

ENGLISH

ON THE

TEACHER'S BOOK



3



Richmond

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SCOPE AND SEQUENCE

UNIT	TOPIC	VOCABULARY	GRAMMAR
Welcome p. 4		Simple present • Present continuous • Simple past • <i>Used to</i> • Past continuous • <i>Whose</i> + possessive pronouns • <i>Can</i> • Vocabulary review	
1 p. 8	Sports	<ul style="list-style-type: none"> • Sports and other physical activities • Verbs related to sports and other physical activities 	<ul style="list-style-type: none"> • Verb + gerund or infinitive • Gerunds as subjects of sentences
2 p. 22	Nonverbal language	<ul style="list-style-type: none"> • Feelings • Verbs related to the five senses • Adjectives ending in <i>-ed</i> or <i>-ing</i> 	<ul style="list-style-type: none"> • Comparatives and superlatives • <i>As... as...</i> • <i>Not enough</i> + adjective
Review 1 p. 21 - Review 2 p. 35			
3 p. 36	Food	<ul style="list-style-type: none"> • Food items • Expressions to describe food quantities or containers • Numbers 0-1000 	<ul style="list-style-type: none"> • Countable and uncountable nouns • Quantifiers • Indefinite pronouns
4 p. 50	The future of the planet	<ul style="list-style-type: none"> • Collocations related to the environment 	<ul style="list-style-type: none"> • Future with <i>will</i> • Adverbs to describe probability • Future time expressions
Review 3 p. 49 - Review 4 p. 63			
5 p. 64	Volunteering	<ul style="list-style-type: none"> • Collocations related to volunteering 	<ul style="list-style-type: none"> • Future with <i>going to</i>
6 p. 78	Dreams	<ul style="list-style-type: none"> • Collocations related to dreams 	<ul style="list-style-type: none"> • <i>Will</i> vs. <i>going to</i> vs. present continuous with future aspect • <i>Would like to</i>
Review 5 p. 77 - Review 6 p. 91			
7 p. 92	Literature	<ul style="list-style-type: none"> • Literary genres • Professions and activities related to publishing 	<ul style="list-style-type: none"> • Relative pronouns • Defining and non-defining relative clauses
8 p. 106	Media	<ul style="list-style-type: none"> • Prefixes and suffixes • Means of communication 	<ul style="list-style-type: none"> • Review
Review 7 p. 105 - Review 8 p. 119			

PRONUNCIATION	LISTENING	SPEAKING	READING	WRITING	SEL
<ul style="list-style-type: none"> • Word stress to change emphasis 	<ul style="list-style-type: none"> • Instructions for physical exercises 	<ul style="list-style-type: none"> • Instructions for physical exercises 	<ul style="list-style-type: none"> • Instant messages 	<ul style="list-style-type: none"> • Instant messages 	<ul style="list-style-type: none"> • Resilience
<ul style="list-style-type: none"> • /ɪ/ vs. /i/ 	<ul style="list-style-type: none"> • Presentation about the use of memes 	<ul style="list-style-type: none"> • Description of a favourite meme 	<ul style="list-style-type: none"> • Blog post with memes 	<ul style="list-style-type: none"> • Blog post with memes 	<ul style="list-style-type: none"> • Appropriate use of humour
<ul style="list-style-type: none"> • <i>of</i> vs. <i>off</i> 	<ul style="list-style-type: none"> • Planning a party 	<ul style="list-style-type: none"> • Planning a party 	<ul style="list-style-type: none"> • Tweets 	<ul style="list-style-type: none"> • Tweets 	<ul style="list-style-type: none"> • Curiosity
<ul style="list-style-type: none"> • /ɒ/ vs. /əʊ/ 	<ul style="list-style-type: none"> • Interview about environmental issues 	<ul style="list-style-type: none"> • Interview about environmental issues 	<ul style="list-style-type: none"> • Online forum 	<ul style="list-style-type: none"> • Online forum post 	<ul style="list-style-type: none"> • Optimism
<ul style="list-style-type: none"> • Elision of the <i>t</i> sound 	<ul style="list-style-type: none"> • Public service announcement (PSA) 	<ul style="list-style-type: none"> • Public service announcement (PSA) 	<ul style="list-style-type: none"> • Piece of news concerning an event to be held in the future 	<ul style="list-style-type: none"> • Piece of news concerning an event to be held in the future 	<ul style="list-style-type: none"> • Solidarity
<ul style="list-style-type: none"> • Contractions 	<ul style="list-style-type: none"> • Interview with preteens about their dreams 	<ul style="list-style-type: none"> • Interview about your dreams 	<ul style="list-style-type: none"> • Personal narrative 	<ul style="list-style-type: none"> • Personal narrative regarding your dreams and projects for the future 	<ul style="list-style-type: none"> • Grit
<ul style="list-style-type: none"> • Word stress: verbs vs. nouns 	<ul style="list-style-type: none"> • Podcast with a book review 	<ul style="list-style-type: none"> • Podcast with a book review 	<ul style="list-style-type: none"> • Excerpt from a novel 	<ul style="list-style-type: none"> • Fictional short story 	<ul style="list-style-type: none"> • Developing cooperation
<ul style="list-style-type: none"> • /uː/ 	<ul style="list-style-type: none"> • Breaking news 	<ul style="list-style-type: none"> • Breaking news 	<ul style="list-style-type: none"> • News story 	<ul style="list-style-type: none"> • News story 	<ul style="list-style-type: none"> • Respecting different points of view

INTRODUCTION

A Message to Teachers

Dear teachers,

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

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

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

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

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

Overview of the Series

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

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

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

Overarching Principles

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

Students as Protagonists

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

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

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

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

Students as Global Citizens

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

Students and Social and Emotional Learning

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

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

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

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

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

Students and Project Work

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

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

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

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

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

Students and the Scientific Method

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

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

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

Theoretical Background

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

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

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

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

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

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

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

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

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

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

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

Working with English on the Go! in the Classroom

Opening Pages

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

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

Get Ready!

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

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

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

Reading

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

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

Language 1 and 2

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

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

Listening and Speaking

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

Pronunciation

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

Writing

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

Go Find Out!

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

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

Go Around!

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

Over to You!

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

Components of the Series

For Students

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

For Teachers

- ◆ **Teacher's Book:** presents the theoretical background and overarching principles of the series. Additionally, it gives

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

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

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STRUCTURE OF THE STUDENT'S BOOK



Welcome

Introductory unit that reviews content from the previous level through an attractive image and thought-provoking activities.

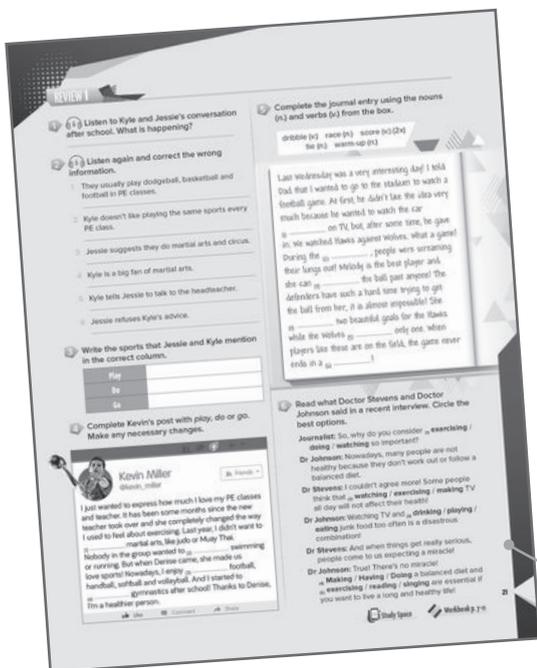
Units

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



Review

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



STRUCTURE OF THE WORKBOOK

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

Projects

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

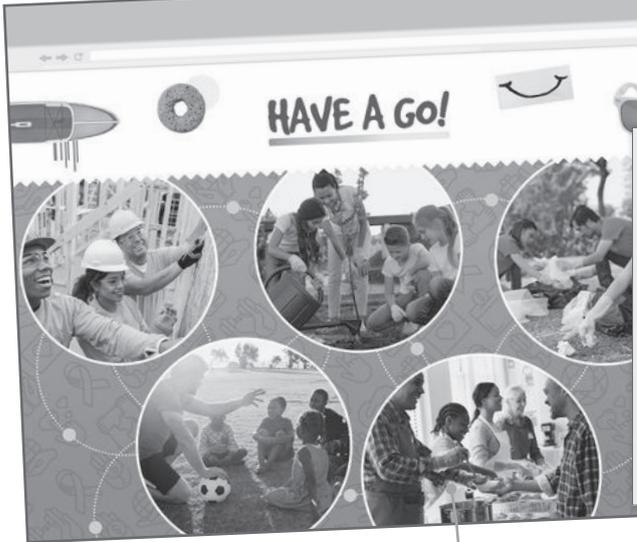
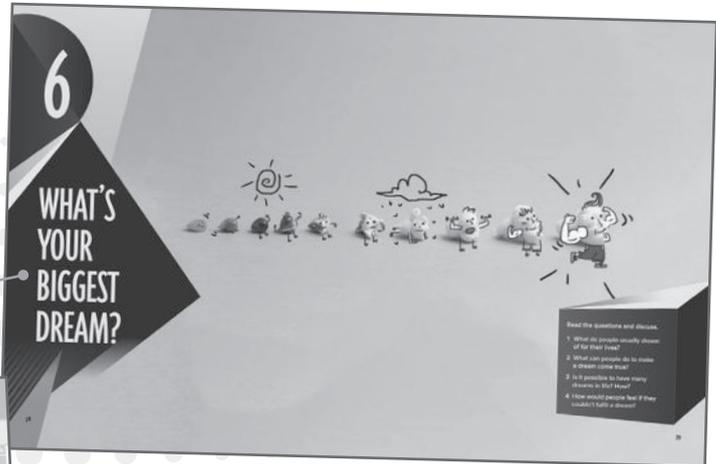
Branch Out

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

STRUCTURE OF THE UNITS

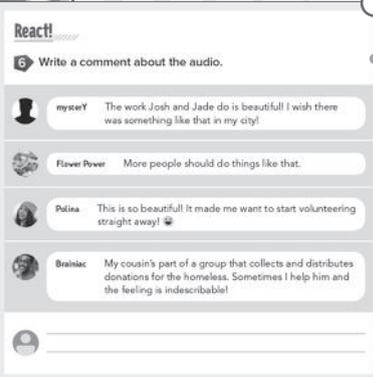
Opening Pages

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



React!

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



I Wonder

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

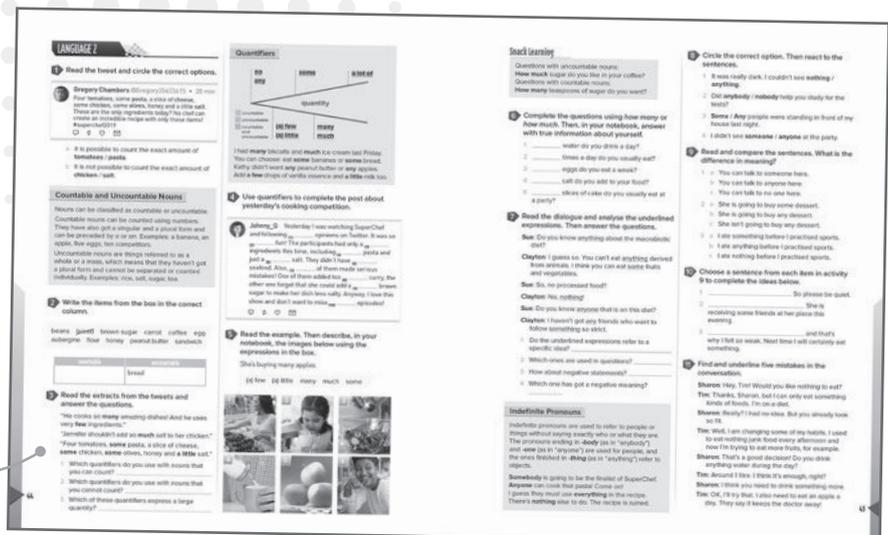


Get Ready!

