

SIGN UP TO ENGLISH 2

#New Edition

TEACHER'S BOOK

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#SCOPE & SEQUENCE

	FUNCTION	GRAMMAR	LEXIS	RECYCLING
WU #GET STARTED!				
L1	p.8 Talking about daily routine. Expressing what one <i>can</i> or <i>can't</i> do.	Simple Present / Frequency adverbs / Prepositions of time and place / <i>can</i> & <i>can't</i>	Revision of basic word groups: <i>family members, jobs, clothes;</i> etc.	
L2	p.10 Describing a town. Contrasting habitual actions with actions happening at the moment.	<i>There is</i> & <i>there are</i> / Prepositions of place / Simple Present vs Present Continuous	Places in a town	
U1 #DIGITAL LIVES				
L1	p.12 Talking about online safety. Giving safety tips.	Imperatives with <i>always</i> and <i>never</i>	Digital terms: <i>app, emoji;</i> etc.	Simple Present / Frequency adverbs
L2	p.15 Giving instructions.	Imperatives (revision)	Sequence markers / Webpages and computer games	Digital terms / Simple Present
L3	p.16 Talking about daily routine. Carrying out a survey.	Position of frequency adverbs	Frequency adverbs / Daily routine	Simple Present / <i>I like (hate) + -ing</i>
L4	p.18 Discussing what we would like to do when travelling.	<i>Like, love, enjoy, hate + -ing / Would like (love) to + verb</i>	Means of transport / Holiday activities	Simple Present / <i>I like (hate) + -ing</i>
REVIEW LESSON Unit 1			WORKBOOK SECTION	
U2 #EATING HABITS				
L1	p.21 Talking about healthy food and different food groups.	Countable & uncountable nouns / <i>Some</i> & <i>any</i>	Food items and drinks	Frequency adverbs / Simple Present
L2	p.23 Talking about eating habits.	Quantifiers: <i>a lot of, (a) few, much;</i> etc.	Junk food & healthy food / Eating places	<i>There is</i> & <i>there are / Where can I... ?</i>
L3	p.25 Ordering food.	<i>I'd like... / Can (Could) I... ?</i>	Adjectives: <i>spicy, yummy;</i> etc. / Sizes: <i>small, regular;</i> etc.	Eating places / <i>I'd like...</i>
L4	p.27 Discussing health problems and eating habits. Making, accepting and refusing an offer.	<i>Would you like some... ? / How about some... ?</i>	Food items and drinks / <i>A slice of, a piece of, a spoonful of, a bowl of;</i> etc.	Countable & uncountable nouns / Quantifiers
REVIEW LESSON Unit 2		WORLD ISSUES 1	PROJECT 1	WORKBOOK SECTION
U3 #DIFFERENT STYLES				
L1	p.31 Describing one's favourite room. Talking about personalities.	Object pronouns	Home furniture & home items / Personality adjectives	Simple Present / <i>There is</i> & <i>there are / I like (love)...</i>
L2	p.33 Discussing clothing styles.	Possessive pronouns / <i>Whose? / Wear something = have got something on</i>	Clothes / Personality and clothes: <i>casual, friendly;</i> etc.	Possessive adjectives / Possessive forms: 's and '
L3	p.35 Commenting on different parenting styles. Giving advice to parents.	<i>Should</i> (advice and suggestion) - (aff, neg, interrog & short answers)	Adjectives: <i>strict, patient, liberal;</i> etc.	Simple Present / Personality adjectives
L4	p.37 Talking about newspapers and magazines. Giving advice to readers of a problem page.	<i>Make (let) somebody do something / Infinitive of purpose: to + verb / Want + noun & want + to + verb</i>	Vocabulary on newspapers and magazines	<i>Should</i> & <i>shouldn't</i> / Simple Present / Object pronouns
REVIEW LESSON Unit 3			WORKBOOK SECTION	
U4 #HOLIDAY ADVENTURES				
L1	p.40 Describing one's dream holiday.	<i>Would ('d) like to... / Go, play & do + activities</i>	Leisure activities and sports	<i>Would ('d) like to... / go + -ing</i> (for activities)
L2	p.42 Talking about one's last holiday.	Simple Past of regular verbs (aff)	Holidays / Regular verbs in the past: <i>rented, travelled;</i> etc.	Verb to be (Simple Past)
L3	p.44 Discussing holiday activities at a summer camp.	Simple Past of regular verbs (neg, interrog & short answers)	Summer camp items: <i>tent, torch;</i> etc.	Simple Past (aff) / Leisure activities
L4	p.46 Exchanging opinions on some typical holiday destinations.	Simple Past of regular verbs (Yes & No questions; <i>Wh-</i> questions)	Holidays activities and destinations: <i>the mountains, nightlife;</i> etc.	Simple Past (aff) / <i>Wh-</i> words
REVIEW LESSON Unit 4		WORLD ISSUES 2	PROJECT 2	WORKBOOK SECTION

	FUNCTION	GRAMMAR	LEXIS	RECYCLING
U5 #EXTREME SPORTS				
L1	p.50 Talking about extreme sports.	Simple Past of irregular verbs (aff)	Extreme sports / Past time expressions: <i>yesterday, ago</i> ; etc.	<i>I'd like to... / Want to do something / Simple Present</i>
L2	p.52 Discussing extreme sports and accidents.	Reflexive pronouns	Sports equipment and protective gear / Verbs related to accidents: <i>fall, hit</i> ; etc.	Simple Present / <i>Was & were / Wh-</i> questions; <i>Yes & No</i> questions
L3	p.54 Talking about a surfing accident.	Simple Past of irregular verbs (neg, interrog & short answers)	Water sports / Phrasal verbs: <i>give up, go on</i> ; etc.	Simple Past (aff) / <i>Like, love, hate + noun</i>
L4	p.56 Talking about personal achievements.	Past time reference: <i>on 18 May 1993, in 1997</i> ; etc.	Vocabulary on life events and achievements: <i>awards, gold medal</i> ; etc.	Simple Past / <i>Wh-</i> questions

REVIEW LESSON Unit 5

WORKBOOK SECTION

U6 #LIFESTYLE CHOICES				
L1	p.60 Discussing how to cope with stress.	<i>-ing</i> forms used as subjects	Stress and relaxation techniques: <i>meditation, tai-chi</i> ; etc. Adjectives: <i>effective, complex, flexible</i> ; etc.	Simple Present / <i>Wh-</i> questions
L2	p.62 Talking about different music genres. Discussing music as therapy.	Comparatives (long adjectives)	Music genres / Adjectives: <i>relaxing, aggressive</i> ; etc.	Daily activities / Simple Present
L3	p.65 Comparing a small town with a big city. Expressing opinion.	Comparatives (short adjectives)	<i>Population, area, public transport</i> ; etc. / Adjectives: <i>quiet, safe, noisy</i> ; etc.	Comparatives (long adjectives) / <i>There is & there are</i>
L4	p.66 Discussing different lifestyles. City life and small town life.	Irregular comparatives: <i>better than..., worse than...</i> ; etc.	Set phrases: <i>heavy traffic, noisy street</i> ; etc.	Simple Past / Simple Present / Comparative adjectives

REVIEW LESSON Unit 6

WORLD ISSUES 3

PROJECT 3

WORKBOOK SECTION

U7 #AMAZING WORLD				
L1	p.72 Describing dangerous animals and creatures. Giving opinion.	Superlatives (long adjectives)	Dangerous creatures: <i>crocodiles, scorpions</i> ; etc. / Adjectives: <i>violent, frightening, dangerous</i> ; etc.	<i>I think... / In my opinion, ... / I (don't) agree.</i>
L2	p.74 Talking about some natural wonders of the world. Expressing opinion.	Superlatives (short adjectives) / Irregular superlatives: <i>the best, the worst</i> ; etc.	Geographical features: <i>volcano, cave</i> ; etc.	<i>Wh-</i> words / <i>I think... / I (don't) agree... / In my opinion, ...</i>
L3	p.76 Discussing some human-made wonders of the world. Expressing suggestion and prohibition.	Modal verbs (revision): <i>shouldn't, mustn't, can't</i>	<i>Amphitheatre, pyramid, statue</i> ; etc.	Superlatives / Modal verbs: <i>shouldn't, mustn't, can't</i>
L4	p.78 Discussing the best animal to have as a pet. Expressing obligation and lack of obligation.	Modal verbs: <i>have to, don't have to, don't need to</i> / Irregular plural forms: <i>mice, fish</i> ; etc.	Animals: <i>tarantula, goat</i> ; etc. / Adjectives: <i>loyal, sociable</i> ; etc.	Superlatives / Object pronouns

REVIEW LESSON Unit 7

WORKBOOK SECTION

U8 #SHAPING THE FUTURE				
L1	p.82 Making predictions about the future.	Simple Future: <i>will</i> (aff & neg)	Personality adjectives: <i>honest, good-hearted</i> ; etc. / Set phrases: <i>travel abroad, fall in love</i> ; etc. / Future time expressions: <i>tomorrow, next year</i> ; etc.	Describing people's personality / <i>I (don't) think...</i>
L2	p.84 Discussing different ways to predict the future. Asking and answering questions about the future.	Simple Future: <i>will</i> (interrog, short answers & <i>Wh-</i> questions)	Fortune telling: <i>palm reading, tarot</i> ; etc. / Adjectives: <i>curious, popular</i> ; etc.	Simple Future (aff) / <i>Wh-</i> words / <i>I think... / I believe...</i>
L3	p.86 Talking about some endangered species. Talking about future plans, intentions and arrangements.	<i>Going to</i> (for future plans) / Present Continuous (for arrangements) / <i>What about...? / Let's...</i>	Endangered species: <i>polar bear, black rhino</i> ; etc.	<i>In my opinion, ... / I (strongly) believe that... / I think...</i>
L4	p.88 Discussing myths and facts. Expressing different degrees of possibility.	<i>May (not) & might (not)</i>	<i>Artificial intelligence, robots</i> ; etc.	Simple Future: <i>Will</i> / Modal verbs: <i>can, must & should</i>

REVIEW LESSON Unit 8

WORLD ISSUES 4

PROJECT 4

WORKBOOK SECTION



#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 preintermediate 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 theme-based 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 or at the top 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

 Reading activity

 Listening activity

 Speaking activity

 Writing activity

 Social emotional activity

 Interactive Activities*

 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

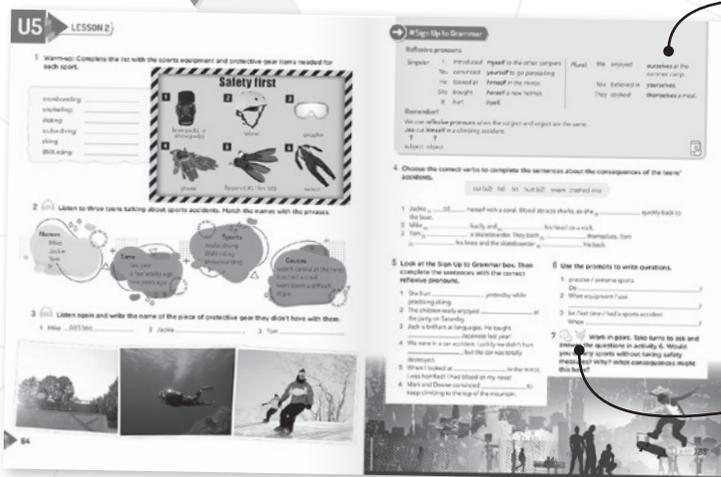
Attractive double-page spread opener to develop students' visual literacy, engage them in discussions and activate their previous knowledge.



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.

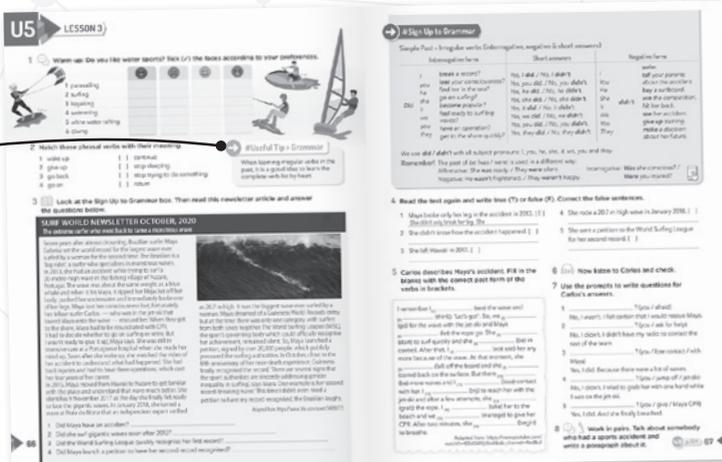
Each lesson presents and practises grammar and vocabulary with integrated skills.



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

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

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



U5 REVIEW

- Match the verbs with their past forms.
- Complete the sentences with some of the verbs in activity 1.
- Write true sentences about you using the prompts below.
- Work in pairs. Take turns to guess what actions in activity 3 your partner did or didn't do.
- Listen to a video, giving safety tips and write the missing words.

1. I was _____ last night.
2. I _____ my keys in the car.
3. I _____ my leg when I was playing football.
4. I _____ my car when I was driving to work.
5. I _____ my phone when I was walking to school.

1. I _____ a letter before and a sleeping bag. Now I'm ready for the summer holidays.
2. Last year I _____ my homework.
3. I enjoyed _____ water skiing last year on the lake. The water was really cold.
4. I'm going to _____ some friends this year.
5. I _____ back to the forest last night.

1. I _____ my car when I was driving to work.
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4. I _____ my keys in the car.
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1. I _____ a letter before and a sleeping bag. Now I'm ready for the summer holidays.
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3. I enjoyed _____ water skiing last year on the lake. The water was really cold.
4. I'm going to _____ some friends this year.
5. I _____ back to the forest last night.

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.

#WORLD ISSUES

Travelling Styles

What's your dream holiday like? ...

1. Adventure backpackers
2. Coastal resorts
3. Digital nomads

1. Match the verbs with their past forms.
2. Complete the sentences with some of the verbs in activity 1.
3. Write true sentences about you using the prompts below.
4. Work in pairs. Take turns to guess what actions in activity 3 your partner did or didn't do.
5. Listen to a video, giving safety tips and write the missing words.

PROJECT 3 Extreme sports athletes

1. Look at the timeline infographic and complete the biography.

Shauna Coxsey
professional rock climber

2. Write in pairs. Choose one of the sports and find information on a famous athlete including a person's date of birth and give some key events and achievements related to the sport.

3. Choose a timeline infographic and write a short biography of the person.

4. Prepare a short speech and present your talk to your classmates.

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.

U5 LESSON 1

- Unscramble the sports and match them with the photos.
- Use the prompts to write sentences using the past forms of the verbs in brackets.
- Choose four verbs from the box and write four sentences about your last weekend.
- Complete Anna's grid with the past forms of the verbs in brackets.

U5 LESSON 2

- Match the photos and complete the sentences with a verb in the past tense.
- Read the text again and answer the questions about Maria.
- Write a paragraph about Maria's achievements. Use the notes below and correct the sentences with past tense expressions.

U5 LESSON 4

Write Anna's biography using the words in the box.

WELCOME UNIT - #GET STARTED!

CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
Revision of basic word groups: <i>family members, jobs, clothes</i> ; etc.	Simple Present Frequency adverbs Prepositions of time and place <i>Can & can't</i>	Pronunciation of the letters of the alphabet and numbers 1 to 31	Talking about daily routine. Expressing what one <i>can</i> or <i>can't</i> do.
Places in a town	<i>There is & there are</i> Prepositions of place Simple Present vs Present Continuous	Pronunciation of demonstrative pronouns and some classroom objects	Describing a town. Contrasting habitual actions with actions at the moment.

Extras: Suggested optional games and activities for consolidation.

Pages 4 & 5

Greet students and introduce yourself. Write the phrases on the board and invite students to introduce themselves: *Hi! / Hello! I'm..., Good morning! My name's...* Encourage them to mention a fun or interesting fact about themselves so as to know them a bit more and to revise some structures. You may write prompts on the board to help them with their ideas; for example: *I (don't) like..., I can / can't..., I've got..., My favourite... is / are..., I (never / always)..., I'm (personality adjective)..., I'd like to..., When I was a little child, I was...; etc.* Then ask the class to open their books to pages 4 and 5 and read aloud the title. Explain that *get started* is a fixed expression and it is used in informal contexts. Elicit the meaning of the expression (*to begin doing something*) and tell the class that, in this **Welcome Unit**, they will begin revising vocabulary and grammar. Encourage students to mention all the school objects they can identify on the background of the page and write them on the board: *pencils, rulers, pencil sharpener, scissors, pen*; etc. Invite the class to add more school items to the list and then direct student's attention to the image of the tablet. Ask them if they use personal electronic devices when they study and write the examples they give on the board: *computer, laptop, mobile phone*; etc. As

students share their ideas, invite them to mention pros and cons when using these devices to study. Then have them analyse the website and ask guiding questions: *What sections has the webpage got?, What's the name of the school?, What class are students in?, What subject are they studying?, What type of lesson is it?, Do you like taking part in quizzes? Why?; etc.*

1 Draw students' attention to the words and the categories in the boxes on page 4. Ask them to repeat the words after you and explain the meaning of the ones they do not remember. Ask them to write three words from the boxes in each word group. Tell them to answer the questions by using words that are related to the word groups but are not listed in the activity. Give students some minutes to do the activity. Check by asking some volunteers to read their answers aloud. Write the words used for answering the questions on the board to check spelling.

Answer key: **Family members:** *half sister, son-in-law, grandchildren; parents*; **School facilities:** *gym, schoolyard, laboratory; cafeteria*; **Body parts:** *arm, head, leg; feet*; **School subjects:** *Art, History, IT; PE*; **Clothes:** *hat, T-shirt, trainers; gloves*; **Sports:** *volleyball, swimming, cycling; golf / hockey*; **Jobs:** *hairdresser, nurse, architect; mechanic*; **Days of the week:** *Monday, Sunday, Thursday; Friday*; **Feelings:** *happy, terrified, sad; tired*

2  Choose a student and ask him / her to read out the rubrics. Make up an example to check understanding and write this sentence on the board; for example: *I haven't got any grandchildren.* Give students some minutes to use some of the words in activity 1 and write six true sentences in their notebooks. Then pair students up and have them share their ideas. Walk around the classroom monitoring their performance and offer help if necessary. Check students' answers by asking some volunteers to write their sentences on the board.

Answer key: Students' own answers

3 Before reading the text, have students identify the webpage and the author of the post: *It's the same school webpage as in activity 1 and the person who writes the post is Ms Laura.* Then tell the class to read the text and circle the correct preposition. Invite different volunteers to read aloud parts of the post to correct the activity. Finally, ask comprehension questions: *What can students do in the section?, What time do classes start?, When do students have English lessons?, Where is the classroom?;* etc.

Answer key: 1 at; 2 on; 3 on; 4 at; 5 at; 6 in; 7 at; 8 in

4  Tell students that Joaquín makes his post answering Ms Laura's questions. Explain that he has made a few mistakes. Make sure students understand that they have to correct the underlined mistakes. Give students a few minutes to do this task. Do not check students' answers yet.

5  Students listen to the audio and check their answers. You may play the audio again, this time making pauses and asking students to repeat the answers after the audio. Invite different volunteers to write the correct words on the board to check spelling.

Answer key: 1 am; 2 from; 3 younger; 4 live; 5 isn't; 6 likes; 7 them; 8 don't usually get up; 9 In; 10 go

Audio script 2

Joaquín: *My name's Joaquín and I am 14 years old. I'm from Rosario, Santa Fe. I've got an elder brother and a younger sister. We live in a flat near the city centre. My room isn't big and it isn't very tidy. Sometimes I can't find my things. In my room, I play online games and listen to music. My brother likes playing the guitar and my sister can sing excellently. They make cover versions of famous songs and I film them and share the videos with our friends. At the weekend, I don't usually get up early but I help with the household chores. In the afternoon, I meet my friends in the park and we go skateboarding. It's my favourite activity!*

6 Now ask students to read Camila's post on the school blog and complete the sentences with the correct forms of the verbs in brackets. Check the activity by asking some students to read aloud their answers. You may take this opportunity to revise the adverbs of frequency and their position by asking students to find examples in the text. Elicit the grammar rule from the class: frequency adverbs are used before verbs. Write an example sentence on the board with an adverb of frequency used with the verb *to be* and encourage students to describe the position of the adverb: *I'm always happy when I go skateboarding. I love it!* (frequency adverbs are used after the verb *to be*).

Answer key: 1 live; 2 have got; 3 get up; 4 goes; 5 do; 6 prepare; 7 teaches; 8 has; 9 go; 10 try

→ Optional Activity

Students work in pairs and play a guessing game. They write three sentences about themselves in their notebooks but leave a blank where the frequency adverb is supposed to be used. They then swap notebooks with their partners and try to guess each other's missing adverbs.

7 Tell the class to read the sentences and correct them using the information from the posts in activities 4 and 6. Give students some time to do the activity and then compare their answers

in pairs. Finally, ask some volunteers to write the correct sentences on the board to check.

Answer key: **1** He has got a brother and a sister. **2** She has got a cat and a dog. **3** Camila can cook very well. **4** She can skate very well. **5** Camila usually gets up early but Joaquín doesn't.

8  In their notebooks, students write a post answering Ms Laura's questions. Tell them to use Joaquín and Camila's posts as models. You may assign this task as homework.

Answer key: Students' own answers

Pages 6 & 7

1  Ask students to answer the questions about their own neighbourhoods. Ask guiding questions and write key vocabulary on the board: *Is your neighbourhood noisy / quiet / beautiful?*, *Are there a lot of buildings?*, *Is there a big park?*, *What do you usually do in your favourite place?*; etc. Model the pronunciation of the places students mention and have them repeat the words after you.

Answer key: Students' own answers

2 Remind students of Camila and her post on page 5 and explain that she's describing her neighbourhood. Refer students to the picture and elicit the places they can identify. Then tell students to look at the map to complete the description with the correct forms of *there is / are*. Have different volunteers read the description aloud to check the answers.

Answer key: **1** *There is*; **2** *there is*; **3** *there isn't*; **4** *There is*; **5** *there are*; **6** *there aren't*; **7** *there is*; **8** *There are*; **9** *there is*; **10** *there are*; **11** *There isn't*; **12** *there are*; **13** *There is*; **14** *there is*; **15** *There is*

3 Tell students to read the description again to write the names of the places. Read aloud the example and encourage students to identify the other places. Have them compare their answers

in pairs. Finally, ask some volunteers to read the names of the places aloud to correct the activity.

Answer key: **2** supermarket; **3** fire station; **4** shopping centre; **5** hospital; **6** bank; **7** office buildings; **8** chemist; **9** book shop; **10** bakery

4  Go over the places in the table with the class and tell students to listen to Joaquín talking about his neighbourhood with his new classmate. Play the audio for students to tick the correct answers. Play the audio again so that students check or complete their answers. To correct the activity, ask questions using *Is there a (square)?* or *Are there any (universities)?* and have some volunteers answer using *Yes, there is. / No, there isn't.* or *Yes, there are. / No, there aren't.*

Answer key: **Yes:** square, school, bank, café, supermarket; **No:** university, shopping centre

Audio script 3

Javier: Joaquín, do you like your neighbourhood?

Joaquín: Yes, I do. I think it's beautiful and quiet.

There's a square near my house.

Javier: Is there a university?

Joaquín: No, there isn't. But there is a school next to the bakery.

Javier: Are there any banks?

Joaquín: Yes, there is one next to my school. But there aren't any shopping centres.

Javier: Is there a café?

Joaquín: Oh, yes! That's my favourite place. And there's a supermarket too.

5  Now explain to the class that they have to refer to the places that they ticked in the Yes column in the table in activity 4. Tell them to focus on the location of these places and write them down. Direct students' attention to the example sentence with the gap. Play the audio and pause for students to complete the first sentence with the missing words. Continue with the same procedure and give students time to write down the sentences. Ask some volunteers to read the answers aloud and copy the sentences on the board to check.

Answer key: *There is a square near my house. There is a school next to the bakery. There is a bank next to my school.*

6  Invite a student to read aloud the rubric and the example dialogue. After students write their sentences, tell them to work in pairs and take turns to ask and answer the questions about their neighbourhoods. Walk around the classroom and monitor their work.

Answer key: Students' own answers

7  Refer students to the photo of Joaquín's mum and encourage them to describe her. Then direct students' attention to the table and read aloud the actions. Have students read the information in the speech bubble and decide if the actions are habits or are happening now. Invite different volunteers to read their answers aloud to check.

Answer key: **A habitual action:** *work at the hospital, have lunch at work, teach at university;* **An action happening now:** *have a picnic, play cards*

8 Ask students to use the cues given to write questions about Ana and answer them using the information in activity 7. Correct by asking different students to read aloud their questions and answers.

Answer key: **1** *Does Ana work at the weekend? No, she doesn't.* **2** *How often does she work at university? Twice a week.* **3** *Why is she at the park today? Because it's Saturday and she doesn't work.* **4** *Is she playing a board game with her son? No, she isn't.*

→ Optional Activity

You may take this opportunity to revise question words: *What, Where, Who*; etc. You may ask some volunteers to write on the board all the question words they remember. Then you may write a couple of sentences in the Simple Present on the board too and underline some words or phrases in these sentences. Finally, ask

some other students to write on the board the corresponding questions that refer to the words or phrases underlined.

For example:

Teacher: *He goes to work by bus.*

Student: *How does he go to work?*

Teacher: *He gets up at 7 am.*

Student: *What time does he get up?*

9  Go over the information in Ana's calendar and check students understand the vocabulary. You may mime the actions as you read aloud the words. Have students repeat them after you to practise pronunciation. Then tell the class to use the information to write about Ana's routine in their notebooks. Encourage students to include sequence markers such as *then, next, after that* and *finally*. Walk around the classroom and monitor their work. Finally, have some students read their texts aloud.

Answer key: Students' own answers

10 Invite students to write sentences about what Joaquín and his family are or aren't doing using the prompts. Read the first prompt and example sentences aloud and encourage students to complete the second phrase. Give the class time to complete the activity and then ask some volunteers to read their sentences aloud to check.

Answer key: **1** *is having a birthday dinner;* **2** *aren't ordering food, are preparing dinner;* **3** *is not playing the guitar, He is listening to music.* **4** *Joaquín's sister isn't singing. She's chatting with friends.*

11  Pair students up and ask them to take turns to describe their daily routine. If necessary, have them write down notes of their activities and times as in Ana's calendar in activity 9 before talking to their partners. Walk around the classroom monitoring their performance and offering help if needed.

Answer key: Students' own answers

UNIT 1 - #DIGITAL LIVES

CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Digital terms: <i>app, emoji</i> ; etc.	Imperatives with <i>always</i> and <i>never</i>	Pronunciation of different digital terms	Talking about online safety. Giving safety tips.
L2 Sequence markers Webpages and computer games	Imperatives (revision)	Pronunciation of some sequence markers	Giving instructions.
L3 Frequency adverbs Daily routine	Position of frequency adverbs	Pronunciation of frequency adverbs	Talking about daily routine. Carrying out a survey.
L4 Means of transport: <i>car, bus, plane, taxi</i> ; etc. Holiday activities	<i>Love, like, enjoy, hate + -ing</i> <i>Would like (love) to + verb</i>	Pronunciation of <i>would</i> Pronunciation of verbs ending in <i>-ing</i>	Discussing what we would like to do when travelling.

Extras: Suggested optional games and activities for consolidation.

Opening pages - Pages 8 & 9

Explain to students that these pages introduce them to the topics and objectives of each unit of the Student's Book. Read the title aloud and encourage students to define the phrase: it refers to life connected with digital technologies. Elicit examples of digital technologies and write them on the board; for example: *smartphones, tablets, video streaming, e-book readers, websites, social media, apps*; etc. Then have students mention activities associated with digital lives; for example: *chatting, making video calls, shopping, playing games, finding locations, watching series, using social media, downloading music*; etc. Direct students' attention to the photo on the double-page spread and ask them to describe the people. Then have them analyse the image and relate it to the title. You may ask guiding questions: *What do the teens look like?, How old are they?, Where do you think they are?, Are they friends, schoolmates, relatives?, How do you think they feel? Why?, What are they doing?, Do you think they have got busy digital lives?*; etc. As students share their ideas, write key words on the board. After that, refer the class to the *#Pic Of The Unit* box and tell them that the questions will guide them

to discuss their ideas about the image and the relevant topic of the unit. Read aloud the questions and check comprehension. Pairs students up to answer and exchange their opinions. Walk around the classroom monitoring their work and after some minutes, invite different volunteers to share their ideas with the class. Encourage students to mention ways in which they can limit their screen time and how this can have an impact on their lives and relationships. Finally, focus students' attention on the *#Unit Goals* box and tell them that they will learn about the objectives of the unit. Read aloud the sentences to present the goals and explain to the class that they will use this box for self-evaluation. When they complete the unit, they will come back to this page and tick the boxes of the faces that best represent their performance.

Pages 10 & 11

1  Students discuss the warm-up questions in class. You may act as a moderator and write students' answers on the board as you elicit them. Ask students if they check the information they find on the internet and invite them to share reliable sites that they use. When discussing the last question, encourage students to justify their answers.

Answer key: Students' own answers

2 Direct students' attention to the webpage and ask them to identify what type of site it is: *it's a glossary of digital terms*. Read aloud the words in the box and have students repeat them after you. Explain that they have to write these digital terms with their corresponding definitions. Give students some minutes to do the task and then check this activity by asking some volunteers to read aloud their answers.

Answer key: **1** username; **2** email address; **3** password; **4** emoji; **5** computer virus; **6** meme; **7** app

➔ #Useful Tip > Vocabulary

Direct students' attention to the *Useful Tip* box. Read aloud the explanation and the example. Model the pronunciations of *at*, *dot* and *underscore*. You may ask students to say their email addresses or write more examples on the board and have the class say them for further practice.

➔ Optional Activity

Invite students to think of other digital terms and provide their definitions. If students do not mention emoticons, encourage them to define them: the word *emoticon* is the combination of *emotion* and *icon*. Emoticons are created by using punctuation marks, letters and numbers to represent an emotion or feeling. You may write the main punctuation marks on the board and write their names. Then you might ask students to draw, in their notebooks, different emoticons they know using punctuation marks and other keyboard symbols. Finally, ask some students to draw their emoticons on the board and ask the rest of the class to guess what they mean and which keyboard symbols / punctuation marks they contain.

Some punctuation marks:

Symbol	UK	US
.	stop / full stop	period
,	comma	

;	semicolon	
:	colon	
-	hyphen	
–	dash	
...	ellipsis / trailing dots	ellipsis
()	round opening / closing brackets	round opening / closing parenthesis
[]	square opening / closing brackets	square opening / closing parenthesis
/	slash / stroke	
?	question mark	
!	exclamation mark	exclamation point
“ ”	quotation or double speech marks / inverted commas	(double) quotation marks
‘ ’	quotation or single speech marks / inverted commas	single quotation marks
’	apostrophe	
*	asterisk / star	
#	hash (key)	number (key) / pound (key)

#NOTE

The underscore [_] is a character that originally appeared on the typewriter and was used to underline words.

