guy. I can run a marathon and play football but I can't do yoga or martial arts.

I follow a training programme. I run 3 km a day and I usually play football on Tuesdays, Thursdays and Saturdays. I can play the centre forward and the striker position but I definitely can't play the goalkeeper position.

Thank you for listening. Remember you can follow me on social media. We'll meet in my next episode! Bye!

5 Draw students' attention to the information in the *Useful Tip* box. Explain that we can use and, or and but to join two sentences. Refer students to the examples given and check general understanding by asking some volunteers to make similar sentences about their own abilities using and, or and but. Then tell them to circle the connectors in activity 4.

Answer key: (from top to bottom) and, but, or, and, and, and, but

Tell students to interview their partners using the questions in the table and complete the column with their partners' answers. Then they swap roles and write their answers in the YOU column. Walk around the classroom and monitor their work.

Answer key: Students' own answers

7 Have students look at the table in activity 6. Ask them to write, in their notebooks, sentences about their partners' abilities using *can* and *can't* and *or*, *but* and *and*.

Answer key: Students' own answers

WB p. 137

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities

on page 137. You may assign these exercises as homework.

Answer key:

- 1 2 can make a cake; 3 can't ride a bike; 4 can speak French; 5 can swim; 6 can't rollerblade
- 2 Can Jen and Lucas make a cake? Yes, they can.
 3 Can Oliver ride a bike? No, he can't. 4 Can Martha speak French? Yes, she can. 5 Can they swim? Yes, they can. 6 Can Lisa rollerblade? No, she can't.
- **3** (from top to bottom) 4, 1, 3, 5, 2
- 4 Students' own answers
- 5 Students' own answers

Lesson 3 - Pages 78 & 79

Have students discuss the warm-up questions in class. Make sure students can account for their answers.

Answer key: Students' own answers

2 Ask students to read the online magazine article and label the photos with the highlighted words in the text. Encourage them to get the meaning of the words from the context. Finally, check orally with the class.

Answer key: 1 bite; 2 lick; 3 bark; 4 muzzle; 5 leash

3 Tell students to read the article again and decide if the sentences are true or false. Ask different volunteers to read aloud their answers to check. Encourage students to correct the false sentences.

Answer key: 1 T; 2 T; 3 F; 4 T; 5 F; 6 F

Direct students' attention to the Sign Up to Grammar box on page 79 and ask a volunteer to read aloud the information. Explain that we use would / wouldn't like + to (infinitive) to talk about things people want or do not want to have or do. Point to the short form of would ('d). Go over the pronunciation of would and wouldn't and its contracted form ('d): I would like to have a dog. = I'd like to have a dog.

If you want, you can ask students to do the online Interactive Activities for further practice. Ask students whether they would like to have a pit bull and encourage them to account for their answers.

Answer key: Students' own answers

5 (40) Explain to the class that they will listen to an interview with Kate, a member of a foundation that works to rescue dogs and take good care of them, and they have to tick the information that she mentions. Tell students to read the sentences in silence and clear up any doubts. Then play the audio twice for students to complete the activity. Check students' answers by asking some volunteers to read theirs aloud.

Answer key: (from top to bottom) 3, 4, 6

Audio script 40

Woman: Do you know that adopting a dog is better than buying a breed dog? There are many benefits when you adopt a dog. An adopted dog is always more affordable than buying a dog from a breeder. Next, dogs in rescues and shelters are usually house-trained because most of them come from a family home. They are usually good with kids and get on well with other pets.

Rescues and shelters always help you find the ideal dog for you and your family. Are you looking for a dog that doesn't bark too much and is good with children or are you looking for an energetic dog that loves running in a garden? Our foundation posts hundreds of local pets and our experts will match you with the perfect dog for you.

Our website has a feature called 'New Pet Alert'. Simply tell us what you are looking for and we will contact you when a new dog is in need of a new home!

6 Direct students' attention to the dogs in the photos and the information below them. Ask the class to describe the pets and then have them discuss the questions in pairs. Walk around the

classroom monitoring their work and helping with vocabulary if necessary. After some minutes, invite different volunteers to share their ideas and give reasons to support their answers. Ask the class to mention aspects they should consider before adopting a pet dog; for example: if there's enough space where they live, if everyone in the family wants a pet, if they will be responsible for the pet and its needs, if the dog has got little chance of being adopted; etc.

Responsible decision-making - When students discuss the idea of adopting a dog, they must make a thorough analysis of their situation and their possibility of taking care of a pet. As students need to make informed decisions that will influence not only their lives but also their family and the pet dog, they become aware of the importance of their choices and their impact. Students also analyse the dogs' unique traits and appreciate what makes the pets special, developing openness to diversity. Explain that some dogs are less likely to be adopted because of their age or condition and have students think of the benefits these animals would bring to them and their families if they adopted them. Finally, encourage students to imagine they are organising an adoption campaign for the pets in activity 6 and ask them to list their special characteristics and reasons why they would be a great companion.

Answer key: Students' own answers

7 Read the instructions and go over the words in the box with the class to check understanding. Give students some minutes to write their sentences and compare their ideas with their partners. Finally, invite some volunteers to read aloud their sentences.

Answer key: Students' own answers

8 Students work in pairs. Ask them to use the questions in the table to interview their classmates. If students haven't got a dog, encourage them to feel free to invent the information. Make sure

students swap roles. Monitor their work as you walk around the classroom.

Answer key: Students' own answers

9 Ask students to write, in their notebooks, a post about their partners' dogs using the information in activity 8. Encourage students to use some of the adjectives in the online magazine article in activity 2. You may assign this exercise as homework.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 138. You may assign these exercises as homework.

Answer key:

- 1 1 climbs; 2 licks; 3 muzzle; 4 bite; 5 barks; 6 leash
- **2 Bella:** intelligent, sleeps in my bed, licks your face, climbs up the table, independent; **Rosie:** obedient, friendly, barks when hears something strange, doesn't bite
- 3 Students' own answers

Lesson 4 - Pages 80 & 81

1 Invite students to answer the questions and share the information they may know with the rest of the class. Direct their attention to the photos in the leaflet in activity 2 to illustrate their ideas, but make clear that they do not need to read the text in detail at this moment. Help them with vocabulary and write the ideas on the board.

Answer key: Students' own answers

#NOTE

A wildlife sanctuary is a place specifically built to provide care for captive animals that become unwanted for a variety of reasons. A sanctuary does not breed, buy, sell or trade animals. A sanctuary also does not capture animals from the wild but acquires only animals who can no longer survive in the wild. These might include injured wildlife, confiscated illegal exotic pets, exotic pets who are surrendered by their owners, and animals from zoos, circuses, breeders, and laboratories that close down.

Source: www.sanctuaryfederation.org

2 Explore the image with students and elicit from the class what a leaflet is (a printed sheet of paper or a few printed pages that are given free to advertise or give information about something). Now tell students to read the information to answer the questions. Have them work in pairs to compare and correct their answers. Finally, ask some volunteers to read their answers aloud to check.

Answer key: 1 It's a natural reserve that protects elephants. 2 In Chiang Mai, Thailand. 3 To teach visitors about elephants and to protect them. 4 You can stay from 6:30 am to 6:45 pm. 5 Guides speak English.

3 Direct students' attention to the *Sign Up to Grammar* box. Ask some volunteers to read aloud the information in the box. Explain that we can use frequency expressions to talk about how often we do things. Drill on the correct pronunciation of these frequency expressions.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then, ask students to read the leaflet on page 80 again and decide if the sentences in activity 3 are true (T) or false (F). Check students' answers by asking some volunteers to read theirs aloud. Encourage students to correct the false sentences.

Answer key: 1 *F;* **2** *F;* **3** *T;* **4** *T;* **5** *F;* **6** *F*



#Useful Tip > Grammar

Explain that can and can't are sometimes used to ask for or give / don't give permission. Ask some volunteers to read aloud the example given in the box and provide some more examples if necessary.

4 41 Explain to the class that they will listen to a dialogue between a mother and her daughter visiting the Elephant Sanctuary. Read the phrases aloud and, if necessary, teach the vocabulary before doing the listening activity. Then play the audio and have students tick the activities Rita can do. You may check students' answers by asking some volunteers to read their answers aloud.

Answer key: (from top to bottom) 1, 3, 5, 6

Audio script 41

Rita: Mum, can I drink some water?

Mum: Of course, Rita. Make sure you drink water from the bottle. You can also eat that tasty Thai food.

Rita: Ok, Mum! Mum, can I ask the photographer to take a picture of us?

Mum: No, you can't. You have got a very nice camera there.

Rita: Mmm... Can I ride on an elephant?

Mum: No, Rita! Nobody can.

Rita: Ok... Look! An ice cream parlour! Can I have an

ice cream, please?

Mum: Yes, you can... but let's go to the mud spa with the elephants first.

Rita: Can I play with them in the mud?

Mum: Yes, you can!

Rita: That's great! Thank you, Mum!

Mum: It's all right, dear. You're a good girl. I love you.

Rita: I love you too, Mum.

5 Have students read the chat and fill in the blanks in Rita's messages. Explain that they can find the information to answer correctly in the previous activities. Then ask some volunteers to read their answers aloud to check.

Answer key: 1 No, you can't; 2 Yes, you can; 3 can play; 4 No, you can't; 5 can eat; 6 Can you take; 7 you can

6 Students work in pairs. They use the information in activity 4 and role play a dialogue. Point to the example given and ask students to use it as a model. Encourage students to swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

7 Have students work in pairs. Students use the cues to ask and answer questions. Ask a volunteer to read the example aloud and tell students that they may use this example as a model. Make sure students swap roles and note down their partners' answers.

Answer key: Students' own answers

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 139. You may assign these exercises as homework.