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

Language 1 and Language 2

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



Writing

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

GO FIND OUT!

Before Writing

- Plan your text.
 - Look back at the online forum on page 56 and answer the question: What do you think the future of the planet will be like?
 - Which of the comments do you agree/disagree with? Why?

Drafting

- Write a comment on the forum or a reply to one of the existing comments.

Final Writing

- Write the final version of the forum comment. You can also publish it on a social network or your class/school blog.

GO FIND OUT!

a lot of some little

I produce rubbish in one week.

Research

- Make a record of everything you throw away for one week.
- Organize your records into recyclable and non-recyclable material. Copy the chart below as your notebook to help you organize the information.

Recyclable material	Non-recyclable material
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	

- At the end of the week, make a photographic record of everything you disposed of.

Think

- How much recyclable/non-recyclable material did you dispose of?
- Which kind of recyclable/non-recyclable material did you dispose of the most?
- Were there many food containers or wrappers in your rubbish?

Discuss

I produce rubbish in one week.

- Reflect on your conclusion and discuss the following questions.
 - How can you produce less rubbish?
 - What did you discover about things that could be used again? How could you use it again?
- Share your ideas with your classmates. You can also post them on a social network or your class/school blog.

Go Around!

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

GO AROUND!

Read the captions and answer the questions.

1 Do you know any other people that learned English as a second language? Do you think that learning another language can help people achieve their dreams? How?

2 Research and take notes.

- When would people need to speak English to fulfil their dreams?
- Is English important only for people to achieve their dreams in their own country?

3 Think about your own dream.

- Is learning English important to help you realize your dream? Why?
- What can you do to improve your English and help you realize your dream come true? Do you think learning other languages would help your dream come true? Are you going to learn more? Which languages?

4 Give a photo of a famous person and write a caption. Include information about how learning another language helped them achieve their dream.

Go Find Out!

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

Over to You!

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

Review

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

REVIEW

Listen to the news of a radio broadcast and match them to their corresponding headlines.

- What to wear on Mars?
 - Adapted cars through empty Florida.
 - And the all you can eat buffet is over.

Complete the conversation with the words from the box. Some of them won't be used.

Most many (read) much a few a little a lot of some

Tom: You heard everyone is crazy about the trip to Mars. Have you heard anyone is trying to book it?

Tim: But no one will be successful. All the money we have is gone. They can book only for next year.

Tom: What if it's a... time... thing.

Tim: Yes. We were lucky to book our trip last year. Have the cars been... everything ready for the trip?

Tom: No, not yet. ... space have you got in your bag?

Tim: What... why?

Tom: I have still got... things to pack.

Tim: Have you... socks and... socks?

Tom: Er... twenty pairs.

Tim: What? Why do you need twenty pairs of socks in space?

Tom: ...

Complete Tom's answer. Be creative.

What do these words refer to? Look at the dialogue in activity 2 and answer. Follow the example.

everyone people who are crazy about the trip

no one anything anything

Complete the paragraphs with the correct prefixes and suffixes.

That new social media website is... better... You can find a lot of them... and... that will be the... about it's just amazing.

Some schools are... meeting the way people used to have lessons at school. ... make it easier to access the most books in records. They are printing papers and distributing them among students at school.

Young adults are joining NGOs that are all... for the old world. They are... and... never... to their parents.

People that are planning to visit Mars have to... enter a field that is supposed to allow entry in the next years. From there, there'll be an... operation of lifts.

... that which who... being... some... As for the car, I decided to get a ticket to Mars. He decided... it before the end. What was a pity because he was one of the best candidates. People of around the globe are trying to book a trip to the Mars... in the last... everybody is talking about. Unfortunately, what some people want... is not always enough. As I said in our website, you can find many things. For any further questions, write to the globe... in charge of the team. Reach us at info@planetmars.com.

Workbook

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

Workbook p. 42-46

Study Space

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

Study Space

OVER TO YOU!

Can you imagine being forced to practice a sport?

Research into the concept. Bring your findings to be discussed in class.

Read the magazine article. Then discuss the questions with a classmate.

- What are the general benefits of sports?
- Is Physical Education mandatory at your school? Do you agree with that?
- In your opinion, should physical activities be mandatory for every student?

MANDATORY PE

Many countries—such as Portugal, Scotland, England, Singapore and the Philippines—have made Physical Education mandatory for students. In British Columbia, Canada, the government has determined that all students from kindergarten to grade 10 must participate in physical activities. And why is that? Studies show that practicing sports regularly has got a positive impact on academic results. Compared to non-athletes, students with active life get higher marks in Maths and English, learn how to persist, deal better with failure, work with others and follow rules. But excellent sports is not the only advantage of having an active life. Obesity and diabetes are growing at alarming rates, so these countries believe that active students will become active adults.

DIGITAL COMPONENTS



Study Space

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

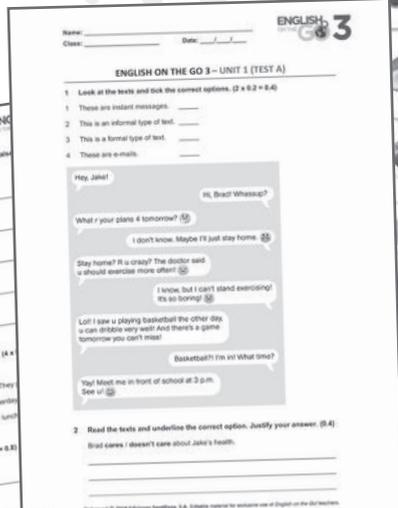
Digital Book

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



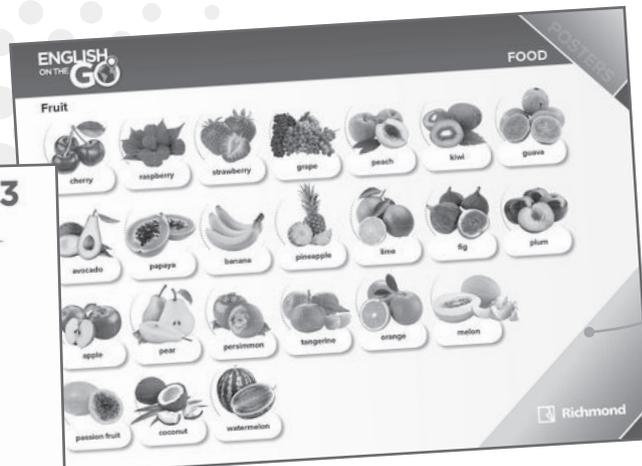
Teacher's Resource Material

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



Posters

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



Videos and Audios

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



Welcome

Objectives

- ▶ Describe general truths, routine activities and actions that are taking place at the moment of speaking using the simple present or the present continuous.
- ▶ Use *whose*, *belong to*, the genitive case and possessive pronouns to talk about possessions.
- ▶ Use *can* to talk about abilities.
- ▶ Describe what people were doing at a specific moment in the past using the past continuous.

- ▶ Describe what people did in the past using the simple past and *used to*.

Language:

- ▶ abilities; activities; clothes and accessories; holidays; weather
- ▶ *can*; past continuous; present continuous; simple past; simple present; *used to*

Workbook: pages 2-6

Pages 6 and 7

Activity 1

- ♦ Tell students to look at pages 4 and 5 and identify the people in the image. Ask for volunteers to share what they know with the whole class.
- ♦ Help students identify the people they do not recognise by giving them some clues. Have them research these people online and share their findings with their classmates.
- ♦ Ask students to describe the image and what the people portrayed are wearing and doing.
- ♦ Have students choose the options. If necessary, review the differences in form and usage between the simple present and the present continuous.
- ♦ Ask for volunteers to read their answers.

Charlie Chaplin (1889-1977) – born in England, he was the most famous actor of silent films, mainly for his typical character known as The Tramp.

Cleopatra – Egyptian queen of Macedonian descent who is renowned for her political skills and intelligence.

Frida Kahlo (1907-1954) – Mexican artist who is famous for her paintings, especially her self-portraits. She had serious health issues throughout her life and started painting as a form of relief.

Indira Gandhi (1917-1984) – this Indian politician was the Prime Minister of her country for two terms (1966 to 1977 and 1980 to 1984) due to her extraordinary political skills.

Isaac Newton (1643-1727) – this English scientist's studies offered a breakthrough for several scientific areas. He is considered responsible for the development of calculus and for setting the foundation of mechanics and gravitation in his work *Mathematical Principles of Natural Philosophy* (1687). His propositions generated controversy within the academic world before they were widely accepted.

Marie Curie (1867-1934) – born in Poland, she studied at the Sorbonne University in Paris, where she was also the first female professor. Together with her husband, Pierre Curie, she discovered two chemical elements: polonium and radium. She won the Nobel Prize twice (in Physics, in 1903, and in Chemistry, in 1911).

Martin Luther King (1929-1968) – American Baptist minister and one of the most important activists for the civil rights movement, he became famous for his speeches and demonstrations. He won the Nobel Peace Prize in 1964.

Mozart (1756-1791) – one of the most important musicians in history. Born in Austria, he was trained by his father, who was also a musician, from a very early age and composed his first opera when he was 11 years old.

Muhammad Ali (1942-2016) – this American boxer defeated the largest number of heavyweight contenders in history, winning and defending the world championship belt of that category 19 times. He also expressed his views as a social activist and had significant impact on the civil rights movement.

Nina Simone (1933-2003) – American musician and activist for the civil rights movement.

Salvador Dalí (1904-1989) – Spanish surrealist artist. He is famous for his paintings, but he also worked with film, sculpture and photography, sometimes in collaboration with other artists.

Answer key

1. love; 2. is flying; 3. are playing; 4. is wearing; 5. is trying

Further Information

Albert Einstein (1879-1955) – German theoretical physicist who revolutionised scientific knowledge and technology with his theory of relativity. He was a university professor in the United States and won the Nobel Prize in Physics in 1921.

Amelia Earhart (1897-1937) – American aviator who set several records in aviation and was the first woman to fly across the Atlantic Ocean, in 1928. She mysteriously disappeared while flying over the Pacific Ocean in 1937.

Bruce Lee (1940-1973) – actor who was born in the United States but grew up in Hong Kong. He started acting when he was a child and began practising martial arts at the age of 13. He created his own style of martial art and named it Jeet Kune Do (which means “the way of the intercepting fist”).

Carmen Miranda (1909-1955) – born in Portugal in 1909, she lived most of her life in Brazil. She was an internationally popular singer and actress, famous for her characteristic outfits, which included hats with lots of fruit.

Santos Dumont (1873-1932) – Brazilian pioneer aviator. He studied Engineering in France, where, in 1906, he was the first person to manage to fly a heavier-than-air biplane.

Based on <https://www.nobelprize.org/nobel_prizes/physics/laureates/1921/einstein-bio.html>; <<https://www.ameliaearhart.com/biography/>>; <<https://www.brucelee.com/bruce-lee/>>; <https://www.imdb.com/name/nm0000544/bio?ref_=nm_ov_bio_sm>; <<https://www.charliechaplin.com/en/articles/21-Overview-of-His-Life>>; <<https://www.britannica.com/biography/Cleopatra-queen-of-Egypt>>; <<https://www.fridakahlo.org/frida-kahlo-biography.jsp>>; <<https://www.sscnet.ucla.edu/southasia/History/Independent/Indira.html>>; <<http://www.newton.ac.uk/about/isaac-newton/life>>; <https://www.nobelprize.org/nobel_prizes/physics/laureates/1903/marie-curie-bio.html>; <https://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html>; <<https://www.classicfm.com/composers/mozart/>>; <<https://muhammadali.com/man/>>; <<http://www.ninasimone.com/bio/>>; <<https://www.thedaliuniverse.com/en/salvador-dali/biography/>>; <<https://www.britannica.com/biography/Alberto-Santos-Dumont>>. Accessed on November 13, 2019.