At present, this character is sometimes used to create a visual space between characters, for example in computer file names, email addresses, and in URLs.

The underscore is not the same character as the dash. A series of underscores ([_____]) can be used to create a blank to be filled in on a form.

Example: sign_up_to_grammar_2.doc

Suggested emoticons:

ICON	MEANING
:) =) : -)	Happy
:D :-D	Very happy
: (:-(Sad
:’(Crying
:o : - O	Surprised / Yawning
;-)	Wink
:-P	Sticking the tongue out

3  **4**  Ask a volunteer to read out the rubrics. Students listen to a dialogue between Kim and her mum (Ms Gann) and fill in the blanks with only one word. Ask students where Kim and her mum are and give them time to read the incomplete dialogue in silence (They're at home.). Then play the audio twice. If students find this exercise difficult, you may pause the recording after each answer in order to give them more time to fill in the blanks. Check this activity by asking some volunteers to read aloud their answers.

Answer key: 1 good; 2 nickname; 3 never; 4 forget; 5 turn; 6 Brush; 7 tell; 8 Don't

Audio script 4

Ms Gann: Your dad and I have to go out now. Be good!

Kim: Yes, Mum. Can I play on my computer?

Ms Gann: Okay. But you know the rules. Don't chat with strangers! Always use a nickname! And never share personal information with other players!

Kim: I never do that. I only play with my friends, Mum! How many times do I have to tell you that?

Ms Gann: And have your dinner first. It's in the microwave. And don't forget to eat some fruit!

Kim: I know! I always eat fruit in the evening, Mum.

Ms Gann: And turn off your mobile before you go to bed at 10 o'clock. You've got school in the morning.

Kim: OK, Mum!

Ms Gann: Brush your teeth before you go to bed.

Kim: Mum, I do that every day. You don't have to tell me that over and over again! You can go now.

Ms Gann: OK, then. Take care! Goodbye!

Kim: Don't be late!

Ms Gann: Very funny!

4 Refer students to the *Sign Up to Grammar* box at the top of the page. Explain that this box summarises the main grammar topics taught in the lesson – in this case the use of imperatives - and that this box should be used as a reference for study. Invite different volunteers to read aloud the examples and the explanation in the *Remember!* section of the box. Make emphasis on the absence of the subject to make imperative sentences and highlight the position of the adverbs at the beginning of the sentence. Then ask students to

underline all the examples of imperative sentences in activity 3. Check answers by asking different students to read aloud their answers.



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

Answer key: Be good.; Don't chat with strangers!; Always use a nickname.; And never share personal information with other players.; And have your dinner first.; And don't forget to eat some fruit.; And turn off your mobile... ; Brush your teeth... ; Take care!; Don't be late!

5  In their notebooks, students write in three minutes as many sentences as they can. Tell them to use the cues given. You may turn this activity into a game: the student who writes the most correct sentences in three minutes is the winner. Check this activity by asking some volunteers to read aloud their sentences.

Answer key: Students' own answers

6 Read aloud the rubric and direct students' attention to the picture of the computer on the right side. Have students identify the danger and elicit other examples from the class. Write students' ideas on the board. Then read aloud the verbs in the box and check understanding. Ask some volunteers to read aloud the examples and clear up any doubts. Tell students to use the verbs in the box to complete the online safety tips. Check this activity by asking some volunteers to read aloud their answers.

Answer key: 3 Don't post; 4 Use; 5 Log; 6 Delete; 7 Control



7 Pair up students and have them interview their partners. Students must check whether their partners follow the online safety tips in activity 6 and find out if they take other actions to protect themselves. Tell them to discuss how taking risks online may affect their safety. Draw students' attention to the example given and encourage them to use it as a model. Monitor students' work. After some minutes, invite students to share their ideas and write them on the board.

Responsible decision making

As digital citizens, students must be aware of the risks they may face so as to think critically and make sensible decisions. Thus, it is important to work on the skills students need to protect themselves online and help them realise that their online behaviour may have negative consequences in their lives. Invite students to reflect on the information they share online by analysing different situations; for example: signing up for an app, downloading a game, making posts on social media, shopping online; etc. Encourage the class to mention what information they should keep private, such as full name, address, school and phone number, and elicit the possible consequences that sharing it may have: identity theft (when someone gets enough information to steal a person's identity and commit crimes or create fake profiles), grooming (when an adult pretends to be someone else and establishes a relationship with children or young people to manipulate, exploit and sexually abuse them) and catfishing (when someone creates a fake profile to steal victims' information or defraud them). Finally, invite students to make a poster with all the safety tips to avoid dangers online.

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 emoji; **2** download; **3** delete; **4** share; **5** virus; **6** username; **7** send; **8** at; The mystery word is: internet
- 2** 1 website; **2** password; **3** meme; **4** email address; **5** antivirus; **6** software
- 3** 1 Always control; **2** Always check; **3** Always think; **4** Never spend; **5** Never use; **6** Always treat; **7** Never have
- 4** Students' own answers

Lesson 2 - Pages 12 & 13

1  Have students discuss the warm-up questions in class. Encourage students to put

up their hands when they want to say something and to wait for their turn to answer the questions. Write *Online games* on the board and draw two columns: *Advantages* and *Disadvantages*. Write students' opinions and help them with vocabulary if necessary.

Answer key: Students' own answers

2  Refer students to the homepage of an online games website and have them identify the name. Explain to the class that they are going to analyse the different sections it has got. Have students focus on the tabs and ask some volunteers to read the words aloud. Help them with pronunciation and elicit the meaning of *FAQ* (*Frequently asked questions*). Then invite the class to read the phrases below the image and write the corresponding names. Tell them to pay attention to the icons accompanying the names for help. Check this activity by asking some volunteers to read aloud the complete sentences.

Answer key: 1 Tutorials; 2 FAQ; 3 Support; 4 Favourite games; 5 Subscribe; 6 Join now; 7 Search; 8 Contact Us

3 Draw students' attention to the *Sign Up to Grammar* box on page 13. Explain to them that we use sequence markers to indicate the different steps to follow when giving a set of instructions. Read the example sentences aloud and encourage students to identify the activity that these steps describe: buying and downloading a game from the store.

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

Refer students to activity 3 and ask them to recognise the section of the webpage (FAQ). Explain that they have to complete the instructions to join a friend's game online with the missing sequence markers. Check this activity by asking a couple of students to read aloud the answers. Work on the pronunciation of the sequence markers that are used in this activity.

Answer key: Possible answers: 1 First; 2 Then; 3 Next; 4 After that; 5 Finally

4 Students match the columns to get some correct sentences that are used when giving a set of instructions. Check this activity by asking some volunteers to read aloud their answers.

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

5  Focus students' attention on the *Support* section. Explain to the class that a girl needs help with an online game and contacts the virtual assistant. Tell them to fill in the blanks using the instructions in activity 4 and some sequence markers. Do not check students' answers yet.

6  **5** Now students listen to the audio and check their answers in activity 5. Discuss their choice of sequence markers and let them know that answers may vary (they may have written *then* or *after that* instead of *next*, for example).

Answer key: **1** click on the Download tab; **2** Then; **3** type the name of the game; **4** select the Install option; **5** wait for some seconds; **6** Finally; **7** find the icon of the game; **8** start to play

Audio script 5

Assistant: Hi! I'm your virtual assistant. How can I help you?

Player: Hi, I can't find a game I want to play online. It's called Green Warriors.

Assistant: You can't play this game online. You must download it. Here are some instructions to guide you. First, click on the Download tab at the menu. Then, type the name of the game in the search bar. After that, select the Install option under the icon of the game and wait for some seconds until the download is complete. Finally, find the icon of the game on your home screen and start to play.

7  Students write, in their notebooks, a set of instructions to create an account to play online games. Encourage them to use the text in activity 5 as a model. You may assign this task as homework.

Answer key: Students' own answers

8  Have students work in pairs. Ask them to tell their partners the different steps to follow when

doing one of the activities in the box. Students may feel free to suggest some other activities as long as these are connected with digital technology. Draw students' attention to the example given and encourage them to use it as a model. Monitor students' work as you walk around the classroom.

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

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

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

3 Students' own answers

4 2 am; **3** starts; **4** get up; **5** First; **6** Then / After that; **7** Then / After that; **8** don't do; **9** do

Lesson 3 - Pages 14 & 15

1  Have students discuss the warm-up questions in class. If any students have participated in an online competition, encourage them to share the experience with the rest of the class. As students answer the questions, help them with vocabulary as needed and write key words on the board.

Answer key: Students' own answers

2 Tell the class that they are going to read about an online competition. Direct students' attention to

the logo and have them read the name. Encourage students to guess what the *International Olympiad in Informatics* is like and write their opinions on the board. Then ask students to read the text to check their ideas and complete it with the correct forms of the verbs in brackets. Invite different volunteers to read aloud the text to correct the activity.

Answer key: 1 *is*; 2 *promotes*; 3 *recognises*; 4 *organises*; 5 *hosts*; 6 *lasts*; 7 *are*; 8 *helps*; 9 *include*; 10 *compete*; 11 *solves*; 12 *receive*

3  Refer students to the *Sign Up to Grammar* box and focus their attention on the frequency adverbs in the arrow. Read aloud the adverbs and model pronunciation. Then read aloud the example sentences and make emphasis on the position of the adverbs. After that, tell students that they will listen to an interview with Emily, a winner at IOI. Read the rubric aloud and give students time to read the interview in silence. Then play the audio for students to circle the correct options. Play the audio again so that they can check their answers. Finally, invite some students to role-play the interview.

Answer key: 1 *always*; 2 *twice*; 3 *rarely*; 4 *never*; 5 *Sometimes*; 6 *often*

Audio script 6

Interviewer: Congratulations on your medal, Emily! I guess you train very hard. How long do you spend on your computer every day?

Emily: Thanks! I always try to spend no more than three hours a day in the afternoon.

Interviewer: And do you practise any sports?

Emily: Yes, I play basketball twice a week. And I've got swimming lessons on Monday, Wednesday and Friday.

Interviewer: Wow, you've got a busy week. What time do you go to bed?

Emily: I rarely go to bed before midnight but I'm never tired in the morning.

Interviewer: Do you relax at the weekend?

Emily: Sometimes. I haven't got much free time because I often meet with the IT teacher and the study group to train for the Olympics. But we've got a great time together and I enjoy the practice.

4  Ask a volunteer to read aloud the rubric and the words in the table to check understanding. Remind students to focus on the activities and the frequency Emily does them. Play the audio more than once so that students complete the activity and check their answers.

Answer key: *walk to school – always; have lunch at school – sometimes; do homework – usually; watch TV – never; walk the dog – often*

Audio script 7

Emily: During the week, I get up at seven because I've got classes in the morning. I always walk to school because it's near my house. After school, I go back home at one o'clock. But I sometimes have lunch at school because I've got extra-curricular activities at quarter past two. In the afternoon, I usually do my homework or study for a test. I also spend about three hours on the computer but I never watch TV. I prefer to listen to music or watch a tutorial about programming. I also like going to the park with my friends and I often walk my dog too.

5 Ask students to use the information in activity 4 to complete the sentences. Read aloud the first sentence and encourage a volunteer to say the missing words. Tell students to focus on the subject to use the correct forms of the verbs in the Simple Present tense. To check, invite some students to write the sentences on the board.

Answer key: 1 *(always) walks*; 2 *(sometimes) has lunch*; 3 *does, doesn't watch / never watches*; 4 *often walks*

6 Direct students' attention to the *Sign Up to Grammar* box again and go over the frequency adverbs with them to check understanding. Then refer students to activity 6 and explain that they have to focus on the adverbs in the sentences to match them with their meanings. Have some volunteers read aloud their answers and work on the pronunciation of the frequency adverbs again.

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

Answer key: **1** It's her normal routine. **2** She does it every day. **3** She doesn't do it. **4** She almost never does it. **5** She does it some days. **6** She does it almost every day.

7  Students unscramble the questions and then they write true answers about themselves, their families or friends. You may check students' work by asking some volunteers to write their questions and answers on the board.

Answer key: **2** How often do you cook? **3** How often does your mum (or dad) work from home? **4** How often do you share photos online?; Students' own answers

8  Pair up students and ask them to take turns interviewing their partners. Invite a pair to read aloud the example and check understanding. Tell students to complete the table with their partners' answers and to report their findings to the class afterwards.

Answer key: Students' own answers

WB p. 118

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 **2** I hardly ever play online games. **3** My brother always does his homework after dinner. **4** My parents rarely post photos on social media. **5** I am never late for school. **6** My friends and I have usually got extra-curricular activities.

2 Students' own answers

3 Students' own answers

4 Students' own answers

Lesson 4 - Pages 16 & 17

1  These warm-up questions introduce the main topic in this lesson: booking holidays online. Clarify the meaning of the words *pros* and *cons* and write students' ideas on the board. Help students with vocabulary if needed as they discuss the questions.

Answer key: Students' own answers

2  Have students analyse the webpage and identify the information it provides. You may ask guiding questions: *What's the name of the travel agency? Which destinations does it promote? What type of holidays does it offer? Can people book online?* Then focus students' attention on the photos and encourage them to describe the destinations. Give students some minutes to read the information in silence and underline the activities. Invite different volunteers to share their answers with the class to check. Finally, have students choose their favourite destination and give reasons for their answers.

Answer key: Holiday activities: Edinburgh: go sightseeing on a Hop-On Hop-Off bus tour, join a guided walking tour, explore Edinburgh Castle, visit the Palace of Holyroodhouse, go hiking to the remains of a volcano; **Tulum:** go snorkelling, go diving, sunbathe on the beach, visit cenotes, cycle through the jungle, explore the ruins of the Mayan city, take an eco-friendly tour, go shopping, buy souvenirs, eat out, go dancing; Students' own answers

→ Optional Activity

You can ask students to work in groups and decide on three important holiday destinations in their country. They should report their ideas to the whole class and inform what activities can be done in the three places they selected.

3 Students read the website again and find adjectives to describe the nouns listed. Check this activity by asking a couple of students to read aloud their answers.

Answer key: **1** famous; **2** fantastic; **3** iconic; **4** natural; **5** royal; **6** spectacular; **7** remarkable; **8** crystal clear

→ #Useful Tip > Grammar

Draw students' attention to the *Useful Tip* box. Ask a volunteer to read aloud the information in this box. Then write on the board this verb structure: *love, like, enjoy* and *hate* + verb + *-ing* and ask students to provide some examples using these verbs followed by *-ing*. Work on the pronunciation of verbs ending in *-ing*. Possible examples: *I love*

going shopping. I hate doing homework. I enjoy chatting with my friends online.

4  Encourage students to work in pairs. Students take turns to ask and answer about the activities mentioned in the website that they love, like, hate or enjoy doing. Draw students' attention to the example given and encourage them to use it as a model. Make sure students swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box. Ask a volunteer to read aloud the information in this box. Make sure students understand that we use the preposition *by* with all means of transport but not with the expression *to go on foot*.

5  **8**  Explain to the class that they are going to listen to people organising their holidays. Tell them to focus on the information needed and then play the audio. You may pause after each dialogue to give students time to write down their answers. Play the audio again so that students complete or check the activity. Finally, ask some volunteers to write their answers on the board to check spelling.

Answer key: **Amanda:** Germany, plane / train; **Sarah and Jen:** Bariloche, go kayaking; **Steve and Nick:** Cancun, Isla Mujeres, Mexico, ferry; **Matt and Kate:** Edinburgh, go sightseeing, bus

Audio script 8

Speaker: Dialogue 1

Sam: What are you doing, Amanda?

Amanda: I'm booking a package holiday.

Sam: Fantastic! Where are you going?

Amanda: To Germany. I'd like to go by plane but it's very expensive.

Sam: And what about the train ticket?

Amanda: I don't like travelling by train because it's a long trip.

Speaker: Dialogue 2

Sarah: Would you like to go kayaking while we're in Bariloche, Jen?

Jen: That would be great!

Sarah: OK! There's a special offer of a tour on the lake.

Jen: Book it now, Sarah!

Speaker: Dialogue 3

Steve: Where would you like to go on our next holidays, Nick?

Nick: I'd love to go to Mexico and visit Cancun.

Steve: Me too! And I'd like to travel by ferry to a nearby island.

Nick: Let's check the price of the tickets to Isla Mujeres.

Speaker: Dialogue 4

Matt: Would you like to go sightseeing in Edinburgh, Kate?

Kate: Yes, but I don't like walking for a long time. I get tired and I don't enjoy the views, Matt.

Matt: OK, we can book a bus tour.

Kate: That's a good idea!

6  **8**  Draw students' attention to the *Sign Up to Grammar* box, where they will find the affirmative, interrogative and negative forms of *would like*. Go over the examples with the class and model the pronunciation of *would*, *I would like* and *I'd like*. Refer students back to activity 6 and give them time to read the questions and clear up any doubts. Then have students listen to the dialogues again to answer. Ask different volunteers to read the questions and answers aloud to check.

Answer key: **1** No, she wouldn't. She doesn't like travelling by train. **2** They would like to go kayaking on the lake. **3** They would like to travel to Isla Mujeres. **4** No, they wouldn't. Kate doesn't like walking for a long time. **5** Because she gets tired when she walks for a long time.

7 Ask students to use the cues given to write true sentences about themselves and their families using *would* or *wouldn't like / love*. Check this activity by asking a couple of students to read aloud their answers. Take this opportunity to continue working on the pronunciation of *would*.

Answer key: Students' own answers

8  Read aloud the rubrics and example and tell students to use it as a model. Pair up students and walk around the classroom monitoring their work. Allow three minutes for this activity. The student who gets more points is the winner.

Answer key: Students' own answers

9  In their notebooks, students write about what they would like to do on their next holiday. Encourage them to include the destination and means of transport chosen. You may assign this task as homework. You may also help students plan their writing task. First, encourage them to brainstorm their ideas on a separate sheet of paper and decide which to use at the beginning of their paragraphs (name of the destination and means of transport chosen). Finally, tell students to include the activities they would like to do and some reasons. A skeleton paragraph (a paragraph with blanks) on the board can be a good visual aid.

Answer key: Students' own answers

WB p. 119

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:

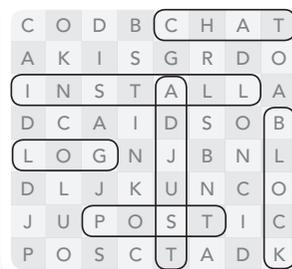
- 1** 1 travel, b; 2 tour, e; 3 souvenirs, a; 4 hiking, f;
5 golden, scuba diving, d; 6 dishes, c
2 Students' own answers
3 Students' own answers
4 Students' own answers

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



2 Block; **3** Install; **4** post; **5** chat; **6** log

2 1 open; 2 sign; 3 select; 4 After that; 5 Finally; 6 wait for

3  1 T; 2 T; 3 F; 4 T; 5 F; 6 F; 7 F; 8 T

4  1 At one. 2 Always. 3 His friends. 4 Hardly ever.
5 On Sunday.

Audio script 9

Jason: At the weekend, I get up at ten and relax at home with my family. We usually have lunch at one o'clock and then my sister and I clean the kitchen. I always wash the dishes. Then I play video games with my friends online. We often connect at three and I try new tricks while we play. After that, I often prepare a video with tips and reactions to some games. It takes me a lot of time to edit the videos so I rarely upload them on Saturday. On Sundays, I always post new videos and I sometimes go live on my channel to show how I play.

5 Students' own answers

6 Students' own answers

7  Students' own answers

8 1 'd; 2 travel; 3 package; 4 book; 5 stay; 6 like; 7 go;
8 take; 9 make

9  Students' own answers

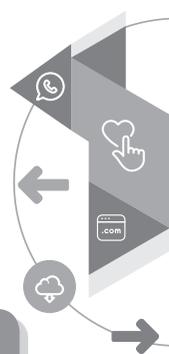
10  Students' own answers

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 9.

Teacher's Resource Material

- ▶ Tests Unit 1
- ▶ Extra worksheets Unit 1

UNIT 2 - #EATING HABITS



CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Food items and drinks	Countable & uncountable nouns <i>Some & any</i>	Pronunciation of different food items	Talking about healthy food and different food groups.
L2 Junk food & healthy food Eating places	Quantifiers: <i>a lot of, (a) few, much; etc.</i>	Pronunciation of some words and expressions used as quantifiers	Talking about eating habits.
L3 Adjectives: <i>spicy, yummy; etc.</i> Sizes: <i>small, regular; etc.</i>	<i>I'd like...</i> <i>Can / Could I have... ?</i>	Pronunciation of <i>I'd like</i> Intonation of questions beginning with <i>Can / Could I have... ?</i>	Ordering food.
L4 Food items and drinks <i>A slice of, a piece of, a spoonful of, a bowl of; etc.</i>	<i>Some</i> used when offering something: <i>Would you like some... ?</i> <i>How about some... ?</i>	Pronunciation of <i>would</i>	Discussing health problems and eating habits. Making, accepting and refusing an offer.

Extras: Suggested optional activities and games for consolidation.

Opening pages - Pages 20 & 21

Read aloud the title of the unit and invite students to explain what the phrase *eating habits* refers to; for example: the type of food they usually eat, the amount of food they eat, how often they eat and how varied their diet is. Write students' ideas on the board and help them with vocabulary if necessary. After that, direct students' attention to the people in the collage and read aloud the questions in the #Pic Of The Unit box. Pair students up to discuss their ideas and walk around the classroom monitoring their performance. Then invite students to share their opinions and write key vocabulary on the board. Finally, 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 22 & 23

1  Tell students to match the food items they know to the pictures. You may ask students to use their dictionaries to complete the activity. Check

students' answers by reading aloud the words and asking students to say the corresponding letters. Invite students to repeat the words after you, one by one, to practise pronunciation. After checking, draw two columns on the board and write: *I like eating...* and *I don't like eating...* Invite some volunteers to mention the food items and drinks they like by using the phrase on the board and give reasons for their answers. Then ask some other volunteers about the food items or drinks they don't like and write the ideas in the corresponding column on the board.

Answer key: 1 e; 2 k; 3 n; 4 m; 5 c; 6 j; 7 h; 8 o; 9 l; 10 a; 11 i; 12 d; 13 b; 14 g; 15 f; Students' own answers

2  Direct students' attention to the picture of the plate and ask them if they know what it represents. Write their ideas on the board and encourage them to identify the food items in each of the sections. Then invite the class to read the article and label the food groups. Finally, check orally with the class and model the pronunciation of the food groups.

Answer key: 1 Fruits; 2 Grains; 3 Dairy; 4 Protein foods; 5 Vegetables; Salty and sweet food and drinks are not included. Because they are not healthy.

3 Refer students to the article again. Give them some minutes to read the text silently and match the phrases. Help them with vocabulary if necessary. Check this activity by asking different students to read aloud their answers.

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

→ Optional Activity

Divide the class into two groups. Choose a letter of the alphabet and have Group 1 say one item of food that starts with that letter. Give them five seconds. If they can't say a food item, Group 2 gets a chance to do so. After five or six rounds, the winner is the group that manages to say the most number of words. Keep a record on the board of how many words each group is able to come up with.

4  Explain to the class that they will listen to an expert giving some advice on healthy eating. Go over the notes with students and check understanding. Encourage students to predict the type of information they will need to focus on when doing the listening activity. Play the audio more than once so that they can complete the notes and check them. Finally, correct the activity by inviting some volunteers to read aloud their answers and write the words on the board to check spelling.

Answer key: 1 nutrients; 2 orange juice; 3 carrots; 4 cakes; 5 bread; 6 popcorn; 7 meat; 8 nuts; 9 water; 10 soft drinks

Audio script 10

Speaker: *There are many factors that can affect our eating choices. These involve not only our preferences and culture but also our access to food. To adopt a healthy eating style, it's important to vary the food we eat so as to make sure we get the*

necessary nutrients and calories. We can achieve this by making half our plate fruits and vegetables as they provide vitamins and minerals. Check the fruits that are in season in your area. Now, you can buy delicious strawberries, for instance. Or you can also have orange juice with your breakfast every morning. It's easy to eat vegetables if you have salad with different ingredients like lettuce, carrots or any other vegetable you prefer. Another tip is to eat whole grains and limit the grain-based desserts such as cakes and cookies. So you can eat whole-grain bread instead and have popcorn as a snack. Remember to vary your protein routine too. Don't eat only meat and try to include more beans and nuts in your diet. And finally, drink more water and less soft drinks because they have got added sugar and few nutrients.

5 Draw students' attention to the *Sign Up to Grammar* box. Explain the words *countable* and *uncountable*. Explain that some words can be counted (they admit a number before them) but others cannot. Ask students: *Can you count apples / cookies; etc.?* (The answer is yes.), *Can you count water / rice / cereal; etc.?* (The answer is no.) Draw students' attention to the fact that some words which are countable in their mother tongue might be uncountable in English. Give some examples: *bread* is countable in Spanish but uncountable in English; etc.



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

Now refer students to activity 5 and have them write the words in activities 1 and 4 in the correct columns. Draw two columns on the board with two headings (*Countable nouns* and *Uncountable nouns*). Check this activity by asking some volunteers to write their answers on the board in the corresponding column.

Answer key: **Countable nouns:** doughnuts, crisps, beans, carrots, eggs, sweets, strawberries, lettuce, cakes, cookies, nuts; **Uncountable nouns:** meat, fish, orange juice, rice, cereal, soft drink, cheese, milk, bread, popcorn, water

#Useful Tip > Grammar

Draw students' attention to the *Useful Tip* box and ask a volunteer to read aloud the information it contains. Explain that we use *a / an* before countable singular nouns (*a carrot, an orange*; etc.) and that we use *some* before plural nouns (*some oranges, some berries*; etc.) and before uncountable nouns (*some bread, some money*; etc.) in affirmative sentences (*There are some cookies in the tin. There is some bread on the table.*). Finally, explain that we use *any* before plural and uncountable nouns in interrogative and negative sentences (*Are there any bottles of coke in the fridge? There aren't any carrots in the basket. There isn't any sugar in the pot.*). In order to check understanding, ask students to do activity 6.

6 Ask students to read the sentences and circle the correct options. Remind them to pay attention to the nouns and their forms. Pair students up to compare their answers. Finally, invite some volunteers to read aloud the sentences to correct the activity.

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

7  Have students work in pairs. They look at the *MyPlate* icon and tell their partners about their eating habits. Draw students' attention to the example and ask them to use it as a model. Make sure students swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

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 Countable:** *an ice cream, a fish, a peanut, an egg*;
Uncountable: *ice cream, meat, chicken, cheese, milk, fish, broccoli, bread, butter*
2 (from top to bottom) 3, 4, 5, 1, 2

3 2 *any*; **3** *any*; **4** *some*; **5** *a*; **6** *an*; **7** *any*; **8** *an*; **9** *some*;
10 *a*; **11** *some*

4 Students' own answers

Lesson 2 - Pages 24 & 25

1  Read the warm-up questions and direct students' attention to the *#Useful Tip* box. Explain that when we are hungry or thirsty, we can buy something to eat or drink at a fast food restaurant, a takeaway (restaurant), a café, a pub, a pizza place, an ice cream parlour; etc. Then pair students up to share their ideas. Walk around the classroom monitoring students' work and help them with vocabulary if necessary. Finally, invite the class to discuss the questions and support their choices.

Answer key: Students' own answers

2  Read aloud the rubric and explain to students that a brochure is a booklet or folded paper containing information or advertising a product. Ask questions to check comprehension: *What type of information does this brochure contain? Is it a printed or digital version? What online features can you identify?* Then invite students to read the information and answer the questions. To correct, have some volunteers share their answers and encourage them to support their suggestions with information from the brochure. After checking, you may highlight the use of adjectives to promote the different places in Bath and ask students to underline them. Clear up any vocabulary doubts they may have.

Answer key: **1** *At cafés and tearooms.* **2** *At a pub or a bar.* **3** *At a vegan café or restaurant.* **4** *At a deli.* **5** *You can take a tour at a brewery.*

3  Students work in pairs. They tell their partners about some good places in their neighbourhoods to have something to eat or drink. 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.

Answer key: Students' own answers

4  Direct students' attention to the online menu and elicit the food items and drinks in the photos. Then go over the menu and model the pronunciation of the words. Make sure students understand the vocabulary and ask them to put a tick or a cross next to the options according to their preferences. Then ask some volunteers to share their ideas with the rest of the class. Divide the board into two columns: *Healthy food items* and *Unhealthy food items* and have students classify the words. Invite students to mention the food items that they can buy at school.

Answer key: Students' own answers; **Healthy food items:** veggie spring rolls, Caesar salad, yoghurt, fruit salad, mineral water; **Unhealthy food items:** hamburger, chicken nuggets, fish and chips, jacket potato, ice cream, cupcakes, soft drinks, milkshakes, hot chocolate

→ Optional Activity

Ask students to design some colourful posters in class (using coloured felt-tip pens and blank pieces of paper) to illustrate some healthy and unhealthy eating habits. These posters might also suggest some changes to the school cafeteria menu. You may decide to display students' posters around the school to encourage other students to vote for the best suggestion to improve the school cafeteria menu.

5  Explain to students that they will listen to the girls in the photos talking about their eating preferences and habits. Play the audio and have students identify the girl who eats junk food. Check orally with the class.

#NOTE

In the USA, students usually have lunch at school. In public schools, they can either pay a small fee and eat at the school cafeteria, or take a packed lunch from home. In Britain, things are very similar. Children can usually choose between a hot or cold dinner provided by the school or a packed lunch taken from home. Some children are entitled to a free school dinner, but most children pay for theirs.

Answer key: Brenda

Audio script 11

Speaker: Speaker 1, Jessica.

Jessica: Honestly, I'm into healthy food. My friends usually have chicken nuggets and burgers with lots of potato chips, but I don't really eat fattening food. You know, this junk food makes you fat. I mean, it's delicious and I do love it but I try to choose healthy food like a salad or a ham and cheese sandwich when I buy something at the school cafeteria. But there's one little problem – I'm a chocoholic. In fact, I just love sweets and I usually eat lots of chocolate at school. My mum complains a lot and says I should stop and I know it's not good for me. But what can I do? I simply can't stop eating chocolate all the time. However, I'm trying to cut down on it. I'm eating less chocolate now – one or two small bars a day only.

Speaker: Speaker 2, Kayla.

Kayla: Well, to tell you the truth, I always take a lunch box to school. My mum makes some sandwiches for me in the morning – usually cheese and tomato sandwiches or something like that. And I always buy a drink at school. I never have any sweet drinks like Coke or any of those soft drinks people love. I just have some fruit juice or mineral water. I don't take much fruit to school in my lunch box so I'm often hungry and I buy some yoghurt or a fruit salad for dessert. I definitely prefer healthy food.

Speaker: Speaker 3, Brenda.