Answer key:

- 1 1 every day; 2 twice a week; 3 twice a day; 4 once a week
- 2 Students' own answers
- **3 1** Can I have a drink; **2** Can I open the window; **3** Can I use the tablet; **4** Can I go to Peter's house
- 4 2 Frogs can't vomit. 3 Dolphins can hear sounds that humans cannot hear. 4 Monkeys can be sad about dead family members. 5 Tortoises can't be pets.
 6 Elephants can't jump.
- 5 Students' own answers

Review - Pages 82 & 83

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

1 (42)

	MON	TUE	WED	THU	FRI	SAT	SUN
Video games	X	X	X	X	Х	X	Х
Dog		X		X			
Football	X		X		X		
Homework			X				
Get up late						Х	X

Audio script 42

Jake: Hi, folks! Hope you're good. In this week's episode I'll tell you about my routine. My busy routine! Would you like to know about it? Well, here's what I do in a week. I love football and I play matches three times a week, on Mondays, Wednesdays and Fridays. I also love video games and I play my favourite games every day. I take my dog for a walk twice a week, on Tuesdays and Thursdays. I take turns with my brother and sister. I don't like doing homework. I do homework once a week, usually on Wednesdays after my football match. I get up late twice a week, on Saturdays and Sundays. I would like to get up late every day but I can't! Don't forget to follow me on social media! See you in my next episode! Bye!

- 2 1 How often do you play video games; 2 Have you got a dog; 3 How often do you take him for a walk; 4 How often do you play football; 5 I do my homework once a week; 6 I get up late twice a week
- **3 2** Jake walks his dog twice a week. **3** He plays football three times a week. **4** He does homework once a week. **5** He gets up late twice a week.
- 4 Students' own answers
- 5 2 A dog can bark and run. 3 A cat can jump but it can't bark. 4 A hamster can't fly or climb glass walls.
 5 An elephant can swim and walk.

- 6 Students' own answers
- 7 1 sociable; 2 courageous; 3 extroverted; 4 impatient; 5 creative; 6 practical; 7 honest; 8 determined
- 8 Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 5 & 6 on page 114 of the Student's Book. These activities are thoroughly explained on page 93 of this Teacher's Book.

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 73. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ► Tests Unit 6
- Extra worksheets Unit 6

CONTE	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
Personal information Activities and daily routine Family members	Recycling of units 5 & 6 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about a famous conservationist.

BINDI, BETWEEN NATURE AND SHOWBIZ Pages 84 & 85

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, reading and talking about a famous conservationist.

1 Read the title aloud and ask the class if they know Bindi and invite them to provide information they may know about her. Then have students think about Bindi's life and relate it to the title. Ask them to describe her and to speculate about her personality and her daily life. You may ask guiding questions: Is Bindi active / lazy / shy?, Has she got a busy life?, Does she get up early?; etc. Finally, tell students to read the texts to match them to the titles and check their previous ideas. Have different volunteers read aloud their answers to correct the activity.

Answer key: 1 c; **2** b; **3** a

2 Tell students to read the interview and write the corresponding question for each answer. Have the class compare their answers in pairs. Finally, invite some pairs to read aloud parts of the interview to correct the activity.

Answer key: 1 When is your birthday; 2 Where do you live; 3 How often is the reality series on; 4 How often does the vet test the tiger's eyes; 5 Have you got a pet; 6 What time do you get up; 7 Do you visit the animals in the zoo; 8 What time do you have dinner

3 Have students work in pairs and answer the questions. Walk around the classroom and monitor their work. Have different volunteers read their answers to check.

Answer key: 1 1998; **2** She's (22) years old. **3** She lives in the zoo. **4** Her name's Terri. **5** Bindi's father.

- **6** No, she isn't. **7** His name is Robert. **8** Yes, she has.
- 9 No, he isn't. 10 Yes, she does. 11 Twice a week.
- 12 It can't see. 13 He can test its eyes. 14 Once a year.
- 15 She's from Australia. 16 Yes, she is. 17 Yes, she has.
- 18 Yes, she does. 19 She has a shower once a day.
- **20** The organisation's goal is to protect the wildlife and wild places. **21** At the Australia Zoo. **22** Because Bindi and Chandler marry in the middle of the Covid-19 pandemic.

4 Organise the class into groups and tell them to discuss the questions. Walk around the classroom monitoring students' work. After some minutes, invite the groups to share their ideas.

Answer key: Students' own answers



UNIT 7 - #WHAT ARE WE WATCHING?

		COMMUNICATIVE AND LEARNING TASKS		
	LEXIS	GRAMMAR	PHONOLOGY	
LI	Rooms in a house Upstairs and downstairs Action verbs	Present Continuous (affirmative)	Pronunciation of some words and phrases used to describe different rooms in a house Pronunciation of some verbs in the progressive form	Describing actions in progress in a reality show.
L2	Furniture and household items Action verbs	Present Continuous (negative, interrogative & short answers)	Pronunciation of some furniture and household items Pronunciation of some verbs in the progressive form	Asking and answering about actions in progress in a cartoon.
L3	Household chores Social media, safety, the news; etc.	Must / mustn't (obligation and prohibition)	Pronunciation of must and mustn't	Expressing obligation and prohibition. Discussing household chores and safety at home.
L4	TV programmes	Simple Present vs Present Continuous	Pronunciation of some types of TV programmes	Contrasting what one habitually does with what one is doing now.
	Extras: Suggested optiona	I games and activities for co		one is doing now.

Opening Pages - Pages 86 & 87

Read aloud the title of the unit and direct students' attention to the image on the double-page spread. Invite them to answer the question by identifying the programmes and pictures on the screens and write key vocabulary on the board. Then, write watch TV on the board and ask students what comes to mind when they think about this concept. Ask students what their favourite TV programmes are and encourage them to engage in conversation about it. Then pair students up to discuss the questions in the #Pic Of The Unit box. Walk around the classroom monitoring students' oral work and help them with vocabulary if necessary. Finally, invite the class to share their ideas and support them. After the discussion, refer students to the #Unit Goals box

and read aloud the objectives. Remind students that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 88 & 89

1 Invite students to discuss the questions in pairs. Walk around the classroom and help them with vocabulary if necessary. Then have students share their ideas with the class. If they would like to take part in a reality show, encourage them to say the name of the programme and give reasons to support their answers.

Answer key: Students' own answers

#NOTE

A reality show is a type of television programme that is based on real people (not actors) who are filmed in real situations, often created by the programme makers, presented as entertainment.

Read the rubric aloud and direct students' attention to the photos. Have them describe the places and predict the content and rules of the reality show. Then have the class read the interview to write the names of the rooms in the boxes on page 89. Check the activity by asking some volunteers to write their answers on the board.

Go over the pronunciation of the places by asking some students to repeat the words after you. Also, if there is time available and you think it is appropriate to your teaching situation, you may ask some students to role play the dialogue for the whole class.

Answer key: 1 bedroom; 2 bathroom; 3 kitchen; 4 dining room; 5 living room; 6 playroom; 7 garage



#Useful Tip > Grammar

Refer students to the *Useful Tip* box that appears on this page. Explain the use of *in*, *on*, *at*, *upstairs* and *downstairs* to express location by referring to the photos in activity 2.

Optional Activity

You may check students' understanding by writing a multiple choice exercise on the board; for example:

- 1 Peter lives ____ a flat ___ New York.
 - a) at b) in c) on
- 2 His flat is ____ the third floor.
 - a) at b) in c) on
- 3 The lights are off. Peter is not ____ home now. a) at b) in c) on

3 Tell the class to read the interview again and decide if the sentences are true or false. Invite different volunteers to read their answers aloud to check. Encourage students to correct the false sentences.

Answer key: 1 F; 2 F; 3 T; 4 F; 5 T; 6 F

4 (143) Tell the class that they are going to listen to Jack Smith, the host of Big House, talking about what the contestants are doing in the different rooms of the house. Ask students to read the names and words in silence and check understanding. Then play the audio for students to do the matching activity. Play the audio once again so that they can complete the activity or check their answers. Finally, have some volunteers read the answers aloud to check.

Answer key: 1 playing, playroom; 2 sitting, living room; 3 having a shower, bathroom; 4 sleeping, garage; 5 cooking, kitchen

Audio script 43

Jack: Hi, everyone! Here we are in the afternoon breaking news segment. Another day in the life of Britney, Isabella, Linda, John, Mel and Marco. What are the contestants doing right now? Let's peep into Big House! They can't hear us but our cameras are on 24 hours a day. And there we can see John and Marco in the playroom. They are playing a video game. Britney is cooking downstairs. She's making sushi in the kitchen for everybody. And Linda... she is having a shower in the bathroom upstairs. What is Isabella doing? She's sitting on a sofa in the living room. She's reading an ebook. And where's Mel? There she is! She's sleeping in the garage! Nobody is in the garden right now because it's raining outside. The house is quiet now. Let's see tonight. Don't miss Big House at 10:00 pm. See you!

5 Students look at the *Sign Up to Grammar* box. Ask some students to read aloud the sentences in the box and help them understand that the Present Continuous form is used to talk about

actions that are in progress at the moment of speaking. Also, try to help students come up with the correct pronunciation of the *-ing* forms as they read these sentences.

If you want, you can ask students to do the online Interactive Activities for further practice.

Draw students' attention to activity 5 and tell them to make sentences using the words given. Invite different volunteers to write their answers on the board to check.

Answer key: 2 Isabella is reading an ebook in the living room. **3** Linda is having a shower in the bathroom. **4** Britney is cooking in the kitchen. **5** Mel is sleeping in the garage.

Ask students to work in pairs. Student A imagines he / she is the host of Big House and tells his / her partner what the contestants are doing in the different rooms. Draw students' attention to the example given. Encourage students to swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 140. You may assign these exercises as homework.