Tip

In activities in which students use the internet, encourage them to search in specialised websites instead of open encyclopedias in order to make sure their sources of information are reliable. You can limit their search to specific websites if necessary. Also, remind them of the importance of citing their sources, especially when the assignment includes handing in written work.

Activity 2

- ◆ Have students correct the wrong sentences according to the image on pages 4 and 5.
- ◆ Ask for volunteers to read their answers to check.

Answer Key

1. T; **2.** F. She's flying a drone.; **3.** T; **4.** F. She's trying to pick an orange.

Activity 3

- ◆ Tell students to answer the questions using the prompts.
- ◆ Check orally with the class.

Answer Key

1. It belongs to Charlie Chaplin.; **2.** Yes, it's hers.; **3.** They're Nina Simone's trousers.; **4.** No, it isn't his. It's Martin Luther King's.

Activity 4

- ◆ Explain to students that they must use the verbs in parentheses either in the simple present or in the present continuous to complete the conversation.
- ◆ Check the answers orally with the class.

Answer Key

1. are; **2.** going; **3.** 'm going; **4.** love; **5.** offer; **6.** does; **7.** start; **8.** starts; **9.** finishes; **10.** Do; **11.** want; **12.** 'm returning; **13.** have got

6 a 7mm

Activity 5

- ◆ Have students complete the sentences according to the image on pages 4 and 5.
- ◆ Check the answers orally with the class.

Answer Key

1. can, can't; **2.** can't, can; **3.** can't, can; **4.** can, can't

Activity 6

- ◆ Read the example with students and have them write their own sentences.
- ◆ Remind them that they can connect sentences using *and* or *but*.
- ◆ Ask for volunteers to share their ideas with the class.

Answer Key

Open answers

Activity 7

- ◆ Organise students into pairs and ask them to compare their answers from activity 6 and find an ability they have got in common.
- ◆ Tell them to draw a picture doing the activity. They can also take a photo and share it on a social network or their class/school blog.

Answer Key

6 a 7mm

Open answers

Activity 8

- ◆ Ask students to complete the chat with the correct past form.

Answer Key

1. was; **2.** was; **3.** was; **4.** wasn't; **5.** Were; **6.** wasn't; **7.** was

Activity 9

- ◆ Tell students to describe what the people were doing in the photos.
- ◆ Have them compare their answers in pairs. Finally, ask for some volunteers to write the sentences on the board to check.

Answer Key

1. Sam and Ted were playing volleyball.; **2.** Paul was buying fruit.; **3.** Jack and Sarah were eating ice cream.; **4.** Annie was swimming/snorkelling.

Activity 10

- ◆ Read the questions with students and clear up any doubts.
- ◆ Have them answer the questions in their notebook.
- ◆ Organise them into pairs to try to guess what their classmate's answers to those questions are. Then ask them to compare their guesses to their classmate's answers and switch roles.
- ◆ Ask for some volunteers to share what they discovered about their classmates with the class.

Answer Key

Open answers

Activity 11

- ◆ Briefly review the differences in form and usage between the simple past and the past continuous.
- ◆ Have students choose the correct options and identify the people on the image on pages 4 and 5.
- ◆ Check the answers orally with the class.

Answer Key

1. was reaching, dropped; **2.** reached, fell, rolled; **3.** didn't see, was taking, tripped, fell

Activity 12

- ◆ Ask students to write the verbs in the correct form and then match the sentences to the people.
- ◆ Have students compare their answers, but do not check the activity yet.

Answer Key

Open answers

Activity 13

- ◆ Tell students that they are going to listen to two friends taking a quiz about the people in activity 12.
- ◆ Play the audio and have students check their answers.

Transcript 2



Jess: Look Mike! I was looking for information about the historical figures in our book when I found a quiz. Do you wanna take it?

Mike: Sure! I'll try to remember as much as I can or I'll just guess.

Jess: OK. The first question is: who played the piano by ear at the age of 3?

Mike: Played the piano... I think the answer is Mozart.

Jess: Nice try! But he isn't an option. I'll give you a clue. The person is a woman.

Mike: I know! Nina Simone!

Jess: Right! Next, this person took her first flying lesson on January 3, 1921. Who was she?

Mike: That's easy! Amelia Earhart. She was the first woman to fly across the Atlantic Ocean.

Jess: Wow, you know a lot! What about this question? Who received two Nobel Prizes, one in 1903 and another in 1911?

Mike: Definitely, Marie Curie.

Jess: Correct! I think this question is a bit more difficult. Who wanted to study Law at university?

Mike: I have got no idea.

Jess: Isaac Newton. I didn't know that either. And do you know who won a dancing competition in 1958?

Mike: Mmm... Was it Carmen Miranda?

Jess: No, she wasn't. It was Bruce Lee who won a dancing competition. Maybe he used his style of martial arts...

Mike: Hahaha, who knows! Let me ask you the last question.

Jess: OK, but give me some options, please!

Mike: I think you'll know the answer without any help. Who spoke at least nine languages?

Jess: I remember! Cleopatra spoke nine languages. That's amazing!

Answer Key

a. 6, played; **b.** 1, took; **c.** 5, received; **d.** 4, wanted; **e.** 2, won; **f.** 3, spoke

Activity 14

- ◆ Have students write the questions using the prompts.
- ◆ Ask them to work in pairs and take turns to ask and answer the questions.

Answer Key

1. What did you use to do when you were five years old?; **2.** What did you do on Saturday?; **3.** Did you have tests last week?; **4.** What time did you go to sleep last night?; **5.** Where did you spend your last holiday?; Open answers

Pages 2-6

Activity 1

Transcript 2



Mandy: Hi, Lily! How are you?

Lily: Hi, Mandy! Fine! I'm in the park with my family.

Mandy: What are you doing?

Lily: Right now, I'm looking at some dancers! There's a festival here.

Mandy: Really? I didn't know that. I'm so bored at home!

Lily: You should come! The park is crowded. Everyone is having fun. There are sports competitions and I can see some boys playing football.

Mandy: What other activities are there?

Lily: There's a market with local food and there are free lessons about organic food. My cousins are learning how to grow their own vegetables now.

Mandy: That's interesting! Are there any cooking lessons too?

Lily: No, but there are food trucks. My brother is buying pizza at the moment. I think I'll eat some food later. You can join me if you want and then we can watch a local band.

Mandy: OK! I'm going to take my sister with me.

Lily: Great! My little cousins are drawing and painting. She can do that too!

Mandy: Fantastic! She loves painting! See you there!

Lily: See you!

Answer Key

2, 4, 5, 6, 8

Activity 2

Answer Key

1. b; 2. a; 3. c; 4. a; 5. b; 6. c

Activity 3

Answer Key

1. is looking, isn't dancing, likes, dances; 2. is, are playing, practises, isn't playing, is buying; 3. are, are learning, don't know, want; 4. are drawing, painting, don't paint, live, haven't got

Activity 4

Answer Key

1. hoodie; 2. trousers; 3. trainers; 4. cap; 5. jacket; 6. jeans; 7. boots; 8. sunglasses

Activity 5

Answer Key

1. Tony's, Steve's; 2. his, Jason's; 3. hers, Her; 4. Steve's, his; 5. theirs, Megan's

Activity 6

Transcript 3



Lily: Wow! The band was awesome!

Mandy: Yes, the show was amazing! And Megan is a great singer.

Lily: Yes, she can sing very well.

Mandy: I loved it when they played Queen's songs! I didn't know she can play the guitar too.

Lily: Yes! She gives guitar lessons.

Mandy: That's great news! I can't play the guitar and I'd love to learn.

Lily: I can play the violin but I can't play the guitar very well. Why don't we take lessons together? My brother can play the drums very well and maybe we can start our own band some day!

Mandy: That would be fun. But we aren't good singers. Who can sing well?

Lily: My cousin! She sings in the school choir and she can play the piano too.

Mandy: Our band is gonna be so cool!

Answer Key

Megan: sing, play the guitar; **Lily:** play the violin; **Lily's brother:** play the drums; **Lily's cousin:** sing, play the piano; 1. play the guitar; 2. can play the violin, can't play the guitar; 3. can't sing, can; 4. can play the drums; 5. can sing and play the piano

Activity 7

Answer Key

1. Can you play a musical instrument?; 2. Can your friend style other people's hair?; 3. What can your cousin do very well?; 4. What can't you do well?; 5. Can your favourite singer dance hip-hop?; 6. Can your grandparents take selfies?; Open answers

Activity 8

Answer Key

1. was; 2. was; 3. started; 4. were; 5. could; 6. ate; 7. were;
8. were having; 9. invited; 10. went; 11. played; 12. were;
13. danced; 14. sang; 15. was; 16. had; 17. saw

Activity 9

Answer Key

1. a festival yesterday; 2. T; 3. F. She ate a veggie sandwich in the park.; 4. F. There were activities for all ages.; 5. F. Mandy took her sister to the festival.; 6. T; 7. T; 8. F. She saw Coco Chanel.

Activity 10

Answer Key

1. took; 2. ate; 3. won; 4. was playing

Activity 11

Transcript 4



Lily's grandma: What are you doing with your laptop?

Lily: I'm writing my next post about the costume contest at the festival for my blog. I want to include information about the famous people who were impersonated.

Lily's grandma: That's interesting. Who were the people represented?

Lily: They were all very different. The best for me were the singer, Bob Marley, with his dreadlocks and the designer, Coco Chanel, with her accessories. In fact, she was the winner.

Lily's grandma: Coco Chanel used to wear pearl necklaces. Did you know that her name was Gabrielle?

Lily: No, I didn't. I'm going to include that on my post. Thanks grandma!

Lily's grandma: Tell me about the other people you saw.

Lily: There was a man who looked exactly like Andy Warhol. He had the same glasses! I didn't know much about Andy Warhol so I searched for information.

Lily's grandma: What did you find out?

Lily: He made paintings of American icons and I found the picture of the famous Campbell's soup.

Lily's grandma: Yes, he became a leading representative of pop art. Was there any other artist in the competition?

Lily: There was a bald man similar to Pablo Picasso. He was wearing a striped T-shirt and he had a painting in his hand, but I couldn't see it. And the last participant wasn't an artist. The woman was dressed like Jane Goodall, with typical beige shorts and a shirt that explorers usually wear.

Lily's grandma: Oh! I think Jane Goodall's work is fantastic. She went to Tanzania to study chimpanzees. She used to observe them from close distances and interact with them.

Lily: Yes, I learnt about her work at school. She made amazing discoveries while she was in Africa!

Answer Key

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

Activity 12

Answer Key

1. Lucy was writing a post when her grandmother talked to her.; 2. Bob Marley, The person representing Coco Chanel won the competition.; 3. Danielle, Coco Chanel's name was Gabrielle.; 4. knew a lot, Lily didn't know much about Andy Warhol.; 5. could, Lily couldn't see the painting that the man impersonating Picasso was holding.; 6. trousers, The woman who looked like Jane Goodall was wearing beige shorts.

Activity 13

Answer Key

1. Bob Marley had dreadlocks.; 2. Marley became a reggae icon.; 3. Coco Chanel used to wear pearl necklaces.; 4. Andy Warhol painted American icons.; 5. Warhol wore glasses.; 6. Picasso was one of the founders of Cubism.; 7. Jane Goodall went to Africa in 1957.; 8. Jane studied chimpanzees.