Brenda: Well, I'm hopelessly addicted to junk food. I know it's bad for me but I can't help eating it all the time. I simply love it! I always have lunch at the school cafeteria and I usually buy the same things: a big chicken burger and fries. I know I eat a lot of fattening food and I don't eat any vegetables. The thing is, I can't stand vegetables. I hate them. But I do take some fruit to school – an apple or a banana or something like that. That's at least something healthy in my diet, don't you think?

6  Before listening to the audio again, have students read the sentences in silence and check understanding. Then play the audio more than once so that students can check or complete the activity. Invite some volunteers to read their

answers aloud and encourage them to correct the false sentences.

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

7 Draw students' attention to the *Sign Up to Grammar* box. Discuss the use of quantifiers in class. Write on the board: *I drink coffee*. Then insert suitable quantifiers (*a lot of, lots of, (a) little*; etc.) and explain the differences in meaning. Follow the same procedure with other example sentences using the words *fruit* and *vegetables*. Prompt students to say which quantifiers could be used. Elicit from students the differences between *lots of, quite a lot of, much / many* and *any*. Work on the pronunciation of all the quantifiers that appear in the *Sign Up to Grammar* box.



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

Refer students to activity 7 and ask them to complete the sentences with the quantifiers based on what they have read in the *Sign Up to Grammar* box. Check answers by asking some volunteers to read aloud the complete sentences.

Answer key: 1 *lots of, lots of, much*; 2 *much, a little*; 3 *few*; 4 *any*; 5 *many*

8 Ask a volunteer to read aloud the rubrics and the example. Elicit some questions from two or three students to check understanding. Give students some minutes to write the five questions in their notebooks. Ask a few students to write one of their questions on the board and encourage the whole class to identify if the questions on the board refer to *healthy* or *unhealthy* eating habits. Then tell students to work in pairs and use the questions they wrote to interview their partners.

Answer key: Students' own answers

9 Students now write a paragraph about their classmates' eating habits, using the ideas they collected in activity 8. You may assign this task as homework.

Answer key: Students' own answers

WB 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 *takeaway, e*; 2 *ice cream parlour, d*; 3 *fast food restaurant, a*; 4 *café, b*; 5 *pizza place, c*

2 1 *chocoholic, healthy*; 2 *unhealthy, junk*; 3 *soft drinks, juice*; 4 *habits, sugar*; 5 *diet, lots*

3 Bruno: 1 *many*; 2 *lots of*; 3 *a little*; 4 *any*; 5 *some*; 6 *much*; 7 *lots of*; **Sofia:** 1 *quite a lot of*; 2 *a few*; 3 *lots of*; 4 *some*; 5 *any*; 6 *a few*; 7 *much*

4 Students' own answers

Lesson 3 - Pages 26 & 27

1 Elicit international dishes from the class. Write the words on one side of the board and add the following adjectives to describe them on the other: *delicious / yummy, disgusting / yucky, spicy, weird*. Go over the words and mime their meanings. Check students' understanding and have them repeat the words after you to practise pronunciation. Then invite students to answer the questions in pairs and use some of the adjectives to support their ideas. Walk around the classroom to monitor their work. Finally, have different volunteers share their opinions with the rest of the class.

Answer key: Students' own answers

2 Refer students to the cartoon and give them some minutes to read it. Help with vocabulary if necessary. Ask students why the teacher is surprised at Gracie's answer. Encourage different students to account for their answers.

Answer key: *Because she doesn't expect Gracie's answer as she doesn't speak about food groups but prices.*

3 Invite the class to analyse the website by asking questions; for example: *What type of website is this?, What is the name of the blog?, What is the post about?, When was the post*

made?, How many times has it been shared?, etc. After that, ask students to read the blog post and answer the questions. Have students compare their answers in pairs before checking with the class. Finally, ask different volunteers to read aloud the blog post and clarify any vocabulary doubts.

Answer key: 1 Snails from France; 2 Spicy sweets from Mexico, hot chocolate with cheese from Colombia and jellyfish from China; 3 Snails from France; 4 Surströmming from Sweden; 5 Jellyfish from China

4  Organise the class into groups and invite students to discuss the questions. Tell students to write down notes as they share their opinions. Walk around the classroom to monitor their performance and help them with vocabulary if necessary. After some minutes, ask students to share their ideas with the class and write key words on the board.

Respecting differences

As students learn about eating habits in other countries, they also become aware of different cultural practices and other factors that influence people's diets such as traditions, economic activities and even weather conditions. Thus, reflecting on other cultures as well as their own gives students a great opportunity to know and understand different customs instead of considering them strange. This change of perspective helps to promote respect for diversity. Encourage students to mention dishes or drinks from different regions in their own country that are not typical for them. Invite them to describe the dish or drink and explain why it is common or special for the people of the region. If students do not have much information, you may assign this task as homework.

Answer key: Students' own answers

5  Refer students to the menu and set the context for the exercise: two teenage girls ordering food at a restaurant. Ask students to listen to the audio and tick the items they order. Give them some minutes to go over the items before playing the audio. Help with vocabulary if necessary. Finally, check orally with the class.

Answer key: crocodile burger, mineral water

Audio script 12

Waiter: Are you ready to order now?
Marcia: Yes, I'd like a crocodile burger, please?
Waiter: Sure. And for you?
Alice: Can I have some water, please?
Waiter: Certainly. And anything to eat?
Alice: No way! Sorry, but I don't like anything on this menu.

6 Refer students to the *Sign Up to Grammar* box on the top-right corner of the page. Explain that it is important to be polite when ordering food in English. Read aloud the examples and have students practise the pronunciation of *I'd like*, *Can* and *Could*.

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

Now tell students to unscramble the sentences in brackets to complete the customers' orders. Explain that the customers are ordering food items and drinks from the menu in activity 5. Check this activity by asking some students to read aloud their answers. Work on the pronunciation of *I'd like...* and the correct intonation of the questions used when ordering food (rising intonation: *Can I have a... , please?*) It is also important to remark that when making a request and adding *please* at the end, this *please* is usually spoken on a rising note too, in a sort of questioning or softly pleading tone.

Answer key: 1 *Could I have fried rice with crabs, I'd like a bottle of mineral water;* 2 *Can I have cooked insects, please?, And I'd like a bubble tea, please.*

7 Now tell students to complete the dialogue to make their orders. Give students some minutes to do the activity. Invite different volunteers to role-play the dialogues with their partners to share their answers.

Answer key: Students' own answers

8  Pair students up and ask them to role play a dialogue ordering food and drinks from the menu. Go over the words with the class to model pronunciation and clear up any doubts.

Tell students that they should take turns being the waiter or waitress. Refer them to the model dialogues in activity 6. Monitor students' work and make sure they speak only in the target language.

Answer key: Students' own answers

WB p. 122

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	T	Y	M	M	R	O	D	E	L	S	Y
	E	D	S	V	Y	U	I	N	G	D	K
	G	E	X	P	E	N	S	I	V	E	C
	U	R	S	N	W	X	G	C	L	L	U
	Y	C	U	G	T	L	U	S	P	I	Y
	U	W	S	O	Y	P	S	Y	X	C	N
	M	L	E	W	P	M	T	E	W	I	L
	M	U	V	I	N	Y	I	R	V	O	G
	Y	S	P	C	R	T	N	R	X	U	E
	E	Y	O	U	L	D	G	U	M	S	Y
	W	O	S	P	I	C	Y	E	M	I	P

- 1 *expensive; 2 delicious, yummy; 3 disgusting, yucky; 4 spicy; 5 weird*
- 2 1 (from top to bottom) 2, 1, 3, 5, 4; 2 (from top to bottom) 3, 4, 1, 6, 2, 5
- 3 1 *take; 2 like; 3 Sorry; 4 have; 5 Here*
- 4 Students' own answers

Lesson 4 - Pages 28 & 29

1 Have students discuss the warm-up question in class. Elicit possible health problems usually associated with bad eating habits, for example: *heart problems, high cholesterol, obesity; etc.*

Answer key: Students' own answers

2 Direct students' attention to the layout of the online article. Read the introduction and ask students to identify the parts of the body in the pictures of the infographic: *heart, stomach, tooth and brain*. Ask students to explain how fast food can affect these parts of our bodies. Then invite the

class to read the article to check their ideas. Tell them not to worry about words they do not know yet. Once you have checked students' answers, go over the new vocabulary by asking students to use the context to infer the meaning of these words. Help them if necessary.

Answer key: Students' own answers

3 Explain to students that the phrases in the box are examples of portions. Read aloud the phrases and model pronunciation. Then ask students to match the items on the list to the pictures. Check answers orally with the class. After that, tell students to use the phrases to complete the sentences. Explain that they may need to change the singular or plural forms of the portions. Finally, invite different volunteers to read aloud the sentences to check.

Answer key: 1 *b; 2 d; 3 e; 4 a; 5 c; 1 slices of lemon; 2 bowl of cereal, pieces of fruit; 3 pieces of fish; 4 spoonfuls*

4 Pair students up and tell them to take turns to ask and answer about the healthy options in activity 3. Invite a pair to read aloud the example and have students use it as a model. Walk around the classroom and monitor students' performance.

Answer key: Students' own answers

5 Tell students that they will listen to Jerry, a teen, talking to his mother. Read aloud the rubric and ask students to listen for the information to answer the questions about Jerry's problem and its cause. Play the audio for students to complete the phrase below the photo. Finally, ask some volunteers to share their answers to check.

Answer key: *acne; Sugar causes it.*

Audio script 13

Mrs Carter: Here you are! I made this especially for you.
Jerry: Mmm... Spaghetti with meat sauce... my favourite! Thanks, Mum.
Mrs Carter: Would you like some broccoli?
Jerry: Broccoli? No, thanks.

Mrs Carter: But you have to eat vegetables.

Jerry: I know, but I don't want any broccoli. It's disgusting!

Mrs Carter: Well, how about some carrots then?

Jerry: Okay. Carrots aren't too bad.

(Some time later...)

Mrs Carter: Would you like some dessert now?

Jerry: Yes, please. What's there for dessert?

Mrs Carter: Well, there are lots of things. You can have an apple, an orange, a slice of watermelon...

Jerry: Oh, Mum. You can't call that dessert. I'd like some ice cream or a brownie.

Mrs Carter: OK, but don't complain to me about your acne any more! You know sugar is not good for you!

Jerry: I know, I know.

6  Give students some time to read the sentences and options in silence. Then play the audio so that they choose the correct options. Play the audio once again for students to complete the activity or correct their answers. Finally, ask different volunteers to read aloud their answers to check.

Answer key: **1** meat sauce; **2** vegetables; **3** yucky; **4** are many; **5** a brownie; **6** bad for him

7 Draw students' attention to the *Sign Up to Grammar* box on the top-right corner of the page. Explain to students that we can make an offer in English by saying, for example: *Would you like some coffee?* and we can either accept it (*Yes, please.*) or refuse it (*No, thanks.*). Lay emphasis on the use of *some* when making offers. Refer students to the different ways to offer something in English and the different replies.

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

Now tell students to read the questions in activity 7 to spot the mistakes and rewrite them in the correct way. Check answers by asking some volunteers to write their sentences on the board.

Answer key: **1** Do, Would you like some ice cream for dessert? **2** any, How about some crisps before dinner? **3** any, Would you like some orange juice or water with your meal? **4** Would you like some cake? **5** drink, How about some soft drinks? **6** any, Would you like some dessert?

8  Ask students to work in pairs. They should offer their partners three different things to eat or drink. Encourage students to look at the example and to swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

WB p. 123

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 hamburger; **2** rice; **3** milk; **4** cookies

2 (from top to bottom) 2, 1, 3

3 (from top to bottom) 2, 3, 1

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

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 1 grapes; **2** apples; **3** cereal; **4** bread; **5** cheese; **6** yoghurt; **7** poultry; **8** eggs; **9** corn; **10** carrots

2 **Countable:** grapes, apples, eggs, carrots; **Uncountable:** cereal, bread, cheese, yoghurt, poultry, corn

3 1 some; **2** a lot of; **3** any; **4** few; **5** any; **6** much; **7** a few; **8** little

4 Students' own answers

5 1 *Would you like a slice of pizza?*, c; **2** *How about some ice cream for dessert?*, d; **3** *Would you like a glass of milk for breakfast?*, a; **4** *How about some fried insects for starters?*, b

6  **1** chicken; **2** lettuce; **3** chips; **4** how; **5** fruit; **6** watermelon

Audio script 14

Waitress: Are you ready to order?

Paula: Yes, could I have a chicken burger, please?

Waitress: With lettuce and tomato?

Paula: Yes, please.

Waitress: Would you like some chips with your burger?

Paula: Oh... Um..., yes, please!

Waitress: And how about a drink? A soft drink?

Paula: No, thanks. No soft drinks for me. I'd like some fruit juice, please.

Waitress: Okay. Apple, orange or watermelon?

Paula: Apple, please.

7  1 F; 2 T; 3 T; 4 F

8  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 92 of this Teacher's Book.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Digital terms Sequence markers Food items	Recycling of units 1 & 2 grammar topics	Integrating acquired knowledge with a real life issue: in this case, reading about selling food online.

A CHANGE OF HABITS

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: reading about selling food online.

1 Read aloud the title of the article and the rubric. Invite the class to look at the photos and encourage them to describe each image. You may guide students by asking more questions: *What have the photos got in common?, What different steps do the photos show?, What do you think that the boy in the photo is doing?, What about the young woman?, Which activities can you identify?, What changes of habits do the photos show?;* etc. Help students with vocabulary if necessary and write their ideas on the board. Then tell the class to read the article and check.

Answer key: (Suggested answers) *Eating and shopping habits*

2 Give students some time to read the sentences in silence and clear up any doubts. Then ask the class to read the article again and answer if the sentences are true or false. Have them compare their answers in pairs before correcting the activity. To check, invite some volunteers to read aloud their answers and encourage them to correct the false sentences.

Answer key: 1 T; 2 F; 3 T; 4 F; 5 F; 6 T; 7 F; 8 F

3 Direct students' attention to the screen and have them identify the site and the section: *It's the FAQ*

(*Frequently Asked Questions*) section on the teens' website. Ask a volunteer to read aloud the verbs in the box and check pronunciation. Tell students to complete the instructions to buy products online with the missing words. Finally, ask different volunteers to read the complete instructions to check the answers with the class.

Answer key: 1 *create*; 2 *click*; 3 *Check*; 4 *go*; 5 *provide*; 6 *confirm*; 7 *wait*

4 Organise students into small groups and invite them to answer the questions. As students discuss, walk around the classroom and monitor their work. After some minutes, ask different volunteers to share the ideas from their groups with the rest of the class. Encourage students to give examples of the actions they may take online to help change some habits in their community.

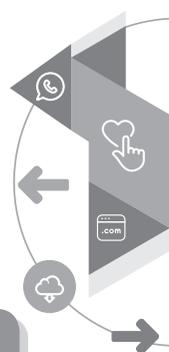
Answer key: Students' own answers

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 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

UNIT 3 - #DIFFERENT STYLES



	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Home furniture and home items Personality adjectives	Object pronouns	Pronunciation of some home furniture and home items Pronunciation of some personality adjectives	Describing one's favourite room. Describing people's personalities. Writing a short description of one's own bedroom.
L2	Clothes Personality and clothes: <i>casual, friendly</i> ; etc.	Possessive pronouns <i>Whose... ?</i> <i>Wear something = have got something on</i>	Pronunciation of some items of clothing and some personality adjectives	Discussing clothing styles.
L3	Adjectives used to describe parenting styles: <i>strict, patient</i> ; etc.	<i>Should</i> (advice and suggestion) - (aff, neg, interrog & short answers)	Pronunciation of <i>should</i> & <i>shouldn't</i> Pronunciation of some adjectives: <i>overprotective, responsible, patient</i> ; etc.	Commenting on different parenting styles. Giving advice to parents.
L4	Vocabulary on newspapers and magazines	<i>Make / let somebody do something</i> Infinitive of purpose: <i>to + verb</i> <i>Want + noun & want + to + verb</i>	Pronunciation of some words connected with newspapers and magazines: <i>showbiz news, horoscope, interviews</i> ; etc.	Talking about newspapers and magazines. Giving advice to readers of a problem page.

Extras: Suggested optional games and activities for consolidation.

Opening pages - Pages 34 & 35

Direct students' attention to the photo-collage on the double-page spread and invite them to describe the teens' appearances and mention their personal objects; for example: *sunglasses, headphones, glasses, tie, skateboard*; etc. Read aloud the title of the unit and elicit the teens' styles from the class. After that, tell students to analyse the rest of the photos in the collage and describe the styles of the places, clothes and objects. Help the class with vocabulary if necessary. Then read aloud the questions in the *#Pic Of The Unit* box and have students share their ideas in pairs. Encourage them to imagine which of the items and places in the photos can be related to the teens. After some minutes, invite different volunteers to

share their answers with the class. You may ask students about the style(s) they like best and have them give reasons for their answers. Finally, refer the class to the *#Unit Goals* box and read aloud the sentences. Explain that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 36 & 37

1  Students write lists of the pieces of furniture and home items they may know or remember. Help them out by eliciting some vocabulary and / or spelling, if necessary. Write students' answers on the board and encourage them to complete their lists with the words you write down. Add some more words if necessary.

Then, as a whole group, students talk about their favourite place in their houses. If students find it difficult to come up with some answers in this activity, they may use bilingual dictionaries or you may provide the answers on the board yourself. Work on the correct pronunciation of some pieces of furniture and some home items that students might find problematic.

Answer key: (Some possible answers) **living room:** chair, table, carpet, curtains, coffee table; **bedroom:** closet, wardrobe, bedspread, cushion, blanket, sheets, pillow; **kitchen:** cooker (UK), stove (US), table, chair, fridge (UK), refrigerator (US), cabinet, worktop; **bathroom:** sink, tap (UK), faucet (US), toilet, shower curtain, bathtub; **dining room:** table, chair, plates, cups, forks, knives, spoons

2  Read aloud the words in the box and model pronunciation. Check students understand the vocabulary and clear up any doubts by drawing pictures or pointing to some objects. Then give students some time to read and complete the descriptions. Finally, tell the class to listen to the girls describing their rooms to check the answers.

Answer key: **Helen:** 1 bedside table; 2 chest of drawers; 3 shelf; 4 rug; **Olivia:** 5 bed; 6 wardrobe; 7 desk; 8 shelves

Audio script 15

Speaker: Speaker 1, Helen.

Helen: Well, how could I describe my bedroom? It's really a place I simply love. I feel so at ease and comfortable in it. I've got a single bed and there's a bedside table next to it. There is a window between my bed and the chest of drawers. This is my favourite piece of furniture. I've got some bags hanging on one side and there are lots of accessories on it too. I usually try them on while I look at myself in the mirror. There's also a shelf with some souvenirs on the wall. And my guitar is usually under the shelf. This is the area where I sit to practise playing some of my favourite songs because there's a white fluffy rug. I have also got some teddy bears on the floor and a carpet in soft colours.

Speaker: Speaker 2, Olivia.

Olivia: My room's not very big, but I love it. There's a bunk bed without the lower bed. Instead there are

two white beanbag chairs under the top. I usually sit there and read some books or listen to music and when it's cold I cover myself in a blanket. There's a wardrobe next to the bed and there's a white chair and a desk opposite them. There's enough space to put my notebook next to the lamp on the desk. But it hasn't got any drawers. So I use the shelves that are on the wall to keep some of my things. There are also picture frames under the shelves. They are empty because I like taking photos and I still can't choose just a few. The walls are white and grey and the blind is white. It's a simple room, but it's very practical.

3 Draw students' attention to the *Sign Up to Grammar* box. Explain that object pronouns replace a previously mentioned noun after a verb or preposition. You may write these examples on the board: *Helen's got a lot of cushions on her bed. She loves them.* (Point out that *them* refers to *cushions*). *My best friend is Bea. I usually study with her.* (Point out that *her* refers to *Bea*). Make sure students understand they can't use subject pronouns (*I, he, she, they*; etc.) in these cases.



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

Then tell students to complete the sentences in activity 3. Check answers by asking different volunteers to read out each sentence.

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

4  Tell students they are going to take a quiz that shows their personality according to how messy or neat they keep their bedrooms. If necessary, explain the meaning of *messy* (not clean, not in order) and *neat* (clean and in order). Then ask students to take the quiz. Walk around the classroom to help them out with the vocabulary they may not know. Tell students to check their score, which is below the quiz and upside down. Once they have done so, ask as many students as possible if they agree with the result they got. Encourage them to give reasons for their answers. Finally, work on the correct pronunciation of some personality adjectives that students might find problematic.

Answer key: Students' own answers

5  Ask students to write, in their notebooks, a description of their bedrooms. Encourage them to use object pronouns whenever possible and as many words connected with home furniture and home items as they can. You may assign this task as homework. If they do it in class, you may ask one or two students to read out their descriptions.

Answer key: Students' own answers

WB p. 124

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 Bedroom: cushions, bookcase, mirrors, chest of drawers, lamp, closet, bedspread, curtains, bunk bed, rug; **Living room:** coffee table, cushions, bookcase, lamp, cupboard, curtains, armchair, couch, rug;

Bathroom: mirrors, sink, toilet, curtains, rug, bathtub;

Kitchen: cooker, microwave, sink, cupboard, table,

toaster, fridge, dishwasher; **Dining room:** lamp, cupboard, curtains, table, rug

2 1 creative; **2** tidy, neat; **3** lively, cool; **4** organised; **5** messy, untidy

3 1 it; **2** them; **3** it; **4** me / us; **5** him

4 Students' own answers

Lesson 2 - Pages 38 & 39

1  This activity will activate students' previous knowledge. You may ask them to work in pairs and, in three minutes, write down (on a slip of paper) as many clothes items as they remember. Then ask different pairs to read out their lists and also to tell the class the clothes they prefer wearing and if they care about fashion. Encourage students to support their answers. Invite them to mention if their clothes show their personalities and to reflect on how their choices on what to wear may be influenced by specific situations, cultural traditions, fashion trends, their hobbies and activities and also the weather. You may write students' answers on the board and encourage them to complete their

lists with the words you write down. Add some more words if necessary. If students find it difficult to come up with some answers in this activity, they may use bilingual dictionaries or you may provide the answers on the board yourself. Work on the correct pronunciation of some items of clothing that students might find problematic.

Open-mindedness

Students with an open-minded attitude consider other people's opinions, interests and experiences even when they are different from their own. They are willing to learn new things and challenge their own ideas. When students talk about clothes and fashion, it is important to guide them to keep an open mind to avoid stereotypes and prejudge someone by their appearance. Open-mindedness involves feeling respect and empathy for the other person, which are essential qualities to build up relationships as global citizens.

2  Tell students they are going to read an article about what the clothes we wear may reveal about our personality. You may read out the introductory paragraph and then different students (chosen at random or volunteers) can read out the rest of the paragraphs. You may assign each paragraph by reading out the subheadings so that students become aware of the pronunciation of some possible new words such as *aesthetician*, *pragmatist*, *intuition*; etc. Help students out with the meaning of new words in the text if necessary. Finally, ask them to do the matching exercise and correct this activity by asking different students to read out their answers.

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

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box. Write the first sentence in the box on the board underlining *'m wearing* and *'ve got... on* to show students that both structures mean the same. Ask different students to describe what their classmates are wearing by using these two structures: *Pablo, what is Laura wearing?*, *And what has Luciano got on?*; etc. When it comes to the third sentence in the box, you may explain *belong to* by saying:

This is my desk. It belongs to me. It's mine.

Point out that *belong* is a verb used to indicate possession and that *mine* is a possessive pronoun that students will study when they do the activities on the following page. Then tell students that *trainers* and *trousers* are called in a different way in American English (US): *sneakers* and *pants*. Finally, ask a volunteer to read out the *Useful Tip* box to clarify and reinforce ideas.

3 Ask students to read the descriptions and match the words in bold with the pictures. Give students some minutes to complete the activity and compare their answers in pairs. Finally, read out the clothing items and have students say the corresponding letters. Model the pronunciation of the words.

Answer key: 1 g; 2 a; 3 d; 4 f; 5 i; 6 k; 7 e; 8 h; 9 b; 10 l; 11 j; 12 m; 13 c

4  **16** Ask a student to read out the rubrics. Then tell the class to read the statements silently. Play the audio as students try to cross out the incorrect statement. Check the answer as a whole group by asking, for instance: *Which is the incorrect answer?* If most students were not able to get the right answer, play the audio again.

Answer key: 2

Audio script 16

Mr Smith: Oh, goodness! What a mess, girls! And Sam, you aren't ready! It's time to go!

Mrs Smith: But let's clean up this room before we leave.

Alyssa: Oh, come on, Mum! We can do it later.

Mrs Smith: No, now! Whose sock is this?

Alyssa: It isn't mine. It's Nina's.

Nina: Yes, but the sneakers on the floor aren't mine! They're yours, Alyssa.

Mrs Smith: All right. Stop arguing and put everything away in the right drawers. Now, whose skirt is this?

Nina: Oh, that's Alyssa's too.

Mrs Smith: Alyssa, can you put it in the closet?

Alyssa: OK, Mum!

Nina: Mum, I want to use the computer when we come back. Alyssa always spends hours on the computer.

Don't forget, Alyssa, that the computer isn't only yours – it's ours! It belongs to both of us!

Sam: What about me? This computer is mine too!

Mrs Smith: Oh, dear! Let's go everybody!

Optional Activity

Invite students to play *Pictionary*. Write between ten and fifteen names of clothes items and accessories on slips of paper (*T-shirt, trousers, socks, hat, shirt, trainers, jeans, tie, handbag, shoes, raincoat*; etc.) Put the slips of paper in an envelope or small plastic bag. Divide the class into small groups of three or four students. Any member of each group will have to pick out a slip of paper without looking and draw on the board the clothes item they get. By turns, ask a member of each group to come up to the front, pick out a slip of paper and draw on the board. As the student is drawing, the rest of the group members will have 40 seconds to guess what clothes item it is. Point out that the student who is drawing cannot say a word but just mime if the group is going on the right track to guessing or not. The group that guesses correctly must keep the slip of paper. The winner is the group that has been able to collect more slips.

5  **16** Direct students attention to the *Sign Up to Grammar* box. Explain that *Whose... ?* is used to ask about who possesses or owns something, and that we may use possessive adjectives or pronouns to answer this question. Make sure students understand the difference in use between the possessive adjectives and possessive pronouns.



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



#Useful Tip > Language

Draw students' attention to the *Useful Tip* box. Write the first example in the box on the board. Explain that the 's after *Camila* is not the contraction of *is* but that it indicates possession. Point out that if there are two or more people who possess the same item, the 's goes after the last person's name. Write more examples on the

board and / or resort to the students' mother tongue to provide examples if necessary. Then ask a volunteer to read out the sentences in the *Useful Tip* box to clarify and reinforce ideas.

Refer students to activity 5 and have them read the phrases and options in silence. Then play the audio for students to listen to the Smiths again and tick the correct options. Correct this task by asking different students to read out the complete sentences.

Answer key: 1 *Nina*; 2 *Alyssa*; 3 *Alyssa*; 4 *all the children*

6 Ask a student to read out the rubric. Make sure they understand they must complete the sentences using possessive pronouns and not adjectives. Check this activity by asking some volunteers to read out their answers.

Answer key: 1 *mine, hers*; 2 *theirs*; 3 *yours, mine*; 4 *his, ours*

7  Ask students to work in pairs and encourage them to take turns to ask and answer questions about the Smiths' clothes. Make sure students swap roles and that they use *Whose... ?* and *'s* to indicate possession. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

8  In their notebooks, students write a description of what one of their classmates is wearing. Then students read out their descriptions to another classmate so that he / she can guess who is being described. You may assign this writing activity as homework and the guessing game can be done on the following class.

Answer key: Students' own answers

WB p. 125

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 **2** *boots*; **3** *scarf*; **4** *dress*; **5** *shoes*; **6** *pants*; **7** *jeans*; **8** *sneakers*; **9** *blouse*; **10** *socks*; **11** *raincoat*; **12** *sweater*

2 Students' own answers

3 **1** *his*; **2** *hers, is mine*; **3** *vest tops are theirs*; **4** *Ours, How would you define yours?*; **5** *Mine is blue. His is red.*

4 **1** *Whose gloves are these?* **2** *Whose sweatshirt is this?* **3** *Whose blouse is this?* **4** *Whose jeans are these?*
(from top to bottom) 2, 1, 3, 4

Lesson 3 - Pages 40 & 41

1  Ask a student to read out the rubrics. Before passing on to the activity itself, explain what the phrase *parenting style* refers to and clarify the meaning of the words in the exercise that students may not know. For example, you may explain *overprotective* by saying that an *overprotective parent* is the one who protects their children more than they should. Then have students do the activity and correct it by asking some volunteers to read out their answers. Finally, work on the correct pronunciation of some of the adjectives connected with parenting styles that students might find problematic.

Answer key: 1 *patient*; 2 *liberal*; 3 *responsible*; 4 *strict*; 5 *overprotective*

2  Direct students' attention to the photo of Will Smith and his family. Invite the class to describe all the members and guess their personalities. Encourage students to provide information they may know about the Smiths and write their ideas on the board. Help them with vocabulary if necessary. Then ask students to read the interview. If possible, encourage them to use a dictionary to look up the words they don't know. Walk around the classroom helping them out and checking their work. Ask them to choose two or three adjectives in activity 1 to describe Will Smith's parenting style. Tell students to share their answers with the class.

Answer key: *responsible, patient*

#NOTE

Will Smith is an American actor and producer. He was born Willard Carroll Smith Jr. on September 25, 1968, in Philadelphia, Pennsylvania. He began rapping at age 12. When he was 16, he met future collaborator Jeff Townes and the duo DJ Jazzy Jeff & The Fresh Prince was born. The pair's first single was a hit in 1986. Their 1987 debut album, *Rock the House*, hit the Billboard Top 200, and made Smith a millionaire before the age of 18. In 1991, Smith began his crossover into acting. NBC signed him to headline *The Fresh Prince of Bel-Air*, a sitcom which was a huge success and ran for six seasons. Smith's first steps into superstardom came with his next film, *Bad Boys* (1995). He also played in the sci-fi film *Independence Day* (1996), a role that confirmed him as a major player in Hollywood. Some of Smith's best films include *Men in Black* (1997), *Ali* (2001), *I, Robot* (2004), *The Pursuit of Happyness* (2006), *I Am Legend* (2007), *Suicide Squad* (2016) and *Aladdin* (2019). Smith has been married twice. His first marriage, to Sheree Zampino in 1992, lasted three years and his son, Willard Smith III -also known as Trey- was born in 1992. He has been married to actress Jada Pinkett Smith since 1997. The couple's son, Jaden, was born in 1998, and their daughter, Willow, was born in 2000. Source: <https://www.biography.com/actor/will-smith>

3 Have students read the interview again and do this activity. Check it by asking some volunteers to read out their answers. Encourage students to correct the false information.

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

4  Direct students' attention to the *Sign Up to Grammar* box. Explain that *should* is used to give suggestions and advice and that the verb after it is in the infinitive form. Teach them the correct pronunciation of this modal verb by reading out one of the sentences in the box and the modal

verb in isolation. Point out that the *l* in *should* is not pronounced. Tell students that *advice* is an uncountable noun and have two volunteers read out the *Sign Up to Grammar* and *Useful Tip* boxes to reinforce all these concepts.