Answer key:

- 1 1 is doing; 2 is cooking; 3 are dancing; 4 laughing;5 is painting; 6 are eating; 7 is sitting; 8 is writing
- 2 1 on; 2 in; 3 on; 4 at, in; 5 in
- 3 1 bathroom; 2 kitchen; 3 bedroom; 4 dining room;5 living room
- 4 Students' own answers

Lesson 2 - Pages 90 & 91

1 Ask students to discuss the warm-up questions in class. Make sure students can account for their answers by providing some help.

Encourage them to use personality adjectives to describe their favourite characters and give some information about the cartoon; for example: what it is about, when and where the story develops, what other characters are part of the cartoon, when and on which channel students watch(ed) it; etc.

Answer key: Students' own answers

2 Ask students to look at the picture and match the furniture and household items using numbers. You may allow students to use a dictionary. You may also check this activity by asking some volunteers to read their answers aloud. Go over the pronunciation of these furniture and household items by asking students to repeat them after you.

Answer key: (from top to bottom) 1, 2, 7, 10, 5, 6, 3, 8, 9, 11, 4

#NOTE

Explain to students that some words like cooker and stove mean the same but they are different varieties of the English language (people say cooker in the UK and stove in the US). Other examples are: fridge - refrigerator, wardrobe - closet, flat - apartment; etc

3 Go through the sentences with the class and clear up any vocabulary doubts. Then have students read the text and circle the correct options. Invite different students to read aloud the sentences to check.

Answer key: 1 a recommendation; **2** on TV; **3** flat; **4** two children: **5** from home

4 Direct student's attention to the *Sign Up to Grammar box* on page 91. Ask a volunteer to read aloud the information in the box.

Explain to students that when we ask questions using the Present Continuous, we place the verb be before the subject, and that for negative sentences we use the verb be in the negative form.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then ask students to look at the picture again and write the answers for the questions about what the Chesters are doing at home right now. Check this activity by asking some volunteers to read their answers aloud.

After correcting the activity, you may write prompts on the board and encourage students to make more questions about the picture and answer them. For example: phone / ring?, Muriel / use the computer?, football player / hold the ball?, twins / play a board game?, children / argue?, Christopher / sit on the sofa?, cat / jump onto the table?, Muriel and Christopher / talk to each other; etc. Circulate around the classroom to monitor students' work. Finally, invite some volunteers to write the complete questions and answers on the board to check.

Answer key: 1 Yes, they are. 2 No, he isn't. 3 No, she isn't. 4 Yes, he is. 5 No, they aren't. 6 No, it isn't.

Optional Activity

Memotest

Before class, print pictures of ten objects seen in lessons 1 and 2 (e.g., chair, cooker, rug). Make sure they are printed on even-sized squares or rectangles. Use the same shapes to make cards with the names of the objects depicted. Prepare a set of twenty cards (with matching pictures and names) per group of four students.

In class, organise students into groups of four. Give each group a set of cards and instruct students to place them on a desk, facing down. Tell students that they are going to play a memory game. One student per group should turn two cards face up at a time. If they match, he / she takes the cards and carries on playing. If they do not match, it is the next student's turn. By the end of the game, the winner will be the student with the most cards.

5 Tell students that they are going to listen to The Chesters doing different actions. Before playing the audio, have students read the actions in silence. Then students listen and do the matching activity. Play the audio again and check students' answers by asking some volunteers to read theirs aloud. If you find it appropriate, encourage students to make full sentences.

Answer key: (from top to bottom) 3, 1, 4, 2

Audio script 44

1

Muriel: Are you making an omelette, Christopher? <sound of cooking>

Christopher: No, I'm not. I'm making pancakes.

2

Muriel: <phone ringing> Hello... Yes, Muriel's speaking. Who's that? ... Oh! So long no see you!

3

Christopher: Lunch is ready! Where are you, Alex? What are you doing?

<sound of the bell of a bicycle>

Alex: I'm having fun! Five more minutes, Dad! Please!

4

Muriel: Phil, where are you? We're sitting at the table.

Phil: I'm coming in a sec, Mum. <sound of a ball being bounced>

#Use

#Useful Tip > Spelling

Draw students' attention to the information in the Useful Tip box. Explain the spelling rules when adding –ing to verbs. You may write more verbs on the board and ask students to write the -ing forms for further practice; for example: get, fly, smile, talk, chat, work, cry, have, cut, go, ride, try.

6 44 Play the audio again. Students listen and write the corresponding questions. If necessary, play it one more time and make pauses after each answer. You may check students' answers by asking some volunteers to write their questions on the board.

Answer key: 1 Is Alex (playing video games); **2** Is Christopher cooking; **3** Is Muriel (sleeping); **4** Is Phil playing with a ball

7 Students work in pairs. They mime different actions for their partners to guess what they are doing. Refer students to the example given and ask them to use it as a model. Encourage students to swap roles. Monitor students' work as you walk around the classroom. Finally, you may invite some students to mime actions for the rest of the class to guess.

Answer key: Students' own answers

8 Ask students to answer the questions. Have them compare their ideas in pairs. Finally, check this activity by asking some volunteers to write their answers on the board.

Answer key: Students' own answers

Ask the class to look for images of their favourite cartoons in magazines or on the internet. Have students write, in their notebooks, about the activities that their favourite cartoon characters are or aren't doing in the image. You may assign this activity as homework. If students complete this activity in class, organise them into groups after they write their descriptions. Ask students to put the pictures facing down witout showing them to the rest of the group. Have students mix the pictures and then turn them face up. Tell students to take turns to read aloud their descriptions for the other members of the group to identify the corresponding cartoon.

Answer key: Students' own answers

Optional Activity

Ask students to close the book and write the names of the rooms in a house on the board. Organise them into pairs and give each pair seven slips of paper. Instruct students to write a definition for each of the rooms on a different slip. Alternatively, instead of a complete definition, ask them to write some pieces of furniture or household items related to the room. Explain that they should not write the name of the room on the slip. Monitor and help as needed. Have pairs swap slips, read each other's definitions and match them to the rooms. The first pair to complete the activity successfully is the winner.

WB p. 141

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 141. You may assign these exercises as homework.

Answer key:

- 1 1 chair; 2 bookcase; 3 cooker; 4 sofa; 5 table;6 fridge; 7 armchair; 8 lamp; Top row: 3, 6, 2; Middle row: 7, 8, 1; Bottom row: 4, 5
- 2 1 coming; 2 crying; 3 writing; 4 walking; 5 putting;6 stopping; 7 buying; 8 doing
- **3 1** What's Mr Miller doing? He's cooking. **2** What's the boy doing? He's running. **3** What are the girls doing? They're playing. **4** What's the dog doing? It's jumping.
- **4 1** No, they aren't. **2** Yes, he is. **3** No, she isn't. **4** Yes, they are. **5** No, it isn't.
- 5 Students' own answers

Lesson 3 - Pages 92 & 93

Have students discuss the warm-up questions in class. Students tell the rest of the class if they help do the housework, what household chores they do and if they post photos doing the housework on social media. Encourage students to support their ideas and have them explain what impact they think their photos would have on their followers. Help students with vocabulary as needed and write the words on the board.

Answer key: Students' own answers

Optional Activity

Show students different pictures or cut-outs from magazines of people doing different household chores. They should say what the people are doing. Do not show the whole picture; start by showing only part of it, then show another part and go on until someone guesses correctly. Write down the activities on the board as a means of pre-teaching vocabulary.

2 Go over the phrases with the class and model pronunciation. Ask students to match them with the pictures. To check, say the numbers and have different volunteers read aloud the corresponding household chores. Finally, invite students to mention the chores they usually do at home and have them check if they do similar tasks.

Answer key: 1 *d;* 2 *g;* 3 *h;* 4 *f;* 5 *b;* 6 *a;* 7 *e;* 8 *c;* Students' own answers

Read the rubric aloud and direct students' attention to the photo of the reporter and the text in the speech bubble. Have them read the text and answer the questions below. Check this activity by asking some volunteers to read their answers aloud.

Answer key: 1 They're posting pictures doing household chores. **2** Because they're taking part in a challenge. **3** Making the bed is the most popular household chore.

4 (145) Have a student read aloud the rubric. Give students some time to read the sentences in silence and then play the audio so that they write true or false. Play the audio again and tell students to revise or complete their answers. After that, ask different volunteers to read their answers aloud to check. Encourage students to correct the false sentences. Finally, invite the class to compare the results from the investigation with

their own answers in activity 1 to find similarities and differences.

Answer key: 1 *T;* **2** *F;* **3** *F;* **4** *T*

Audio script 45

Becky Brown: ... The investigation shows that making the bed is the most popular household chore among teenagers but it also reveals that cleaning the house is at the other extreme because they never vacuum the floor or do the ironing. Most teenagers say that they hate these two household chores. In fact, when asked a 13-year-old boy says: 'I think Mum must do the ironing. She's better than me at that, I suppose'. Research also shows that teenagers sometimes take out the rubbish and set the table, but they rarely do the laundry. So, how often do your children clean their room, make their bed or take out the rubbish? Encourage your child to do at least two household chores. It can make a world of difference to all the family and to themselves!!!

Now comes the sports section. Here is Will Taylor commenting on yesterday's results...

5 Have students discuss the questions and invite them to reflect on the frequency they do the chores in activity 2. Encourage students to explain why they do or do not do the chores and how their actions affect them and the people who live with them. Then invite students to mention the changes they would like to make in relation to their previous answers. Have them consider different aspects by asking questions: How do you feel when your house is not so clean and tidy? Why?, Do you feel responsible for the household chores?, How do you feel after doing chores? Why?, Do you do the chores only when you are asked to?, Are household chores part of your routine?, Do you like doing chores?, Do you think you can do more chores or do chores more often?; etc.

Being responsible and self-disciplined -Teens develop responsibility and life skills by doing chores at home. This helps them become more independent and gain confidence as they



complete the tasks. Teens also feel useful as others rely on their contributions and value them. Invite students to give their own reasons why they should be involved in doing the household chores and in what ways these tasks prepare them for life as independent individuals as well as community members. As teens reflect on the importance of doing household chores, encourage them to mention ways in which they can include chores in their routines and carry them out; for example: dividing tasks among the members of the family, assigning specific days for doing chores, setting alarms so as to remember what they have to do; etc.