Activity 14

Answer Key

1. Did, enjoy; 2. did, like; 3. was; 4. Was; 5. did, finish
a. 2; b. 3; c. 5; d. 1; e. 4

Activity 15

Answer Key

1. snorkelling; 2. sunbathed; 3. exotic; 4. market; 5. trip

Activity 16

Answer Key

Open answers

1 What is your favourite sport?

Objectives:

- ▶ Talk about sports and other physical activities.
- ▶ Talk about personal likes and dislikes related to physical activities.
- ▶ Understand and give instructions for physical activities.
- ▶ Use word stress to change the emphasis in sentences.
- ▶ Write instant messages.
- ▶ Investigate the sport which is considered the favourite among students in school.
- ▶ Reflect on how the government and the community can help athletes develop their skills.
- ▶ Learn about famous athletes.
- ▶ Reflect on mandatory physical activity.

Language:

- ▶ parts of the body (foot, hand, leg, thigh, wrist)
- ▶ sports (ballet, baseball, basketball, formula one, gymnastics, judo, karate, rollerblading, rugby, running, skating, football, surfing, swimming, tennis, volleyball, water polo)
- ▶ verbs related to sports (dribble, do ballet/gymnastics/judo/karate, go rollerblading/running/skating/surfing/swimming, play baseball/basketball/rugby/football/tennis/volleyball/water polo, score, warm up)
- ▶ verbs followed by gerunds and verbs followed by infinitives
- ▶ gerunds as subjects of sentences

Digital Content: Unit 1 **Study Space** and **Teacher's Resource Material**

Project: Workbook, page 47

Workbook: pages 7-11

Pages 8 and 9

Opening Pages

Shorter Version

- ◆ Tell students to describe the image on pages 8 and 9 and explain how it relates to the title of the unit. Then discuss the questions on page 9 with the class.

Longer Version

- ◆ Tell students to describe the image on pages 8 and 9 and explain how it relates to the title of the unit.
- ◆ Ask them the first question on page 9 and have them share ideas.
- ◆ Have small groups discuss the other questions. Then open the discussion to the class. Finally, ask: "What sports do you like watching live?", "Why?", "Which ones do you prefer to watch on TV?", "Why?" and have students share their opinions.

Pages 10 and 11

Get Ready!

Activity 1

- ◆ Ask students what the images have got in common and have them name the sports (Formula 1, swimming, tennis, football, basketball and gymnastics.)
- ◆ Ask them to listen to the audio and number the images.

Transcript 3



- 1 Almost set for the one hundred butterfly. Can Phelps do it again? He is in lane four... Away... So, the last individual swim for the greatest Olympian of all time. In lane four. He wasn't first out, Deibler got a great start in lane seven. So, lanes six, seven and eight. Czerniak is out hard, Phelps in front of le Clos, which expected. McGill is out hard. Nothing to panic about at this stage. Deibler is out fast on the water with le Clos and Phelps, but Phelps is leading his way through OK at the moment. We know he has got endurance and he is starting to find form as this competition goes on...
- 2 Well, it's almost equal in the opposites, isn't it? 'Cuz Sharapova so far had double faults and just one ace and Serena Williams is six aces in... No DFs, no double faults set...
- 3 Thirty-two laps remaining here at the 2004 German Grand Prix. Jenson Button pops into the pit lane for a change of tyres, crates up for the Honda boys, at six point seven seconds. Very, very fast stop. Change of tyres and a splash of fuel for the Briton as well as he gets under his way and comes out just behind Fernando Alonso to twenty laps projected of fuel. He's behind Fernando Alonso now, which is not where the Briton wants to be. As we cross on board with the number nine, Jenson Button, the PA at Honda, with a superb engine and superb grip already taking a couple of podiums this year so far, and he is chasing down Fernando Alonso here at the Hockenheimring.

- 4 He is looking for that effortless swing... Good tempo throughout the routine. This one starts with a 6.5 in start value. He is moving through this routine so well. Gaining that difficulty up and back on the pommel horse. Up in the dismount beautiful... Oh... Just a little form break at the end.
- 5 Leicester City have got (sic) a penalty kick and six minutes of injury time. And a second let to go ahead. Here we go, it's a fantastic save! Oh! It's a brilliant save from Almunia! A double save, the initial penalty from Knockaert was saved and he caught the rebound, and it looked as if the rebound had gone, but he saved that as well! And now Watford on the counter-attack, they're bursting forward, they've got a chance to cross it into the box! Oh, I don't believe this! There's a chance for... Oh, they've scored! I do not believe what I've just seen! Troy Deeney has scored a...! He scored! Oh, Troy Deeney has scored from a Leicester penalty that was saved by Almunia. Watford are (sic) going to go into the championship final! I do not believe what I've just seen here, Jeff, Watford are (sic) going to go to the playoff final...
- 6 USA to full-court press here. They were able to turn over the Dominican Republic frequently, Fran. See how different it is, if at all, tonight against Brazil. Barbosa with a bank shot. Well, Leandro Barbosa telling us today that he is not sure where he is going to end up. He is a free agent so, this is a pretty good audition for him. Although he's had a very successful nine-year run in the NBA. Carmelo Anthony inside, tough shot, contested and rebounded by Nene. Apert to Barbosa, Garcia with a reverse slip over LeBron and it's four-two for Brazil.

Extracted from <https://www.youtube.com/watch?v=X7bj_LUIY7Y>; <<https://www.youtube.com/watch?v=RXg1zF5CLwM>>; <<https://www.youtube.com/watch?v=6pTUCVXJGOL>>; <<https://www.youtube.com/watch?v=p50wC4Ut5CE>>; <https://www.youtube.com/watch?v=KLmJDKW_8IQ>; <<https://www.youtube.com/watch?v=tNjXr-CRkw>>. Accessed on November 15, 2019.

Answer Key

A. 3; B. 1; C. 2; D. 5; E. 6; F. 4

Activity 2

- ♦ Play the audio for students to take notes and describe each style using the words in the box. Finally, check answers orally.

Answer Key

Suggested answers: 1. energetic; 2. quiet; 3. energetic, focused on detail; 4. technical; 5. excited, loud; 6. calm, slow



As both tasks in activity 1 focus on gist, make it clear that it is not necessary to understand every single word to do them.

Activity 3

- ♦ Have students discuss the questions in pairs. Then open the discussion to the whole class.

Answer Key

Open answers

Activity 4

- ♦ Have students discuss the skills that the athletes need to have. Finally, ask students to share their answers and justify them.

Answer Key

Open answers

Activity 5

- ♦ Ask students if they agree with the results and why. Read the comments and clear up any doubt. Then ask students to write their comment in the blank space.

Answer Key

Open answers

Extra Activity



- ▶ You may carry out a quick survey to see if the group's opinion matches the results in the book. This can be done with a show of hands or by having students stand in a corner of the room that represents their favourite style.

Activity 6

- ♦ Ask students what they have learned about commentators and what else they would like to know about them and their job. Tell them to write a question and share it with some classmates, who can research for the answer as homework.
- ♦ Have students share the information and invite them to keep on asking questions and looking for answers about the topic.

Answer Key

Open answers

Page 12

Language 1

Activity 1

- ♦ Have students write the sports in the correct column.
- ♦ Correct the activity and elicit examples of sentences from students.

Setting the Pace



- ▶ With books closed, ask students to mention all the sports they know. Tell them to think about winter/summer sports, extreme sports, indoor/outdoor sports, etc.
- ▶ Elicit the sports and write them on the board. Then have students compare the sports in the box in activity 1 to their ideas. Tell them to write all the sports in the correct column. Allow them to use the dictionary.

Answer Key

Do: gymnastics, judo, karate; **Play:** baseball, basketball, rugby, football, tennis, volleyball, water polo; **Go:** rollerblading, running, skating, surfing, swimming

Activity 2

- ◆ Have students complete the sentences with their ideas.

Answer Key

Open answers

Activity 3

- ◆ Have pairs compare their ideas and then share their answers.

Tip



You can adapt activity 3 to a “Find someone who” activity.

- ▶ Have them walk around the classroom and read their sentences to their classmates. Instruct them to agree or disagree by saying “Me too,” “Me neither,” “I do.” or “I don’t.”
- ▶ When they find someone with a similar idea, they should write their name next to the sentence in their book.
- ▶ Finally, have students report the similarities to the class.

Answer Key

Open answers

Activity 4

- ◆ Allow students some time to answer the questions individually. Then have them discuss the questions in groups.

Answer Key

Open answers

Activity 5

- ◆ Have students choose the correct option to complete the definitions. If you see fit, allow them to use dictionaries.

Answer Key

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

Activity 6

- ◆ Ask students to read the sentences and clarify any vocabulary doubts. Then have them complete the sentences.

Answer Key

1. dribble; 2. tie; 3. goals; 4. race; 5. warm up

Activity 7

- ◆ Instruct students to complete the sentences so that they are true for them. Then ask for volunteers to share their answers.

Answer Key

Open answers

Page 13

Listening and Speaking

Activity 1

- ◆ Tell students to label the image in pairs.

Answer Key

Top to bottom, left to right: wrist, thigh, hand, leg, foot

Activity 2

- ◆ Read the items with students and clear up any doubts.
- ◆ Play the audio for students to tick the correct option.

Transcript 4



Hello. My name's Janette Janero, I'm a personal trainer and cooper exercise instructor. And today I'll be teaching you how to do a cartwheel. When you do a cartwheel, you have to keep in mind you want to go hand-hand, foot-foot. First thing you're gonna do is figure out which way you wanna face. This doesn't really have to do with whether you're right-handed or left-handed, it's just basically your personal preference. So you're going to have one foot whichever way you're gonna lead, one foot pointing in the direction you want to go. The foot in the back is gonna angle out to the side for balance. Remember what I said, hand-hand, foot-foot. You're gonna lean forward, lifting off the back leg and placing your hand on the floor. Looking to the side, you're going to place your other hand and then pushing off, your body is just gonna follow through. It's very important, when you're gonna do a cartwheel, to warm up. You wanna make sure your inner thighs are warmed up as well as your wrist—for a brief moment

in time, all your body weight is going to be on your wrist. So, make sure that they are ready for the movement. Your inner thigh, you can just move from side to side, get that body flowing (sic) by running in place, getting yourself hyped up for the action. Alright, so face the direction that you feel most comfortable. Again, it doesn't really have to... matter whether you're right-handed or left-handed, it's based on personal preference. Place one foot in the direction where you wanna go and the back foot is gonna be angled to the side for balance. You're gonna stand up nice and tall, bring your hands up into the air. Leaning forward, you're gonna bring the back leg up and you're gonna place your hand on the floor, come up, let your body just follow through. Remember, hand-hand, foot-foot. One more time. This is a basic gymnastic movement, very easy for kids to learn, as long as they get over the fear of making that initial lean forward and that leap across. And adults, you can go ahead and give it a try too, but remember, you wanna make sure that you're adequately stretched, paying close attention to the inner thighs and the wrists. My name is Janette and that is how to do a cartwheel.

Extracted from <<https://www.youtube.com/watch?v=8EVgoKJbMkM>>. Accessed on November 15, 2019.

Answer Key

1

Activity 3

- ◆ Tell students to listen again and tick the correct images.

Answer Key

a, d, f

Activity 4

- ◆ Read the sentences with students and work on meaning as needed. Encourage them to predict the answers.
- ◆ Play the audio again for students to order the instructions and correct the activity with the whole class.

Answer Key

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

Activity 5

- ◆ Organise students into pairs to give each other instructions and check they understand vocabulary. Tell them to write short and clear instructions in their notebook before giving them.

Answer Key

Open answers

Activity 6

- ◆ Have students choose the activity they are going to write instructions for and make sure that they are not too complex. Explain what short imperative sentences are and have students write their instructions. Monitor and help as needed.

Answer Key

Open answers

Activity 7

- ◆ Tell students to write their instructions on a poster paper and include pictures to illustrate them.
- ◆ Invite students to the front to show their posters and share the instructions with the class. They can also take a picture of the poster and share it on a social network or their class/school blog.

Answer Key

Open answers

Activity 8

- ◆ Play the audio and have students circle the words that are stressed in each sentence. Explain that although the sentence is the same, a different word or expression is stressed.