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

Refer students to activity 4 and explain that they are going to read pieces of advice parents give their children. Have students read the sentences and circle the correct options. Then play the audio to correct the activity and, if necessary, pause after each tip so that students can check their answers.

Answer key: 1 *should*; 2 *shouldn't*; 3 *shouldn't*; 4 *should*; 5 *shouldn't*; 6 *should*

Audio script 17

Speaker: In a recent magazine article, Dr Joanne Benson lists some of the most common pieces of advice parents give their children. Probably, the typical one we always hear from parents is: 'You should always be polite to people.' And there are probably three more that we often hear in most houses: 'You shouldn't fight with your brother or sister'; 'You shouldn't watch violent movies' and 'You should always keep your room clean.' Dr Benson also includes two more, one that refers to school and the other to eating habits: 'You shouldn't hang out in the street after school' and 'You should eat lots of fruit and vegetables.' Of course, there are many more that we can think of, but these are the ones that according to Dr Benson, children, but especially teenagers, find most irritating.

5 Ask students to write the appropriate questions. Then check this activity by having some volunteers read out their answers.

Answer key: 2 *What time should I go to sleep?* 3 *Where should I put it?* 4 *How tall should you be to go on a ride?*

6  Ask students to look at the sentences in activity 4. They must tick the ones they hear most from their parents and write three more similar examples in their notebooks. You may assign this

activity as homework and / or have different groups of students compare among themselves the three pieces of advice they have written down.

Answer key: Students' own answers

7  Ask students to work in pairs. Encourage them to take turns being parents and children giving advice to their parents. Monitor students' work as you walk around the classroom. Finally, invite some pairs to role-play their dialogues and encourage the rest of the class to say if they agree with the pieces of advice.

Answer key: Students' own answers

WB p. 126

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** liberal; **2** overprotective; **3** patient; **4** strict
2 **1** Should I buy the concert ticket? **2** Should I invite Greg to the party? **3** Should I call Mary now? **4** Should I change this T-shirt for a blouse at the shop? **5** Should I tell my parents about the keys?
 (from top to bottom) 4, 1, 5, 3, 2
3 Students' own answers
4 **1** He should use antivirus software. **2** She should wear gloves. **3** She should pay attention in class. **4** She shouldn't arrive late. **5** She shouldn't eat fast food.

Lesson 4 - Pages 42 & 43

1  Ask students what magazines they read and why. Tell them to read the magazine sections in the activity and tick the ones they find interesting (or the ones they usually read). It may be a good idea to pre-teach the meaning of some words like *gossip column* (a section involving stories about famous people's private lives) and *showbiz news* (news about the entertainment industry, including theatre, films, television and radio). Students share their choices as a whole group. Finally, work on the correct pronunciation of some of the words

associated with newspapers and magazines that students might find problematic.

Answer key: Students' own answers

2  Direct students' attention to the section of the online magazine and encourage them to identify it: it's a problem page. Then invite students to read the problems and write the corresponding usernames. Check orally with the class and elicit the common features of the posts: they start with *Dear Carol*; they include a brief description of the problem; they all end with a question asking for advice; and they are anonymous.

Answer key: **1** *Mature Enough*; **2** *Lucky Gymnast*; **3** *My Room is not a Garage Sale*; **4** *Cell Phone Saga*

3  Now that students have read the teens' worries in activity 2, have them tick the issues in this activity. In pairs and by turns, one of the students explains the problems to their partner. Walk around the classroom monitoring this activity and offering help if needed.

Answer key: *having a boyfriend; having privacy; paying for a broken object; having free time*

4 Now have students match the problems on the webpage with the pieces of advice Carol gives. Invite some volunteers to read aloud their answers to check and say if they agree with Carol or not.

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

5 Have students read the *Sign Up to Grammar* box on this page. You may write on the board one example with *make* (*My parents make me eat vegetables.*) and another one with *let* (*My mum lets us go to bed late.*) and elicit these verb structures (*make / let + object pronoun (or noun phrase) + verb*). Explain that the object pronouns replace or refer to phrases (noun phrases) that can also be used in these structures: *My parents let my friends use their notebook. My parents let them use their notebook.* Also explain that, in these examples, *make* is similar to *force* and that *let* is similar to *allow / give permission*.



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

Refer students to activity 5 and ask them to match the sentences with their meanings. Check this activity by asking some volunteers to read out their answers.

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

6 Choose a student to read out the rubric. Ask students to complete two sentences with *let* and two with *make*. Check the activity by asking some volunteers to read out the answers.

Answer key: Students' own answers



#Useful Tip > Grammar

Direct students' attention to the *Useful Tip* box. Ask a volunteer to read out the explanation about *to + verb*. Explain to students that this structure is used after a noun or an adjective to express purpose. You may write on the board some other examples: *I need some money to buy a new T-shirt. Henry is too short to play basketball.* to show that this structure is used after a noun or an adjective to express purpose. Then ask another volunteer to read out the explanation about *want to* and *want something* in the same box. Tell students that we need to use *to* after *want* if we want to say / write a verb afterwards. Write some more examples on the board. Ask students to provide some examples too.

7 Explain to students that they have to connect the sentences. Read aloud the example to check understanding and give students some time to complete the activity. Choose some students at random to read out the sentences to check the answers, or you may ask the whole class some questions with *Why... ?* so that any student can give the answer. For instance: *Why do you need to save money?*

Answer key: **2** *I need to save money to buy a games console.* **3** *My friend studies on weekdays to have free time at the weekend.* **4** *We usually make videocalls with our grandparents to know how they are.*

8 Ask students to put the words in order to make sentences. To check the activity, have some volunteers read out the sentences.

Answer key: **1** *I want to live near my friend's house.* **2** *My brother wants more formal clothes.* **3** *My parents don't want to be overprotective.*



9 Students choose one of the problems and give advice to a reader of a problem page and write the sentences in their notebooks. You may suggest the number of sentences they should write. If you consider it necessary, you may remind them that we use *should* for suggestions and advice. You may assign this task as homework.

Answer key: Students' own answers

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 *make*; 2 *makes*; 3 *doesn't let*; 4 *doesn't let*; 5 *make*; 6 *make*; 7 *let*; 8 *don't let*; 9 *make*
- 2** *clean the rooms, ask questions at the end of the class, play board games*
- 3** (from top to bottom) 2, 4, 3, 5, 1
- 4** Students' own answers
- 5** Students' own answers

Review - Pages 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** 1 *chest of drawers*; 2 *mirror*; 3 *lamp*; 4 *wardrobe*; 5 *shelves*
- 2** 1 *her*; 2 *it*; 3 *them*; 4 *us*; 5 *you*; 6 *him*
- 3**  18 *the picture in the middle*

Audio script 18

Mike: *My room is my world. It's quite a large room and it's got a modern style. I've got a double bed that is very comfortable. In my room, I also read, listen to music, chat with friends and... um... I can't forget... study too. The most important thing in my room is my projector because I like watching films and series on a big screen. I keep it on the shelf above my bed. When you see my room, you will know what my other interests are. There are comic books on the shelves and my skateboard's always next to the desk. I've got my basketball too. It's usually between my bed and my desk. The walls are white and grey – the same colours as my bedspread. I like the natural light that comes in through the big window and the views that I've got of the city.*

4 **1** shelves; **2** bed; **3** desk; **4** window

5  Students' own answers

6  Clara is wearing a pair of ripped jeans with a plain T-shirt. She has also got a brown jacket on. Daisy is wearing a grey dress with strips.; We are not wearing bracelets.

7 **1** mine, hers, yours; **2** ours, theirs

8  Students' own answers

9 **1** Should I talk to my mother? **2** Should we leave now? **3** Should we organise her a surprise party? **4** Should I eat more fruit?

(from top to bottom) 3, 4, 2, 1

10 **1** lets; **2** make; **3** makes; **4** should; **5** should; **6** doesn't want; **7** want; **8** shouldn't

#NOTE

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

Teacher's Resource Material

- ▶ Tests Unit 3
- ▶ Extra worksheets Unit 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 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.

UNIT 4 - #HOLIDAY ADVENTURES

CONTENTS			COMMUNICATIVE AND LEARNING TASKS	
LEXIS	GRAMMAR	PHONOLOGY		
L1	Leisure activities and sports	<i>Would ('d) like to...</i> <i>Go, play & do + activities</i>	Pronunciation of different food items	Describing one's dream holiday.
L2	Holidays Regular verbs in the past: <i>travelled, rented</i> ; etc.	Simple Past of regular verbs (affirmative)	Pronunciation of <i>-ed</i> ending of the past form in regular verbs	
L3	Summer camp items: <i>torch, boots</i> ; etc.	Simple Past of regular verbs (interrogative, negative & short answers)	Pronunciation of some words related to summer camps and holidays	Discussing holiday activities at a summer camp.
L4	Holiday activities and destinations	Simple Past of regular verbs (Yes & no questions; <i>Wh-</i> questions)	Intonation of Yes & no questions and <i>Wh-</i> questions	Exchanging opinions on some typical holiday destinations.

Extras: Suggested optional games and activities for consolidation.

Opening pages - Pages 46 & 47

Read aloud the title of the unit and elicit from the class examples of holiday adventures. Ask students about their favourite holiday adventures and encourage them to support their answers. Write their ideas on the board and help them with vocabulary if necessary. Then direct students' attention to the photo on the double-page spread and invite the class to describe the image. You may ask guiding questions: *What are the people doing?*, *What objects have they got?*, *What's the people relationship: travel agent and tourists, friends, family members, colleagues; etc.?*, *What do you think their holiday destination is?*, *Do you think that they will make a long trip? Why?* As students share their ideas, write key words on the board. After that, refer the class to the #Pic Of The Unit box and have students discuss the questions in pairs. Walk around the classroom to monitor students' performance and offer help if necessary. After some time, invite different volunteers to share their answers with the rest of the class. Finally, focus students' attention on the #Unit Goals box and ask a volunteer to read aloud the objectives.

Remind the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 48 & 49

1 Write the words *Dream Holiday* on the board. Elicit from students what they associate a dream holiday with. Write their answers on the board. Then ask a student to read out the instructions for activity 1. Go over the activities and model pronunciation. Have students repeat the words after you. Then tell the class to match the words with the photos. To correct the activity, invite some volunteers to say the activities and the corresponding letters. Draw students' attention to the use of the verb *go* with most of the activities. Finally, ask other students to answer about the activities they would like to do. Encourage them to use the expression *I'd like to...* and give reasons for their answers. Work on the correct pronunciation of *I'd like to...* and the sports and leisure activities which students might find problematic.

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

2  **19** Read aloud the rubric and check comprehension. Ask students to read the information in the cards and clear up any vocabulary doubts. Tell the class to focus on Monica's card first and then, Sarah's. Play the audio twice for students to tick the correct options and check their answers. To correct, choose different students at random to provide the answers.

Answer key: 1 New Zealand; 2 snorkelling; 3 sunbathing; 4 skydiving; 5 Cuba; 6 museums; 7 sunbathing; 8 salsa; 9 souvenirs

Audio script 19

Sarah: Monica, what's your dream holiday?

Monica: Well, the ideal holiday for me is a trip to New Zealand.

Sarah: New Zealand? Why? What sort of things would you like to do there?

Monica: Well, first I'd like to go snorkelling: you can see dolphins and beautiful fish there. I'd like to go sunbathing too. And I'd like to do some extreme sports: skydiving, probably. Yes, I'd like to go skydiving, definitely. What about you, Sarah? Where would you like to go?

Sarah: Well, I saw some pictures of Cuba last week. I love historic places, you know. I'd really love to see the old churches there and visit some museums too.

Monica: I see...

Sarah: And there are wonderful beaches there, so I'd like to go sunbathing too. Also, people in Cuba dance the salsa very well, so I'd like to learn how to dance the salsa too. And, of course, I'd like to buy lots of souvenirs.

Monica: Oh! It sounds cool! I think I now have two dream holidays. I wonder what our friend David's dream holiday is. Perhaps we can all go on holiday together someday!

3  Explain to students that Sarah has got a website. Invite them to identify what type of site it is and mention the features it has got to support their answers. You may ask guiding questions: *What type of website is this?, What's the name of the blog?, What features has it got?, Can people contact Sarah?, Can people find information about Sarah?, Can people read previous posts?;* etc.

Then tell students to read the post in silence and complete it with the verbs in the box. Remind them to pay attention to the words before and after the blanks for help. Invite different volunteers to read aloud parts of the blog post to check answers with the class.

Answer key: 1 love; 2 do; 3 go; 4 see; 5 do; 6 go; 7 play; 8 take; 9 buy; 10 be

→ Optional Activity

Invite students to write five true and false sentences about Monica and Sarah's ideal holidays. Then pair students up and tell them to take turns to read aloud their sentences and identify if their partners' sentences are true or false. The student with the most correct answers is the winner. Walk around the classroom to monitor their work. Finally, invite some volunteers to read aloud their sentences for the rest of the class to say if they are true or false. Encourage students to correct the false information.

4 Draw students' attention to the *Sign Up to Grammar* box on this page. Explain that we use *go + -ing* to talk about most leisure activities and some sports that we can do. You may tell students that the *-ing* forms used after *go* also work as nouns that refer to these activities (*Swimming is good for you. Snowboarding is an exciting sport.*) Explain that we use *play* with sports that are games and *do* with the words *sports, activities* and *exercise*. Remind students that we use *would / 'd like + to + verb* to express our wishes regarding what we want to do.

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

Then refer students to activity 4. Tell them to read the comments on Sarah's blog and circle the correct options. Check answers by asking different volunteers to read out each sentence.

Answer key: 1 go; 2 go; 3 do; 4 go; 5 do; 6 go; 7 do; 8 go

5 Now tell students to complete David's comment according to the emojis. Explain that in some cases they need to write more than one word and remind them to pay attention to the verbs that go with the specific nouns. Have students compare their answers in pairs and then invite some volunteers to read the post aloud to check.

Answer key: **1** mountains; **2** winter; **3** go skiing; **4** skating; **5** snowboarding; **6** go bowling; **7** play video games

6  Direct students' attention to the table and tell them that they are going to imagine their dream holidays. Tell them to copy the table in their notebooks and complete the YOU column by answering the questions and thinking of activities. Walk around the classroom to check their work and help them out with the task if necessary. Choose different students at random to read out the answers to check this activity. As you check the answers, you may ask some questions to prepare students for their interaction; for example: *Would you like to go to the mountains?, Would you prefer some other kind of place?, Who would you like to go with?, What would you like to do there?, Would you like to go (skiing) too?;* etc.

Finally, pair students up to ask their partners about their dream holidays and complete the YOUR PARTNER column. Walk around the classroom and monitor their work.

Answer key: Students' own answers

7  Now invite students to use their ideas in the YOU column in activity 6 to write a comment to answer Sarah's post. They can use the comments in activities 4 and 5 as models. Encourage students to use *I'd like to... / I want to...* whenever possible, and as many sports and activities as they can. You may assign this task as homework. If they do it in class, you may ask one or two students to read out their posts once everybody has finished writing.

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 2 do water sports, extreme sports; **3** go scuba diving, shopping; **4** play video games, beach volleyball; **5** read books, magazines; **6** visit historic sites, museums

2 2 historic sites; **3** go shopping; **4** souvenirs; **5** clothes; **6** do water sports; **7** go scuba diving; **8** play beach volleyball; **9** do extreme sports; **10** books; **11** play video games

3 Students' own answers

Lesson 2 - Pages 50 & 51

1  This warm-up may be a whole group activity. Have as many different students as possible answer the questions. You may write the destinations they mention on the board and you may also ask students if they liked these places or not. Invite them to add some relevant information to support their answers such as the weather, accommodation, activities; etc.

Answer key: Students' own answers

2  Tell students that Zoe has got a travel journal of her last holidays. Explain that a travel journal is a traveller's record of their experiences, adventures and memories of their trips. Encourage students to describe the characteristics of Zoe's journal and write their ideas on the board: it has got photos, stickers and drawings, a seal with the year 2019. Then have the class analyse the photos in more detail and answer the questions. Write key words on the board and have students read the dialogue between Zoe and her friend in silence to check their ideas. Finally, invite some volunteers to share their answers to correct the activity.

Answer key: **1** She went to the mountains. **2** It was cold. **3** She was with her family and some new friends. **4** Having tea with cake, playing in the snow and going sledding.

3 Ask students to read the *Sign Up to Grammar* box on page 51. Give them some minutes and then elicit the past form of regular verbs by asking them: *What do we write / add at the end of regular verbs in the past?, Why are these verbs called regular? (They follow a rule: we form the Simple Past of these verbs by adding -ed at the end.)* Then point out that there are three verbs in the box that have got a different past form and, as they change completely in the past, they are called *irregular verbs*: *go (went), be (was / were) and have (had)*. Tell students that there are many more irregular verbs that they will study in Unit 5.



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

Refer students to activity 3 and tell them to underline all the verbs in the Simple Past in the dialogue in activity 2. Check answers as a whole group by asking some volunteers to say two or three verbs.

Answer key: *was, was, had, posted, stayed, wasn't, decided, relaxed, arrived, walked, visited, had, was, played, went, rented, was, were, started*



4 Ask a student to read out the instruction for this activity. Before checking the answers, refer students to the *Useful Tip* box on page 51. Then choose some students at random to read the answers. Monitor students' correct production of the sounds that are used to say these verbs in the past.



#Useful Tip > Pronunciation

Read out the tips and examples so that students become aware of the sound they are expected to produce when reading the answers to activity 4. Ask students to repeat after you every time you read out the examples in the *Useful Tip* box. Point out that when verbs end in *t* and *d*, the *-ed* particle is pronounced /id/.

Answer key: Regular: *arrived, decided, played, posted, relaxed, rented, started, stayed, visited, walked;*
Irregular: *was / were, went, had*



5 Before students complete this task, direct their attention to the *Useful Tip* box on this page about the spelling of regular past forms. Then remind the class of Zoe's friend, Karen. Explain that they are going to read her blog post about her holidays and they have to complete it with the verbs in brackets in the Simple Past tense. Ask them to compare their answers in pairs. Then play the audio for students to check. Finally, invite different volunteers to read the post and focus their attention on the pronunciation of the past forms of the verbs. You may also write the verbs on the board to check spelling.



#Useful Tip > Spelling

Tell students that we double the last consonant when the verb ends in *consonant + vowel + consonant*, and that when the verb ends in *consonant + y*, the *y* changes to *ied*. Have students read the examples in the box. You may write some more examples on the board (*cancel, envy, worry, tap, carry, plan*; etc.) and elicit from students the correct spelling of the past forms of these verbs.

Answer key: **1** *arrived*; **2** *stayed*; **3** *was*; **4** *decided*; **5** *walked*; **6** *stopped*; **7** *went*; **8** *talked*; **9** *loved*; **10** *decided*; **11** *visited*; **12** *was*; **13** *rented*; **14** *went*; **15** *was*; **16** *danced*; **17** *called*

Audio script 20

Karen: *We arrived here in Salvador yesterday. Last night we stayed at a youth hostel, but it was horrible. So today we decided to look for another place. We walked for about an hour and then we stopped in front of a nice-looking hotel. We went inside and talked to the receptionist. We loved the place and so decided to stay! Later in the afternoon, we visited an old church. It was really lovely. After that, we rented some surfboards and went surfing... That was cool! After dinner, we danced to the sound of Olodum! I called home to tell Mum we are well and having fun! Now, it's late and I feel really tired.*

#NOTE

Olodum is an internationally acclaimed Afro-Brazilian cultural group from the state of Bahia, Brazil. It was founded in 1979 as a Carnival association highlighting African heritage and black pride through music, dance, theatre and art. From their home city of Salvador in Northeast Brazil (often described as the most African city in the Americas), Olodum has dedicated itself to cultural activism in the struggle against racial discrimination and socioeconomic inequality.

Adapted from: <http://www.narin.com/olodum/#about>

→ Optional Activity

If there is time available, ask students to choose three or four verbs in the past form to talk about their last holiday. Give students some time to plan what they are going to say and how they are going to say it. Offer help so that they can rehearse with you and feel confident enough to talk to the class about their last holiday. First, ask one or two students to say what they did on their last holiday to model the activity. Then ask as many students as possible to tell you what they did.

6 Ask students to look at the photos and complete their descriptions using the verbs in the box. Invite different volunteers to read aloud the sentences to correct the activity.

Answer key: **1** watched; **2** played; **3** tried, was; **4** climbed; **5** went

7 After you read out the rubrics, model the activity with a couple of students by using the example of a chain game on the page. Explain to students that they are going to work as a whole group and they have to pay attention to what their classmates have just said so that they can repeat it and add another activity connected with their last holiday. Stop the game when you notice a student fails to remember the sequence. Play the game several times until you notice most students

have been able to participate. Remind them of the pronunciation of the past forms if necessary.

Answer key: Students' own answers

WB p. 129

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

2 Irregular verbs: had, went, was; **Regular verbs:** played, sunbathed, visited, stayed, watched, wanted, travelled, walked, sailed, enjoyed
/d/: played, stayed, sunbathed, travelled, sailed, enjoyed; /t/: walked, watched; /ɪd/: visited, wanted

3 **2** Sue usually does homework after lunch but last holiday, she went snorkelling. **3** James usually watches series online but last holiday, he watched the sunset.

4 **1** travelled; **2** arrived; **3** went; **4** walked; **5** stopped; **6** visited; **7** went; **8** was

5 Student's own answers

Lesson 3 - Pages 52 & 53

1 Before doing the activity, you may ask the class what activities they can do at a summer camp and what items they think they need to take with them. Then they read the list of items to check if they were right. Help them out with the pronunciation of the words that might be new to them. Finally, students match the words with the pictures. Tell them to choose five essential items for going camping and think of reasons to support their answers. Have them compare their ideas in pairs. Check by asking some volunteers to read out their answers and elicit the most essential items from the class.

Answer key: **1** sleeping bag; **2** towel; **3** bed linen; **4** torch; **5** toiletries; **6** swimming trunks; **7** water bottle; **8** trainers; **9** sunscreen; **10** swimsuit; Students' own answers

2 Read aloud the rubric and invite students to write the verbs in the Simple Past tense. After

completing the sentences, tell them to choose one of the paragraphs to finish the post. Ask some volunteers to read aloud their answers to check and write the verbs on the board to correct spelling. Encourage students to give reasons for their choices in relation to the final paragraph but do not correct this part of the activity yet.

Answer key: 1 *had*; 2 *sunbathed*; 3 *cooked*; 4 *played*; 5 *climbed*; 6 *played*; 7 *went*; 8 *picked*; 9 *listened*

3  Play the audio so that students can now check the answers to activity 2 on page 52.

Answer key: Paragraph 2

Audio script 21

Jake: *My First Time at a Summer Camp*

On the night before, I packed everything I needed to take to the summer camp: clothes, trainers, sunscreen, a towel, etc. I didn't have a sleeping bag, so I packed my bed linen – a pillow, sheets and a blanket.

On the following day, the summer camp bus picked me up. I didn't know the people on the bus but they were very friendly. We arrived at the camp in the afternoon.

A coordinator welcomed us and showed us to our tents. The rest of the afternoon, we walked around the place and planned the activities for the following days.

We had a great time! We walked down the beach, played football, climbed trees and played games. We didn't check our phones and we didn't watch TV, but it was fantastic!

4 Direct students' attention to the *Sign Up to Grammar* box. Explain that *did* is an auxiliary used in the interrogative and negative forms in the Simple Past. Also explain that *did* is used before the subject to ask a question. You may give examples here or use the ones in the box. Next, explain that *did not (didn't)* is used in negative sentences. Provide some examples or use the ones in the box. Point out that when we use *did* or *didn't*, the verb must be in its base form (without *-ed*). You may elicit this issue if you first write some

sentences on the board and underline the verb phrases for students to analyse. For example: *I didn't go camping last summer.*, *Did Anna travel to Paris last year?* At this stage, it is a good idea to write on the board a couple of sentences in the affirmative form for students to change them into the interrogative and negative. Then proceed with the analysis of short answers. Write a couple of Yes / No questions on the board and help students come up with the short answers: *Did you go trekking yesterday? No, I didn't.*, *Did you go to school yesterday? Yes, I did.*, *Did your mum cook a special meal yesterday? No, she didn't.*; etc.

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

Refer students to activity 4 and have them write complete sentences using the prompts. Invite some volunteers to read aloud their answers to check.

Answer key: 1 *The organisers didn't swim on the beach.* 2 *We didn't use a compass.* 3 *I didn't play the guitar.* 4 *My new friend didn't like the food.* 5 *I didn't put up the tent.*

5 Invite students to read Jake's notes and then complete the answers. Ask some volunteers to read aloud the questions and answers to correct the activity.

Answer key: 1 *I didn't, was;* 2 *I did, was;* 3 *I did, prepared;* 4 *I didn't, didn't have*

→ Optional Activity

Divide the class into groups and have students close their books. Explain that you are going to test their memory and ask questions about Jake's experience at the summer camp. When students answer correctly, their group gets a point but if they answer incorrectly, they lose a point. Suggested questions: *Did Jake take a sleeping bag to the camp?*, *Did he go to the camp by bus?*, *Did he know anyone at the camp?*, *Did he arrive at the camp in the morning?*, *Did he climb trees?*, *Did he go kayaking?*, *Did he play games?*, *Did he use his phone?*; etc.

6  Have students write the activities they think their partners did on their last holiday. For classroom management purposes, it is advisable to ask students to write sentences about the person sitting next to them (especially with large groups).

Answer key: Students' own answers

7  Ask students to pair up with the person they wrote about in the previous activity. Encourage pairs to take turns to ask and answer questions connected with the sentences they wrote before. Refer students to the examples given. Suggest they should keep a record of how many correct guesses they were able to get to determine who the winner is. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

WB p. 130

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 **2** *sleeping bag*; **3** *sunscreen*; **4** *torch*; **5** *insect repellent*

2 **2** *had*; **3** *was*; **4** *didn't rain*; **5** *was*; **6** *decided*; **7** *didn't know*; **8** *were*; **9** *changed*; **10** *did you go*; **11** *climbed*; **12** *followed*; **13** *covered*; **14** *were*; **15** *did you do*; **16** *played*; **17** *didn't have*; **18** *stayed*

3 **1** *Did, play, he didn't, played*; **2** *Did he use, Yes, he did*; **3** *Did he watch series, he didn't, didn't*

Lesson 4 - Pages 54 & 55

1  As a whole group, students share their opinions and wishes about some typical holiday destinations they mention. Collect students' ideas on the board and encourage group discussion.

Answer key: Students' own answers

2  Invite students to analyse the online travel guide by asking questions: *What's the name of*

the travel guide?, *Which section of the page is shown?*, *What's the destination of the Caribbean that is displayed on the site?* Then direct students' attention to the photos and ask them to describe them. Explain that they have to complete the activities with the correct verbs from the box. To check, have different volunteers read aloud the complete sentences. You may ask some students if they would like to visit Punta Cana and what activities they would like to do there.

Answer key: **1** *Stay*; **2** *Go*; **3** *Visit*; **4** *Do*; **5** *learn*; **6** *Try*; **7** *Enjoy*

3 Direct students' attention to the *Sign Up to Grammar* box. Ask students to read the questions and answers in this box. Then point out that *Wh-* questions and *Yes / No* questions are very similar in structure, but that a *Wh-* word is placed at the beginning of *Wh-* questions. You may write an example of each kind of question on the board to illustrate this difference. Ask students a couple of *Yes / No* and *Wh-* questions for them to answer. Then encourage students to ask you some similar questions to check understanding.



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

Now tell students to read a comment a tourist left on the blog and complete the questions. Finally, have different students read out the answers.

Answer key: **1** *did he go*; **2** *did he / they go*; **3** *was the weather like*; **4** *did he / they go*; **5** *Did he have*

4  Read aloud the rubrics and give students some time to read the questions and the answers. Then play the audio and have students tick the correct options. Play the audio again so that students can complete the activity or check their answers. Finally, read aloud the questions and invite some students to read aloud the correct answers.

Answer key: **1** *No, she didn't*. **2** *At a hotel*. **3** *Rainy*. **4** *No, she didn't*.

Audio script 22

Joanna: Hi, Paula. We're back!
Paula: Hey, Jo! Did you enjoy Cancun?
Joanna: No! It was a disaster!
Paula: Oh! What happened?
Joanna: It wasn't what we expected. We didn't like the hotel at all. It was small and old.
Paula: Oh, that's annoying! But did you go on some interesting tours?
Joanna: No. There weren't any buses to take us to Chichen Itza. Do you believe that?
Paula: Oh... and what about the beach and the sea? Was that fun?
Joanna: No! We didn't swim with the dolphins, we didn't go snorkelling and we didn't relax on the beaches! It rained every day.
Paula: Too bad, you poor thing!
Joanna: I will tell you more later. Got to go. Tom's calling me on my cell phone.
Paula: OK. I'll talk to you later. Bye for now.

5  Students complete the sentences on Joanna's blog comment using one word. Remind the class to focus on the words before and after the blanks. Ask some volunteers to read out the answers.

Answer key: 1 *Where*; 2 *Did*; 3 *what*; 4 *how*; 5 *did*

6 While students do this task, you can write the four verbs (*go*, *visit*, *stay* and *swim*) on the board. To check this activity, choose different students to come to the front of the class and write their answers next to each verb on the board.

Answer key: **Go:** *on a tour, on holiday*; **Visit:** *a museum, an archaeological site*; **Stay:** *at home, in a 4-star hotel*; **Swim:** *with dolphins, in the sea*

7  Before passing on to this activity, you can ask the whole group if they did any of the activities listed in activity 6. If so, ask them when and where. Then have students take turns to ask and answer the questions. Circulate around the classroom to monitor their performance.

Answer key: Students' own answers

8  In their notebooks, students write a post describing their last holidays for the travel website. Encourage them to use the ideas they provided in activity 7, and tell them they can use the text in activity 3 on page 54 as a model. You may assign this activity as homework.

Answer key: Students' own answers

9  Students work in pairs and ask each other questions about their last holidays. Encourage them to use Yes / No questions and Wh- questions. To help students ask the questions correctly, you can write this structure on the board: (Wh-word) + did + subject + verb... ? Point out that the Wh-word between brackets must not be used when asking a Yes / No question. Walk around the classroom to check students' performance and offer help if needed. You may also work on the correct intonation of Yes / No questions (rising intonation) and Wh- questions (falling intonation) when helping students perform this speaking task. Show them how your voice goes up when asking a Yes / No question and how it goes down when asking a Wh- question. Check students use the correct intonation when they do the activity.