Answer key: Students' own answers



Optional Activity

Hangman

As a follow-up activity, students may play Hangman in pairs or in groups using the vocabulary they have recently learnt (household chores).

6 Direct students' attention to the *Sign Up* to *Grammar* box. Explain that we use *must* to express obligation –and also strong suggestionand *mustn't* to express prohibition. Ask some volunteers to read aloud the information in the box. Go over the pronunciation of *must* and *mustn't* by writing some example sentences on the board, reading them aloud and asking students to repeat them after you.

If you want, you can ask students to do the online Interactive Activities for further practice.

Refer students to activity 6. Ask them to read the leaflet and fill in the blanks in the sentences with *must* or *mustn't*. Check this activity by asking some volunteers to read their answers aloud.

Answer key: 1 mustn't; 2 must; 3 must; 4 must; 5 mustn't; 6 mustn't

Optional Activity

Explain to the class that they are going to think about rules and obligations at home. Have students write complete true sentences using must and mustn't. Provide some examples to illustrate the task and clear up doubts: I mustn't leave my belongings anywhere. I must go to bed at ten. I must walk the dog every day. I mustn't use my phone during meals with my family. After students write the sentences in their notebooks, ask them to work in pairs. Tell them to take turns to share their ideas and compare the rules at their homes. Circulate around the classroom to monitor students' work and offer help if necessary.

7 Ask students to write, in their notebooks, some safety tips at home. Elicit some ideas from your students and write them on the board. Encourage students to use *must* and *mustn't*. Read the example sentences aloud and give students some time to write down their tips. You may assign this task as homework.

Answer key: Students' own answers



p. 142

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 142. You may assign these exercises as homework.

Answer key:

- 1 1 make; 2 do; 3 take out; 4 set; 5 vacuum; 6 clean; 7 wash: 8 water
- 2 Students' own answers
- 3 Students' own answers

Lesson 4 - Pages 94 & 95

1 Students discuss the warm-up questions and exchange ideas about how many hours a day they watch TV or streaming services. Help students account for their answers.

Answer key: Students' own answers

2 Ask students to match the types of TV programmes with the pictures. Then, students give an example of each type of programme. Make sure students can handle the vocabulary before they plunge into this task by going over these new words and their pronunciation a couple of times.

Answer key: 1 f; **2** g; **3** d; **4** a; **5** c; **6** h; **7** b; **8** e

#NOTE

A situation comedy, usually referred to as sitcom, is a genre of comedy programmes which originated on radio. Sitcoms usually consist of recurring characters in a common environment such as a house, neighbourhood, building or workplace.

A soap (opera) is an ongoing, episodic work of fiction, usually broadcast on television or radio. Programmes described as soap operas have existed as a form of entertainment for a long time. The term soap opera stems from the original dramatic serial broadcast on radio that had soap manufacturers as the show's sponsors. These early radio serials were broadcast in weekday daytime slots when most housewives would be available to listen. Thus these shows were aimed at and consumed by a predominantly female audience.

3 Ask students to work in pairs and take turns to describe the photos and identify the TV programmes in activity 2. Invite two volunteers to read the example dialogue aloud and check understanding. Walk around the classroom and monitor students' work. Finally, have different students describe the pictures for the class to identify them.

Answer key: Students' own answers

4 (146) Tell students that they are going to listen to a conversation between Bridget and Ethan. Have students look at the photos to identify the TV

programmes before listening to the conversation. Then play the audio for students to match the pictures with the names. Finally, check the activity orally by saying the numbers of the photos and having students say the corresponding people.

Answer key: 1 Mum and Dad; 2 Bridget; 3 Ethan

Audio script 46

Ethan: Hey, Bridget! What are you doing?

Bridget: It's 8 o'clock – time for my favourite reality show. I always watch it and it's the last week.

Ethan: But I'm watching the basketball game.

Bridget: Oh, come on, Ethan! You always watch those boring sports programmes. Let me change the channel!

Ethan: No, it finishes in five minutes. You can wait... or go and watch it on the other TV.

Bridget: I can't. Mum and dad are watching a boring programme about political leaders in Latin America.

Ethan: Bridget, you're standing in front of the TV.

Bridget: I'll talk to Mum.

5 d46 Give students time to read the sentences in silence. Then play the audio again and tell them to write true or false. Play the audio more than once if necessary. Invite different volunteers to read aloud their answers to check. Encourage students to correct the false sentences.

Answer key: 1 F; 2 F; 3 F; 4 T; 5 T

Grammar box. Ask some volunteers to read aloud the information in the box. Explain that we normally use the Simple Present to talk about permanent situations or about things that happen regularly, and that we normally use the Present Continuous to talk about situations that are going on at the moment of speaking. Make emphasis on the use of different adverbs in the example sentences illustrating the structures of both tenses (often and now) to help students understand the distinction. Encourage the class to mention other adverbs

and time expressions that are used either with the Simple Present or the Present Continuous and write the lists on the board.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then, ask students to read the sentences and circle the correct option. Remind them to pay attention to the adverbs and time expressions to identify the correct verb forms. Check students' work by asking them to compare their answers in pairs. Finally, have some volunteers read the sentences aloud to check.

Answer key: 1 is watching; **2** watches; **3** are watching; **4** are fighting; **5** starts

#NOTE

When practising verb forms, encourage students to use the verb forms in conversation (for example, in group discussions or in pair work). Using the grammar in spoken conversation can help students be more spontaneous with the language they use, making their use of the language more meaningful and memorable.

7 Ask students to answer the questions about themselves. Then tell the class to compare their answers in pairs. Walk around the classroom to monitor student's work. Check this activity by asking some volunteers to write their answers on the board. Invite the class to vote for the best TV programme from the answers on the board and have students support their opinions. Encourage them to use adjectives such as fantastic, entertaining, great, interesting, cool; etc.

Answer key: Students' own answers

8 Direct students' attention to the photos on the right and ask them to describe what the people are doing. Then tell the class to read Ethan's blog post and fill in the blanks using a suitable form of the verbs in brackets. Monitor students' work as you walk around the classroom. To correct the activity, invite some volunteers to read parts of the blog post with their answers aloud.

Answer key: 1 am making; 2 call; 3 lives; 4 don't see; 5 visit; 6 loves; 7 have; 8 are running; 9 enjoy; 10 prefers; 11 swims; 12 goes; 13 make; 14 are cooking; 15 are reading

Optional Activity

In pairs, students take turns to ask and answer questions about Ethan's blog post. Encourage students to ask *Wh*- questions and *Yes / No* questions to practise the structures using the Simple Present and Present Continuous tenses.

Ask students to stick a photo or draw a picture in their notebooks that shows them and their family doing something. Encourage students to write a short description of the picture. Explain to the class that they can use the text in activity 8 as a model. You may assign this activity as homework. When students complete the activity, invite them to work in pairs and take turns to describe their pictures to their partners. Encourage students to ask questions to learn more about the people and the situation in their partners' photos. Circulate around the classroom monitoring students' performance and help them if necessary.

Answer key: Students' own answers



p. 143

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 143. You may assign these exercises as homework.

Answer key:

(E	Z	T	Н	K	М	w	S	J	C	Н	R	1	V	w
P	M	M	A	P	В	0	F	Q	A	Ŷ	Е	K	Q	U
Р	R	M	ý	Ĺ	Н	L	Ι	E	R	v	Α	G	Α	Х
N	٧	M	A	D	K	D	F	A	т	Q	L	Α	Т	R
S	0	Α	P	R	T	S	⟨т∕	ĸ	0	0	I	Т	Н	٧
Н	R	N	J	L	G	(N)	(H)	C	0	Р	Т	D	G	W
D	J	J	F	K	É	\Diamond	V	0	N	F	Υ	D	N	Е
L	Α	Н	S	M	0	Q	R	Q	W	M	S	Α	С	D
Р	F	K	U/	x	N	В	A	P	ŏ	С	Н	U	U	Т
K	R	c/	В	М	Α	L	Z	E	S	R	0	Р	K	S
9	0	w	Е	М	Ε	Υ	S	Υ	T	T	W	I	U	J
(D/	M	X	S	I	С	Α	Е	0	W	P	R	T	F	D
N	Q	R	٧	I	Z	٧	G	S	Α	K	c	0	Z	R
Е	S	I	Т	С	0	M	Z	Υ	Z	Х	Т	0	P	P
G	Р	G	Z	С	Н	Т	G	D	М	W	G	F	A	S

- 2 1 is doing; 2 go; 3 are playing; 4 makes; 5 is washing
- **3 1** My mum isn't doing the laundry. **2** Paul is washing his dad's car. **3** Are you listening to me? **4** I'm not having breakfast in the dining room.
- 4 1 love; 2 watch; 3 are watching; 4 are sitting; 5 are eating; 6 are drinking; 7 are sitting; 8 are having;
 9 is playing; 10 doesn't know; 11 thinks; 12 hates;
 13 watches
- **5 1** sitcom; **2** soap; Students' own answers

Review - Pages 96 & 97

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

- 1 1 bed; 2 fridge; 3 coffee table; 4 armchair; 5 lamp; 6 table; 7 bookcase; 8 chair; 9 sofa; 10 desk
- 2 2 sofa; 3 bookcase; 4 table; 5 lamp
- **3 47** Picture 1

Audio script 47

Delia: Hi, Sarah! Cool apartment! Ready for the interview?

Sarah: Sure. Go ahead!

Delia: What's your favourite room?

Sarah: My bedroom. It's not big but there are lots of things in it. I love it! There are two beds and a window. I love the view.

Delia: And do you study in your bedroom?