Transcript 5



- 1 Swimming every day is good for your breathing.
- 2 Swimming every day is good for your breathing.
- 3 Swimming every day is good for your breathing.

Answer Key

1. Swimming; 2. every day; 3. breathing

Activity 9

- ◆ Have pairs discuss the question. Then check and explain that word stress puts emphasis on different words, changing the meaning of a sentence.

Answer Key

It puts emphasis on different words.

Activity 10

- ◆ Have students listen to each sentence and practise them.

Answer Key

Open answers

Activity 11

- ♦ Write: "Swimming, not football." and "I, not my mother.". Say: "I love **swimming**, it's the best sport!" and have students choose the correct sentence (Swimming, not football.). Next, say "I love swimming, it's the best sport!" and elicit "I, not my mother.".
- ♦ Organise students into pairs and have them take turns saying the sentences and explaining what they mean.
- ♦ Finally, ask for volunteers to say some sentences and have the class guess the speaker's intention based on word stress.

Answer Key

Open answers

Pages 14 and 15

Reading

Activity 1

- ♦ Have students discuss the question in small groups.

Answer Key

Open answers

Activity 2

- ♦ Tell students to scan the texts and identify their genre.
- ♦ Elicit the answer from students and have them justify it.

Answer Key

2

Activity 3

- ♦ Have pairs analyse the texts and answer the question.
- ♦ Elicit answers from students and write them on the board.

Answer Key

Suggested answers: The layout resembles an instant message exchange, there are two people interacting in each text, the language is informal, the topics are related to everyday events, there are emojis, etc.

Activity 4

- ♦ Ask students to read the text again and tick the correct image.

Answer Key

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

Activity 5

- ♦ Challenge students to correct the sentences without reading the text. Then have them check their answers with the messages.

Answer Key

1. Fred and Bea are meeting Savannah and Chelsea around 7ish.; 2. He will quit basketball on Saturdays.; 3. Leslie texted her mother to tell her she was going bowling.; 4. The Rocket's team is playing better than last week.

Activity 6

- ♦ Refer students to the second message. Ask them why Dave did not greet his friend and why Patrick said "Good morning to you too." if Dave had not greeted him (To make it clear that he was unhappy about the way Dave was treating him.). Have them read the chat to confirm or correct their first impression.
- ♦ Have students do the activity in pairs and justify their answers.

Answer Key

Open answers

Activity 7

- ♦ Tell students to write sentences summarising the messages.

Answer Key

Suggested answers: 1. Fred can't see the rugby game with Bea, but they arrange to meet at the ice cream parlour around 7 p.m.; 2. Patrick tells Dave he quit basketball practice on Saturdays, but he will keep playing on weekdays.; 3. Leslie's mother didn't see Leslie's text message saying that she was going bowling.; 4. They are talking about a great football game.

Activity 8

- ♦ Have students discuss the question in pairs and then share their preferences with the class.

Answer Key

Open answers

Activity 9

- ♦ Have students answer the question in the same pairs.

Answer Key

Open answers

Activity 10

- ♦ Tell students to discuss the question and justify their opinions. Then ask for volunteers to share their ideas with the class.

Answer Key

Open answers

Buzzwords

- ♦ Read the sentence in the **Buzzwords** box and draw students' attention to "My bad". Explain that it is slang and have students try to grasp its meaning through the context. Finally, ask them to look up the expression in the dictionary and answer.

Answer Key

He means he made a mistake.

Activity 11

- ♦ Have students invent the dialogues in pairs and practise them.
- ♦ Invite volunteers to act out their dialogues.

Answer Key

Open answers

Pages 16 and 17

Language 2

Activity 1

- ♦ Have students circle the verbs.

Answer Key

1. love watching; **2.** wanted, go; **3.** stop practising; **4.** decided, quit; **5.** can't stand waking up

Activity 2

- ♦ Instruct students to answer the questions and notice that some verbs are followed by another verb in the *-ing* form while others are followed by a verb in the infinitive.
- ♦ Draw their attention to the grammar box and go over the verbs. Explain that when there are two verbs in a sentence, the first verb determines the form of the second one.

Answer Key

1. 1, 3 and 5.; **2.** 2 and 4.

Activity 3

- ♦ Have students circle the correct form of the verbs.

Answer Key

1. going; **2.** to play; **3.** to stay; **4.** to play; **5.** swimming; **6.** to learn

Activity 4

- ♦ Tell students to identify the sentences that are true for them and compare their answers with a classmate.

Answer Key

Open answers

Activity 5

- ♦ Have students write their ideas to make true sentences.

Answer Key

Open answers

Activity 6

- ♦ Have pairs ask about their ideas in activity 5 to compare them.

Extra Activity



- ▶ Invite students to play a game called Call my Bluff. Have them write two sentences similar to the ones they wrote in activity 5, but one with false information about themselves.
- ▶ Organise students into new pairs and have them take turns reading the sentences and spotting the false one to call the bluff. Finally, ask for volunteers to read some sentences for the class to guess if they are true or false.

Answer Key

Open answers

Activity 7

- ♦ Tell students to use the words from the chart and complete the phrases. Then have volunteers share their ideas.

Answer Key

Open answers

Activity 8

- ♦ Organise students into groups to discuss the questions. Then open the discussion to the whole class.

Answer Key

Open answers

Activity 9

- ♦ Have students complete the text with the verbs from the box.
- ♦ Ask for volunteers to read the text aloud to check.

Answer Key

1. enjoy; **2.** avoid; **3.** decided; **4.** stand; **5.** planning; **6.** learn

Activity 10

- ♦ Ask students to make questions to interview their classmates. Then have volunteers report some of their findings. Make sure they understand that there is no correct or incorrect answer and that all opinions should be valued and respected.

Answer Key

Open answers

Activity 11

- ♦ Draw students' attention to the grammar box and have them identify the subjects ("Eating" and "losing this game"). Explain that gerunds can be used as the subject of sentences.
- ♦ Have them complete the sentences and check orally.

Answer Key

1. Running; 2. Going; 3. Visiting; 4. Eating; 5. Playing; 6. Doing

Activity 12

- ♦ Have students rewrite the sentences using gerunds and tell them to compare their ideas in pairs.

Answer Key

Open answers

Activity 13

- ♦ Ask students to write their opinions about the activities.

Answer Key

Open answers

Activity 14

- ♦ Have students work in pairs and compare their ideas in activity 13.

Answer Key

Open answers

Page 18

Writing

Activity 1

- ♦ Ask students if they like texting and how often they do it.
- ♦ Have students imagine that a friend wrote those messages to them and clear up any doubts they may have.

Answer Key

Open answers

Activity 2

- ♦ Read the questions and make sure students understand them. Instruct them to answer the questions in their notebook.

Answer Key

Open answers

Activity 3

- ♦ Have students write a draft of their text messages. If needed, elicit what kind of reply they can give to each message.

Answer Key

Open answers

Activity 4

- ♦ Organise students into pairs to read each other's messages and suggest how to improve them. Have students take notes in their notebooks. Remind them to point out positive aspects and aspects that need to be improved. Monitor and help as needed.
- ♦ Ask students to give feedback to their classmates, focusing on the positive aspects first. Monitor again to make sure that all the students benefit from their classmates' comments.

Answer Key

Open answers

Activity 5

- ♦ Tell students to write the final version of their messages, incorporating the feedback. They can also publish their messages on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ♦ Ask students to complete the sentence with the sport they believe the students at their school like the most.

Research

- ♦ Go over the instructions with students so they can prepare themselves to do the task and come up with reliable answers.

- ◆ Help students plan the interviews. Tell them to collect data as homework and keep separate records for boys and girls.

Think

- ◆ Help students analyse their data and answer the questions.

Discuss

- ◆ Have students complete the conclusion with the results and ask them if it matches their hypothesis. Finally, have them share the results with the whole school.

Activity 1

- ◆ Have small groups discuss the questions. Finally, ask for volunteers to share their answers with the class.

Answer Key

Open answers

Activity 2

- ◆ Tell students to share their ideas in class. They can also publish them on a social network or their class/school blog.

Answer Key

Open answers

Page 19

Go Around!

Activity 1

- ◆ Have students say the athletes' names and share information they may know. Read the **Further Information** box so that students can learn about the athletes they are not familiar with.

Answer Key

2. Laurie Hernandez; **3.** Yusra Mardini; **5.** Kylian Mbappé;
6. Usain Bolt; **7.** Ryan Sheckler

Further Information



Laurie Hernandez – American gymnast who won a team gold medal and an individual silver one at the 2016 Olympic Games in Rio de Janeiro.

Yusra Mardini – Syrian professional swimmer who left her country because of the Civil War in 2015 and competed at the 2016 Olympics in Rio de Janeiro as a member of the Refugee Team.

Kylian Mbappé – French professional football player who is a rising star in the sport and currently plays for Paris Saint-Germain.

Ryan Sheckler – American professional skateboarder who, at the age of 13, became the youngest gold medalist in X Games history, in 2003.

Usain Bolt – Jamaican sprinter considered the fastest man in the world. He won three gold medals at three consecutive Olympic Games—Beijing (2008), London (2012) and Rio de Janeiro (2016).

Based on <<https://www.biography.com/people/laurie-hernandez-080116>>; <<https://www.famousbirthdays.com/people/yusra-mardini.html>>;

<<http://sportgraphy.com/kylian-mbappe-biography/>>; <<http://xgames.espn.com/xgames/athletes/3014442/ryan-sheckler>>;

<<https://www.biography.com/people/usain-bolt-20702091>>.

Accessed on November 15, 2019.

Activity 2

- ◆ Read the questions and clear up any doubts. Have students do the research at school or assign it as homework.
- ◆ Finally, have them work in groups and compare their information.

Answer Key

Open answers

Activity 3

Resilience – Resilience is the ability to recover quickly and be happy, healthy or successful again after facing an adversity in life. People with good resilience are capable of bouncing back more quickly and with less stress than those whose resilience is lower. Some factors that can help us increase our resilience are: having supportive relationships with family and friends, being able to manage feelings and impulses, having a positive self-image, being self-confident, knowing our abilities and strengths, having good problem-solving skills, and being able to make realistic plans and take action. All learners—specially foreign language learners—should be taught how to be resilient, so as to cope with the stress and setbacks that learning involves and overcome mistakes, difficulties and sometimes even failure.

- ◆ Organise students into new groups to make a list of what is necessary to become a famous athlete. Then open the discussion to the class. Highlight that those athletes became famous through resilience, hard work and discipline. Also, support from family, community and government is essential.

Answer Key

Open answers

Activity 4

- ◆ Have the groups discuss the question. Then open the discussion to the whole class.

Answer Key

Open answers

Activity 5

- ◆ Have students think of ideas to promote sports in their school. Then ask for volunteers to share their ideas with the class.

Answer Key

Open answers

Page 20

Over to You!

Concept

- ◆ Read the concept with students and clear up any doubt. Have them circle the emoji that best describes their feelings about it.
- ◆ Organise students into small groups to compare their responses. Finally, open the discussion to the whole class.

Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (in written, video or audio format) that will support, challenge or invalidate the concept and bring their research to be discussed the following class.
- ◆ Have students present their research in pairs or groups.

Answer Key

Open answers

Activity 2

- ◆ Have students read the text and discuss the questions in pairs.
- ◆ Invite some volunteers to share their answers and justify them. Ask students if there are similarities between the text and the information they have found and have them justify their ideas.

Answer Key

1. Students who practise sports regularly have got higher marks, learn how to persist, deal with failure, work with others and follow rules.; **2.** Open answers; **3.** Open answers

Page 21

Review 1

Activity 1

- ◆ Tell students to listen to the conversation and identify the idea.

Transcript 6



Jessie: Hey, Kyle! Can I talk to you for a second?

Kyle: Hi, Jessie! Sure! What happened?

Jessie: Do you like our PE classes?

Kyle: Yes, I love them! I really enjoy playing baseball, basketball and football.