Answer key: Students' own answers

WB p. 131

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** 1 *Where did you go?* **2** *What did you do there?* **3** *Who did you go with?* **4** *What was the weather like?* **5** *When did you travel?* **6** *Why did you choose this destination?* **7** *How did you get there?* **8** *What did you like best?* (from top to bottom) 4, 1, 6, 3, 8, 7, 2, 5
- 2** 1 *He stayed in a flat near the town.* **2** *No, it didn't.* **3** *It was Moussaka.* **4** *They sailed.* **5** *Yes, he did.* **6** *He enjoyed the spectacular sunset and shared beautiful moments with his family.*
- 3** 1 *Where did you go on your last holidays?* **2** *Who did you go with?* **3** *What did you do there?* **4** *When did you go?* **5** *Did it rain a lot?* **6** *Did you enjoy your holidays?*

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  1 finished; 2 started; 3 washed; 4 wanted; 5 played; 6 needed; 7 stopped; 8 planned; 9 used; 10 carried; 11 lived; 12 studied; 13 liked; 14 painted
/ɪd/: started, wanted, needed, painted; /d/: played, planned, used, carried, lived, studied; /t/: finished, washed, stopped, liked

Audio script 23

Speaker:

/ɪd/: started, wanted, needed, painted
/d/: played, planned, used, carried, lived, studied
/t/: finished, washed, stopped, liked

2 **Megan:** 1 visited; 2 were; 3 went; 4 didn't try; 5 didn't see; 6 were; 7 had; **William:** 8 travelled; 9 was; 10 walked; 11 was; 12 visited; 13 tried; 14 didn't eat

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

4 Students' own answers

5  Students' own answers

6 1 in a 5-star resort, stayed in a hostel; 2 relax in the pool, relaxed on the beach; 3 She didn't go dancing. She went bowling. 4 They didn't visit archaeological sites. They visited caves. 5 They didn't play beach volleyball. They played football.

7 1 Where; 2 How; 3 When; 4 Who; 5 What; 6 What

8  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 93 of this Teacher's Book.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Personality adjectives Holiday activities and destinations	Recycling of units 3 & 4 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about travelling styles.

TRAVELLING STYLES

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 different travel styles.

1 Read aloud the title and invite students to provide examples of different travelling styles. Tell them to consider means of transport, accommodation and activities that travellers may choose. Then direct students' attention to the photos to describe the situations. You may ask: *Where are the people?, What are they doing?, What's the weather like?, What objects have they got?*; etc. Help students with vocabulary if needed and write key words on the board. Have students read the travelling styles on page 58 and underline their characteristics. Encourage students to get the meaning of the words from context. After that, have them match the styles with the people's experiences on page 59. Finally, check orally with the class.

Answer key: 2, 3, 1

2 Students read the text again and answer the questions. To check, have volunteers read aloud their answers.

Answer key: **1** Adventure backpackers. **2** Casual tourists. **3** She went trekking in the mountains and volcanoes, she learned how to scuba dive and surf in the sea and she tried weird food. **4** No, he didn't. He just relaxed and sunbathed. **5** She started travelling two years ago. **6** Vicky and Emily.

3 Tell students to complete the sentences with the correct form of *should* and a verb from the box. To check, ask different volunteers to read the tips.

Answer key: **1** should keep; **2** shouldn't pack; **3** should download; **4** shouldn't forget; **5** should learn; **6** should try; **7** shouldn't buy; **8** should go

4 Divide the class into groups to discuss the questions. Have students write down notes of their ideas. Walk around the classroom monitoring their work. Then invite some students to share their ideas. When discussing the last question, ask students to give examples.



Being open to new experiences

Being open to new experiences is a relevant skill for learning, coming up with new ways to do things and dealing with change. Open-mindedness involves being curious and appreciating different views without being prejudiced. The topic of travelling exposes students to different ways of exploring and interacting with others. It gives them the opportunity to value diversity and to reflect on their own attitudes as visitors. Ask students what they do to learn about a new place, its culture and people. You may ask: *Do you join local tours?, Do you try local food?, Do you visit museums?;* etc.

Answer key: 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 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
- ▶ Extra worksheets Unit 4

UNIT 5 - #EXTREME SPORTS

CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Extreme sports Past time expressions: <i>yesterday, ago</i> ; etc.	Simple Past of irregular verbs (affirmative)	Pronunciation of some irregular past forms Pronunciation of some extreme sports	Talking about extreme sports.
L2 Sports equipment and protective gear Verbs related to accidents: <i>fall, hit</i> ; etc.	Reflexive pronouns	Pronunciation of some words related to sports equipment and protective gear	Discussing extreme sports and accidents.
L3 Water sports Phrasal verbs: <i>give up, go on</i> ; etc.	Simple Past of irregular verbs (negative, interrogative & short answers)	Pronunciation of some irregular past forms	Listening and talking about a surfing accident.
L4 Vocabulary on life events and achievements: <i>awards, gold medals</i> ; etc.	Past time reference: <i>on 18 May 1993, in 1997</i> ; etc.	Pronunciation of some irregular past forms	Talking about personal achievements.

Extras: Suggested optional games and activities for consolidation.

Opening Pages - Pages 60 & 61

Read aloud the title of the unit and invite students to identify the sports in the photo collage on the double-page spread. Help them with vocabulary if necessary and write the words on the board. Encourage the class to add more examples of extreme sports they may know. Then invite students to explain why the sports in the image are considered extreme and how people who practise them can avoid risks. Refer students to the *#Pic Of The Unit* box and have them answer the questions in pairs. Walk around the classroom and monitor their performance. After some time, invite some volunteers to share their ideas with the rest of the class. Ask some students if they would like to do any of the sports in the image and elicit their reasons. If there are students in the class who do any of these sports, invite them to share their experiences. Finally, draw students' attention to the *#Unit Goals* box and have different volunteers read aloud the objectives. Explain to the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 62 & 63

1  Invite students to classify the extreme sports they mentioned when they analysed the photo collage on pages 60 and 61 in the Student's Book. Tell them to look at the photos in this lesson to add more examples and classify them. As students come up with some possible answers, you may write them down on the board under the three categories: *water, land* and *air sports*.

Answer key: Students' own answers

2  Before doing this reading task, ask students what they expect to see or do at an adventure camp (a site where care and activities are provided for young people or children during the summer months). Then tell them that they are going to read about adventure camps. Read out the words in the box to model pronunciation and have students repeat them after you. Give them some time to complete the activity. Finally, invite different volunteers to read aloud their answers to check.

Answer key: 1 mountain biking; 2 white water rafting; 3 scuba diving; 4 sailing; 5 caving; 6 horseback riding; 7 surfing; 8 snowboarding; 9 running; 10 BMX

#NOTE

BMX stands for Bicycle Motocross or Bike Motocross. It began back in the late 1970s. BMX racing became an Olympic discipline in Beijing 2008.

→ Optional Activity

To check students' comprehension, you may read out some sentences with wrong information about adventure camps and encourage students to correct them; for example: *It's difficult to meet people in adventure camps.*, *You can only do water sports in adventure camps.*, *You can't go back home for a few days if you choose to go to a sports camp.*, *You can't access a website from the article to find adventure camps.*

3  Tell students that they are going to listen to two teens talking about their experiences in a summer camp and ask them to identify the activities they did. Read aloud the sports and check students' understanding. Then play the audio for students to write the correct letters. Play the audio twice if necessary. Finally, have different students share their answers to check.

Answer key: **Olivia:** sandboarding, go-karting, hot-air ballooning; **Elliot:** white water rafting, mountaing biking, parasailing

Audio script 24

Speaker: Speaker 1, Elliot

Elliot: Last summer I spent two weeks there and I loved it. I slept in a tent and woke up early to do all the activities. I went parasailing, white water rafting and mountain biking. I really want to buy my own mountain bike now! I might go back next year, but I'd really like to try some other extreme sports like skiing and snowboarding. I know it's expensive, but perhaps my parents will take me to Aspen next year.

Speaker: Speaker 2, Olivia

Olivia: I heard about Tahoe Extreme Youth Sports Camp from my cousin. She went there two years ago and she said it was great, so I wanted to go too. Some of the activities were a bit scary at first, but I did lots of them. I enjoyed go-karting and I liked sandboarding. But the best experience was hot-air ballooning! At the camp, I met lots of people and made lots of friends. We had so much fun together. We became so close that I still talk to a lot of them today. I'd definitely like to go back next year. I hope Mum lets me!

#NOTE

Parasailing is a recreational sport in which a person with a parachute is pulled into the air by a motorboat.

4  Draw students' attention to the *Sign Up to Grammar* box. Explain that the past form of irregular verbs are different from the regular ones. Go over the list with the class and model the pronunciation of the verbs. You may also tell them that the time expressions in the box are used when we refer to past events and that they are normally used in sentences with the Simple Past.

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

Refer students to activity 4. Read aloud the verbs in the box and encourage students to provide the infinitive forms. Explain that they are going to complete the descriptions they listened to in activity 3. Give students time to read the texts and fill in the blanks with the verbs. Remind them to focus on the words that appear before and after the blanks. Then have students compare their answers in pairs but do not check the activity yet.

Answer key: Students' own answers

5  Play the audio again to check students' answers in activity 4. You may make pauses every time an irregular verb is being said and have students repeat it after the recording.

Answer key: 1 *spent*; 2 *slept*; 3 *woke*; 4 *went*; 5 *heard*; 6 *went*; 7 *said*; 8 *was*; 9 *were*; 10 *did*; 11 *was*; 12 *met*; 13 *made*; 14 *had*; 15 *were*

6 Tell the class that they will read and complete a blog post. Encourage students to identify who writes the post: *alexgamer*. Read out the rubrics and have students do the task. Then ask some volunteers to read aloud different parts of the post with the answers. Help them out with the pronunciation of the past forms. As they say the answers, write the verbs on the board telling students to check the spelling.

Answer key: 1 *decided*; 2 *told*; 3 *wanted*; 4 *went*; 5 *made*; 6 *bought*; 7 *paid*; 8 *stayed*; 9 *fell*; 10 *had*; 11 *was*; 12 *met*; 13 *didn't know*; 14 *stopped*

7 Read aloud the questions and have students share their answers in pairs. Write on the board phrases students are expected to use such as *I'd like to...*, *What would you like to...?*, *I prefer... because...*; etc. As students do the task, walk around the classroom to monitor their performance. Finally, invite different volunteers to share their answers with the rest of the class. Encourage students to give reasons for their answers. Write the extreme sports they would like to do on the board and invite the class to vote for their three favourite sports.

Answer key: Students' own answers

Optional Activity

Invite students to imagine that they have come back from a summer camp and they share their experience on their social media accounts. Tell them to include information about the camp and the staff, describe the weather and the activities they did and mention if they made new friends. Tell them to use the texts in activity 4 as models. You may assign this writing task as homework.

WB 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 key:

- 1** 1 *scuba diving, e*; 2 *sandboarding, c*; 3 *hot-air ballooning, a*; 4 *white water rafting, f*; 5 *go-karting, b*; 6 *horseback riding, d*
- 2** 1 *Amanda met a nice guy at a party last Saturday.*
2 *Jacob bought his new ski equipment yesterday.*
3 *Sophie made a fire at the summer camp the day before yesterday.* 4 *I spent three days in the forest last month.*
- 3** Students' own answers
- 4** 1 *spent*; 2 *wanted*; 3 *chose*; 4 *were*; 5 *was*; 6 *taught*; 7 *had*; 8 *felt*; 9 *ate*; 10 *tasted*; 11 *passed*; 12 *started*; 13 *climbed*; 14 *went*; 15 *was*

Lesson 2 - Pages 64 & 65

1 Read aloud the sports equipment and protective gear items and have students repeat the words after you. Then give them some time to write the numbers associated with each item with the corresponding sports. Finally, check orally with the class.

Answer key: **snowboarding:** 1, 2, 3, 4; **snorkelling:** 3, 4, 5, 6; **skating:** 1, 2; **scuba diving:** 3, 4, 5, 6; **skiing:** 2, 3, 4; **BMX riding:** 1, 2, 4

2 Draw students' attention to the photos at the bottom of the page. Elicit the sports from the class and encourage students to identify the protective equipment the people have got. Then explain that they are going to listen to three teens talking about the sports and the accidents they had. Read aloud the names and phrases and clear up any vocabulary doubts. Play the audio and make pauses for students to do the matching activity. Play the audio again so that they can check or complete their answers. To correct the activity, invite some volunteers to read aloud the complete sentences.

Answer key: **Mike:** *last year, snowboarding, went down a difficult slope*; **Jackie:** *two years ago, scuba diving, touched a coral*; **Tom:** *a few weeks ago, BMX riding, wasn't careful at the ramp*

Audio script 25

Speaker: Speaker 1, Mike

Mike: Last year I went snowboarding in Aspen. I really enjoyed myself for the first five days, but then I had a pretty bad accident. I decided to go down a black slope - you know, the most difficult area, but it was a very stupid idea. I wasn't ready and so I fell badly and almost had an accident. The really silly thing was I didn't have a helmet. I didn't think I needed a helmet, but I was wrong. I hit my head on a rock! It wasn't really serious but that was the end of my snowboarding holiday!

Speaker: Speaker 2, Jackie

Jackie: Two years ago, I went scuba diving, and I cut myself pretty badly. You see, I forgot to bring my gloves and so when I touched a sharp bit of coral, I cut my finger. The cut wasn't very serious, but the problem was blood. As everyone knows, blood attracts sharks and there were a lot of sharks in the area, so I decided to go back to the boat. And that was when I saw the shark. My friend and I swam so fast that we got to the boat just in time, but I learned a lesson. I always remember to take my gloves with me when I go scuba diving now!

Speaker: Speaker 3, Tom

Tom: A few weeks ago, I took my bike to the park to practise a bit on the ramp. I didn't see there was a skateboarder there and... well... crash... we had a horrible accident. We both hurt ourselves, but luckily we didn't need to go to the hospital. I wasn't wearing knee pads, so I cut my knee pretty badly and he hurt his back. I felt really bad because it was my fault. I'm much more careful now.

3  **25** Read out the rubrics. Check students understand what they are expected to do. Before they listen to the audio, you may ask students to predict what the teens didn't wear and as a consequence they had a bad experience when doing these sports. Play the audio twice if necessary. You can check the answers by asking the whole class: *What didn't Mike / Jackie / Tom have on?*

Answer key: **1** a helmet; **2** didn't have her gloves; **3** didn't have any knee pads

4 Tell students that they will use the verbs in the box to complete the sentences about the consequences of the teens' accidents. Read out the words in the box to model pronunciation and mime the actions to clarify their meanings if necessary. After they have completed the task, choose three students to read out each sentence to check.

Answer key: **2** swam; **3** fell; **4** hit; **5** crashed into; **6** hurt; **7** cut; **8** hurt

 **Optional Activity**

Write on a piece of paper at least fifteen infinitive verbs whose past forms students have learnt so far. Then record yourself saying their past forms twice (for example: *went / went, swam / swam*; etc.) Bring the recording to class and tell students that they are going to play *Bingo* to practise the Simple Past of irregular verbs. Write on the board the infinitives you have written on the piece of paper but in a different order. Ask students to draw a bingo card in their notebooks like this one:

went		

Then ask them to choose nine of the infinitives on the board, turn them into their past forms and write these past forms down in each square of the bingo card as in the example provided before. Explain that they are going to listen to the recording you prepared and when they hear a verb that appears on their cards, they must cross it out. The winner is the one who has crossed out all the verbs on the card first and shouts: *Bingo!*

5 Direct students' attention to the *Sign Up to Grammar* box and read aloud the examples. Tell students that we use reflexive pronouns when the subject and the object of the verb are the same. Then read the reflexive pronouns in the box in isolation so that students become aware of their correct pronunciation. Write the following on the

board: *Jack and Mike cut _____ on some coral.* Ask students to say the correct reflexive pronoun (*themselves*). Make sure they notice that the plural form of reflexive pronouns is with the ending *-selves*.

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

Now have students complete the sentences in activity 5 with the correct reflexive pronouns. Check this activity by asking the whole class to tell you the answers.

Answer key: 1 *herself*; 2 *themselves*; 3 *himself*; 4 *ourselves*; 5 *myself*; 6 *themselves*

6 Ask students to write the questions using the prompts. Tell them to pay attention to the auxiliary at the beginning of the first question and the past time expression to make the last question. Invite different students to read aloud the questions to check.

Answer key: 1 *Do you practise any extreme sports?*
2 *What equipment do you use?* 3 *When was the last time you had a sports accident?*

7  Pair students up and have them take turns to ask and answer the questions in activity 6. Then tell them to discuss the questions about safety measures in sports. Walk around the classroom and monitor their work. Help them with vocabulary if necessary. Finally, invite students to share their ideas and raise awareness of the importance of using sports equipment and protective gear. Remind students of the sports accidents described by the teens in activity 2 and encourage the class to explain how they could have prevented them. Invite students to think of possible measures they may take to be sure they are taking care of themselves and others before doing any sports; for example: check that they have got all the necessary equipment and that it is in good condition; make sure that the place or environment where they are going to do the sport is safe and that it is accessible in case of an emergency; evaluate the risks of doing the sport in certain weather conditions; never do extreme sports alone; etc.

Taking care of oneself and others

When students think of potential dangers, they have to consider safety measures to protect themselves and others. The exercise of thinking of possible worst case scenarios gives students the opportunity to evaluate risks and focus on prevention. It also helps them to overcome fears and gain confidence when doing a risky sport. Students must be conscious of the impact their decisions can have on them and others so as to make constructive choices.

Answer key: Students' own answers

WB p. 133

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 *helmet*; 2 *elbow pad*; 3 *knee pad*; 4 *goggles*;
5 *gloves*; 6 *wetsuit*; 7 *flippers*
2 1 *yourself*; 2 *clothes*; 3 *gear*; 4 *accidents*; 5 *pads*;
6 *helmet*
3 1 *fell, hit*; 2 *crashed into*; 3 *broke*; 4 *hurt*
4 1 *himself*; 2 *myself*; 3 *herself*; 4 *himself*; 5 *ourselves*

Lesson 3 - Pages 66 & 67

1  Encourage students to identify the water sports in the pictures: *kitesurfing*, *jet skiing*, *wakeboarding* and *surfing*. Write the words on the board and model pronunciation. Ask students if they like any of these sports and have them give reasons for their answers. Then read out the rubric and the list of sports so that students become aware of the correct pronunciation. Make sure students understand the meanings of all the words in the list. You can bring some dictionaries to class for students to look up the new words. Then elicit the meanings of the emojis by pointing to each of the faces: *hate*, *don't like*, *like*, and *love*. Give students time to complete the activity and compare their ideas in pairs. Finally, foster a class discussion by asking why different students prefer, for instance, surfing to swimming according to what each student has answered.

Answer key: Students' own answers

2 Students do the matching exercise using a dictionary if necessary. While they do this activity, you may write the four phrasal verbs on the board, and then choose four students to come up to the board and write down the meaning next to each phrasal verb.

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

3  Draw students' attention to the *Sign Up to Grammar* box. Explain to them how we ask Yes / No questions in the Simple Past using irregular verbs: *Did + subject + verb... ?* and how we can give short answers to these questions. Write a couple of affirmative sentences on the board using an irregular verb in the Simple Past and ask students to provide the corresponding Yes / No questions and some possible short answers. Next, explain to them how we make negative sentences in the Simple Past using irregular verbs: *did not / didn't*. Follow the same procedure: write some affirmative sentences using an irregular verb in the Simple Past and ask some students to change them into the negative form. Ask them to read the *Remember!* section too, so that they do not forget how we ask questions and make negative sentences using *was* and *were*.

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

Refer students to activity 3 and elicit the definition of newsletter: it is an email sent by organisations and businesses to share news, content and updates with their subscribers. Then ask students: *What's the newsletter about?, When was the article written?* Read aloud the title and have students relate it to the photo. You may ask: *Why is the surfer extreme?* Then tell the class to read the text and answer the questions. Finally, invite different volunteers to read aloud the questions and answers to correct the activity.

Answer key: **1** Yes, she did. **2** No, she didn't. **3** No, they didn't. **4** No, she didn't.

→ #Useful Tip > Grammar

Direct students' attention to the *Useful tip* box and read the information aloud. Tell students to keep a list of irregular verbs that they will need to memorise. They may copy the list from the *Sign Up to Grammar* box on page 63 in their notebooks and add more verbs as they learn them.

4 Read out the instructions and give learners some minutes to do the true and false activity. To check, invite some volunteers to read aloud the answers and invite them to write the correct information of the false sentences on the board.

Answer key: **1** *broke her back too;* **2** *T;* **3** *F, She didn't leave Hawaii in 2017. She left in 2015.* **4** *T;* **5** *F, She didn't send a petition to the World Surfing League for her second record. She sent a petition for her first record.*

→ Optional Activity

Ask students to work in pairs and take turns to ask and answer about Maya. Encourage them to ask Yes / No questions and *Wh-* questions. Circulate around the classroom to monitor students' performance or help them out with pronunciation and the structures of questions.

5 Read aloud the rubrics and remind students that Carlos is Maya's fellow surfer. Have them read his description and complete it with the correct past forms of the verbs in brackets. Walk around the classroom monitoring their work. Ask them to compare their answers in pairs but do not correct the activity yet.

Answer key: Students' own answers

6  Play the audio for students to listen to Carlos and check their answers in activity 5. Make pauses to give students time to correct the activity. Finally, invite different volunteers to read aloud parts of the description and write the verbs on the board to check spelling.

Answer key: **1** *saw;* **2** *thought;* **3** *went;* **4** *let;* **5** *started;* **6** *was;* **7** *didn't see;* **8** *fell;* **9** *came;* **10** *were;* **11** *lost;* **12** *tried;* **13** *grabbed;* **14** *took;* **15** *managed;* **16** *began*

Audio script 26

Carlos: *I remember I saw the wave and thought: 'Let's go!'. So, we went for the wave with the jet-ski and Maya let the rope go. She started to surf quickly and she was in control. After that, I didn't see her any more because of the wave. She fell off the board and she came back on the surface. But there were more waves and I lost contact with her. I tried to reach her with the jet-ski and after a few attempts, she grabbed the rope. I took her to the beach and we managed to give her CPR. After two minutes, she began to breathe.*

7 Ask the class to read the answers and prompts and write the corresponding questions. If necessary, remind students of the structures used with Yes / No questions and Wh- questions in the Simple Past. You can write on the board: *Wh- word + did + subject + verb... ?* and *Did + subject + verb... ?* Then choose five students to read aloud the questions and answers to check this activity.

Answer key: **1** *Were you afraid?* **2** *Did you ask for help?* **3** *Did you lose contact with Maya?* **4** *Did you jump off the jet-ski?* **5** *Did you give Maya CPR?*

8  Invite students to work in pairs and talk about somebody's sports accident. You may write some questions on the board to guide them; for example: *Who's the person?*, *What sport did the person do?*, *When did the person have the accident?*, *How did it occur?*, *What were the consequences?*; etc. You may also tell students to write down notes to help them organise their ideas when talking to their partners. Encourage students to ask questions to get more information from their partners about the person and the accident. Walk around the classroom monitoring students' performance and offer help if necessary. Finally, students write a paragraph about the sports accidents in their notebooks.

Answer key: Students' own answers

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** was; **2** became; **3** played; **4** chose; **5** was; **6** won; **7** established; **8** inaugurated

2 **2** He didn't begin playing tennis when he was a young adult. He started from a very young age. **3** He liked football when he was a child. **4** He didn't win an Olympic medal. He was a member of the Spanish team that won the Davis Cup. **5** He didn't win Roland Garros before the Davis Cup. **6** He didn't inaugurate the Rafa Nadal Academy in 2006. He inaugurated it in 2016.

3 **1** Where were you born? **2** When did you start playing with the national team? **3** How old were you at that time? **4** Did you feel a lot of pressure being so young? **5** Where did you spend your last weekend? **6** Why did you train hard?

Lesson 4 - Pages 68 & 69

1  Read out the questions with the whole class and encourage students to share their opinions about motocross with their classmates. Tell them to have a look at the photos on these pages to help them think about the reasons why they would like or would not like to try the sport. Walk around the classroom to monitor students' work. Finally, invite students to share their ideas and write key words on the board.

Answer key: Students' own answers

2  Tell students that they are going to read a biography and elicit the definition from the class: a description of a person's life. Encourage them to mention the information they may find in a biography; for example: name and surname, date of birth, place of birth, facts about the person's family, education, work and achievements. Then invite students to look at the photos and describe Ashley. Ask them to make predictions about her, such as her age, nationality, education, achievements; etc. Write students' ideas on the board. Tell them to read the online biography to check their predictions and answer the questions. To correct this activity, you may read out each question and choose a student to answer it. You may invite different students to read parts

of the text aloud and help them out with the pronunciation of some words.

Answer key: **1** She was born in Dearborn, Michigan. **2** She studied ballet, ran track and played basketball. **3** She won two gold medals. **4** She published her book in 2010. **5** When she retired, she started teaching at the Ashley Fiolek MX Schools to help other riders to be safer and faster on a motorcycle.

3 Direct students' attention to the *Sign Up to Grammar* box. Tell students to read the sentences in this box and notice the time expressions in bold. Tell them that these time expressions are typically used with the Simple Past tense.



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

Refer students to activity 3. Tell them to use the time expressions in the box to complete the sentences about Ashley. Explain that they can read the biography again for help. To correct the activity, invite some volunteers to read aloud the sentences.

Answer key: **1** one year later; **2** After 5 years; **3** In 2008; **4** later; **5** during her career

Optional Activity

Invite students to write in their notebooks three important events or achievements in their lives. Then ask students to work in pairs and take turns to share this information with their partners. Explain that they have to use time expressions to connect the ideas. You may write some ideas on the board; for example: *graduate from university - have my first job - start working at this school*. Then tell this information to the class using time expressions: *I graduated from university on 18 December 2009. Some months later, I had my first job as a teacher. In 2012, I started working at this school*. Have students work together and encourage them to ask questions to their partners to know more details about their life events. Walk around the classroom and monitor students' performance.

4 Read aloud the rubrics and give students some time to read the sentences in silence. Clear up any vocabulary doubts. Then play the audio for students to decide if the sentences are true or false. Play the audio twice if necessary. To check this task, you can choose different students to read out the statements and say whether they are true or false. You might also ask them: *Why is this statement false?* By providing the right version, students will be developing their listening skills even further.

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

Audio script 27

Interviewer: Hi, Lizzie! So you're going skateboarding at the Olympics. How do you feel?

Lizzie: I'm excited! It's such a big event.

Interviewer: So you were born in the United States, why did you decide to represent Finland at the Olympics?

Lizzie: I was born in California with dual citizenship because my father is Finnish. So, I'm from the USA and Finland. As you know, there's a limit of competitors per country and there are many talented skaters in the United States. So, I decided to go with Finland.

Interviewer: When did you start skateboarding?

Lizzie: When I was fourteen years old.

Interviewer: And when did you become a pro skater?

Lizzie: At the end of 2013, after I had a knee injury. Skating was a hobby and that injury made me realise I just wanted to skate. It was a learning experience and I thought 'I'm going to go for this job that doesn't exist.' It was a difficult decision.

Interviewer: But you got positive results...

Lizzie: Yes, I won a gold medal in the X Games in 2013. Three years later, I won a silver medal in another competition. And in 2019, I won the bronze medal in the X Games.

Interviewer: Right! And one of your greatest accomplishments wasn't in a competition but in a parking lot.

Lizzie: Yes, I became the first woman to skate Tony Hawk's 360 loop in 2018.

Interviewer: How did that happen? Were you afraid?

Lizzie: *That loop was scary! Because you don't go up a wall and come down. It's a full circle! I think that day I tried for five hours to find the way to complete the loop.*

#NOTE

Tony Hawk's 360 Loop, also known as the *Loop of Death*, was designed by pro skater Tony Hawk in the late 1990s. The ramp is almost 4.30 metres long with an almost 5-metre vertical loop height. Skaters travel at 20 km/h as they enter the loop.

- 5**  Ask students to work in pairs. Tell them to take turns to say sentences about the two sportspeople and identify them. Have a pair read aloud the example to check comprehension. Walk around the classroom to monitor students' work and make sure that they swap roles.

Answer key: Students' own answers

- 6**  Ask a student to read aloud the instructions and the guiding questions. Check students' understanding and clarify any doubts. You can assign this task as homework. Encourage students to first write phrases and organise the information chronologically by answering the questions provided. Remind them to write a draft and revise it for any grammar, spelling and vocabulary mistakes. When they have checked their biographies, they may write their final versions. The next class you may invite some volunteers to read aloud their biographies and have their classmates ask questions to know more details about the sportsperson.

Answer key: Students' own answers

WB p. 135

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** 6, 4, 2, 1, 5, 3
2 Students' own answers
3 (from top to bottom) 3, 4, 6, 1, 2, 7, 5
4 **1** on; **2** when; **3** in; **4** later; **5** in; **6** on
5 (from top to bottom) 4, 6, 3, 1, 7, 5, 2

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 bought; 2 ate; 3 fell; 4 went; 5 had; 6 lost; 7 made; 8 sent; 9 spent; 10 took
2 1 bought; 2 spent; 3 fell; 4 made; 5 lost
3 Students' own answers
4  Students' own answers
5  **1** yourself; **2** knee; **3** gloves; **4** control; **5** helmet; **6** head

Audio script 28

Angie: *Before you start with BMX riding, make sure you've got all the equipment to protect yourself. You need elbow pads and knee pads to avoid injuries. Always wear gloves to protect your hands if you fall and also to grab the handlebars firmly without losing control if your hands are sweaty. And remember to protect your head. It's important to choose the right helmet. It must be comfortable and keep your head safe without restricting your vision.*

- 6** **1** herself; **2** ourselves; **3** itself; **4** myself
7  **1** grew up; **2** was; **3** began; **4** went; **5** continued; **6** improved; **7** decided; **8** got; **9** became; **10** moved; **11** started; **12** hit; **13** broke; **14** didn't stop; **15** made; **16** produced; **17** received
8 **1** She lived in Quebec, Canada. **2** She went snowboarding with her brothers. **3** She went to college to study Applied Ecology. **4** She became a professional snowboarder in 2002. **5** She hit her head in an accident and broke her neck. **6** No, she didn't. **7** Yes, she did.
9  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 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 - #LIFESTYLE CHOICES

CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Stress and relaxation techniques: <i>meditation, tai-chi</i> ; etc. Adjectives: <i>effective, complex, flexible</i> ; etc.	-ing forms used as subjects	Pronunciation of some adjectives: <i>effective, pleasant, complex</i> ; etc.	Discussing how to cope with stress.
L2 Music genres Adjectives: <i>relaxing, aggressive</i> ; etc.	Comparatives (long adjectives)	Stress pattern in long and short adjectives: <i>aggressive, joyful</i> , etc.	Talking about different music genres. Discussing music as therapy.
L3 <i>Population, area, public transport</i> ; etc. Adjectives: <i>quiet, safe, noisy</i> ; etc.	Comparatives (short adjectives)	Pronunciation of some words related to towns and cities	Comparing a small town with a big city. Giving opinion.
L4 Set phrases: <i>heavy traffic, noisy street</i> ; etc.	Irregular comparatives: <i>better than, worse than</i> ; etc.	Pronunciation of irregular comparative adjectives	Reading and talking about living in big cities or small towns. Writing a short article.