Sarah: Sometimes. There's a chair and a desk with my computer on it in my bedroom, but when my sister is sleeping I do my homework in the dining room.

Delia: And what else do you do in your bedroom?

Sarah: Well, I read and play computer games. I mean, when I get a chance. My sister is playing now and she is always chatting with her friends. So we fight a lot over the computer, you know.

Delia: So when you are at home, you are usually in your favourite room. Is that right?

Sarah: Well, not always. I don't have a TV in my room, you see, so I go to the living room to watch TV. And I always have breakfast, lunch and dinner in the kitchen. Mum is there now. She's cooking lunch. Let's go say hello to her!

- 4 47 1 apartment; 2 her bedroom; 3 two; 4 in the dining room; 5 one computer
- 5 2 cutting; 3 coming; 4 staying; 5 flying; 6 washing;
 7 writing; 8 sitting; 9 watching; 10 setting; 11 doing;
 12 jogging
- 6 1 is talking; 2 isn't sleeping, is playing; 3 sleep; 4 fight;5 have; 6 is cooking
- **7 1** is doing; **2** Is, isn't, setting the table; **3** isn't doing, is playing; **4** is vacuuming; **5** taking, rubbish, Yes, is
- 8 (from top to bottom) 4, 1, 5, 6, 2, 3
- 9 1 must; 2 mustn't; 3 must, must; 4 mustn't; 5 must
- 10 \ Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 87. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ► Tests Unit 7
- Extra worksheets Unit 7



UNIT 8 - #VIVID MEMORIES

	CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
Personality adjectives Physical description adjectives	Verb to be (Simple Past) (affirmative, negative, interrogative & short answers)	Pronunciation of some adjectives used to describe people Pronunciation of was / wasn't and were / weren't	Telling stories about our childhood.
Clothes Seasons Adjectives: sunny, rainy, cloudy; etc.	What is / was the weather like? Past time expressions	Pronunciation of some items of clothing	Talking about the weather and the seasons.
Natural disasters Natural elements	There was & there were (affirmative, negative, interrogative & short answers)	Pronunciation of there was / wasn't and there were / weren't Elision of sounds: pronunciation of tsunami, have, listen, walk; etc.	Talking about natural disasters.
Adjectives used to describe experiences and express emotions	Question words + was & were	Pronunciation of some question words Pronunciation of some adjectives used to describe negative and positive experiences	Talking about past experiences and feelings. Asking interview questions.
	Personality adjectives Physical description adjectives Clothes Seasons Adjectives: sunny, rainy, cloudy; etc. Natural disasters Natural elements Adjectives used to describe experiences and	LEXIS GRAMMAR Verb to be (Simple Past) (affirmative, negative, interrogative & short answers) Clothes Seasons Adjectives: sunny, rainy, cloudy; etc. What is / was the weather like? Past time expressions There was & there were (affirmative, negative, interrogative & short answers) There was & there were (affirmative, negative, interrogative & short answers) Adjectives used to describe experiences and	Personality adjectives Physical description adjectives Clothes Seasons Adjectives: Natural elements Adjectives used to describe experiences and express emotions Verb to be (Simple Past) (affirmative, negative, interrogative & short answers) Pronunciation of some adjectives used to describe people Pronunciation of was / wasn't and were / weren't Pronunciation of some items of clothing Pronunciation of there was / wasn't and there were / weren't Elision of sounds: pronunciation of tsunami, have, listen, walk; etc. Pronunciation of some question words Pronunciation of some adjectives used to describe negative and

Opening Pages - Pages 98 & 99

Read aloud the title of the unit and elicit the meaning of vivid memories. Ask students to mention ways in which they keep memories alive and write their ideas on the board. Direct students' attention to the photo-collage and ask them how it relates to the title. Then, focus on the main image and encourage students to describe the two children and the woman by asking: What do they look like?, What are they doing? Then invite the class to describe the other photos and speculate about the relationship between the people and the time the photos were taken. Refer students to the #Pic Of The Unit box and have them discuss the questions in pairs. Walk around the classroom monitoring their work and help them with vocabulary if necessary.

After some time, invite students to share their answers with the rest of the class. Finally, focus their attention on the #Unit Goals box. Read aloud the sentences and tell students that they will come back to this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 100 & 101

1 invite the class to discuss the questions. Check that students know the meaning of #tbt or help them with the explanation. Encourage students to support their answers.

Answer key: Students' own answers

#NOTE

A hashtag is a word or phrase with the symbol # in front of it, used on social media websites and apps so that you can search for all messages with the same subject. When preceded by a hashtag, tbt stands for Throwback Thursday. #tbt is used to label old posts like photos, videos or texts.

2 Direct students' attention to the photos and have them describe the babies. Then tell the class to read the posts and write the correct usernames with the photos. Check orally with the class and elicit key words from the texts to support the answers.

Answer key: (from top to bottom) _sophie_, Max_ Stuart, Jeffrey_03

3 Go over the pronunciation of the highlighted adjectives by asking some students to repeat these words after you. Then students write the highlighted adjectives in activity 2 next to their definitions. Check students' answers by asking some volunteers to read their answers aloud.

Answer key: 1 bald; 2 chubby; 3 cute; 4 hairy; 5 happy; 6 naughty; 7 quiet; 8 lonely

4 Students look at the *Sign Up to Grammar* box. Ask some students to read aloud the examples in the box as you explain to them that was is the past form of *am* and *is*, and were is the past form of *are*. Also, try to help students come up with the correct pronunciation of was, were, wasn't and weren't as they read.

If you want, you can ask students to do the online Interactive Activities for further practice.

Draw students' attention to activity 4 and ask them to circle the correct options. You may ask some volunteers to read the sentences aloud.

Answer key: 1 was; 2 were; 3 wasn't; 4 was; 5 wasn't, were; 6 wasn't; 7 was

5 (148) Read aloud the rubric and go over the notes so that students focus on the missing information. Tell the class that they are going to listen to an interview about Sylvia's childhood. Then play the audio and have the class complete the notes. Play the audio more than once for students to check or complete their answers. To correct the activity, invite different volunteers to read their answers aloud and write them on the board to check spelling.

Answer key: Name: Sylvia; Happy: Yes but she missed her father; Why: because he wasn't at home very often; Siblings' personality: naughty; Her personality: quiet; Her mother's personality: strict, responsible; Favourite toy: teddy bear; Favourite food: ice cream

Audio script 48

Jack: Hi, Sylvia!

Sylvia: Hi! How's everything?

Jack: Fine, thanks. You know, I'm doing a school project on people's lives when they were children. Can I ask you a few questions?

Sylvia: Yes, of course. What's your first question, Jack?

Jack: Were you happy when you were a child, Sylvia?

Sylvia: Well, that's difficult to say. My dad wasn't at
home very often because of his job. He was an airline
pilot. But my mum and my grandparents were all the
time with me when I was a small girl. They were really
nice to me and to my twin brothers too. So, I was a

happy girl but I missed my dad so much... **Jack:** And what was your favourite toy, Sylvia?

Sylvia: It was an enormous teddy bear. It was always in my bedroom.

Jack: And were your twin brothers very naughty?

Sylvia: Oh, they were terrible! They weren't really well-behaved to tell you the truth, and my mum was all the time after them.

Jack: I see. And what about you? Were you a noisy child?

Sylvia: I was really very quiet. That's what people usually tell me.

Jack: What was your favourite food when you were a small girl?

Sylvia: It wasn't chocolate as you suppose. All children love chocolate but I preferred ice cream. I still love it today.

Jack: And my last question, Sylvia, was your mum very strict with you when you were small children?

Sylvia: I think she was a bit strict with us but just because Dad wasn't always at home, as I told you before. She was a very responsible person and she cared for us quite a lot.

Jack: Thank you Sylvia for your help.

Sylvia: That's all right. And good luck with your school

project!

6 48 Refer students to the photos and have them describe what the people are doing. Refer students to the text that accompany the first image and elicit what its 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*. Then play the audio again and give them time to write down the captions. Tell the class to compare their answers in pairs. Finally, ask some students to read their answers aloud to check.

Answer key: 2 Ice cream was my favourite food. **3** My favourite toy was a teddy bear. **4** My twin brothers weren't well-behaved. **5** My dad was an airline pilot.

7 Ask students to work in pairs. Student A interviews Student B using the notes in activity 5. Encourage students to swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

8 Students stick photos or draw pictures of their childhood in their notebooks. Tell them to use the captions and posts in the previous activities as models. Walk around the classroom monitoring their work and helping them with vocabulary if necessary. Finally, invite students to share their albums with the rest of the class. You may assign this task as homework.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities

on page 144. You may assign these exercises as homework.

Answer key:

- 1 (from top to bottom) 2, 5, 1, 4, 3
- 2 1 were; 2 wasn't, was; 3 weren't, were; 4 wasn't, was;5 Were, wasn't
- 3 1 were; 2 were; 3 wasn't; 4 was; 5 were; 6 was; 7 were; 8 was; 9 wasn't; 10 wasn't; 11 were; 12 were; 13 were; 14 wasn't; 15 was; 16 was
- 4 1 Were you; 2 When were you born; 3 I wasn't; 4 was; 5 Were; 6 they weren't; 7 were; 8 Were you; 9 I wasn't; 10 was; 11 Were; 12 was; 13 was
- 5 Students' own answers

Lesson 2 - Pages 102 & 103

1 Draw students' attention to the first *Useful Tip* box that appears on page 102.



#Useful Tip > Vocabulary

Write the words cold, cool, hot, cloudy, sunny, warm, rainy and windy on the board and use gestures to illustrate meaning. Then you can ask a volunteer to read aloud the sentences in the box and look at the photos in activity 2 for illustration.



#Useful Tip > Vocabulary

Direct students' attention to the second *Useful Tip* box. Discuss the vocabulary on clothing and drill on the pronunciation of these items of clothing.