Jessie: That's nice, but don't you think we could do something different? Like martial arts or gymnastics?

Kyle: To tell you the truth, I'm not a big fan of martial arts or gymnastics...

Jessie: Alright, we could also go running, swimming or even skating! I just can't stand playing baseball, basketball and football any more!

Kyle: I see what you mean. I guess you should talk to the PE teacher! What do you think?

Jessie: Yeah, maybe that's a good idea. Look! He's coming! I'll talk to him! Thanks, Kyle!

Kyle: Good luck!

Answer Key

They are talking about the PE class. Jessie would like to do something different.

Activity 2

- ◆ Play the audio and have students correct the information.

Answer Key

1. They usually play baseball, basketball and football in PE class.; **2.** Jessie doesn't like playing the same sports every PE class.; **3.** Jessie suggests they do martial arts and gymnastics.; **4.** Kyle isn't a big fan of martial arts.; **5.** Kyle tells Jessie to talk to the PE teacher.; **6.** Jessie accepts Kyle's advice.

Activity 3

- ◆ Have students write the sports from the audio with the verbs.

Answer Key

Play: baseball, basketball, football; **Do:** martial arts, gymnastics; **Go:** running, swimming, skating

Activity 4

- ◆ Tell students to write the verbs in the correct form.

Answer Key

1. do; **2.** go; **3.** playing; **4.** do

Activity 5

- ♦ Have students complete the entry with the words from the box.

Answer Key

1. race; 2. warm-ups; 3. dribble; 4. scored; 5. scored; 6. tie

Activity 6

- ♦ Tell students to circle the correct option.

Answer Key

1. exercising; 2. watching; 3. eating; 4. Having; 5. exercising

Workbook 1

Pages 7-11

Activity 1

Answer Key

volleyball, swimming, tennis, judo, water polo, rugby, basketball, gymnastics, football, car racing

Activity 2

Answer Key

1. Volleyball; 2. Basketball; 3. Swimming, water polo; 4. tennis; 5. Rugby, football; 6. judo, gymnastics; 7. Car racing

Activity 3

Answer Key

1. race; 2. tie; 3. score; 4. dribbled; 5. scored; 6. warm up

Activity 4

Answer Key

1. At a sports camp.; 2. They joined a kart competition and played football.; 3. Kim won the kart competition.; 4. The National.; 5. She got injured.

Activity 5

Answer Key

Play: volleyball, tennis, rugby, basketball, football, water polo;
Go: swimming, car racing; **Do:** judo, gymnastics; Open answers

Activity 6

Answer Key

1. analytical; 2. energetic; 3. technical; 4. quiet

Activity 7

Answer Key

1. She's warming up.; 2. She is probably going to run.

Activity 8

Answer Key

2

Activity 9

Answer Key

1. You need to see a doctor.; 2. First, stretch. Then, do warm-up exercises for about five to ten minutes. After that, start doing the activity slowly for a few minutes. Finally, do the activity normally.; 3. You should carry a bottle of water with you.

Activity 10

Answer Key

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

Activity 11

Transcript 5



Rachel: When I started practising at age 20, I noticed how it reduced my stress and it helped me improve my flexibility and balance. So I decided to become an instructor. I feel more energetic and relaxed after each practice. Stretching the body is great for my posture and it reduces back pain. And I'm much stronger too.

Stan: I love dancing. I learnt to dance when I was 9 and, after six years, I stopped taking lessons because I didn't have enough time after school. Ten years later I considered training again and I enjoy doing practice every week. My back doesn't hurt any more and I'm more flexible. When I manage to do ballet jumps, I feel like flying.

Beth: I play three times a week. I train hard so I can react fast and be precise with my shots. I don't mind getting up early on Saturdays if I have got a competition. I plan to play doubles with my friend, Amy. I don't mind playing singles but I enjoy sharing the games with her. And she's the best at serving!

Sophia: I wasn't very active some years ago and I didn't like any sports. One day, the school team needed a player and they asked me to join. I didn't expect to have a good time but I loved the training and, since then, I never miss a practice. We always warm up to avoid getting injured. Then we do exercises to develop coordination and practise throwing the ball to the goalkeeper. My arms are very strong and I can run very fast. I feel really fit and I enjoy playing a team sport.

Answer Key

1. Beth; 2. Rachel; 3. Stan; 6. Sophia

Activity 12

Answer Key

1. She was 20 years old.; 2. Because he didn't have enough time after school.; 3. She plays three times a week.; 4. On Saturdays.; 5. No, she didn't.; 6. Because the school team needed a player.

Activity 13

Answer Key

1. to become; 2. Stretching; 3. to dance; 4. taking; 5. playing; 6. getting

Activity 14

Answer Key

1. stress; 2. flexibility; 3. balance; 4. energetic; 5. back; 6. flexible; 7. react; 8. precise; 9. arms; 10. run

Activity 15

Answer Key

Open answers

Activity 16

Answer Key

1. I want to play basketball after school.; 2. Correct; 3. I can't stand watching soap operas, they are boring.; 4. I would like to eat some pizza tonight.; 5. I decided to start a new diet last week because I need to get ready for the championship.; 6. Correct

Activity 17

Answer Key

1. Working; 2. exercising; 3. having; 4. Playing; 5. having; 6. to stop; 7. to do

Activity 18

Answer Key

1. Doing; 2. Playing; 3. Scoring; 4. Running; 5. Wearing
a. 4; b. 3; c. 1; d. 2; e. 5

Activity 19

Transcript 6



Rachel: The tree pose is fantastic for practising balance. First, stand with your feet together. Place your right foot on your inner left thigh. Put your hands in prayer position. Hold for 5-10 breaths and remember to look straight ahead. Then change foot.

Answer Key

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

Activity 20

Answer Key

Open answers

2 How do you communicate?

Objectives:

- ▶ Discuss types of nonverbal communication.
- ▶ Talk about memes and emojis.
- ▶ Use adjectives that characterise temporary feelings and what causes them.
- ▶ Use sense verbs.
- ▶ Compare two or more things.
- ▶ Write a blog post.
- ▶ Reflect on the use of hand gestures in different cultures.
- ▶ Reflect on the possibility of communicating without words.

Language:

- ▶ nouns related to nonverbal communication
- ▶ *-ed* and *-ing* adjectives (annoyed, annoying, bored, boring, disappointed, disappointing, excited, exciting, interested, interesting, irritated, irritating, shocked, shocking, tired, tiring)
- ▶ sense verbs (feel, hear, look, smell, sound, taste)
- ▶ comparative and superlative adjectives
- ▶ nouns related to different forms of art

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

Workbook: pages 12-16

Pages 22 and 23

Opening Pages

Shorter Version

- ◆ Ask students to describe the image and explain how it relates to the title of the unit. Guide them to notice that the image suggests we can communicate using different body parts, like our eyes and hands. Then discuss the questions with students.

Longer Version

- ◆ Tell students to write down three ways of expressing their feelings and thoughts and compare their ideas in groups to decide on the most effective. Open the discussion to the class.
- ◆ Have students open their books and, in their groups, discuss how the title of the unit and the image relate to their ideas.
- ◆ Open the discussion to the whole class. Guide students to notice that the image suggests that we can communicate using different body parts, such as our eyes and hands. Then have the groups discuss the questions. Finally, open the discussion to the class.

Pages 24 and 25

Get Ready!

Activity 1

- ◆ Ask students how the images on page 24 relate to the topic of the unit. Organise students into pairs and have them do activity 1. Then ask for volunteers to share their ideas.

Answer Key

All may apply.

Activity 2

- ◆ Have students discuss the questions in pairs.
- ◆ Open the discussion to the whole class.

Answer Key

Open answers

Activity 3

- ◆ Instruct students to rank the forms of communication and then compare their ideas in the same pairs as in activities 1 and 2.
- ◆ Ask for volunteers to share and justify their answers.

Answer Key

Open answers

Activity 4

- ◆ Have students discuss the questions in pairs. Then ask for volunteers to share their answers with the class.

Extra Activity



- ▶ Have students play "Find someone who...". Write: "Find someone who uses lots of emojis.". Ask some students if they use lots of emojis and write the name of the first student who answers positively: "Marina uses lots of emojis".
- ▶ Instruct students to write three different sentences starting with "Find someone who..." and interview their classmates. Ask for volunteers to share their findings with the class.

Answer Key

Open answers

Activity 5

- ◆ Discuss the questions with students and ask if memes can be considered a form of nonverbal communication. Guide them

to notice that many memes are composed only of images and rely on the facial expressions and body language of the people or animals shown, as well as on viewers' cultural background. Even memes with words hardly ever form complete sentences. So, they can be considered forms of nonverbal communication.

Answer Key

A meme is an idea, image, video, etc. that is spread quickly on the internet.; Open answers

Activity 6

- ◆ Have students describe the meme and read the comments.
- ◆ Instruct them to write a comment in the blank space. Then ask for volunteers to read their comments to the class.

Answer Key

Open answers

Activity 7

- ◆ Ask students if they have ever seen an emoji they did not understand and why this happened. Guide them to notice that cultural differences impact nonverbal communication and people in other countries probably do not use the same memes, emojis, hand gestures or signs as them. Have students write down a question and assign the research for homework.
- ◆ Organise students into small groups to share their findings.

Answer Key

Open answers



Tip

Nonverbal communication is often particular to a certain culture. In certain countries, such as Bulgaria, turning your head from side to side mean “yes”, while the “thumbs-up” gesture may be regarded as offensive in Greece.

Language 1

Activity 1

- ◆ Read the sentences with students. Elicit the answers and clear up any doubts.

Answer Key

1. Annoyed.; 2. Annoying.

Activity 2

- ◆ Go over the example with students to check understanding.
- ◆ Have them do the activity and compare their answers in pairs.
- ◆ Copy the chart on the board and have volunteers complete it.

Answer Key

Adjectives that refer to a feeling that is the consequence of a situation: bored, dissapointed, shocked; **Adjectives that describe what caused the feeling:** exciting, interesting, irritating, tiring

Activity 3

- ◆ Have students complete the sentences and then check orally.

Answer Key

1. boring, bored; 2. irritated, irritating; 3. exciting, excited; 4. disappointed, disappointing

Activity 4

- ◆ Have students share how they feel about the elements in pairs.

Answer Key

Open answers

Activity 5

- ◆ Explain that “sense verbs” are related to the five senses. Elicit them and write them on the board (sight, hearing, smell, taste and touch). Read the first sentence and have students identify the sense verb. Then ask them to do the activity.
- ◆ Check the activity with the class and clear up any doubts.

Answer Key

1. heard; 2. feels; 3. smell; 4. look; 5. taste; 6. sounds

Activity 6

- ◆ Check that students know the parts of the body in the activity by pointing at these parts on your body and have students name them. Ask them to relate the verbs to the parts of the body.
- ◆ Correct the activity with the whole class.

Answer Key

1. look; 2. feel; 3. smell; 4. taste; 5. hear/sound

Activity 7

- ◆ Instruct students to read the text ignoring the blanks. Then have them describe what an interactive museum is.

- ◆ Tell students to complete the text using the verbs from activity 6.
- ◆ Ask for volunteers to read the complete text to check.

Answer Key

1. smells; 2. look; 3. feel; 4. taste; 5. hear

Page 27

Listening and Speaking

Activity 1

- ◆ Organise students into pairs to discuss the questions. Then open the discussion to the whole class.

Answer Key

Open answers

Activity 2

- ◆ Read the adjectives with students and check understanding.
- ◆ Play the audio for students to circle the adjectives and check.

Transcript 7



Teacher: OK, everyone! Focus, please... So, let's continue our research week about nonverbal communication. Today, we are going to listen to Jonathan's presentation. Jonathan... you're on!