Extras: Suggested optional games and activities for consolidation.

Opening Pages - Pages 72 & 73

Ask a volunteer to read aloud the title of the unit and have students define *lifestyle: the way in which a person or a group of people live*. Elicit words from the class that they associate with lifestyle; for example: *routines, eating habits, interests, relationships*; etc. Then direct students' attention to the photos on the double-page spread and invite them to compare the women's lifestyle choices. Encourage students to use adjectives to describe the places and the women's attitudes; for instance: *peaceful, quiet, stressful, noisy, crowded, relaxed, busy*; etc. Write the words on the board as students share their ideas. Refer the class to the #Pic Of The Unit box and have them discuss the questions in pairs. Walk around the classroom and monitor students' work. After some time, have some volunteers share their answers and ask students to imagine how different their lifestyles will be as adults. Encourage them to give reasons for their answers. Finally, focus students' attention

on the #Unit Goals box and invite some volunteers to read aloud the objectives. Tell the class that they will come back to this box at the end of the unit for self-evaluation.

Lesson 1 - Pages 74 & 75

1  Have a volunteer read aloud the rubrics and tell the class to look at the leaflet. Encourage them to explain what it is and mention the features it has got: *A leaflet is a piece of paper or pieces of paper giving information or advertising something and it is intended for free distribution. This leaflet has got the name of the place and its logo, attractive pictures and a list of activities.* Ask students if they know the relaxation techniques in the photos and if they have tried any of them and how they felt. Then give students some time to read the leaflet to do the matching activity and answer the questions. To check, say the letters of the photos and have students say the corresponding techniques. Invite students to share their answers and ask them if

they would like to visit the health centre advertised in the leaflet and which technique(s) they would like to try. Encourage students to support their ideas and write key words on the board.

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

→ Optional Activity

Divide the class into groups and tell students to close their books. Ask questions about the information in the leaflet in activity 1 to each of the groups. If a group cannot answer in 30 seconds or they answer incorrectly, make the same question to the next group. Assign a point for each correct answer. The group with more points is the winner.

Suggested questions: *Which technique uses needles?, Which technique originated in India?, What can you practise to become more flexible?, Which technique involves movements that are similar to a dance?, Which technique involves laying hands on the body?, Is acupuncture painful?, Can yoga change people's mood?, Is reiki practised to reduce pain?*

2 Have students circle all the adjectives in activity 1. Choose some students to read out the adjectives they have circled. Help them pronounce these adjectives properly if necessary. Then ask the class to match the adjectives to their synonyms. Invite different students to read aloud their answers to check.

Answer key: 1 sterile; 2 traditional; 3 pleasant; 4 effective; 5 flexible; 6 ancient; 7 painful; 8 slow; 9 cheerful; 10 complex

3 Pair up students and ask them to discuss the questions. Encourage them to think of stressful situations and the ways in which they try to deal with them. Walk around the classroom monitoring students' oral work and help them with vocabulary if necessary. Write *Stress* on the board and draw two columns under the heading with the words *Emotions* and *Body* at the top of each column. Then invite some volunteers to share their ideas with the rest of the class and write key words on the

board. Encourage students to provide examples to support their answers and share their experiences. Elicit other techniques or strategies that students adopt to fight stress that are not mentioned in activity 1. Finally, you may ask students to give examples of stressful situations at school and think of strategies to cope with them; for example: *having tests, making an oral presentation, working in groups, having too much homework, taking part in sports competitions, performing in front of the school community and families during an event, being a new student at school; etc.*



Managing stress

It is important to help students identify their emotions so that they can express them appropriately as well as regulate them. As students become aware of their feelings in stressful situations, they can find ways to cope with them. You may suggest that they write about how they feel or draw pictures for instance. Also brainstorming effective techniques and ways to manage stress can be useful for students to solve problems calmly. You may also include some relaxation techniques as part of the class routine.

Answer key: Students' own answers

4 Before students read silently the extract from an article and do the activity, you may tell them that it is about stress and explain or elicit the meaning of *cope with* (to deal with or manage a difficult situation). Then ask them to read the extract and decide if the sentences are true or false. Have students compare their answers in pairs. Finally, invite some volunteers to read their answers and encourage them to correct the false sentences.

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

→ Optional Activity

Go over the list of active coping strategies in the extract in activity 4 with the class and ask students to tick the ideas they already apply. Ask some students if they would like to implement any strategies that they have not followed yet and elicit reasons for their answers.

5 Write on the board the first sentence in the *Sign Up to Grammar* box on this page and underline the word *Sleeping*. Ask students: *Is this -ing word showing that the sentence is in the Present Continuous or is it the name of an activity?* If they say it shows the sentence is in the Present Continuous, remind them how we build a sentence using this tense: *Subject + be + -ing verb...* Then tell students to compare this structure with the sentence on the board. Once they have realised that *Sleeping* is in fact the name of an activity, explain that this *-ing* form is working as a noun, so it can function as the subject of a sentence. Invite them to identify the verb in the sentence (can) so as to clarify the idea. Ask students to read the rest of the sentences in the *Sign Up to Grammar* box and the first *Useful Tip* box so that they become aware of the spelling of these *-ing* forms. Finally, encourage the class to find examples of this structure in the extract in activity 4.



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

Refer students to activity 5 and elicit the answer for the first sentence to check understanding. Have students complete the rest of the sentences. Finally, ask different volunteers to read aloud the sentences and write the words on the board to check spelling.

Answer key: **1** Finding; **2** Feeling; **3** Exercising; **4** Laughing

6 Before students complete this task, remind them that after some verbs we can also use *-ing* forms. Tell them to read the second *Useful Tip* box and then ask them if they remember any other verbs that can be followed by *-ing*: *like, love, hate*; etc. To check this activity, ask two or three students to read aloud the first sentence using their own ideas. Next, choose some others for the second and third sentences.

Answer key: Students' own answers

7 Tell students to imagine they have got a Twitter account and that they want to share with their followers their first experience of fighting stress in a healthy way. Explain that characters

are the letters in each word and that the spaces between them also count as *characters*. As the piece of writing students are expected to produce is a very short one, you can ask them to show it to you once they have written it. Remind them to use as many new words as possible. Then invite different students to read aloud their Tweets and you may ask the class to vote for the most effective strategies to cope with stress. You may display students' pieces of writing on the classroom walls or share them on the class / school blog.

Answer key: Students' own answers

WB p. 136

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** increases social interactions, improves people's mood, reduces stress, reduces pain, improves movement, exercising more often, helps people deal with physical and mental health problems
2 1 Passing; 2 Interacting; 3 Riding; 4 Being; 5 Having
3 Students' own answers

Lesson 2 - Pages 76 & 77

1 Read aloud the rubrics and the words in the box to model pronunciation. Then invite students to match the words with the photos. Check orally with the class and ask some volunteers if they listen to any of these genres to relax, have fun or study. Encourage the class to mention other music genres they listen to and write them on the board.

Answer key: **1** new age; **2** pop; **3** classical music; **4** jazz; **5** heavy metal; **6** salsa; **7** hip-hop

2 Read aloud the rubrics and explain to the class that the stressed syllables of the adjectives are underlined. Play the audio and pause after each word for students to repeat them. Then pair up students and have a volunteer read aloud the example. Invite them to take turns to describe the music genres in activity 1 using the adjectives.

Walk around the classroom and monitor students' oral work. Finally, ask some students to share their opinions with the rest of the class.

Answer key: Students' own answers

Audio script 29

Speaker: *relaxing, energetic, peaceful, aggressive, artistic, popular, amusing, boring, modern, old-fashioned, joyful, depressing*

3  **30** Ask a student to read aloud the rubrics for this listening task. Encourage students to identify the technique in the photo (*meditation with singing bowls*) and describe how the people may be feeling during the session. Elicit possible problems that music therapy can help to solve and write their ideas on the board. Then play the audio and tell students to focus on the problems Dr Morris mentions. Finally, ask some volunteers to share their answers and check students' previous ideas.

Answer key: *Music therapy can help people with health and behaviour problems.*

Audio script 30

Dr Morris: *Music therapy isn't really a modern technique but it can help people with health and behaviour problems. For example, aggressive people can learn to listen to classical or new age music and play or do their everyday activities at the same time. These types of music have very relaxing effects and can help people have a more peaceful life. Aggressive people can learn to appreciate music through simple games and amusing activities like acting, improvising and singing. Music therapy can also help people with serious health problems and people who suffer from depression. There are some music styles that are more energetic than new age and classical music. For example, hip-hop, rap and salsa. Dancing and singing to the rhythm of these music styles can make people feel more joyful and less depressed. Singing and dancing can be combined with simple exercises that together can be effective tools to combat depression and many illnesses.*

4  **30** Ask a student to read out the rubric. Then give the class a minute to read the statements in the exercise. Finally, play the audio for students to be able to tick the correct information. To check this task, ask some volunteers to read out their answers.

Answer key: 1, 3, 4

→ Optional Activity

Invite students to listen to Dr Morris again and encourage them to tick the adjectives in activity 2 that the expert mentions. Play the audio once and have students compare their answers in pairs. Then play the audio again and tell students to raise their hands every time they hear one of the adjectives. Make short pauses to give students time to correct the activity.

5 Write on the board one of the sentences in the *Sign Up to Grammar* box and underline *more*, the adjective and *than*. Elicit the structure of the comparative form of long adjectives by asking: *What do we add / write before and after long adjectives when we want to compare two things or people?* Then tell students that we can also use *less* to make comparisons but with just the opposite meaning. Choose some students to read aloud the information in this box. When they read aloud the exception and the example, tell students that you are going to discuss this type of adjectives later on in this unit.

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

Direct students' attention to the chat in activity 5. Before students complete the activity, tell them to read the chat between Sam and Alice in silence to know what they chat about: *a rap battle*. Then have students complete it with the comparative forms of the adjectives in brackets. Finally, invite three pairs of students to read aloud parts of the chat to correct the activity. Check students' pronunciation of the stressed syllables in the adjectives.

Answer key: **1** more interesting; **2** more comfortable than; **3** more creative than; **4** more popular than; **5** more complex; **6** more confident

Optional Activity

Ask students if they watch any singing or dancing reality show or competition and elicit their opinions about the programmes. Then have students work in pairs and write a similar chat to the one in activity 5. Encourage them to compare the participants' performance and the music styles and use some of the adjectives they have learnt in this lesson. Walk around the classroom and monitor their work. Finally, invite some students to read aloud their chats.

6 Ask students to read the instructions for this exercise and write sentences using the prompts. To check answers, you can ask different students: *How does rock compare with pop?*, *What do you think of Taylor Swift and Ariana Grande?*; etc.

Answer key: **1** Rock is more energetic than pop. **2** Taylor Swift is more artistic than Ariana Grande. **3** K-pop is more famous than J-pop. **4** New age is more relaxing than classical music. **5** J. Balvin's music is more amusing than Bad Bunny's.

Optional Activity

Tell students that they are going to revise vocabulary related with music styles. Write, for example, *heavy metal* in the middle of the board. Invite students to copy the word in their notebooks and add another music genre; for instance, *salsa* by using the *a* or the *l* in *heavy metal*. Ask them to continue writing more styles by using one of the letters from the previous words. Explain that they may add words horizontally and vertically. Walk around the classroom and monitor their work. After five minutes, invite some volunteers to write the words on the board to check their ideas.

7 Have students work in pairs, read the instructions silently and look at the example. Then ask pairs to choose two different kinds of music and

singers or bands to discuss. Remind them to use in their questions and answers some expressions such as: *In your / my opinion*, *To tell you the truth*, *I agree / disagree*, *How does... compare with... ?*, *What do you think?* You may write these expressions on the board so that students have them in mind. Walk around the classroom to monitor their performance.

Answer key: Students' own answers

8 Students choose two different kinds of music they want to write about. They search for some information on the internet and make notes. Then they have a look at the example and write a similar paragraph. Remind them to write a draft and revise it before they hand in their final version. You may assign this task as homework.

Answer key: Students' own answers

9 After you have checked the paragraphs students wrote in activity 8, ask pairs to prepare an oral presentation for the following class about the kinds of music they chose. Encourage students to bring to class pictures of some singers or bands connected with the music genres they wrote about to illustrate their oral presentations. After each pair of students finish talking about the music styles, invite the class to ask questions to get more information or clear up any doubts they may have.

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

2 **1** less popular; **2** more interesting; **3** less energetic; **4** more modern; **5** more entertaining than

3 Students' own answers

4 Students' own answers

Lesson 3 - Pages 78 & 79

1  Before carrying out this speaking activity, you may write on the board *big cities* and *small towns*. Read aloud the words in the box and encourage students to identify the pairs of antonyms to revise vocabulary; for example, *dangerous* and *safe*. Then ask students to discuss the questions and write their answers on the board around *big cities* or *small towns* accordingly.

Answer key: Students' own answers

2  Direct students' attention to the photos of York and London. Elicit information they may know about these places and have them look at their locations in the map: *York is a walled city in the northeast of England, famous for its cathedral York Minster. London is the capital and largest city of England and the United Kingdom. It is located in the southeast of England.* Ask students to describe the photos and have them say what they like about the places. Explain that The Shambles is a shopping street in York dating back to medieval times. Encourage students to identify iconic places of London shown in the photo: *Tower Bridge, the Gherkin, the Walkie-Talkie*. Then go over the categories and check students understand them. Give students some time to read the information in silence and then invite them to share their ideas. Encourage them to use some of the adjectives in activity 1. Finally, invite some volunteers to read aloud the information and check pronunciation.

Answer key: Students' own answers

→ Optional Activity

If you have the time, ask students to copy the *big cities* and *small towns* word maps that you designed on the board for activity 1. Have students add at least two more adjectives to the word maps. Then ask them to write two sentences comparing two of the cities or towns in their country, for instance: *Mar del Plata is noisier and more expensive than San Clemente del Tuyú*. Finally, students share their sentences with the rest of the class.

3 Tell students to read the information in activity 2 again and decide if the sentences are true or false. You may read aloud the first sentence and elicit the answer from the class to check understanding. To correct the activity, have some students read aloud their answers. Encourage students to correct the false sentences.

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

→ Optional Activity

Invite the class to use the information in activity 2 to write three more true or false sentences comparing York with London. Then tell students to work in pairs and take turns to read the sentences to their partners and identify if the information is true or false. Encourage students to correct the false sentences without reading the information in the chart in activity 2. Walk around the classroom and monitor students' performance. Finally, invite some volunteers to read aloud their sentences to the class and have students say if they are true or false.

4  Pair up students and ask them to complete the chart with a city or town they choose. Have them look for information on the internet. Walk around the classroom and offer help if necessary. Once students have completed the chart, tell them to use this information to make an oral presentation.

Answer key: Students' own answers

5 Before passing on to the activity itself, write on the board: *tall, nice, dirty* and *big*. Ask students to read the rules for the comparative form of short adjectives in the *Sign Up to Grammar* box. Choose four students to say and add the comparative forms of the four adjectives on the board. Make sure the whole class understand that, in general, we add *-er* to most short adjectives but only an *-r* if they end in *-e*. Lay emphasis on the fact that *-y* becomes *-ier* and that we double the last consonant if the adjective ends in *vowel + consonant*. Write some examples on the board to clarify these ideas and check understanding. Then you can ask students to

think how London compares with York and answer this question: *How can we continue this sentence if we want to compare these two cities? There are more...* Ask them to read the *Remember!* section in the box to give you the answer.

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

Tell students to do activity 5 and use the prompts to compare the cities. To check, divide the board into six sections and number them from 1 to 6. Ask six volunteers to read out their sentences and then write them on the board in the corresponding sections. In this way, you will be checking pronunciation and spelling of the comparative forms.

Answer key: **1** *New York city is noisier than Canterbury.* **2** *The traffic is heavier in London than in York.* **3** *The cost of living is cheaper in Berlin than in London.* **4** *The temperature is colder in Ushuaia than in Neuquén.* **5** *more pollution in Mexico City than in Montevideo;* **6** *more bikes in Amsterdam than in the city of Buenos Aires*

→ Optional Activity

Tell pairs of students to compare their findings in activity 4 with another pair. Ask them to write five sentences comparing the cities / towns in their countries. Give students some minutes to complete the activity and walk around the classroom monitoring their work. Finally, invite some students to read aloud their sentences.

6 Tell students that they are going to complete some phrases typically used to give and ask for opinion. Have students read the instructions and do the exercise. Then choose different students to read out their answers.

Answer key: **2** *opinion;* **3** *sure;* **4** *do you think;* **5** *agree;* **6** *don't agree*

7  Tell students to get in pairs and read the instructions silently. Give them some minutes to plan and rehearse this speaking activity. You can help them out by telling them to think about the weather, transport, safety and traffic in the places mentioned in this activity. Walk around the classroom to monitor students' performance.

Answer key: Students' own answers

WB p. 138

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** *quiet;* **2** *hot;* **3** *fast;* **4** *dirty;* **5** *dangerous;* **6** *expensive;* **7** *small;* **8** *difficult*

2 Possible answers: **2** *Riding a motorbike is more dangerous than riding a bike.* **3** *Shopping centres are noisier than open-air markets.* **4** *Amusement parks are dirtier than natural reserves.* **5** *Theatres are quieter than cinemas.* **6** *Buenos Aires is bigger than Sierra de la Ventana.*

3 Students' own answers

Lesson 4 - Pages 80 & 81

1  Invite the class to discuss the questions and support their answers. Encourage students to refer to the characteristics of the places where they would like to move and compare them with their towns / cities. Invite students to give examples when referring to what they would miss about their places. You may ask: *Would you miss your neighbours and friends?*, *Would you miss your favourite place or shop in your town / city?*, *What special characteristic of your town / city would you like to find in the new destination?* Make sure they use the phrases to give opinions that they studied in activity 6 in lesson 3. Help students with vocabulary if necessary and write key words on the board.

Answer key: Students' own answers

→ Optional Activity

Divide the class into groups and tell them that they are going to play *Hangman* to revise vocabulary related to living in small towns and big cities. Think of a word and draw a blank for each letter on the board. Next to the lines, draw a noose. Explain that each group has got a turn to say a letter that they think is part of the word.

If students say a correct letter, write it in the corresponding space(s). If the word is incorrect, draw a part of the stick figure under the noose and write the wrong letter off to one side. If a group guesses the word, they get a point. If you complete the hanged man, the game is over. Then invite a volunteer from the first group that has guessed your word to the front and think of a word for their partners to guess. Remind them that they can write adjectives or nouns related to towns and cities. The group with more points is the winner.

Suggested words: *population, area, economy, dangerous, peaceful, noisy, expensive, clean, universities, transportation*

2  Direct students' attention to the online magazine and encourage them to identify its features. You may ask guiding questions: *What's the name of the magazine?, What sections can you find?, Has the magazine got a blog?, Can readers subscribe to the magazine?;* etc. Then direct students' attention to the photo and have them imagine what life is like in this place. Write some ideas on the board and give students time to read the article in silence to check their predictions. Walk around the classroom and offer help with the meaning of some new words. After some minutes, ask the class to tell you what the reporter writes in the article. In this way, you will be checking their reading comprehension. Then ask different students to read out the statements below the text and encourage the whole class to re-read the article and correct the information. To check the activity, have some students read aloud their sentences. Finally, you may ask some comprehension questions; for example: *How many people live in Woodstock?, Why did the reporter decide to move to a big city?, What does the writer miss about living in a small town?, How does the person save money in New York?, Are there any historic places in Woodstock?, Does the reporter like taking the underground in New York during summer?;* etc.

Answer key: **1** Life in New York is more expensive than in Connecticut. **2** Connecticut is less diverse than New York City. **3** There are less cultural activities in Connecticut than in New York City. **4** The means of transport are less crowded in Connecticut than in New York City.

3  Direct students' attention to the *Sign Up to Grammar* box on page 81. Tell them that there are some adjectives that have an irregular comparative form; i.e. they change completely. Give them a minute or two to read the box. For students to become aware of the pronunciation of these irregular comparatives, you may read aloud each adjective in the box and its comparative form.

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

Then explain that they will listen to a woman who has lived the opposite experience of the reporter: she moved from New York City to Woodstock. Invite students to read the sentences in silence and check understanding. Play the audio and have students circle the correct option. Play the audio again for students to check or complete their answers. To correct the activity, choose different volunteers to read aloud the sentences. Finally, you may ask students which lifestyle they would like to have considering the two versions of living in Woodstock and New York City. Encourage them to support their answers using the information provided by the reporter and Gemma.

Answer key: **1** two; **2** better; **3** noisier; **4** Woodstock; **5** worse; **6** farther

Audio script 31

Gemma: *I moved to Woodstock from New York City two years ago because I wanted to have a more peaceful lifestyle. And my life is better now. In New York City, I was always stressed because the streets were crowded and the place was much noisier. In this town, I can listen to the birds and there's less traffic than in New York. And I think that the community here is more friendly and the town is safer than a big city. I also love that I can shop for local products from farms nearby. Food is more expensive in New York City and if you don't want to spend too much money, the quality is worse than in Woodstock. It's true that there's more nightlife in New York City than in Woodstock and I live farther from the shops than in New York, but that's not a problem since I want to have a quieter life.*

4 Have a student read out the rubrics for this activity. Remind students that there are some adjectives that have irregular comparative forms. Check the activity by asking some volunteers to read aloud their answers. Encourage the class to say if they agree with the comparisons and have them give reasons for their answers.

Answer key: **1** *more crowded*; **2** *more friendly*; **3** *more polluted*; **4** *more interesting than*; **5** *better than*

→ Optional Activity

Write some sentences with mistakes on the board. Divide the class into small groups and tell students to correct the sentences. The first team to write all of the sentences correctly wins. Ask volunteers to write their sentences on the board to check.

Suggested sentences: *1 London is more noisy than York. 2 There is less people in York than in London. 3 People living in small towns are more happier than in big cities. 4 The weather in Santa Fe is hotter than in El Calafate. 5 Activities in the city are diverse than in small towns.*

5 Draw students' attention to the photos. Ask students to describe what they can see in these photos. Encourage them to say what images refer to a city and which to a town. Then students read the instructions and complete the activity. Tell them that, in some cases, there is more than one possible combination of words. Check by asking some volunteers to read out their answers.

Answer key: *busy street / nightlife; exciting / healthy lifestyle; friendly people; heavy traffic; modern buildings; noisy street / nightlife; polluted air*

→ Optional Activity

Divide the class into groups and ask them to close their books. Tell students to copy in their notebooks some adjectives that you are going to dictate and have them write their corresponding opposites. Determine a specific time for students to write the words. To correct,

invite different volunteers from each group to the board to write their answers. Assign a point for each correct answer.

Suggested words: *noisy, cold, cheap, safe, clean, modern, friendly*

6  Ask students to work in pairs and take turns to describe the places in activity 5 by using the phrases. Walk around the classroom to monitor students' performance. Finally, invite some volunteers to share their descriptions with the rest of the class. Ask some students in which of the places in the photos they would like to live and encourage them to give reasons for their answers.

Answer key: Students' own answers

7  Ask students to read the instructions for this writing exercise and check understanding. Remind them to use some phrases like: *In my opinion...*, *I (don't) think...*, *This is because...*, *However, I think...*, *For example / instance, ...* You may write down these phrases on the board and have students copy them in their notebooks. You may assign this writing exercise as homework.

Answer key: Students' own answers

WB p. 139

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** Students' own answers
- 2** Students' own answers
- 3** *1 farther; 2 cheaper; 3 better; 4 more dangerous; 5 worse / heavier*

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  1 populated; 2 Tourism; 3 skiing; 4 nightlife;
5 Going
- 2 1 T; 2 F; 3 T; 4 T; 5 F; 6 F
- 3 Students' own answers
- 4  32D enthusiastic, artistic, active, aggressive

Audio script 32

Jason: *I'm a fan of music. I listen to different types of music depending on what I'm doing or how I'm feeling. I like listening to pop music when I'm active or when I walk my dog in the park in the morning. It makes me feel enthusiastic about the day ahead. When I want to relax, I choose jazz. Free jazz is very artistic and I enjoy the improvisations. But to be honest, I dislike heavy metal. It sounds too loud and aggressive.*

- 5 Students' own answers
- 6 1 Doing; 2 listening; 3 Adopting; 4 Sleeping;
5 Starting; 6 laying
- 7   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 94 of this Teacher's Book.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Extreme sports Vocabulary on life events and achievements Adjectives	Recycling of units 5 & 6 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about the life of an extreme sport athlete.

LIVING ON THE EDGE

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 the adventurous life of an extreme sport athlete.

1 Focus students' attention on the photo and encourage them to identify the sport: *wingsuit flying*. If students are not familiar with the sport, write the name on the board and invite them to describe the equipment the athlete has got and imagine what the sport is like. Then read aloud the title and elicit the meaning of the phrase: to have a lifestyle with risks and dangerous situations. Ask the class to relate it to the photo for help. After that, read aloud the rubric and the list of adjectives to check understanding. Give students some time to tick the words and share their ideas with the class. Finally, tell students to read the text in silence to check or change their answers. Ask if anyone has changed their mind after reading the article and invite them to explain the reasons.

Answer key: Students' own answers

2 Tell the class to read the article again and answer the questions. Have students compare their answers in pairs. Finally, invite some volunteers to read aloud their answers to check.

Answer key: **1** He was born in Sydney, Australia. **2** He went climbing with his brother and father. **3** He reached the top of Mt Everest at the age of 21. **4** He got the third place at the world championships. **5** Yes, he did. **6** His latest design consists of a jet powered carbon-fibre wing strapped to his back so that he can fly like an aircraft.

7 He shares his experience with business leaders at conferences. **8** Finding balance between what he wants to do and how much risk he takes was crucial for his success.

3 Ask students to complete some of Rex's ideas with the correct *-ing* forms of the words in the box. To correct the activity, have different volunteers read aloud the complete sentences.

Answer key: **1** Sharing; **2** Managing; **3** Using; **4** Flying; **5** Adapting; **6** Making

4 Divide the class into groups and invite them to discuss the questions. Tell them to write down notes as they share their ideas. Walk around the classroom monitoring students' performance. After some minutes, ask some representatives of the groups to answer the questions. You may copy the first and last questions on the board and draw two columns below each of them with *Yes* and *No* as headings. As students express and support their opinions, write key words in the corresponding columns.

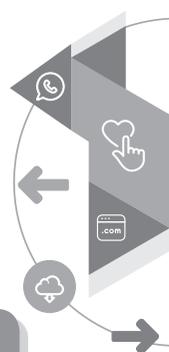
Answer key: Students' own answers

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 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

UNIT 7 - #AMAZING WORLD



CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Dangerous creatures: <i>crocodiles, scorpions</i> ; etc. Adjectives: <i>violent, dangerous, frightening</i> ; etc.	Superlatives (long adjectives)	Pronunciation of some long adjectives: <i>frightening, delicious, dangerous</i> ; etc.	Describing dangerous animals and creatures. Giving opinion.
L2 Geographical features: <i>volcano, cave</i> ; etc.	Superlatives (short adjectives) Irregular superlatives: <i>the best, the worst</i> ; etc.	Pronunciation of some geographical features: <i>volcano, island, desert</i> ; etc.	
L3 Human-made wonders of the world: <i>The Taj Mahal, The Colosseum</i> ; etc. <i>Amphitheatre, pyramid, statue</i> ; etc.	Superlatives (revision) Modal verbs (revision): <i>shouldn't, can't & mustn't</i>	Pronunciation of <i>shouldn't & mustn't</i> Pronunciation of superlative forms (revision)	Discussing some man-made wonders of the world. Expressing suggestion and prohibition.
L4 Animals: <i>tarantula, goat</i> ; etc. Adjectives: <i>loyal, sociable</i> ; etc.	Modal verbs: <i>have to, don't have to & don't need to</i> Irregular plural of nouns: <i>mice, fish</i> ; etc.	Pronunciation of some adjectives: <i>naughty, fierce, cute</i> ; etc.	Writing about an unusual pet animal. Expressing obligation and lack of obligation.

Extras: Suggested optional games and activities for consolidation.

Opening Pages - Pages 86 & 87

Read aloud the title of the unit and invite students to mention synonyms for *amazing* and help them out with some words; for example: *surprising, incredible, wonderful, impressive, awesome*; etc. Write the title on the board and divide it into two columns: *Animals* and *Places*. Direct students' attention to the photos on the double-page spread and invite them to identify the places and animals. Write the words in the corresponding columns on the board and encourage students to add information they may know about the places and animals. You may ask guiding questions: *Which examples of canyons in the world can you mention?, Which famous coral reefs can you mention?, In which province is the Perito Moreno Glacier?, Is the Perito Moreno Glacier located in a National Park?, Where are the ruins of Machu*

Picchu?, Who built this city?, In which country are there hexagonal rock columns?, How do you think that they were formed?, What are the green lights in the sky called?, In which parts of the planet is it possible to see them?, Is the Great Wall of China a wonder of the world?, Where can you find the giant stone statues?, Which animals are dangerous?, Which are endangered species?, Which are pet animals?; etc. Then focus students' attention on 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 different volunteers to share their ideas with the class. Encourage them to use the adjectives they have learnt in previous units when they give reasons for their answers and describe their feelings. You may ask the class to vote for the most amazing place and animal in the photos. Finally,

draw their attention to the #Unit Goals box and ask some students to read aloud the objectives of the unit. Tell students that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 88 & 89

1  Read aloud the instruction and go over the adjectives and animals. Model the pronunciation of the words and make sure students understand their meanings. Then pair students up and encourage them to use these expressions when comparing the animals: *I think...*, *In my opinion...*, *I (don't) think so.*, *I (don't) agree*; etc. Finally, invite some volunteers to share their answers with the class and encourage debate among students. Help students understand the concepts of *most* and *least* by using gestures and ask them to give reasons why they think the animals they have chosen are the most / least dangerous ones.

Answer key: Suggested answers: **1** *A shark is more violent than a crocodile.* **2** *An orangutan is more intelligent than an octopus.* **3** *A scorpion is more poisonous than a spider.* **4** *A black bear is more frightening than a Komodo dragon.*

Students' own answers

2  Ask a student to read out the rubrics for this activity. Refer students to the photos on the website in activity 3 and read aloud the names of the animals. Ask them to analyse the animals and complete the list from the most to the least dangerous animal in the *My opinion* column. Finally, invite them to compare their ideas in pairs and ask some students to read out their lists. Do not correct any answers yet.

Answer key: Students' own answers

3  Have a student read out the rubrics for this activity. Direct students' attention to the *Sign Up to Grammar* box on page 89 and ask the whole class to read the introductory sentence and the examples using this structure: *the + most / least + adjective*. Choose different students to read aloud these examples. Help them out with the pronunciation of the adjectives they might find

difficult to produce. Then to check understanding, you may write on the board: *shark, dog* and *elephant* and ask the whole class: *Which of these animals is the least / most dangerous one?*

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

#Useful Tip > Vocabulary

Read out the words in this box and their meanings so that students find it easier to understand the website article in activity 3. Ask students to repeat these words after you so that they can also learn their correct pronunciation.