Optional Activity

You may ask some volunteers to stand up and show the rest of the class different clothes they are wearing by pointing to them. The rest of the class must identify these items of clothing by saying the corresponding words in English.

Refer students back to activity 1 and have them discuss the warm-up questions in class. Elicit some possible answers from students and offer help if needed.

Answer key: Students' own answers

2 Students read the travel blog entry and then answer true (T) or false (F). Check students' answers by asking some volunteers to read their answers aloud. Encourage students to correct the false sentences.

Answer key: 1 F; 2 T; 3 F; 4 T

#NOTE

A common mistake students of English as a second language make is to mix up the verbs wear and use. It may be useful to explain that wear comes before clothing items, accessories and other things people wear on their body, such as perfume, sunglasses, etc., whereas use is to put something into your service.

3 Ask students to work in pairs and discuss the questions. Check students' answers by asking some volunteers to share their ideas with the class.

Answer key: Students' own answers



#Useful Tip > Vocabulary

Direct students' attention to the *Useful Tip* box on page 103. Read aloud the example sentences and check students' understanding. Focus students' attention on the words in bold and have them repeat them after you. Then refer students to the most common temperature scales, *Celsius* and *Fahrenheit*, and explain that they use different temperatures for the freezing and boiling points of water. In the Celsius scale, water freezes at 0°C and boils at 100°C whereas in the Fahrenheit scale, the freezing point is 32°F and the boiling point is 212°F. Today, most countries use the Celsius scale to measure temperature, but Fahrenheit is used as a temperature unit in the USA and a few other countries.

4 (149) Write weather and temperature on the board and elicit from students the difference between the two words. Guide them to notice that weather involves characteristics beyond temperature, such as wetness and the wind. Then

explain that a weather forecast is a description, on the radio, television or printed in a newspaper, of what the weather will be like tomorrow or for the next few days in a city or area. Have students look at the chart and check if they have any doubts about vocabulary. Then, play the audio and ask students to listen to the weather forecast and complete the missing information. You may play the recording twice. Copy the chart on the board and check students' answers by asking some volunteers to write their answers on the board.

Answer key: 3 cloudy; 4 75°F; 5 sunny and hot; 6 90°F

Audio script 49

Presenter: And now the weather with Keith Grey. Hi, Keith, what can you tell us about the weather around the world today?

Keith: Well, let's start here in the Americas. It's still snowy in many states of North America. It's cold in New York but the city looks beautiful. Yesterday, it was 26 degrees Fahrenheit – or, if you prefer Celsius, minus three degrees. Today, there's still snow but temperatures are a little higher – 32 degrees Fahrenheit – that's zero degrees Celsius. Moving south to Venezuela, temperatures are much warmer. It was 77 degrees Fahrenheit in Caracas yesterday, and it was cloudy. The temperature today is a little cooler, 75 degrees and it is now rainy. Things are better in Brazil. It was sunny and hot in Rio de Janeiro all day yesterday, and the sunny weather continues today with temperatures as high as 90 degrees Fahrenheit. This is good news for tourists who want to enjoy the beach! Now, moving on to Asia...

5 Direct student's attention to the *Sign Up to Grammar* box. Ask a volunteer to read aloud the information in the box. Explain that there are some expressions that are commonly used with the Simple Past: *yesterday, last (week), (two) (months) ago;* etc.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then students look at the information in activity 5 and complete the questions and answers. Check this activity by asking some volunteers to read their questions and answers aloud. Finally, you may ask some volunteers to role play the dialogue for the whole class.

Answer key: 1 What was; **2** was 5°C; **3** was the weather like; **4** It was hot and cloudy; **5** was the weather like; **6** was cold and snowy

6 ⚠ Ask students to look at the post and provide the missing information about their city. You may assign this activity as homework.

Answer key: Students' own answers

7 Ask students to work in pairs and encourage them to take turns to ask and answer these questions related to the weather. Make sure students swap roles. Monitor students' work as you walk around the classroom.



Optional Activity

If you consider it appropriate, you may turn this activity into a writing task.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 145. You may assign these exercises as homework.

Answer key:

- 1 1 boots; 2 jacket; 3 belt; 4 shirt; 5 skirt; 6 gloves; 7 cap; 8 socks
- 2 Students' own answers
- 3 1 cloudy; 2 rainy; 3 cold; 4 jeans; 5 jumper; 6 sunny; 7 windy; 8 warm; 9 shorts; 10 T-shirt
- 4 Students' own answers

Lesson 3 - Pages 104 & 105

1 Explore the pictures in activity 2 with the class. Read aloud the questions and invite students to share their ideas and give reasons for their answers. Help them with vocabulary if necessary and write key words on the board.

Answer key: Students' own answers

2 Read aloud the words in the box and ask students to repeat them after you to practise pronunciation. Then have students look at the pictures of some natural disasters and ask them to label them using the words in the box.

Answer key: 1 earthquake; **2** tornado; **3** tsunami; **4** hurricane; **5** flood; **6** volcanic eruption



#Useful Tip > Pronunciation

Draw students' attention to the information in the box and explain that, in English, we do not always pronounce all the letters in a word. If you consider it appropriate, tell students the elision of sounds is a very common phonetic feature in English and that there are more cases of elision of sounds in words that they already know (for example: the *l* in would is not pronounced, etc.). Refer students to the examples provided in the Useful Tip box and do a quick choral drill on the pronunciation of these words.

3 (50) Direct students' attention to the first slide and go over the information with the class as an example of the activity. Then play the audio and have students complete the other slides. Pause after each natural disaster to give students time to write their answers. To correct, invite some volunteers to read aloud the information and write it on the board to check spelling.

Answer key: (from top to bottom) 2 earthquake, Chile, May 1960, 2,000; 3 tsunami, Sumatra, December 2004, 300,000; 4 tornado, Bangladesh, April 1989, 4,300; 5 flood, China, 1931, 3.5 million

Audio script 50

Speaker: Good evening. In today's programme we are talking about the force of nature and its terrible consequences.

Let's start by Katrina, a very, very serious hurricane in the USA.

Hurricanes are tropical storms with winds of 119 kilometres per hour or more that bring about lots of rain and consequently floods. In August 2005 there were winds of up to 280 km per hour in Alabama, Florida, Mississippi and Louisiana. There was destruction all over the coastline and there were 2,000 human deaths. There were thousands of people without a home and three million were without electricity for months.

Now imagine the ground you are standing on shakes you enough to knock you off your feet. When the inner layers of the earth shake, you are in the presence of an earthquake. There was a very strong earthquake in Chile on 22 May 1960. There were 2,000 deaths, 3,000 injured and 2 million people were homeless.

On 26 December 2004, there were earthquakes under the sea in the northern Indonesian island of Sumatra. These underwater earthquakes caused long high sea waves. We call these huge waves tsunamis. The waves were up to 30 metres high. There were almost 300,000 casualties and 5 million people were homeless.

Take the case of tornadoes or twisters. They form during thunderstorms. Heavy rain meets winds of a different speed close to the ground and spinning begins. There was a very strong tornado in Daulaptur-Saturia in Bangladesh on 26 April 1989. There were 4,300 deaths and many people were injured. Tornadoes are scary especially because they are so unpredictable.

Last but not least are floods. The Yellow river in China usually overflows due to the heavy rains in the summer and the flat land around it. In 1931 the river was about 3 metres high and there was water over hundreds of square kilometres of land. This was a very dangerous flood in the 20th century. There were about 3.5 million deaths

4 Direct students' attention to the Sign Up to Grammar box. Explain that There was / wasn't is the past form of There is / isn't and There were /

weren't is the past form of *There are / aren't*. You may add that these new expressions are used to talk about the existence (or not) of animate or inanimate objects (people, animals and objects) in the past. Ask some volunteers to read aloud the sentences in the box. Go over the pronunciation of there was, there wasn't, there were and there weren't.

If you want, you can ask students to do the online Interactive Activities for further practice.

Then refer students to activity 4. Ask students to use the information in the slides in activity 3 to write sentences about natural disasters. Check this activity by asking some volunteers to read their answers aloud.

Answer key: 2 There was an earthquake in Chile in May 1960. There were 2,000 deaths. 3 There was a tsunami in Sumatra in December 2004. There were 300,000 deaths. 4 There was a tornado in Bangladesh in April 1989. There were 4,300 deaths. 5 There was a flood in China in 1931. There were 3.5 million deaths.

5 Write the phrase the four natural elements on the board and present the vocabulary. Then, have students match the natural disasters to the natural elements. Check orally with the class.

Answer key: 1 fire; 2 air; 3 water; 4 earth; 5 water

Encourage students to analyse the newspaper article and elicit information from the title and the images. You may ask guiding questions: What's the name of the newspaper?, What's the date?, What is the article about?, When was there a volcanic eruption?, What places were affected by the eruption?; etc. Help the class with vocabulary and direct their attention to the Useful Tip box with the definition. Then give some minutes for students to read the article to check their ideas and answer the questions. Finally, ask some students to read aloud their answers to check.

Answer key: 1 It was in April 2011. **2** No, there weren't. **3** Yes, there was. **4** Yes, there were.

7 Students work in pairs. Tell them that they are going to play a memory game. Ask them to cover up the information in activities 3 and 4 and tell them to take turns to test their partners' memory. Point to the example given and ask students to use it as a model. Make sure students swap roles. Monitor their work as you walk around the classroom.

Answer key: Students' own answers



Optional Activity

Find the mistake

Divide the class into groups. Write incorrect sentences about the text in activity 6 on the board. Ask students to identify the wrong information and write the correct sentences. Determine a specifc time for students to do the task. Finally, invite different members of the groups to write their answers on the board to check. Assign a point for each correct answer. The group with the most points is the winner.



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 146. You may assign these exercises as homework.