Jonathan: Well, my assignment is about the use of memes to communicate ideas. In my opinion, memes are really effective because they are funny and interesting. But we need to understand what memes really are and when we should use them. Memes are used to express ideas and emotions in a simple way. They can be based on videos or funny images and they have usually got a short written message on them. Of course, they are informal and have usually got a humorous message. Let me show you some examples of memes. The first one is this. It is used when you want to say that you didn't find something funny at all. As you can see, the written message is the opposite of what the image shows. So, there's a pinch of irony to it. Some memes don't even need words! Just the image makes everyone laugh, like this one. We can use it in many different situations. Let's see what else... We can create our own memes or use the ones on the internet. But we should remember that this form of communication is not very appropriate in formal situations. So, my suggestion is: know who you're talking to before you choose to use a meme!

Teacher: Thank you, Jonathan! Has anyone got any questions for him?

Answer Key

1, 2, 4

Activity 3

- ◆ Have students describe the memes and imagine situations in which they could be used. Explain that they are going to listen to the audio again and identify the memes Jonathan mentions.
- ◆ Play the audio for students to compare their answers in pairs.
- ◆ Check the activity with the whole class.

Answer Key

2, 3

Activity 4

- ◆ Organise students into pairs to discuss the question.
- ◆ Open the discussion to the whole class.

Answer Key

Open answers

Activity 5

- ◆ Have students close their book. Explain that they are going to listen to two words and say if they are pronounced the same.
- ◆ Play the audio and ask for volunteers to write the words on the board. Then have students open their book to check if the words are the same as those on the board. Have them notice that the vowel sound in "feel" is longer than in "fill".
- ◆ Play the audio once more and have students repeat the words.

Transcript 8



1 Feel.

2 Fill.

Answer Key

Differently.

Activity 6

Setting the Pace



- ▶ Tell students to close their book to listen to some pairs of words and write them down in their notebook.
- ▶ Play the audio and have students compare their answers. Then ask for volunteers to write the words on the board. Tell students to open their book and compare the words on the board to those in the activity. Ask them to identify which sounds are long and which are short.

Reading

Activity 1

- ◆ Ask students to write down five things that annoy them.
- ◆ Have them work in pairs to compare and justify their lists.

Answer Key

Open answers

Activity 2

- ◆ Have students answer the question.
- ◆ Ask for volunteers to share and justify their answers. Guide students to notice some elements that characterise a blog post, i.e. the layout, the title, the use of first person and informal language, the organisation in topics, memes, etc.

Answer Key

c

Activity 3

- ◆ Instruct students to analyse the images and predict what the blog post is about. Have them justify their answers.

Answer Key

Open answers

Activity 4

- ◆ Instruct students to read the text.
- ◆ Ask them who the author of the blog post is and how they know that. Guide them to notice that the post has got a “signature” (“I’m Sheila and I always speak my mind.”).

Answer Key

Sheila’s.

Activity 5

- ◆ Allow students some time to reflect on the question. Then ask for volunteers to share their ideas and justify them.

Answer Key

Open answers

Activity 6

- ◆ Instruct students to reread the text and highlight the evidence of the statements. Have them compare their answers in pairs.
- ◆ Ask for volunteers to share their answers with the class.



- ▶ Have students read the words and clear up any doubts.
- ▶ Play the audio, pausing after each word, so that students can analyse if the vowel sounds are long or short.
- ▶ Have students compare their answers in pairs.

Transcript 9



- | | |
|----------|----------|
| 1 Chip. | 4 Leave. |
| 2 Cheap. | 5 Sit. |
| 3 Live. | 6 Seat. |

Answer Key

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

Activity 7

- ◆ Play the audio, pausing after each word for students to repeat.

Answer Key

Open answers

Activity 8

- ◆ Ask students to make notes about their favourite memes. If you see fit, allow them to use their own devices to search for these memes, so that they have got a visual aid.

Answer Key

Open answers

Activity 9

- ◆ Organise students into pairs. Tell them to choose one of the memes they wrote about in activity 8 and describe it to their classmates, so that they can guess which one it is.
- ◆ Instruct them to discuss the messages they think these memes communicate and in which situations they like to use them.
- ◆ Ask for volunteers to share their ideas with the class.

Answer Key

Open answers

Activity 10

- ◆ Invite students to read their descriptions. They can also record them and post them on a social network or their class/school blog.

Answer Key

Open answers

Answer Key

1. Finding 5 missed calls from my mum...; **2.** Finding the best T-shirt in the shop...; **3.** Leave my hamburger alone!!!; **4.** When my favourite TV show is cancelled.; **5.** When I keep looking for something

Activity 7

- ♦ Have students choose the correct options.
- ♦ Check with the class and ask them to justify their answers.

Answer Key

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

Activity 8

- ♦ Instruct students to write sentences for images 4 and 5.
- ♦ Ask for volunteers to share their ideas with the class.

Answer Key

Open answers

Buzzwords

- ♦ Ask students to infer the meaning of “pet peeve”. Then have them look the expression up in a dictionary to check.
- ♦ Ask for volunteers to share their pet peeves with the class.

Answer Key

Something that especially annoys you.

Activity 9

- ♦ Analyse the situations with students to check they understand.
- ♦ Organise students into pairs to tell each other how they would react. Ask for volunteers to share their ideas with the class.

Answer Key

Open answers

Activity 10

 **Appropriate use of humor** – Appropriate use of humor is an important cultural element and denotes a high level of linguistic knowledge and social awareness. Students should be aware of the moments when they can crack jokes and when they cannot. They should also reflect on what types of subjects are appropriate for jokes and which are not. The development of this competence can prevent students from offending people and being misunderstood.

- ♦ Have pairs discuss the question. Open the discussion to the class and guide them to notice that exaggeration is often

used as a strategy to have a humorous effect. Have students reflect on the situations in which it is appropriate to use memes and exaggeration. Help them realise they should use them when they think they are not going to offend anyone.

Answer Key

Open answers

Page 30

Language 2

Activity 1

- ♦ Have pairs discuss whether they agree with the ideas or not.
- ♦ Ask for volunteers to share and justify their opinions.

Answer Key

Open answers

Activity 2

- ♦ Read the questions and elicit the answers from students.

Answer Key

1. 1, 2, 6; **2.** 3, 5; **3.** In sentence 1, it is necessary to use “more” before the adjective. In sentence 6, the adjective is changed with -er.; **4.** In sentence 3, the adjective is changed with -est. In sentence 5, it is necessary to use “the most” before the adjective.; **5.** “as cool as”

Activity 3

- ♦ Read with students the grammar box and the **Snack Learning** box. Then ask students to do the activity individually.

Answer Key

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

Further Information



Salvador Dalí (1904-1989) – Spanish painter best known for the striking and bizarre images in his surrealist work. Apart from painting, Dalí’s artistic repertoire included film, sculpture and photography, at times in collaboration with a range of artists in a variety of media.

Eduardo Kobra (1976-) – Brazilian street artist who paints wall murals depicting massively-scaled portraits. His colourful kaleidoscopic murals can be seen in many cities around the world, including São Paulo, New York and Moscow.

Vincent van Gogh (1853-1890) – Post-impressionist Dutch painter. His work is remarkable for its emotion and colour. He

struggled with mental conditions throughout his life and this is said to have influenced his work.

Based on <<https://hisour.com/salvador-dali-12862/>>; <<http://www.streetartbio.com/about-eduardo-kobra-biography>>; <<http://vseart.com/brazilian-street-artist-eduardo-kobra/>>; <<https://www.biography.com/people/vincent-van-gogh-9515695>>. Accessed on November 22, 2019..

Activity 4

- ♦ Have students write the sentences and compare them in pairs.
- ♦ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Activity 5

- ♦ Have students write comparative sentences in their notebook. Finally, ask for volunteers to share their ideas.

Answer Key

Open answers

Activity 6

- ♦ Ask the names of the art forms in the activity. Write them on the board to check spelling. Then have students label the images.

Answer Key

1. painting; 2. theatre; 3. literature/poetry; 4. music; 5. cinema; 6. sculpture

Activity 7

- ♦ Tell students to listen to a conversation and take notes of the art forms mentioned. Play the audio once to check the words.
- ♦ Play the audio again for students to complete the sentences.

Transcript 10



Sarah: Hi, Igor. Have you got the instructions for the art homework?

Igor: Yes, we have to choose a modernist painting and find information about it.

Sarah: Really? A painting? Music and theatre are much more interesting!

Igor: I don't know... For me, painting's the best! I really love Picasso's work!

Sarah: No! Painting is too complex! It's as complex as poetry!

Answer Key

1. more interesting than; 2. the best; 3. as complex as

Further Information



Pablo Picasso (1881-1973) – One of the greatest and most influential artists of the 20th century, as well as the co-creator of Cubism. One of his most famous paintings is *Guernica* (1937), a surrealist testament to the horrors of war.

Based on <<https://www.biography.com/people/pablo-picasso-9440021>>. Accessed on November 22, 2019.

Activity 8

- ♦ Draw students' attention to sentence 2 in activity 7 and guide them to notice that "the best" is the superlative form of "good". Explain that some adjectives are irregular. Then read with students the content of the **Snack Learning** box.
- ♦ Allow students some time to answer the questions.

Answer Key

Open answers

Activity 9

- ♦ Have students interview each other. Encourage them to ask follow-up questions and justify their opinions.
- ♦ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Activity 10

- ♦ Have students complete the sentences and then organise students into pairs to compare their ideas.
- ♦ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Page 32

Writing

Activity 1

- ♦ Tell students that they are going to write a post similar to that in the **Reading** section. However, it is not going to be about what annoys them but about what makes them happy.
- ♦ Tell students to follow the instructions and make notes in their notebook to plan their post. Monitor and help as needed.

Answer Key

Open answers

Activity 2

- ◆ Have students write a draft of their post in the space provided.

Answer Key

Open answers

Activity 3

- ◆ Organise students into pairs to read their drafts and suggest how to improve them. Elicit elements they should pay attention to when proofreading a text, such as spelling, accuracy and clarity of ideas. Have students read each other's drafts and point out good aspects and aspects that need to be improved.

Answer Key

Open answers

Activity 4

- ◆ Instruct students to write the final version of their blog post, considering the feedback. They can also publish their posts on a social network or their class/school blog.

Answer Key

Open answers

Go Find out!

Hypothesis

- ◆ Ask students to complete the sentence with one of the options, according to their opinion.

Research

- ◆ Tell students they will have to collect data to test their hypotheses. Check they understand the instructions and assign some time for students to carry out the experiment.

Think

- ◆ Instruct students to answer the questions in their notebook, based on the data they have collected. Monitor and help as needed.

Discuss

- ◆ Based on their data, tell students to complete the sentence with "easy", "difficult" or "impossible". Encourage them to share their findings.

Activity 1

- ◆ Organise students into groups to discuss the questions.
- ◆ Open the discussion to the class. Guide students to notice that verbal communication may have disadvantages as people who do not speak the same language may not be able to communicate and people who cannot speak, read or write

properly may suffer prejudice and have other problems due to that. Ask what can be done to minimise the challenges faced by people who cannot speak, read or write properly.

Answer Key

Open answers

Activity 2

- ◆ Have students share their findings and ideas in class. They can also post them on a social network or their class/school blog.

Answer Key

Open answers

Page 33

Go Around!

Activity 1

- ◆ Draw students' attention to the images of the gestures and have them discuss the questions in pairs.
- ◆ Elicit the answers to the questions from students.

Answer Key

Open answers

Activity 2

- ◆ Read the questions and tell students to do some research to find out about hand gestures in other countries.

Answer Key

Open answers

Activity 3

- ◆ Have groups discuss the question based on their findings. After some time, open the discussion to the whole class.

Answer Key

Open answers

Activity 4

- ◆ Have students brainstorm gestures made in their country.
- ◆ Have students draw or glue pictures of three gestures and explain them. Finally, invite volunteers to share their ideas.

Answer Key

Open answers

Over to You!

Concept

- ◆ Tell students to circle the emoji that represents their reaction to the concept. Then have pairs compare and justify their reactions.