Now draw students' attention to the website in activity 3 and tell them to read the facts in silence. Remind them to refer to the *Useful Tip* box to check the meanings of the words. Ask them to complete the *Website facts* table with the animals in the correct order according to the article. Walk around the classroom and monitor students' work. After checking the answers, ask the whole class if they were right or not about their predictions in activity 2.

Answer key: **1** *Mosquitoes*; **2** *Snakes*; **3** *Dogs*; **4** *Freshwater snails*; **5** *Assassin bug*

4 Choose a student to read out the instructions for this exercise. To check answers, you may ask some volunteers to read out the statements and say if they are true or false. Or you can ask the whole class some questions such as: *Do dogs transmit any disease to humans?*; etc. Encourage students to correct the false information.

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

5  Have a volunteer read aloud the instructions for this activity. Explain to the class that the teens are discussing some items of categories that appear in a website. Go over the categories before doing the listening task. Then play the audio for students to tick the categories they hear. Play the audio again so that students complete the activity or check their answers. Finally, invite some volunteers to read aloud the categories the teens mention to correct the activity.

Answer key: sports, music, animals

Audio script 33

Helen: Look, Chris! This website shows the best items in different categories in the world.

Chris: Really? Can you check the music category?

Helen: OK. Imagine by John Lennon is the most popular song of all times.

Chris: Hmm... I don't agree with that result. Imagine is one of the most beautiful songs but I don't think it's the most popular song.

Helen: Well, in the sports category, the most exciting sport is basketball. But I don't agree. To me, the most exciting sport is hockey.

Chris: In my opinion, basketball is the most boring sport. I think football is the most exciting sport!

Helen: I know you're a fan of football.

Chris: And what about animals? What's the most beautiful animal?

Helen: Pandas are the most adorable animals. I think they are cute but, for me, cats are more beautiful.

Chris: I agree! And I think they are one of the most intelligent creatures too!

6  Tell students to complete the sentences with the superlative forms of the adjectives in brackets. Then play the audio again for students to check their answers.

Answer key: 1 the most popular; 2 the most beautiful; 3 the most exciting; 4 the most boring; 5 the most adorable; 6 the most intelligent

Optional Activity

Go over the sentences in activity 6 and have students say if they agree with the opinions and votes. Invite the class to express their opinions in relation to the categories mentioned by Helen and Chris. You may ask: *Which is the most popular song of all times?*, *Which is the most exciting sport?*, *And the most boring?*, *Which animals are the most adorable?*, *Which ones are the most intelligent?* Encourage students to support their answers and write the words on the board to make their top three lists for each category.

7 Have a student read out the instructions for this task. Tell the class to complete each category with their ideas. Go over the categories and remind students that they should write the items from the most to the least disgusting, for example. Give students some time to do the activity. Walk around the classroom to monitor their work and help them out with vocabulary if necessary.

Answer key: Students' own answers

8  Read out the rubrics for this speaking task and ask students to work in pairs and look at the example. You may write on the board the following phrases: *I think...*, *I (don't) agree.* / *I disagree.* and encourage students to use them in their discussions with their partners. Walk around the classroom to monitor students' performance.

Answer key: Students' own answers

9  Ask a volunteer to read out the instructions and the example given. You may also ask students to work in pairs. In such case, both students must write down the sentences in their own notebooks. To check this writing task, ask as many students as possible to read out their sentences. As they do so, you can ask the rest of the class if they agree or not with their classmates' opinions.

Answer key: Students' own answers

WB p. 140

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

I	V	I	S	T	A	N	S	E	P	O
D	A	M	U	C	I	N	G	X	U	I
O	N	P	E	S	I	E	V	C	D	M
P	G	O	R	O	U	V	M	I	G	N
U	C	R	M	U	G	I	A	T	E	A
I	N	T	E	R	E	S	T	I	N	G
X	D	A	N	G	X	N	G	N	V	T
P	C	N	S	I	V	E	D	G	E	N
R	G	T	C	X	G	P	O	U	S	I
A	I	T	M	T	A	X	V	T	I	P
I	N	D	A	N	G	E	R	O	U	S

1 interesting; 2 important; 3 exciting; 4 expensive;
5 dangerous

2 Students' own answers

3 2 Hippos are the most aggressive animals in the world.

3 Avengers; Endgame is the most entertaining action film. 4 Pizza is the most delicious food.

4 1 the least popular; 2 the most beautiful; 3 the most modern

Lesson 2 - Pages 90 & 91

1  Before passing on to this reading activity, write *Natural Wonders* on the board. Elicit from students if this phrase refers to buildings / monuments or to geographical features. Ask them to provide examples of some natural wonders they may know and write them on the board. Once they have finished answering, refer them to the *Sign Up to Grammar* box on page 91. Have a student read out the introductory sentence. Write on the board and read out an example from the box such as: *The Aconcagua is the highest mountain in South America.* Underline *the* and the particle *-est*. Then ask students to read the rest of the examples in the box and focus their attention on the irregular superlatives. To check understanding, you may write some short adjectives on the board and choose different students to come up to the board and write down their superlative forms.

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

Finally, tell students to complete the quiz in activity 1. As students do so, circulate around the classroom and check if they can do the task by themselves or if they need help with some new words.

Answer key: Students' own answers

#NOTE

There are currently many different lists of the Natural Wonders of the World available on the internet. The one presented in this lesson is simply one among those many and it simply serves the purpose of illustrating the most salient feature in each of the items listed. You may tell students that on 11 November 2011,

the Iguazú Falls were incorporated in the list of the New Seven Natural Wonders of the World by popular vote online. The other six Natural Wonders include: the Amazon Rainforest and River, Jeju Island in South Korea, Halong Bay in Vietnam, Puerto Princesa Underground River in the Philippines, Komodo Island in Indonesia and Table Mountain in South Africa.

2  Tell students that now they will find out if they were right about the answers they provided in the quiz in activity 1. Play the audio twice if necessary.

Answer key: 1 Kilauea; 2 Angel Falls; 3 the Nile; 4 the Yarlung Tsangpo Grand Canyon; 5 the McMurdo Dry Valleys of Antarctica; 6 Son Doong Cave; 7 Death Valley; 8 Greenland

Audio script 34

Speaker: 1) Kilauea is the most active volcano in the world. It's located on the island of Hawaii and it is between 210,000 and 280,000 years old.
2) The world's highest waterfall is Angel Falls in Venezuela. It's nearly twenty times higher than the Niagara Falls.
3) The longest river on Earth is the Nile, in Africa. It's about 6,650 km long.
4) The Yarlung Tsangpo, one of the most attractive places in Tibet, is the world's biggest and deepest canyon. It is also about 30 miles longer than the Grand Canyon in the USA.
5) The McMurdo Dry Valleys are the driest place on Earth. The region is a cold desert ecosystem. It's cold, extremely arid and windy and annual precipitation is less than 100 mm water.
6) Son Doong Cave is the world's largest of its kind. It is located deep in the jungles in Vietnam. The main passage through the cave is more than 5 kilometres long, 200 metres high and 150 metres wide.
7) The hottest desert on Earth is Death Valley, in the USA. The temperature there reached 134 degrees Fahrenheit (56.7 Celsius) on 10 July 1913.
8) The biggest island in the world is Greenland. It is part of Denmark.

3 Ask a student to read out the instructions for the whole class. Go over the highlighted words to model pronunciation and have students repeat them after you. You may tell students not to worry if they do not remember all the information to do this matching exercise. Have students compare their answers in pairs but do not correct the activity at this stage.

Answer key: Students' own answers

4  Now students listen to the audio and check their answers in activity 3. You may pause the recording after every answer for students to check in a more relaxed way.

Answer key: **2** *Yarlung Tsangpo*; **3** *Son Doong Cave*; **4** *Greenland*; **5** *Angel Falls*; **6** *Death Valley*; **7** *Nile*; **8** *McMurdo Dry Valleys*

→ Optional Activity

Ask students if they know any other natural wonder and write the names on the board; for example: *Great Barrier Reef, Mount Everest, Victoria Falls, Yellowstone National Park, Grand Canyon*; etc. If students do not come up with their own examples, you may write on the board the finalists of the *New Seven Natural Wonders of the World* included in the #NOTE box. Then ask the class what adjectives they can use to describe these places and write them on the board too; for instance: *hot, dry, beautiful, spectacular, wonderful, large, cold*; etc. Invite students to write in their notebooks some sentences describing the places they mentioned using the superlative form of the adjectives on the board. Walk around the classroom as you check the sentences they have written. You can also ask students to bring for the following class some pictures of the natural wonders they mentioned. Explain to them that they are going to make posters, where they will include the pictures and the sentences they have written today. Finally, students can put up their posters on the classroom walls.

5 Ask a volunteer to read aloud the rubrics for this activity. To correct, choose different students to

read out their sentences. If necessary, help them out with the pronunciation of some superlatives forms and some other words such as: *desert, mountain, reef*, etc.

Answer key: **1** *the largest*; **2** *the coldest*; **3** *the highest*; **4** *the driest*; **5** *the youngest*; **6** *the best*; **7** *the worst*

6  Tell students to work in small groups and discuss the questions. Invite them to write down notes that they will later use when sharing their ideas with the rest of the class. Walk around the classroom and monitor students' performance. Finally, ask some volunteers from different groups to answer the questions and encourage the rest of the class to express their opinions. As students mention ways to preserve natural places, write key words on the board. Encourage students to think of local and global actions that must be taken as well as the consequences that not preserving natural places may have. Students may also search on the internet or ask local authorities what measures are taken to protect the natural places in their communities and they may also suggest other actions to contribute to preserve the places. You may write *Actions* on the board and organise students' ideas into four columns: *Individual, Local, National* and *Global*.

Taking care of the environment and others

When students reflect on the impact they can have on natural places, they become aware of how significant their actions are either to protect or damage the environment as well as others. Have students think critically about their involvement in daily ecological actions and their choices in relation to consumerism as well as collective measures to reduce waste, fight climate change or take care of natural places and their communities. In this way, students can make responsible decisions considering ethical standards and become actively engaged in actions to care for the environment, others and themselves.

Answer key: Students' own answers

7  After you read out the instructions, model this activity with a couple of students by using the example given. Explain to students that they

are going to work in pairs and exchange opinions about the topics in the list. Remind them to use the phrases in exercise 8 on page 89 (*I think...; I agree...;* etc.) and the superlative forms of the adjectives in the prompts. If necessary, write these phrases on the board. Tell students it is a good idea to take down notes of some of their partners' answers as they will need them when correcting the activity. Walk around the classroom to monitor students' performance. Finally, invite different volunteers to share their partners' opinions and say if they agree with them or not. Encourage them to give reasons for their answers.

Answer key: Students' own answers

8  Ask a volunteer to read out the instructions. Invite students to mention natural wonders that they know; for example: *the Iguazú Falls, the Valley of the Moon, the Perito Moreno Glacier*, etc. Write the places on the board and ask students to copy them in their notebooks. Then read aloud the words in the boxes and model pronunciation. Make sure students know the meanings of the words and read aloud the example to check understanding. You can assign this activity as homework.

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** *the farthest*; **2** *the longest*; **3** *the highest*; **4** *the hottest*
2 **1** *The Khone Falls are the widest waterfalls in the world.* **2** *Guanabara Bay in Brazil is the largest bay on Earth.* **3** *Dome Fuji in Antarctica is the coldest place in the world.* **4** *Bolivia's Uyuni Salt Flat is the biggest salt flat worldwide.* **5** *Xianren Bridge in China is the longest natural bridge on the planet.*
3 Students' own answers
4 **1** *What is the cleanest place in town?* **2** *What's the best park to practise sports?* **3** *What's the deepest lake (or river)?* **4** *Where can I enjoy the most beautiful scenery?;* Students' own answers
5 Students' own answers

Lesson 3 - Pages 92 & 93

1  Before doing this reading activity, you can tell the class that apart from the natural wonders they discussed in the previous lesson, there are also some human-made wonders of the world. Write *Human-made Wonders of the World* on the board and provide an example: *the Colosseum in Rome*. You may ask students if they know any other human-made wonders of the world. They can have a look at the pictures and you can elicit some comments about them: *What do you know about Christ the Redeemer?, Who built Machu Picchu?;* etc. Afterwards, have a student read aloud the instructions for activity 1. Ask students to read the article silently and do the matching task. Check by asking some volunteers to read out their answers.

Answer key: **1** *The Colosseum, Rome, Italy*; **2** *Chichen Itza, Yucatán, Mexico*; **3** *The Great Wall, China*; **4** *The Taj Mahal, Agra, India*; **5** *Machu Picchu, Cusco, Perú*; **6** *Petra, Jordan*; **7** *Christ the Redeemer, Rio de Janeiro, Brazil*

#Useful Tip > Vocabulary

Read out the tip in this box. Explain to students that *stands for* is a synonymous phrase for *means*. Ask students if they know any other acronyms used all over the world or in their country. Some examples of acronyms are: YPF (*Yacimientos Petrolíferos Fiscales*), PFA (*Policía Federal Argentina*), NATO (*North Atlantic Treaty Organisation*), YMCA (*Young Men's Christian Association*), BBC (*British Broadcasting Corporation*), CNN (*Cable News Network*); etc.

2  Read aloud the questions for this task. You can do this oral activity with the whole class. Have as many students as possible take part in the discussion. Encourage them to say why they would like to visit the human-made wonders they have chosen.

Answer key: Students' own answers

3 Ask a volunteer to read out the instruction for this reading comprehension task. Tell students they can re-read the article on page 92 if they do not remember all the information. To check answers,

choose different students at random to read out the statements and say if they are true or false. Encourage students to correct the false sentences.

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

4 Direct students' attention to the *Sign Up to Grammar* box. Have a student read out the introductory sentence in the box. Read out the examples for *strong prohibition* and *suggestion*. To check students' understanding, ask questions such as: *What activities can't you do at home?*, *What mustn't you do in class?*, *If you are ill, what shouldn't you do?*; etc. Encourage students to give full answers so that they use the modal verbs in questions and practise their correct pronunciation. Remind students that, in English, we do not always pronounce all the letters in a word and revise the example of the elision of the /l/ sound in *would* to check understanding. Then focus students' attention on the pronunciation of *shouldn't* and the elision of the /l/ sound and *mustn't* and the elision of the /t/ sound.



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

Refer students to activity 4 and tell them to choose the correct option in each sentence. Walk around the classroom in case students might need help when deciding which modal to use. Finally, ask different volunteers to read out their answers.

Answer key: 1 *shouldn't*; 2 *can't*; 3 *mustn't*; 4 *shouldn't*; 5 *mustn't*; 6 *can't*

5 Read aloud the instructions and have students complete the sentences with the correct modal verbs and the phrases. Tell students to compare their answers in pairs. Finally, ask some volunteers to read aloud the complete sentences to correct the activity.

Answer key: 1 *mustn't take photographs*; 2 *can't eat snacks*; 3 *shouldn't park your car*; 4 *shouldn't listen to music*

Optional Activity

Ask students to get in groups of three. Write on the board *School Rules and Suggestions*. Tell students to write a few sentences illustrating some school rules and suggestions they can follow if they want to be good students. Make sure they understand they have to use the modals presented in this lesson. Give them some minutes and then have the groups share their sentences with the rest of the class. As they do so, ask the whole class to vote for the most effective rules and suggestions. Write students' choices on the board. Afterwards, provide groups with slips of cardboard. Assign each group one or two of the sentences on the board so that they can write them on the slips of cardboard. Tell them to write the modals in a different colour. Finally, students put up the slips of cardboard on the classroom walls.

6  Ask students to read the instructions for this listening task and give them some minutes to read the sentences in silence. Check understanding and tell students that the photo shows The Alhambra. You may ask students if they have visited or heard about the place and if they have got any information they can share with the rest of the class. If students do not know The Alhambra, invite them to describe the photo and express their opinions about the place. Play the audio twice for students to underline the mistakes and then write the correct information. You may make pauses when students listen to the audio for the second time so that they can write down notes. Finally, ask some volunteers to read aloud the correct sentences to check.

Answer key: 1 *year – month*; 2 *shouldn't – should*; 3 *4th – 14th*; 4 *can – mustn't, can – can't*; 5 *mustn't – can*; 6 *1994 – 1984*

Audio script 35

Sam: Hello, Julia! Guess what? I am going on holiday to Granada, Spain, next month. I am so excited!

Julia: Great! I'm happy for you!

Sam: Thanks! What places can you recommend?

Julia: Well, you should visit the Alhambra.

Sam: Oh! Can you tell me more about that?

Julia: Sure! The Alhambra was built in the 14th century by Berber rulers, also known as Moors. The Moors were from North Africa, and in the past they occupied some territory in Spain and Portugal. It's an amazing place!

Sam: Oh, carry on, please...

Julia: The Alhambra was a palace constructed for the last Muslim generals called Emirs, and the decorations consist of Arabic patterns on the walls, columns, fountains with running water and pools. You can drink water from the fountains but you mustn't drink water from the pools... and there are beautiful gardens... but you can't touch the flowers.

Sam: Can I take photographs?

Julia: Yes, of course. It's a beautiful place. UNESCO declared the Alhambra a World Heritage Site in 1984. This means that this place is considered to have cultural importance and it is protected for conservation. You shouldn't miss it!

7  Students read the rubrics and the example for this writing task. Then they write a short text for a leaflet. If students do this activity in class, walk around the classroom to offer help and check their work. Or you may assign this writing exercise as homework.

Answer key: Students' own answers

WB 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 the oldest, c; 2 the most important, b; 3 the richest, d; 4 the tallest, a
2 1 mustn't bring; 2 shouldn't go; 3 can't pay; 4 shouldn't buy; 5 mustn't touch; 6 mustn't enter
3 Students' own answers

Lesson 4 - Pages 94 & 95

1 Before passing on to this activity, ask students if they have got a pet. If so, ask them if it is a cat, a dog, a canary; etc. Write the word *pet* on the board. Then ask students what adjectives they can use to describe their pets. You may write the adjectives they mention around the word *pet* on the board. Afterwards, tell the class that they are going to learn some adjectives they can use to describe a pet. Read aloud the adjectives in the exercise and have the class repeat them after you. Explain the meaning of those adjectives students may not know. Finally, students tick the options they associate with a good pet. To check answers, have a class discussion encouraging students to say why they think a good pet must have the qualities they mention.

Answer key: Possible answers: *sociable, cute, friendly, sweet, loyal*

2  Write *obligation* and *lack of obligation* on the board. Direct students' attention to the *Sign Up to Grammar* box on page 95 and ask students to read it silently. After they have read it, ask them to say what expression / modal we use to refer to *obligation* and which ones to refer to *lack of obligation*. Write on the board the modals they mention below the correct heading. Encourage students to provide some examples for each case. Have as many students as possible give different examples and write them on the board.

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

Now refer students to activity 2 and elicit information from the class before they read the texts. You may ask: *What's the name of the website?, Who posts the comments?, What are their usernames?, Do other users comment on the posts?, Do you know the animals in the photos?, Why are the pets unusual?, Would you like to have any of these animals as pets? Why?* Then read aloud the instruction and tell students to read the comments to complete the sentences with the correct names. Give students some minutes to do the activity and have them compare their answers in pairs. Finally, ask different volunteers to read

aloud the sentences to check. Encourage students to refer to the comments to support their answers.

→ #Useful Tip > Vocabulary

Direct students' attention to the *Useful Tip* box. Tell them that there are some nouns that have an irregular plural form. Read out the first part of the box and have students repeat the words after you. Then explain to them that there are some phrases we can use to refer to how frequently we do things and that these phrases respond to the question *How often... ?* Read aloud the phrases and ask students to repeat them after you.

Answer key: 1 *Axel*; 2 *Isabella*; 3 *Theo*; 4 *Axel*; 5 *Theo*; 6 *Isabella*

3 Students re-read the comments and identify the phrases that show *obligation* and *lack of obligation* in the texts. To check answers, have different students read out the expressions they have underlined and circled.

Answer key: **Obligation:** *I have to check..., And I also have to clean..., You have to do..., I just have to replace..., And I have to clean..., He has to feed...;* **Lack of obligation:** *You don't have to do..., she doesn't have to do..., You don't need to do..., I don't have to do...*

4  Read out the instructions for this listening task and allow some minutes for students to read the gapped sentences. Draw their attention to the photo of the pigmy goat and encourage them to predict possible answers for the information they need. Play the audio twice as students fill in the gaps. Check answers by asking different volunteers to read out the complete sentences. Invite some students to say if they would like to have a pigmy goat as a pet and give reasons for their answers.

Answer key: 1 *playful*; 2 *backyard*; 3 *jumping*; 4 *climbing*; 5 *fresh grass*

Audio script 36

Violet: *I have got an unusual pet: a pigmy goat. Her name is Frida. Frida is very sociable and playful. She lives in a shed. I have to make sure she has got*

enough space to sleep and that the place is warm in winter. Frida lives in the backyard of my house, which is surrounded by high fences so that she doesn't go away. Goats like jumping and climbing and they need space to do those activities. Frida usually climbs some rocks that I placed on the ground when I brought her home. I also have to play with her because she sometimes becomes bored of the same activities. When it comes to eating, Frida loves fresh grass. I also have to give Frida goat mix twice a day for her growth. But, in general, I don't have to do much to take care of her. I think other pets are more demanding than a pigmy goat.

5  Ask students to read the sentences in silence. Then play the audio so that they choose the correct option. To check, have different volunteers read aloud the complete sentences.

Answer key: 1 *has to*; 2 *has to*; 3 *have to*; 4 *doesn't have to*

6  Tell students to work in pairs and take turns to ask and answer about their obligations in relation to their pets and complete the table. Have a pair of students read aloud the example dialogue to check understanding. Walk around the classroom and monitor students' performance.

Answer key: Students' own answers

7  Students read the instructions and the example for this speaking task. Invite some students to share with the whole class what they found out about their classmates' pets.

Answer key: Students' own answers

8  In their notebooks, students write their comments about an unusual pet. Tell them they can use the comments in activity 2 on page 94 as models. Encourage students to use the modals and some words studied in this lesson. You may assign this activity as homework.

Answer key: Students' own answers

WB 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:

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

2 1 Some pets don't need to have much attention.

2 You have to be responsible for your pet. 3 You don't have to travel with your pet. 4 You have to identify your pet with a tag. 5 Some pets don't need to live in a big place.

3 She has to groom Roger.; She has to clean the litter box.; She doesn't have to wash him.; She doesn't have to take Roger for a walk.; She has to take him to the vet.; She doesn't have to spend a lot of money on food.; She has to create a safe space for him.

4 Students' own answers

their diet. Also, people who have got cats shouldn't forget to refill their water bowls daily. Another important aspect is grooming. People don't need to wash their cats, but they have to brush them to avoid hairballs. If cats stay indoors, their litter boxes shouldn't be in inaccessible places. If they live in a multi-level house, there should be a box on each floor. Cats also have to scratch to renew their nails. It's a good idea to provide them with a scratching post and they won't damage furniture items. And, last but not least, owners should take their cats to the vet at least once a year. And if the cat has got a health problem, they mustn't give it medication without consulting their vets.

7  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 waterfall; 2 volcano; 3 desert; 4 reef; 5 canyon

2 1 the largest; 2 the deepest; 3 the tallest; 4 the longest; 5 the lowest

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

4  Students' own answers

5  1 She appeared in a box at the front door of his house. 2 She can go to the garden. 3 He doesn't have to worry because whenever he calls her, she comes. 4 He has to feed her twice a day. 5 He has to take her to the vet. 6 He has to keep her active.

6  1 have to; 2 mustn't; 3 don't need to, have to; 4 shouldn't; 5 mustn't

Audio script 37

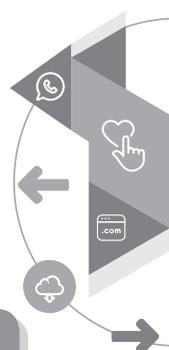
Vet: Cats may need less attention than other animals as pets, but they still require some basic care. For example, owners have to choose food that is balanced for the life stage of their cat. And treats shouldn't be more than 5 to 10% of

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 - #SHAPING THE FUTURE



CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Personality adjectives: <i>honest, good-hearted</i> ; etc. Set phrases: <i>travel abroad, fall in love</i> ; etc. Future time expressions: <i>tomorrow, next year</i> ; etc.	Simple Future: <i>will</i> (affirmative and negative)	Pronunciation of short forms: <i>I'll, I won't</i> Pronunciation of some future time expressions Pronunciation of some personality adjectives	Making predictions about the future.
L2 Fortune telling: <i>palm reading, tarot</i> ; etc. Adjectives: <i>curious, popular</i> ; etc.	Simple Future: <i>will</i> (interrogative, short answers and <i>Wh</i> -questions)	Intonation of <i>Yes / No</i> questions & <i>Wh</i> -questions (Revision)	Discussing different ways to predict the future. Asking and answering questions about the future.
L3 Endangered species: <i>polar bear, black rhino</i> ; etc.	<i>Going to</i> (for future plans and intentions) / Present Continuous (for arrangements) / <i>What about... ? / Let's...</i>	Pronunciation of <i>going to + verb</i>	Talking about some endangered species. Talking about future plans, intentions and arrangements.
L4 <i>Artificial intelligence, robots</i> ; etc. / Set phrases: <i>I'm against...</i> , <i>I strongly support...</i> ; etc.	Possibility: <i>May (not) & might (not)</i>	Pronunciation of some words: <i>expert, myth, facial</i> ; etc.	Discussing myths and facts. Expressing different degrees of possibility.

Extras: Suggested optional games and activities for consolidation.

Opening Pages - Pages 98 & 99

Read aloud the title of the unit and encourage students to explain the meaning of the phrase: *to influence the way in which things and situations will be in the future*. Write the phrase on the board and invite the class to describe the photos. You may ask guiding questions; for example: *Which images show aspects connected with technology / the environment / relationships / health; etc.?, Which images include objects that exist today?, Which images illustrate issues that are important nowadays?, Would you like to have a robot pet? Why?, What would be the advantages and disadvantages of using flying cars?, Do you think that our eyes will have similar functions to digital devices?* Help students with vocabulary if necessary

and write key words on the board. Then refer students to the *#Pic Of The Unit* box and have a volunteer read aloud the questions. Clear up any doubts and pair students up to discuss the questions. Remind them to use phrases to express their opinions such as *I think...*, *In my opinion, I (don't) agree.*; etc. Walk around the classroom and monitor students' performance. After some time, invite different students to share their ideas with the rest of the class. Encourage students to support their optimistic or pessimistic views about the future and add relevant vocabulary on the board. Finally, direct students' attention to the *#Unit Goals* box and read aloud the sentences. Tell the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 100 & 101

1  Read aloud the rubrics and the adjectives. Model the pronunciation of the words and have students repeat them after you. Clear up any vocabulary doubts and give students some time to tick the qualities they value in a friend. Then have some volunteers share their ideas with the rest of the class. After that, as a whole group, students discuss which their top five qualities are. Encourage students to use these expressions: *I (don't) think...*, *I believe...*, *In my opinion*, ... every time they refer to a good friend's quality. Ask students to give reasons for their answers. Write the five adjectives students mention on the board and ask them if they have got these characteristics as friends. Invite them to give examples to support their answers. And, if there are some values that students do not show as friends, encourage them to think of ways in which they may start doing so.

Being a good friend

Establishing positive and healthy relationships is important for teens as it helps them develop their social and emotional skills. Having good friends has a positive impact on teens since they feel confident and supported. As students reflect on their friends' qualities as well as their own, they become conscious of their behaviour and attitudes and the way they establish their relationships. Encourage students to give examples of positive ways to solve conflicts with their friends and write their ideas on the board.

Answer key: Students' own answers

2  Students read the rubrics. Go over the adjectives with the class and check understanding. Then play the audio for students to identify the qualities of each teen. Play the audio once again for students to complete the activity or correct their answers. Finally, check answers by asking: *What can you say about Tyler?*, *What's he like?*, *And what's Joshua like?*

Answer key: **Tyler:** *honest, good-hearted, lazy;*
Joshua: *strong, athletic, sincere*

Audio script 38

Speaker: *Joshua and Tyler are old friends, but they couldn't be more different from each other. Joshua's a great guy. He's strong, athletic and he really loves outdoor life. Joshua's always in a good mood, you know, he's the kind of person who is always smiling and ready to give you a hand. He's sincere and always worried about his friend Tyler. Tyler is a great guy too. He's honest and good-hearted but he's lazy, very lazy. He doesn't study much; he doesn't do any sports... The only thing he really likes doing is playing computer games.*

3  Invite students to read the sentences in silence and try to remember the information from the audio to write the corresponding letters. Then play the audio for students to complete the activity. Have different volunteers read aloud their answers to check.

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

4  Tell students that now they are going to read a dialogue between Tyler and Joshua, but first they need to focus their attention on the *Sign Up to Grammar* box on page 101. Read aloud one of the affirmative sentences in this box and one negative sentence. You may also write these sentences on the board and underline *will / won't* and the verbs. Tell students that *will* is used to make affirmative sentences in the future and *won't* (or *will not*) to make negative ones. Add that both *will* and *won't* are followed by an infinitive verb. Make sure students understand that we use the *Simple Future* (*will + verb*) to talk about the future and to make predictions. You may ask a couple of students to provide some more examples to reinforce these concepts. Afterwards, students read the whole box silently.

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

#Useful Tip > Grammar

Read out the tip in the first box. Have students repeat the future time expressions after you so that

they become aware of the correct pronunciation of these expressions.

→ #Useful Tip > Pronunciation

Read out the tip in the second box. Have students repeat several times the short form *won't* in isolation first. Then read out the examples and ask students to repeat them after you. Make sure they do not pronounce *won't* in the same way they pronounce *want*, which is a typical mistake usually made by students. You may also work on the pronunciation of some affirmative short forms too: *I'll...*, *She'll...*; etc. Write some sentences on the board using *won't* and *'ll* and ask different students to practise saying them.

Now have students read the dialogue in silence and tell them to correct the sentences below. Tell students to compare their answers in pairs. Then invite different students to read aloud their sentences to correct the activity. Finally, ask different pairs of students to read aloud parts of the dialogue and check their pronunciation.

Answer key: **1** *He isn't going to play videogames with Tyler. / He's going to his basketball practice.* **2** *He thinks he won't pass the Maths test.* **3** *They won't let him go to the party if he fails the test.* **4** *He won't take the bus at the usual time.* **5** *They won't study for a short time.* **6** *Joshua will have dinner with Tyler.*

→ Optional Activity

Divide the class into small groups and invite them to discuss the predictions about Joshua and Tyler in activity 4 and say if they think they will come true or not. Encourage them to use expressions such as *I think...*, *In my opinion...*, *I believe...*; etc. You may write a sentence on the board as an example: *I think that Tyler will pass the exam because he will pay attention to Joshua's explanations.* Then have students add two more predictions about the teens that are not included in the dialogue; for example: *Tyler will cook some hamburgers for dinner.* Walk around the classroom and monitor students' performance. Finally, ask some volunteers to share their predictions with the rest of the class.