Answer key:

- 1 1 tornado; 2 earthquake; 3 volcano; 4 tsunami; 5 fire;6 flood; 7 hurricane
- 2 1 was; 2 was; 3 was; 4 were; 5 were; 6 was
- 3 1 Where was Saint-Pierre city; 2 When was the volcano eruption; 3 Were there any ashes; 4 Were there any deaths; 5 Was there a big destruction; 6 Were there
- 4 Students' own answers

Lesson 4 - Pages 106 & 107

1 Students discuss the warm-up questions and exchange ideas about different experiences and the feelings associated with them. Offer help so that students can express themselves by prompting (and writing) some ideas on the board: moving house, going on holiday; etc.

Recognising and managing emotions -Emotional self-awareness is the ability to identify one's inner processes and emotions. As students share their feelings associated with different experiences, they can identify them and regulate themselves. They can also recognise the feelings of others and develop empathy, establishing good interpersonal relations. Invite students to add more positive and negative adjectives in activity 1 and write the list on the board. Then encourage the class to mention how they express those specific emotions. You may ask questions to guide them, for example: How do you react when you experience something funny?, Do you smile, laugh, want to take part in the situation?, Do you cry or sweat if you feel terrified?; etc.

Answer key: 1 +; **2** -; **3** +; **4** -; **5** +; **6** + Students' own answers

Direct students' attention to the photo of the fire and the emoji in the post and encourage them to imagine how India is feeling. Then students read the post and answer with an appropriate adjective from activity 1. Check students' answers by asking some volunteers to read theirs aloud.

Answer key: terrified

3 (51) Read aloud the questions in the box and clear up any doubts about vocabulary. Then, have students read the interview with India McDowell and write the questions in the correct gaps. Finally, students listen to the audio and check their answers.

Answer key: 2 Who were you with? **3** What time was it? **4** Were you afraid? **5** And what about after the fire?

Audio script 51

Reporter: Hi, India! Can I ask you a few questions about the day the fire got into your house?

India: Sure, go ahead.

Reporter: Where were you when the fire was near

your home?

India: I was at home. I remember it was 30th

December and our community was under
evacuation emergency. It was extremely hot and

very windy.

Reporter: Who were you with? **India:** I was with my father.

Reporter: What time was it? Do you remember?
India: Yes, it was about eight o'clock in the evening.
We were checking the hose and the water supply when the fire was practically at our door.

Reporter: Were you afraid?

India: Oh, yes! We were terrified. The fire was

spreading very quickly.

Reporter: And how did you feel when you finally put

out the fire in your house?

India: We were very relieved but tired. Unfortunately parts of our house were totally burnt. And we were happy that we weren't injured or burnt!

Reporter: And what about after the fire?

India: The first month was very difficult. We were very sad because we lost part of our home and lots of things. There was no electricity in the house for three weeks after the disaster, and many of our neighbours were devastated when they lost their homes. But things are getting better now.

4 Direct students' attention to the *Sign Up to Grammar* box. Invite some volunteers to read the example questions and answers aloud and check understanding. You may ask students similar questions and encourage them to give complete answers to practise the structures.

If you want, you can ask students to do the online Interactive Activities for further practice.

Refer students to activity 4. Tell them to read the questions and answers to circle the correct question words. Ask different volunteers to read their answers aloud to check. Answer key: 1 Where; 2 Who; 3 What; 4 What; 5 How many

5 Have students match the adjectives to the emojis. Then, ask students to circle these words (*relieved*, *happy*, *terrified*, *sad* and *tired*) in the text in activity 3.

Answer key: 1 b; **2** e; **3** c; **4** d; **5** a



Optional Activity

Spelling Bee

Play a spelling word game with the whole class using the adjectives in activities 1 and 5. First, ask students to look at the words for five minutes and tell them that you are going to play a word spelling game so they must try to remember how to spell these words. Then revise how to say the alphabet in English with the whole class and ask learners to close their books. Start the game by calling out some words that are easy to spell such as happy or sad. Leave the most difficult ones for the end: terrifying, incredible; etc. Students who feel confident to spell a word must put up their hands. If the student who is chosen fails to spell a word correctly, ask another student to help out. Once a word has been spelt correctly, write it on the board. Assign a point for each correct answer.

6 Students work in pairs. Ask them to talk about yesterday. Student A interviews Student B using similar questions to the ones in the *Sign Up to Grammar* box. Students swap roles. Monitor their work as you walk around the classroom.

Answer key: Students' own answers

7 (52) Ask a volunteer to read the rubric. Then give the class some time to read and complete the questions in the conversation. Remind them to pay attention to the answers to know if they have to write *Wh*- questions or *Yes / No* questions. Have students compare their answers in pairs.

Then play the audio for students to check. Finally, invite different volunteers to read aloud and write the questions on the board to check grammar and spelling.

Answer key: 1 Where were you; **2** Who were with you; **3** what was the weather like; **4** Were you; **5** Were there many people

Audio script 52

Mia: Hi Roy! What's up? I'm back from holidays!

Roy: Lucky you! Where were you?

Mia: I was in Australia. My cousin India and her family live there.

Roy: Cool! Who were with you there? **Mia:** My mum, my dad and my brother. **Roy:** And what was the weather like?

Mia: It was sunny and hot.

Roy: Great! Were you on the beach?

Mia: Yes, we were on Bondi beach. It's a popular beach near Sydney.

Roy: Were there many people on the beach? **Mia:** Yes! There were a lot of people! Many of them were surfers. I love surf!

Roy: Awesome! I want to see that place, post some pics on social media!

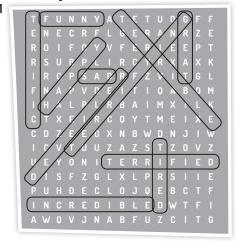
8 Invite students to mention any natural disasters they remember in their country and write their ideas on the board. Then have them write a paragraph describing the event and encourage them to include their feelings. Tell the class to use India's post in activity 2 as a model. Remind them to write a draft and check it before writing their final versions. Walk around the classroom and monitor students' work. Finally, invite some students to share their texts with the rest of the class.

Answer key: Students' own answers



Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 147. You may assign these exercises as homework.

Answer key:



- 2 Suggested answers: 1 relieved; 2 terrified; 3 exhausted
- 3 1 When was the COVID-19 pandemic; 2 Where was the most serious terrorist attack to the USA in 2001;
 3 What was the weather like last Christmas; 4 Who was the winner of the Best New Artist Grammy Award in 2020
- 4 1 She was at home. 2 She was with Ty, Jaden and Kim.
 3 At four o'clock. 4 She was at her aunt and uncle's house. 5 At twelve o'clock.

Review - Pages 108 & 109

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

- 1 Students' own answers
- 2 2 Where were you last Friday night; 3 When was your last holiday; 4 How old were you ten years ago; 5 How many people were there at your birthday party last year; Students' own answers
- 3 1 was; 2 wasn't; 3 was; 4 was; 5 weren't; 6 were;7 were; 8 wasn't; 9 were
- 4 1 No, he wasn't. 2 No, he wasn't. 3 Yes, he was.
 4 María Kodama. 5 No, they weren't. 6 He was a racing car driver. 7 Yes, they were.
- **5 2** What was the weather like, cold and snowy, What was the temperature; **3** What was the weather like, It was warm and cloudy; **4** What was the weather like, It was hot and sunny

- **6 2** Was there, Yes, there was; **3** Were there, Yes, there was. It was in South Carolina. **4** Were there, No, there weren't. There were earthquakes in Tajikistan.
- 7 (153) (from top to bottom) Mariana Espósito, Lali, Buenos Aires, 10th October 1991, Caramelito y vos / Rincón de Luz, Teen Angels

Audio script 53

Mark: Who's that in the poster on your bedroom wall?

Jessie: I can't believe you don't know her! She's Lali Espósito. She's my favourite singer.

Mark: I don't know much about her. But let's see if

you do! Where was she born?

Jessie: She was born in Buenos Aires, in Parque

Patricios neighbourhood. **Mark:** When was she born?

Jessie: She was born on 10 October 1991.

Mark: What's her full name?

Jessie: Her name is Mariana Espósito but everybody calls her Lali. Her younger brother was her nickname's creator.

Mark: I think she's also an actress. Which was her

first TV programme?

Jessie: First she was in Caramelito y Vos in 1998 and then she was an actress in Rincón de Luz in 2003. Later she was part of Floricienta and more soap operas. She was in some films as well.

Mark: When did she start her singing career?

Jessie: First she was a singer in TV programmes but later she was part of Teen Angels, a pop band. Nowadays she sings on her own. She's really successful.

Mark: Oh, Jessie. You know a lot about her! She's your idol.

Jessie: Of course, she is! And what about your idol, Mark? Now it's my turn to challenge you! Who's your favourite singer?

Mark: Well, in fact, I haven't got a favourite singer but I like...

8 Students' own answers

9 Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 7 & 8 on page 115 of the Student's Book. These activities are thoroughly explained on page 94 of this Teacher's Book.

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 99. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ► Tests Unit 8
- Extra worksheets Unit 8



CONTE	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
Rooms in a house Action verbs Adjectives used to describe experiences and emotions	Recycling of units 7 & 8 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about tiny houses.

THINK BIG, LIVE SMALL Pages 110 & 111

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, reading and talking about tiny houses.

Tell students to describe the photos. Read aloud the title that appears in the photo on page 110 and ask the class to explain the phrase. Write their answers on the board and encourage them to mention advantages and disadvantages of living in a small house. Then have students read the article and choose the right title. Finally, correct the activity orally with the class and invite students to support their answers with information from the text.

Answer key: 2

2 Ask students to read the article again and write the highlighted words with their definitions. Invite some volunteers to read aloud their answers to check.

Answer key: 1 nomadic; 2 belongings; 3 sustainable; 4 cut out; 5 landscape; 6 minimalism; 7 tiny; 8 downsize; 9 maximise; 10 leftovers; 11 roots

3 Pair students up and tell them to challenge another pair to answer the questions in the *Wheel of Fortune*. Provide each group with two dice and invite a pair to demonstrate the activity. Walk

around the classroom and monitor students' work. Finally, have different pairs read aloud the questions and their answers to correct the activity with the whole class.