5 Read aloud the rubric and explain to students that set phrases are made up of words that go together in a fixed order. You may remind students of the phrases *pass an exam* or *fail an exam* from the dialogue in activity 4 as examples. Tell the class to read the words and phrases in the list and write the verbs that go with them. Check orally with the class and correct pronunciation.

Answer key: **1** *get married / a job;* **2** *finish school;* **3** *fall in love;* **4** *travel around the world / abroad;* **5** *have children / new friends;* **6** *graduate from university;* **7** *live abroad / in the countryside;* **8** *start a business / a new course*

6 Ask students to use the prompts to write predictions about Joshua's future. To correct the activity, invite some students to read aloud their sentences.

Answer key: **1** *Joshua will win a basketball match next weekend.* **2** *He will not / won't become a professional basketball player in the future.* **3** *He will graduate from an international university someday.* **4** *He will not / won't live on a farm.* **5** *He will own a company.*

7 Tell students to complete the predictions about Tyler. Remind them to pay attention to the words after the blanks so as to write the correct verbs. Tell them to look at the symbols to know if the sentences are affirmative or negative. Finally, ask some volunteers to read aloud the sentences to check.

Answer key: **1** *will fall;* **2** *won't travel;* **3** *will have;* **4** *will get;* **5** *won't start*

8  Get students in pairs. Read aloud the instructions for this speaking task and ask students to make predictions about their future. Encourage them to swap roles and use *will*, *won't* and some future time expressions in their predictions. Monitor their performance as you walk around the classroom. Help out those students who may have some difficulties with the vocabulary they might need to do this task and the pronunciation of *You'll...*, *You won't...* or any other word. Finally, ask some volunteers to share their predictions with the

rest of the class and mention if they are similar to their partners'.

Answer key: Students' own answers

9  Read aloud the instructions for this writing task. Ask students to look at the model answer and explain that they have to invent a username and also include their own names when writing their blog entries. Point out that they can use phrases such as: *I (don't) really think..., I believe...;* etc. Encourage students to make some negative predictions using *won't* too. Ask them to write between four and six sentences. You may assign this exercise as homework.

Answer key: Students' own answers

WB p. 144

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 1 *sincere*; **2** *easy-going*; **3** *supportive*; **4** *optimistic*;
5 *empathetic*; **6** *trustworthy*
(from top to bottom) 4, 6, 5, 1, 3, 2

2 1 *forget to come to the meeting.* **2** *the test.* *My answers are very different from yours.* **3** *to another city.* *I think he just loves being here.* **4** *abroad in the future.* *They're very busy working right now.* **5** *from university soon.* *He must pass one more exam.* **6** *married in the near future.* **7** *a business next month.* *I don't think he's prepared.* **8** *a house in the countryside.* *I don't think they'll live in the city.*

3 1 *will make*; **2** *will learn*; **3** *will try*; **4** *will be*; **5** *will miss*;
6 *won't forget*; **7** *will keep*

4 Students' own answers

5 Students' own answers

Lesson 2 - Pages 102 & 103

1  This warm-up activity can be done with the whole class. Have as many different students as possible answer the questions provided, or encourage debate among different groups of students. Then groups may share their answers with

the rest of the class. Write the different methods on the board and add key words that students mention to make word maps.

Answer key: Students' own answers

2  Ask students to read the *Sign Up to Grammar* box on page 103. Give them some minutes and then elicit how we build the interrogative form of the Simple Future by asking: *Where do we place the person / subject when we ask a question in the Simple Future?* Afterwards, check understanding by asking a couple of students some *Yes / No* questions and *Wh-* questions. Draw students' attention to the rising intonation in *Yes / No* questions and the falling intonation in *Wh-* questions.

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

Now refer students to activity 2 and read out the instruction and the options. Clear up any vocabulary doubts students may have. Direct students' attention to the photo and ask them to describe the cards. Elicit information students may know about tarot reading and tell them that in the *Useful Tip* box they will find the reference to the types of cards. Invite a volunteer to read aloud the definition in the box and then model the pronunciation of the different shapes. Have students repeat the words after you. Then read aloud the introductory paragraph of the text. Have students repeat after you the *Yes / No* questions in it so that they can practise the correct intonation. Give students time to read the text in silence and choose the best option. Tell them to underline phrases in the text as evidence for their choices. Have students compare their answers in pairs. Finally, check orally with the class and encourage students to read aloud parts of the article to support their answers.

Answer key: *By asking the right questions.*

3 Ask students to read the text in activity 2 again and decide if the statements are true or false. You may check answers by asking the whole class or a couple of students some *Yes / No* questions such as: *Was tarot reading popular in the 15th century?*

Are cards divided into two groups?; etc. Encourage students to correct the false sentences.

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

→ Optional Activity

If there is time available, ask students to read the article in silence again. Tell them to try to remember as much information as possible. Then have them close their books and organise the class into groups. Explain that you are going to write key numbers and words on the board and they have to remember the reference; for example: *mid-15th century: it refers to the time tarot cards date back*. Determine a specific time for students to copy the information and write the references in their notebooks. Walk around the classroom and monitor students' performance. Make sure that all the members of the groups participate. Finally, check the answers with students from different groups and assign a point for each correct explanation. The group with more points is the winner.

Suggested numbers and words: **1** Paris; **2** 78; **3** Celtic cross; **4** Cups; **5** Tarocchi

Answer key: **1** It's the place where tarot reading became popular. **2** It's the number of cards included in a traditional tarot deck. **3** It's a type of tarot spread. **4** They're suits that symbolise emotions. **5** It's the name of a game played by wealthy people.

4 Students underline all the examples of the interrogative form of the Simple Future in the text in activity 2. Choose different students to read out the examples they have underlined in the article.

Answer key: *Will you find love?; Will you travel around the world?; Will I get this job?; Will I win the lottery?; When will I move to another city?; Will X forgive me?*

5 Tell students that the questions in the notepad are the most common in tarot reading. Ask them to use the verbs and the correct interrogative form in the Simple Future tense. Remind students of the set phrases and have them focus on the words that go before and after the blanks. Give students

time to complete the activity and then invite some volunteers to read aloud the questions to check.

Answer key: **1** will, be; **2** Will, come; **3** Will, get; **4** Will, meet; **5** will, have; **6** will, work; **7** Will, make; **8** Will, last; **9** will, become; **10** will, earn

→ Optional Activity

Tell students to work in pairs and write five more questions related to the topics in activity 5 or any other topic that they can think of; for example: *health, family, travel, school, sports*; etc. Remind them to include Yes / No questions and Wh- questions. Walk around the classroom monitoring students' work and help them with vocabulary if necessary. Finally, invite some volunteers to read aloud their questions.

6  Have a student read out the rubrics. Give students time to answer the questions in activity 5 in their notebooks. Then pair students up and tell them to take turns to ask and answer the questions. Walk around the classroom monitoring students' performance and make sure they swap roles. If you have the time, after students have finished working, ask as many pairs as possible to share some of their coincidences and differences with the rest of the class. You may provide some examples such as: *Both of us think my friends will last a lifetime. I think I'll meet someone next month but he / she thinks I won't.*

Answer key: Students' own answers

7  Before students complete this writing task, direct their attention to the *Useful Tip* box on this page. Explain that they should write a simple and short paragraph about their partner's future by answering five questions they choose from activity 5. Ask students to look at the example given below the instructions and complete it using their own ideas and the tips in the *Useful Tip* box. If possible, you may encourage students to exchange their writings with another classmate so that they can help each other edit their texts (peer correction). Walk around the classroom to help students plan their writings and also with the correction. After doing peer correction, students can write a final draft to hand in.

→ #Useful Tip > Writing

Ask a volunteer to read aloud the writing tip. Explain that the ideas in this box will help them to write a short paragraph. Draw students' attention to the example given below the instructions for activity 7. Encourage students to complete this example with their own ideas and also to think of a suitable conclusion for this short paragraph.

Answer key: Students' own answers

WB p. 145

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

2 **1** *Will you go*; **2** *will you be*; **3** *will your school be*; **4** *will there be*; **5** *will the sun set*; **6** *will you finish*; **7** *will we travel*; **8** *Will you and your friends meet*; **9** *Will your parents buy*; **10** *Will you stay*; Students' own answers

3 Students' own answers

4 Students' own answers

Lesson 3 - Pages 104 & 105

1  Write on the board this phrase: *Animal Extinction List*. Elicit from the class the meaning of *extinction*. After that, read out the questions for this activity and write on the board the species students mention. You may give an example of one of the many endangered species today, for example: *the African elephant*. Help students with vocabulary when they mention causes for animal extinction; for example: *illegal hunting, deforestation and habitat loss and reduction*; etc. If necessary, explain the meaning of these words / phrases and write them down on the board. You might also ask the whole class for their opinion about what can be done to stop animal extinction happening and write the ideas on the board; for instance: *stricter regulations and control, advertising campaigns*; etc.

Answer key: Students' own answers

2  Read aloud the rubrics for this task and the article heading. Then direct students' attention to the photos and encourage students to identify the animals. You may ask the class why these are endangered species and write the ideas on the board; for example: *polar bear - global warming*. Then ask students to read the article and label the photos. Finally, invite some volunteers to read aloud their answers to correct the activity.

Answer key: 1 *blue whale*; 2 *Asian elephant*; 3 *snow leopard*; 4 *orangutan*; 5 *polar bear*; 6 *black rhino*

3 Have a student read aloud the rubrics and tell the class to read the article again to identify the correct statements. Encourage students to compare their answers in pairs. Finally, ask some volunteers to read aloud the right statements to correct the activity.

Answer key: 1, 4

→ Optional Activity

Invite students to read the article again and underline all the factors that can lead to animal extinction. Give them some time to complete the activity. Check orally with the class and encourage students to mention ways to reduce the factors.

4  Draw students' attention to the *Sign Up to Grammar* box on this page. Point out that they are going to read about two other ways to talk about the future in English. First, ask students to read the part in the box about *Going to* (for future plans). Check understanding by asking some questions such as: *What are you going to do this afternoon, (Leo)?, What are your plans?, And what about you, (Sofi)?, Is it going to be rainy tomorrow, (Fede)?, What do you think? Look out of the window!, What are you going to do when you finish school, (Clara)?* Then ask students to read about the Present Continuous (for arrangements). Check understanding by asking: *What are you doing*

next weekend, (Martín)?, Is it all arranged? Do you already know the time and place for (meeting your friends)?, And what about you, (Sara)?; etc. Make sure students understand that, in this case, the Present Continuous is used when you have already set the time and place (with another person or not) beforehand. Provide as many examples as needed so that students can grasp this use.



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

Now refer students to activity 4 and tell them that they will listen to an expert in wildlife conservation. Give them time to read the sentences in silence. Then play the audio for students to circle the correct words. Play the audio twice. You can check answers by playing the audio once more and pausing it after every answer. Ask the whole class to tell you the answers.

Answer key: 1 month; 2 isn't; 3 is; 4 is; 5 is; 6 Tanzania; 7 communities; 8 cattle; 9 are; 10 their habitats

Audio script 39

Julia: I'm a biologist and I'm joining a conservation project in Africa next month. The project lasts for four years but I'm going to stay in Africa for six months. We're going to protect some vulnerable species like the leopard and the cheetah and some endangered species such as the African wild dog and some antelope species. During my first week, I'm staying in Cape Town and I'm meeting the authorities from different African countries to learn about the current conservation policies. The second week, I'm travelling to Tanzania to join the team. We are going to work with the communities to find ways to reduce their conflict with wildlife. We are going to help them protect their cattle from predators without killing them so as to avoid reducing the species population. We are going to invite local people to take actions against wildlife trafficking and we're going to work together to conserve the species' natural habitat.

5 Students read the rubrics and complete the sentences. Suggest they should have a look at the *Sign Up to Grammar* box if they have doubts about

which tense to use. To check this activity, choose some students at random to read out the answers.

Answer key: 1 is going to buy; 2 is donating; 3 am going to ask; 4 are watching; 5 am giving; 6 are going to clean

6 Choose a student to read out the instructions for this task. Then choose another student to read aloud the example dialogue together with the person who has read out the instructions. Ask a third student to read aloud the *Useful Tip* box. Finally, point out that students are expected to work in pairs and use both tenses as in the example and the expressions in the *Useful Tip* box. Monitor students' performance as you walk around the classroom.

Answer key: Students' own answers

7 In their notebooks, students write a short paragraph about the actions that they are going to take to protect the environment. They should look at the example given and finish it with their own ideas. You may assign this task as homework. After checking students' pieces of writing, invite some volunteers to read their plans aloud and tell the rest of the class to add more ideas. You may ask students to design a list with their plans and keep a record of their actions weekly or monthly.

Answer key: Students' own answers

WB p. 146

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 urbanisation; 2 pesticides; 3 pollution; 4 global change; 5 habitat loss

2 1 prediction based on present evidence; 2 firm intention in the future; 3 plan for the future

3 1 are travelling, are meeting; 2 am going to separate; 3 are leading, am going to join; 4 is going to disappear; 5 are going to assess

4 1 Let's; 2 about; 3 going; 4 showing; 5 don't; 6 Let's

5 1 I'll; 2 I'm going to; 3 I'm going to; 4 I'll

6 Students' own answers

Lesson 4 - Pages 106 & 107

1  Write *Myths* or *Facts* on the board. Explain that *myths* are fictitious stories, stereotyped people (or things) and that *facts* are real occurrences or events. Give some examples of myths (*Nahuelito and Nessie are mythical creatures.*) and facts (*Water boils at 100 degrees. Thunder always comes after lightning.*) and ask students to provide some more. Then divide the class into groups and have them discuss the questions. Walk around the classroom monitoring their work and help them with vocabulary if necessary. Finally, invite different students from the groups to share their ideas with the rest of the class. Write key words on the board as students answer the questions.

Answer key: Students' own answers

2  You may do this reading task with the whole class. Read out the rubrics and invite students to describe the photos. Encourage the class to recognise the uses of artificial intelligence in each picture. If necessary, explain what *AI* is (the ability of machines to perform tasks simulating intelligence). Choose different students to read out the statements and discuss some possible answers with the whole class. Work on the correct pronunciation of some difficult words such as: *myth*, *facial*; etc. Do not provide the right answers at this stage.

Answer key: Students' own answers

3  **40** Now tell students that they will listen to an expert talking about AI. Play the audio so that students can check their answers to activity 2. To correct the activity, you may pause the audio whenever the information needed is being said and ask the class what they have understood.

Answer key: 1 *Fact*; 2 *Myth*; 3 *Myth*; 4 *Myth*; 5 *Fact*

Audio script 40

Interviewer: Today we're talking about Artificial intelligence (AI) and Arthur Anderson, a specialist in the subject, is going to destroy some myths. Arthur, how can you define AI?

Arthur: Well, AI refers to the ability of a digital computer or computer-controlled robot to do tasks that are related to intelligent beings. It's a tool that can be used to perform tasks such as facial recognition, internet searches or self-driving cars.

Interviewer: And may robots take over jobs and cause unemployment in the near future?

Arthur: This is actually a popular myth. While AI is used for some jobs like data entry, it can't do jobs that require higher cognitive tasks. It's true it will change some jobs but, at the same time, it will create new ones. There may be new tech jobs and more specialised workers in the future.

Interviewer: So, AI isn't more intelligent than people?

Arthur: No. AI functions in relation to a prescribed task and the data it is given. The programmes are known as narrow AI because they do a specific task with precision and speed. The term for a functionality similar to that of humans is general AI. Some technologists think it may take about thirty years to exist while others think it might never become real.

Interviewer: So, is the idea that AI can solve any problem just another myth?

Arthur: That's right. We can give machines extensive data to solve specific problems but they won't be able to solve any problems just because they have got lots of information.

Interviewer: OK, and in relation to the collection of data, how is users' privacy protected?

Arthur: This is a very important aspect. There are regulations, such as the European Union's General Data Protection Regulation (GDPR), that require companies to use data in a responsible manner. Remember that AI is just a tool and who uses it and for what purposes can be regulated.

Interviewer: That's encouraging news! Thank you, Arthur, for debunking some common myths.

4  Give students time to read the sentences in silence. Students listen to the audio again and circle the correct option. You may check this activity by asking two students to provide the answers.

Answer key: 1 *may*; 2 *may, might*

5 Direct students' attention to the *Sign Up to Grammar* box. Read aloud the modal verbs *may* and *might* so that students become aware of the correct pronunciation. Explain that these modal verbs are used to express possibility and that they are followed by an infinitive verb. Have students read the complete box silently. To check understanding, ask questions such as: *Which modal verb is used to express a stronger possibility?, Which modal verb is used to express a weaker possibility?*



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

Refer students to activity 5. Have them read the sentences and match them with the corresponding degrees of possibilities. Choose different students to read out the statements and their answers.

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

#Useful Tip > Grammar

Direct students' attention to the *Useful Tip* box at the bottom of the page. Read aloud the first part about *may* & *might*. Then choose different students to read out the rest of the examples with some other modal verbs. You may ask the whole class to provide some more examples after each item has been read out.

6 Students complete the sentences. Check answers by asking some volunteers to read aloud the complete statements.

Answer key: 1 *may, might*; 2 *might not*; 3 *may*; 4 *may*

Optional Activity

Tell students that they are going to revise all the modal verbs that they already know. Write some sentences about AI with gaps on the board. Have students copy them in their notebooks and complete them using the affirmative and negative forms of *may, might, can, could, should* and *must*. Explain that, in some cases, more than one option is possible. To correct, invite different volunteers to complete the sentences on the board.

Suggested sentences:

- 1 _____ you explain what AI is, please?
- 2 Computers _____ do tasks that are related to intelligent beings.
- 3 Robots _____ substitute humans in all jobs in the future.
- 4 Companies _____ use data in a responsible manner.
- 5 I think this information about self-flying planes _____ be a myth. You _____ check information with reliable sources before sharing it.

Answer key: 1 *Can / Could*; 2 *can*; 3 *won't / might not*; 4 *must*; 5 *may, should / must*

7  Have a student read out the instructions for this speaking task. You may provide an example of your own such as: *In my opinion, people won't travel by teleportation in the near future.* As students work in pairs and exchange their opinions, walk around the classroom to monitor their oral performance.

Answer key: Students' own answers

p. 147

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:

- 1 1 b; 2 a; 3 b; 4 a; 5 b
 2 (from top to bottom) 6, may not stop; 3, may leave; 1, may go; 4, may spend; 5, may like; 2, may not have
 3 1 might; 2 might not; 3 might; 4 might not
 4 1 might; 2 may; 3 may; 4 may; 5 might; 6 might not
 5 Students' own answers

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 1 strong; 2 honest; 3 lazy; 4 good-hearted; 5 funny
 2 1 Your best friend will win a sports competition. 2 Your family won't live abroad next year. 3 You will finish school in three years. 4 You will get married with your friend. 5 Your parents won't travel around the world. 6 You will get a better job next year.

3  Students' own answers

4  1 Because she's going to work as a volunteer at an animal rescue centre. 2 She's going to receive training during the first week. 3 She's going to feed the animals, clean the shelters and check that the animals get better. 4 She's staying in Costa Rica for five months. 5 No, she isn't. 6 She's going to be at the beach.

5  1 may not; 2 might; 3 isn't; 4 is; 5 is returning; 6 won't; 7 is

Audio script 41

Cathy: Hi Lisa! I may not arrive at your house on time today. I'm still packing my clothes for my trip.

Lisa: Don't worry! I'll wait for you. What clothes are you going to take?

Cathy: I'm not so sure! I'm taking lots of summer clothes but it might be cold in the evenings. So I may also put some warm clothes.

Lisa: Are you going to pack some boots?

Cathy: No, they will take up a lot of space in the suitcase. I'm going to use trainers because they're more comfortable.

Lisa: That's a good idea! How long are you going to be away?

Cathy: About a month. I'm taking my flight back on 25th, Tuesday.

Lisa: Great! So, you'll be here for my birthday party.

Cathy: Yes! I'm going to bring you a special present and some souvenirs.

6 1 'm having, 'm not going to stay; 2 'm going to visit, 'll check; 3 are watching; 4 will become, 'm going to start; 5 is going to ask; 6 won't get, 'll call; 7 is coming, 'm going to tidy; 8 will be, will rise

7  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 95 of this Teacher's Book.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Innovations Future time expressions	Recycling of units 7 & 8 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about sustainable projects.

TOWARDS A SUSTAINABLE FUTURE? 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 sustainable projects.

1 Read aloud the title and check students understand the meaning of *sustainable*: *causing little damage to the environment and able to continue in the future*. Invite students to answer the question and encourage them to give examples to support their answers. Then read aloud the rubric and have students identify the sustainable practices in each photo. Write their ideas on the board. Ask students to read the article and complete the activity. Finally, choose some students to read aloud their answers to check.

Answer key: Photos: *wind turbines, use of bicycles, electric buses, green roofs or living roofs, solar panels;*
Article: *smart technology in constructions, harbour district is now the smartest energy laboratory, integrating renewable energy, plant fuelled with sustainable wood chips, city produces heat from municipal waste and uses water from the harbour to cool buildings, more than 60% of the inhabitants ride bikes and only 9% drive daily; hybrid timber building, solar panels, outdoor gardens and different layers of rooftops, the building will use renewable energy and will have a lower carbon footprint; construction of the world's largest solar farm*

2 Ask students to read the article again and decide if the sentences are true or false. Have students compare their answers in pairs. Invite some volunteers to read aloud their answers to check and encourage them to correct the false sentences.

Answer key: 1 T; 2 F; 3 F; 4 F; 5 F; 6 T; 7 T; 8 F

3 Tell students to complete the sentences with the superlative forms of the adjectives. Have different volunteers read aloud their answers and write the adjectives on the board to check spelling.

Answer key: 1 *the highest*; 2 *the most popular*; 3 *the most threatening*; 4 *the most useful*; 5 *the best*

4 Divide the class into groups and have them answer the questions. Walk around the classroom and monitor students' performance. Finally, invite some volunteers from different groups to share their opinions. Write key vocabulary and students' suggestions for sustainable practices in their city on the board.

Answer key: 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 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

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	Designing a leaflet and making an oral presentation. Ordering food.
Digital terms Sequence markers Food items and drinks Sizes	Recycling of Units 1 & 2 grammar topics	

Page 112

Step 1: Plan

1 Read aloud the rubric and direct students' attention to the leaflet. Revise the characteristics of a leaflet with the class: *it's a piece of paper containing information or advertising something. It includes the brand and its logo, colourful pictures and different fonts to call the reader's attention;* etc. Give students time to read the leaflet in silence and tick the information that is included. Finally, check orally with the class and invite some volunteers to share their opinions. Encourage them to give reasons to support their answers.

Answer key: *opening times, special offers, phone number, webpage, prices; The shop sells organic food.; Students' own answers*

For next class, ask students to bring the necessary materials to design their leaflets. If students choose to use an online web tool, remind them to be prepared to use it in class.

Step 2: Do / Write

2 Organise students into groups to design their leaflets with a menu (or several alternative menus) for their online takeaway shop. Tell them to decide on the name and logo for their shop and brainstorm the information they will include. Explain that they can use the leaflet in activity 1 as a model. Have students make a draft to organise the information and pictures. Walk around the classroom and monitor students' work. Finally, the groups design their leaflets using their materials or a web-presentation tool.

Answer key: Students' own answers

Step 3: Share

3 Ask a volunteer to read aloud the rubrics and the example phrases. Give the groups time to plan and rehearse their speech. Walk around the classroom to check students' work. Then invite the groups to give their oral presentations on their online shops while they show their leaflets to the rest of the class and explain how to order food. Once all the groups have made their presentations, tell them to exchange their menus and decide on what to order from their partners' shops. Elicit some phrases students may use for deciding what to order; for example: *Let's have a look at the menu., What would you like to eat?, I'd like..., What about you?, Would you like some...?, How about some...?, Anything to drink?;* etc. Circulate around the classroom monitoring students' performance.

Answer key: Students' own answers

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Clothes Leisure activities and sports Destinations	Recycling of Units 3 & 4 grammar topics	Designing and presenting a travel guide to a particular destination for a specific type of traveller.

Page 113

Step 1: Plan

1 Read aloud the instruction and draw students' attention to the online magazine. Ask students to describe the photos and think of activities that tourists can do in the places shown. Then encourage the class to analyse the rest of the online magazine. You may ask guiding questions: *What's the name of the magazine?, What type of information does it include?, Which type of traveller will find the information useful?, etc.* Write student's ideas on the board and tell them to read the article and answer the questions. Finally, invite some volunteers to share their answers to check.

Answer key: 1 *Because they can combine work with leisure. 2* *They can visit the city centre, Carlos Paz, Cosquín, Villa General Belgrano and La Cumbre. 3* *They can go on a guided tour, hop on the bus tour, visit neighbourhoods like Güemes and relax in Parque Sarmiento. They can also go to bars, restaurants and discos. And they can try sports like going kayaking, swimming, trekking, horseback riding or paragliding.*

Read aloud the rubrics in activity 2 and pair students up. Give them time to decide on a destination for a specific type of traveller; for example: *casual travellers, backpackers, digital nomads*; etc. For the following class, ask students to bring information and pictures of the destination. In case they decide to carry out this project work activity on paper, tell them to bring a piece of construction paper, glue, coloured markers and pictures (cutouts from magazines or printouts of the pictures they found on the internet). If they want to make a video

presentation, ask them to find out how to make and edit videos.

Step 2: Do / Write

2 Tell the pairs of students to decide on the information they will include in their guides and organise it together with the pictures they have brought. Remind them to make a draft and use the guide in activity 1 as a model. Circulate around the classroom monitoring students' work. Once they have revised their pieces of writing and design, they make their guide using their materials or an online web tool. Give students time to plan what they are going to say and how they are going to present the information. You may elicit some expressions that students can use; for example: *This destination is ideal for..., It's located in..., You can get there by..., There are many kinds of activities to do; for example, ..., When you visit this place, you should take...;* etc.

Answer key: Students' own answers

Step 3: Share

3 Pairs present their destinations to the rest of the class. Encourage students to ask questions at the end of each presentation to learn more about the places or clear up any doubts they may have. Finally, students can put all the guides together to make a magazine or if they have made videos, they can post them on the class / school blog.

Answer key: Students' own answers

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Extreme sports Past time expressions Vocabulary on life events and achievements	Recycling of Units 5 & 6 grammar topics	Designing a timeline infographic, writing a short biography of an athlete and presenting the information.

Page 114

Step 1: Plan

1 Direct students' attention to the photo of Shauna and ask them to describe her. Encourage them to make predictions about her such as her age, her favourite activities, her professional career; etc. and write the ideas on the board. Then refer the class to the timeline infographic and elicit its features: *heading with the name and profession, icons illustrating events and achievements together with dates in chronological order*. Then give students time to read the timeline in silence and complete Shauna's biography with the missing information. Have students compare their answers in pairs before correcting the activity. Invite some volunteers to read aloud parts of the biography to check.

Answer key: **1** was born on; **2** she was four; **3** finished third; **4** became; **5** suffered from a shoulder injury; **6** year later; **7** won; **8** won two bronze medals; **9** set; **10** qualified for

2 Tell students to work in pairs and choose an extreme sport they like. Encourage them to find information about a famous athlete that represents the sport. Have them decide on the most relevant information and use Shauna's timeline infographic as a guide. Walk around the classroom and monitor students' work. Remind students who will design their timelines on paper to bring all the necessary materials for next class. And tell students who opt for an online web tool to find out how it works and be prepared to use it.

Step 2: Do / Write

3 Students organise their information and design their timelines. First, ask the class to make drafts and revise their work and then create their final versions. Remind students to use icons, different colours, font types and sizes. And tell them to write the verbs in the infinitive form. Walk around the classroom to monitor students' work. Then they write the biographies to explain the information on the timeline and add some more details.

Answer key: Students' own answers

Step 3: Share

4 Students plan what they are going to say and rehearse their speeches. Then invite pairs to the front to present their athletes and refer to their timeline infographics while they talk. Encourage the rest of the class to ask any questions they may have at the end of each presentation.

Answer key: Students' own answers

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Artificial intelligence Set phrases Future time expressions	Recycling of Units 7 & 8 grammar topics	Writing predictions and designing a blog post.

Page 115

Step 1: Plan

1 Explain to the class that they are going to read some predictions that appear on a blog. Elicit its name and check students understand the meaning of *scenarios: possible events or actions in the future*. Read aloud the title of the article and invite students to guess the topics that the predictions may refer to; for example: *technology*. Write students' ideas on the board. Then have a volunteer read aloud the rubrics and the verbs in the box. Check students' understanding and remind them of the use of set phrases and tell them that they should pay attention to the words before and after the blanks. Give students time to complete the activity and finally, ask different students to read aloud the sentences to check.

Answer key: **1** communicate; **2** have; **3** drive; **4** be; **5** become; **6** live; **7** need; **8** eat; **9** reduce; **10** continue; **11** disappear; **12** live; **13** be; **14** use; **15** open; **16** try; **17** show

Read aloud the rubrics in activity 2 and tell the groups to bring all the necessary materials for next class. The groups that decide to design the blog post with an online web tool should find out which one they can use and be prepared to work with it.

Step 2: Do / Write

2 Tell the groups to discuss what they imagine life in the country will be like in twenty years' time and write down some ideas connected with different issues; for example: *jobs and occupations, technology, transport, the environment,*

celebrities, buildings, sports; etc. Ask students to make a draft version of their posters and try various layouts to organise the information and accompany it with pictures. Circulate around the classroom monitoring students' work. Finally, students make their posters either on construction paper or use a web-presentation tool.

Answer key: Students' own answers

Step 3: Share

3 Before the groups make their presentations, elicit useful phrases to organise their speeches and write them on the board: *We think life in our country will be... in twenty years' time., For example, talking about technology, we believe that..., Another prediction about technology is..., And now moving on to the environment...;* etc. Give students some time to rehearse their presentations and then invite the groups to share their predictions with their classmates. Encourage students to say if they agree with the other groups' ideas and elicit reasons for their answers. Finally, have students vote for the most possible scenario. Invite students to stick their posters on the classroom walls so that they share their work with the whole class. If students have used a web-presentation tool, invite them to post the link to their blogs on the class / school blog.

Answer key: Students' own answers

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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. Each lesson still provides real-life situations, engaging topics and contextualised activities which have been updated and specially designed for the teenager of today's world, providing knowledge and insight on different cultures and countries and reflection and appreciation of their own.

KEY FEATURES

- The lesson layout NOW looks more modern, clean, clear and dynamic, with NEW icons for easy reference and a NEW and more attractive double-page unit opening.
- NEW focus on the development of 21st century skills: critical thinking, creativity, collaboration, communication and NEW activities to help students reflect on their emotions and social skills.
- NEW self-assessment opportunity for students to reflect about their own learning process and be fully conscious of their strengths and weaknesses in relation to the unit goals.
- NEW #Pic of the Unit section presents Big Questions which establish the central topics of the unit and promote critical thinking, curiosity and interest in learning.
- NEW Project Work activities which students can solve in traditional ways or involving the use of technology.

COMPONENTS

For the student:	For the teacher:
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