Answer key: 1 False. 2 In the USA. 3 False. 4 No, they aren't. 5 Five years. 6 True. 7 False. 8 Yes, you must. 9 Yes, she was. 10 No, it wasn't. 11 Minimalism. 12 False.

4 Divide the class into groups and have them answer if they would like to live in a tiny house, encouraging students to justify their answers. Write key vocabulary on the board as students share their opinions. Then tell them to keep their ideas in mind to design their ideal tiny house. Explain that they may search for more ideas on the internet. Walk around the classroom to monitor their work and help them if necessary. Finally, invite the groups to present their designs to the rest of the class.

Answer key: Students' own answers

Our class mascot



CONT	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
Physical description Parts of the body and the face Adjectives	Recycling of units 1 & 2 grammar topics	Creating and describing a class mascot.

Page 112 Step 1: Plan

Read the title of the project aloud and tell the class to look at the illustrations and describe them. Based both on the title and the images, encourage students to explain what a mascot is. In pairs, they read the definition to check their ideas. Then, invite students to read the description in the speech bubble and identify the correct picture. Check the answer orally with the class and encourage students to mention the mascot's characteristics.

Answer key: third picture

For next class, ask students to bring the necessary materials to create a mascot for their class. If students decide to create their class mascot with a web-presentation tool, remind them to know how it works and be prepared to use it.

Step 2: Do / Write

2 Students work in groups and create their mascots. First, they brainstorm ideas on what their mascots will look like and write a draft copy of their descriptions. Remind them to use the description in activity 1 as a model. Walk around the classroom to monitor their work and help them if necessary, but remember to let students work autonomously as much as possible. Then the groups design their mascots using their materials or web-presentation tool and write their final versions of their descriptions on a separate sheet of paper.

Step 3: Share

3 The groups make an oral presentation of their mascots while they show their designs to the rest of the class. Encourage the other groups to ask questions to learn more about their classmates' mascots. Finally, tell students to vote for the best mascot. Invite the groups to stick their designs together with their descriptions on the classroom walls. If students have used a web-presentation tool, invite them to share their mascots and descriptions on the class / school blog.

CONTE	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
Family members Parts of the body and face Personality Places in town	Recycling of units 3 & 4 grammar topics	Creating the plot of a series and making a presentation.

Page 113 Step 1: Plan

Focus students' attention on the image and elicit that it is a video on demand streaming service webpage. Direct students' attention to the website and have them mention the characteristics that it presents. If necessary, elicit or explain that these platforms offer online streaming from a library of films, documentaries and television series. Then invite students to identify the topic of the series that is being described and encourage them to guess the relationship between the people in the image. Tell the class to describe the people and make predictions about their personalities. Then have students read the description and check their ideas.

2 Students read the description again and identify the characters in the still. Point to the people in the still and invite different volunteers to say the corresponding names to check.

Answer key: Jason is taking the selfie.

(from left to right) Sarah, Paul, Aunt Jennifer, Uncle Jack, Tommy, Grandpa Bob, Grandma Miriam, Bertie, Uncle Richard

Divide the class into groups and read aloud the instructions in activity 3. Analyse the characteristics of ads and trailers with the class and write them on the board. Give students time to choose one of the options and decide on the materials they will bring next class to make their presentations. If they want to present a trailer, remind them to find out how to edit videos.

Step 2: Do / Write

3 The groups brainstorm their ideas for the characters and plot of their series. Tell them to write down notes and make a first draft. They can use the text in activity 1 as a model. As students work, circulate around the classroom monitoring them and offer help if necessary. Once students have checked their work, they write their final versions and design their advertisements or record their trailers.

Step 3: Share

4 The groups share their series with the rest of the class, either by making an oral presentation and showing their ads or sharing their recorded trailers. Finally, ask students to choose a series they would like to watch and give reasons for their answers.

My superhero

CONT	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
Personal information Activities and daily routine Family Abilities	Recycling of units 5 & 6 grammar topics	Making a fact file and writing an article about an important person.

Page 114 Step 1: Plan

Direct students' attention to the photo of Malala and encourage them to describe her. Elicit information they may know about Malala and write their ideas on the board. Then have the class read the fact file and answer the questions. Finally, ask some students to share their answers with the class. Invite students to analyse the characteristics of the fact file and how the information is organised; for example: Malala's name appears at the top in big letters and below her name there's a brief description of what she does, there is a big photo of her, there are icons introducing the facts, there are words in capital letters as reference to organise the information; etc.

#NOTE

Malala Yousafzai (born 12 July, 1997) is a Pakistani education advocate who, at the age of 17 in 2014, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. In early 2009, when she was just 11 years old, Yousafzai began blogging for the BBC about living under the Taliban's threats to deny her an education. In 2012, a gunman shot Yousafzai when she was travelling home from school. She survived and has continued to speak out on the importance of education. Now she lives in England with her family and, in 2020, she graduated with a degree in philosophy, politics and economics at Oxford University.

Source: https://www.biography.com/activist/malala-yousafzai

2 Students work in pairs and choose a person they admire. Encourage students to find information on the internet and decide on the most important personal information and facts and make a fact file. Tell them to use Malala's fact file in activity 1 as a model. Walk around the classroom to monitor students' work and offer help if needed. Ask students who will design their presentations on paper to bring all the necessary materials for their work. Students who will opt for a web-presentation tool must know how to use it.

Step 2: Do / Write

3 Students organise their information and design their fact files in their notebooks. Remind them to use visual cues such as icons, photos, different colours and font sizes; etc. They also write the articles for their presentations. Have them check their work before they create their final presentations on paper or with an online web tool.

Step 3: Share

4 Pairs present their heroes to their classmates. Encourage the rest of the class to ask questions at the end of each presentation to clear up doubts they may have or to learn more about the person. Then collect all the fact files and make a magazine presenting all the heroes.

Keeping memories

CONTE	COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	
Family members Action verbs Adjectives used to describe experiences and express emotions	Recycling of units 7 & 8 grammar topics	Creating a scrapbook about family history and preparing a short speech to present it.

Page 115 Step 1: Plan

1 Students discuss the questions about taking photos and share their opinions with the class. Elicit from the class what a scrapbook is (a book with empty pages in which various items, such as pictures, newspaper clippings, artwork; etc. are collected and preserved to keep personal and family history). Have them describe the photos in the scrapbook. Then ask students to read the sentences and complete them with the words from the box. Have different volunteers read the complete sentences to check. Finally, encourage students to describe the features of the scrapbook: photos with washi tapes, hand-drawn pictures and words, short descriptions of the photos. You may encourage students to compare the scrapbook with social networking apps where users share their photos with captions and instead of drawing pictures or writing phrases, they add filters and emojis, and they can choose different styles of typeface and add the location where the photo was taken.

Answer key: 1 were; 2 rainy; 3 was; 4 rides; 5 chubby; 6 summer; 7 vacuuming

For next class, tell students to bring photos to create a scrapbook about them and their family. If students decide to design the scrapbook on paper, ask them to bring the photos and the materials they will need to make the scrapbook and decorate it. If students use an online web tool, tell them to select their digital photos and find out how the tool works to be prepared to use it.

Step 2: Do / Write

2 Students organise their photos in a storyboard layout to present their family history and write captions in their notebooks. Circulate around the classroom and monitor their work. When they are satisfied with their designs and have checked their pieces of writing for their presentations, tell them to create their scrapbooks, either on paper or online. Encourage them to be creative and use different colours, materials and pictures to decorate their designs.

Step 3: Share

3 Organise the class into groups. Students present their scrapbooks orally to their classmates while they show the photos. Finally, invite students to exchange their scrapbooks in class and mention details that are not in their captions to their classmates.

CLASS AUDIO

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58 St Aldates Oxford, OX1 1ST United Kingdom

© 2021 Ediciones Santillana S. A.

Leandro N. Alem 720 C1001AAP Buenos Aires, Argentina

First Published by

© Richmond Publishing, Editora Moderna

Ferreira da Veiga, Isadora

Sign Up to English 1 New Edition Teacher's Book / Isadora Ferreira da Veiga. - 1a ed. - Ciudad Autónoma de Buenos Aires : Santillana, 2020.

96 p.; 28 x 22 cm.

ISBN 978-950-46-6197-9

1. Enseñanza de Lenguas Extranjeras. 2. Inglés. I. Título. CDD 420.712

ISBN: 978-950-46-6197-9

Publisher: Mabel Manzano

Editorial Team: Ana Rita de S. Corrêa, Carla Chaves, Tatiana Boynard, Ricardo Sili, Marcia Noqueira, Tereza Trica, Mónica Tosi,

Paula Fulía, Adriana Mendez

Development Team: Learning Factory **Contents:** Isadora Ferreira da Veiga

Cover Design and Layout: DCV María Florencia Visconti Cover Images: © Getty Images: exdez/DigitalVision Vectors

Layout: DCV Virginia María Lasta

Special design: Raquel Buim; Gláucia Koller; Daniel S. Fantini; Signorini Produção Gráfica; Labareda Design, Christiane Borin **Illustrations:** Attilio; Cris Eich; Cristiano Sigueira; Dalcio Machado; Marcelo Castro; Mauro Souza; Moa; Stefan; Labareda Design;

Ezequiel Ojeda; Conrado Giusti

Audio Recordings: Estudio Spectrum, Javier Lupiañez

Queda hecho el depósito legal que marca la ley 11.723.

Impreso en Argentina. Printed in Argentina.

First Edition Published 2021

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Este libro se terminó de imprimir en el mes de enero de 2021 en Pausa Impresores, Anatole France 360, Avellaneda, Buenos Aires, República Argentina.

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