Activity 1

- ◆ Have students look for texts in different formats that will support, challenge or invalidate the concept.
- ◆ The following class, have students present their information.

Answer Key

Open answers

Activity 2

- ◆ Invite students to read the post and discuss the questions.
- ◆ Then open the discussion to the whole class.

Answer Key

Open answers

Review 2

Activity 1

- ◆ Ask students to write memes with the adjectives in the box.

Answer Key

Open answers

Activity 2

- ◆ Have students write the correct forms of the adjectives.

Answer Key

1. smaller than; 2. the smallest; 3. colder than; 4. the dirtiest; 5. the worst; 6. boring as; 7. good; 8. the most frustrating

Activity 3

- ◆ Have students write their answers and compare them in pairs.

Answer Key

Open answers

Activity 4

- ◆ Instruct students to choose the correct options.

Answer Key

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

Activity 5

- ◆ Have students complete the dialogue with the adjectives.

Answer Key

Open answers

Activity 6

- ◆ Play the audio for students to check their answers in activity 5.

Transcript 11



Danny: Hi, Susan! What are you doing?

Susan: Hi, Danny! I'm playing an RPG on my smartphone while I wait for my sister. She's late again!

Danny: I prefer to play RPGs on my computer. It's more exciting than on the smartphone because you can see more details.

Susan: I know that the phone is smaller than a computer, but it's better than waiting.

Danny: It's true... Waiting is the most boring thing in the world!

Answer Key

1. more exciting; 2. smaller; 3. better; 4. most boring

Workbook 2

Pages 12-16

Activity 1

Answer Key

2, 3, 4, 6, 8

Activity 2

Answer Key

Open answers

Activity 3

Answer Key

a. 6, tired; **b.** 1, annoyed; **c.** 4, interested; **d.** 2, bored; **e.** 5, shocked; **f.** 3, excited; Open answers

Activity 4

Answer Key

1. boring; **2.** surprised; **3.** interesting; **4.** confusing; **5.** irritating; **6.** disappointed

Activity 5

Answer Key

1. looked; **2.** tasted; **3.** felt; **4.** hear; **5.** smell

Activity 6

Transcript 7



On my last post, I wrote about the things that get on my nerves and asked you to vote for the most annoying one. Today I'm going to share the top five organised in a ranking, starting from the least irritating pet peeve. So number five is when people make comments while watching a film or series. This isn't cool. I'll give you a very concrete example. My brother loves making hypotheses of what may happen in the end while the story develops and, for me, the worst thing is when he explains what is happening in the scene as we're watching it. That makes me go crazy! The next one is when people are late. It may depend on how tolerant you are but I think it's disrespectful to show up later than the agreed time. And it's really boring to wait for someone. OK, let's move on to number 3: being constantly interrupted when you are talking. This is annoying and tiring because you can't finish an idea and you have to make an effort so that the other person listens to you. This happens a lot when someone is using the phone while having a conversation. I hate that! But even more annoying than that is number 2, when you want to watch a video online and it takes ages to load. That's very disappointing! And sometimes the video starts but, after a few seconds, it pauses and starts loading again. How can you watch anything in that way? And, finally, the most voted and the worst pet peeve is... when someone reads a message and doesn't answer. Isn't it irritating when you see that the other person is online and doesn't reply? I hate being left on read. Being ignored while chatting is sometimes even more shocking! Why would the person stop chatting so abruptly? I don't get it! I never do that. So that's number one in the ranking. Leave more ideas on the comments and I'll add them to the list!

Answer Key

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

Activity 7

Answer Key

1. T; **2.** F; She thinks it's disrespectful to show up later than the agreed time and it's boring to wait for someone.; **3.** T; **4.** T; **5.** F; She never does that.; **6.** F; Visitors can leave more ideas on the comments.

Activity 8

Answer Key

1. the worst; **2.** more annoying than; **3.** irritating as

Activity 9

Answer Key

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

Activity 10

Answer Key

1. worst; **2.** nerves; **3.** irritated; **4.** annoying; **5.** disappointed

Activity 11

Answer Key

Open answers

Activity 12

Transcript 8



Mark: I think that the funniest memes are those that include an animal. I know that memes showing babies and children are as popular as those with animals but my favourite memes are usually those with a cat. I think that their expressions are very amusing. For me, the best meme was grumpy cat because it always looked irritated. Any phrase that appeared with its angry face became much more entertaining. The cat became very famous in 2012 and it even got its wax figure in Madame Tussauds' museums in London, Las Vegas and San Francisco. And it also appeared in magazines and had its official account on different social networks. When it died in May 2019, people were really shocked by the news and left lots of messages on social media.

Answer Key

d

Activity 13

Answer Key

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

Activity 14

Answer Key

Open answers

Activity 15

Answer Key

Open answers

Activity 16

Answer Key

Open answers

Activity 17

Answer Key

Open answers

Activity 18

Answer Key

1. funniest; 2. furthest/farthest; 3. biggest; 4. worst;
5. happiest; 6. best

Activity 19

Answer Key

Open answers

Activity 20

Answer Key

Open answers

Activity 21

Answer Key

It is a pose in which the person holds an expansive position, with arms and/or legs open.

Activity 22

Answer Key

1. It can help us express our feelings and ideas.; 2. It can give away emotions that we are trying to hide.; 3. It can affect hormone levels and promote positive changes in behaviour.; 4. Because they could not reproduce the initial experiment with similar results.

Activity 23

Answer Key

Open answers

Activity 24

Answer Key

Open answers

3 How healthy is your diet?

Objectives:

- ▶ Talk about food shopping preferences and possibilities.
- ▶ Describe quantities of food and food containers.
- ▶ Negotiate the organisation of a party.
- ▶ Analyse tweets about a TV show.
- ▶ Write tweets about eating habits.
- ▶ Reflect upon the origin and the quality of food.
- ▶ Express opinion about different dishes.

Language:

- ▶ food shopping preferences (app, convenience store, internet, street market, supermarket, vending machine); food (baked beans, cereals,

crisps, chocolates, doughnuts, eggs, honey, jam, ketchup, milk, olive oil, orange juice, peanut butter, popcorn, rice, sweet corn, tuna, water)

- ▶ a bottle, a tin, a box, a bag, a jar, a carton; a cup of, a head of, a slice of, a spoonful of
- ▶ numbers 0-1000
- ▶ countable and uncountable nouns
- ▶ quantifiers
- ▶ indefinite pronouns

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

Workbook: pages 17-21

Pages 36 and 37

Opening Pages

Shorter Version

- ◆ Invite students to describe the image and explain how it relates to the title of the unit. Ask them to answer the questions in small groups and then report their answers to the class.

Longer Version

- ◆ Ask: "What did you eat yesterday?". Have students list what they had. Organise them into small groups to compare their diets. Then open the discussion to the class and ask them to relate it to the title of the unit.
- ◆ Have students discuss the questions in pairs. Open the discussion to the class.

Pages 38 and 39

Get Ready!

Activity 1

- ◆ Invite students to describe the images. Ask them which of these places are more common in their region.
- ◆ Have them complete the sentences using the words in the boxes.

Answer Key

Open answers

Activity 2

- ◆ Have students read the options and predict where a tourist would go food shopping and why.
- ◆ Play the audio to check their predictions. Have them compare their answers and check with the class.

Transcript 12



I don't even know where to start. Hello, everyone! Welcome back to my channel. Today's video is going to be a little bit different because I had this crazy idea.

Basically, I am from Portugal, if you guys didn't know that already. In Portugal, or, I guess, in other countries in Europe, it is quite easy to find things in supermarkets that are like one euro, that you can buy for one euro.

I was wondering what kind of things can you buy (sic) in a Norwegian supermarket for one euro. So, what I did today was, basically, I went to a supermarket here in Oslo.

In the beginning it went very well. So, I started with, like, the fruit and vegetables, like, section of the supermarket. So, in the vegetable section, you can buy two *paprikas*.

Paprikas as in, like, the Norwegian version of red peppers, I guess. So, yeah, you can buy two. Also in the vegetable section, you can buy a bag of baby, baby carrots. They are very small and cute. Look at this one. Oh my goodness!

Then I moved on to the fruit section because everything else in the vegetable section was above 10 kroner. If you buy one, like, one pear, then it's one euro or less. But, if you buy two pears, then it goes over the 10 kroner. And the same for oranges. If you buy one orange, then it's OK. OK... But if you buy two, then, no, it can't be two, just one. Then I moved to the frozen things. I found, get ready for this... So, it's basically frozen potatoes, sliced. So they are already sliced. So, that's under one euro. Then, in the frozen as well, I found spinach, a bag of spinach. Then I moved to, like, the cakes and bread and cereal aisle of the supermarket. In this part of the supermarket I found *havegrøt med blåbær*. So, I guess it's like oats. You know when you put together oats with milk or water and... it's like a breakfast thing, I'm not sure, *papas de aveia* in Portuguese, I'm not sure how you say this in English, but you get the point. And no milk, no cream, no cheese, nothing was under one euro.

And I think that's it. Let me know what you think about prices in Norway, what do you think (sic) about prices in your country. Bye!

Answer Key

4

Further Information



Norway – located in northern Europe, the country has got the fourth highest income per capita in the world, a comprehensive social security system and extensive reserves of minerals, natural gas, petroleum, seafood and fresh water. Its capital is Oslo.

Based on <<https://www.britannica.com/place/Norway>>. Accessed on November 23, 2019.

Activity 3

- ♦ Ask students to remember the sections and tick the options.
- ♦ Then play the audio again to check their guesses.

Answer Key

2, 3, 5

Activity 4

- ♦ Have students answer in pairs or in small groups. Then ask for some volunteers to share their answers.

Answer Key

What kind of things can you buy in a Norwegian supermarket for one euro?

Activity 5

- ♦ Read the questions and clear up any vocabulary doubts. Encourage them to refer to the images on page 38 and their own knowledge, to answer them.
- ♦ Open the discussion to the class and have them justify their ideas.

Answer Key

Open answers

Activity 6

- ♦ Have students read the comments and ask them if they agree with them and why. Then tell them to write their comments.
- ♦ Ask for volunteers to share their comments.

Answer Key

Open answers

Extra Activity



- ▶ You can take students to a local market to research what items they would be able to buy with the amount of local money equivalent to one euro. First, ask them to check the currency exchange and then write a list of food items that they would be able to buy. Alternatively, you can ask them to surf the internet and check online supermarkets to research.

Activity 7

- ♦ Ask students what they have learned about food shopping and prices in another country and what other information they would like to know. Tell them to write a question and share it with some classmates, who can try to answer it. Assign the research as homework.
- ♦ Have groups share their findings. Encourage them to keep on asking questions and looking for answers about the topic.

Answer Key

Open answers

Page 40

Language 1

Activity 1

- ♦ Read the food items and clarify any vocabulary doubts. Have students match the food items to the recipients.

Answer Key

1. b; 2. c; 3. d; 4. c/d; 5. f; 6. e; 7. e; 8. f; 9. a; 10. d; 11. b; 12. a

Activity 2

- ♦ Ask students to look at the items and write the correct containers.
- ♦ Finally, ask for volunteers to share and justify their answers.

Answer Key

a bottle/tin; a tin; a box/bag; a bag/box; a jar; a carton/bottle

Activity 3

- ♦ Instruct students to read the words in the box, look at the images and complete the sentences with the correct word.

Answer Key

1. a head of; 2. a spoonful of; 3. a slice of; 4. a cup of

Activity 4

- ♦ Elicit other ways to measure food in a recipe, guiding students to mention “weigh”. Review numbers 0-100 with the class. Encourage them to guess how numbers higher than 100 are written. Then read the examples in the **Snack Learning** box. Have volunteers write 600, 700, 800 and 900 on the board.
- ♦ Ask for volunteers to write the numbers in full on the board.

Answer Key

a. one hundred sixty-six; **b.** two hundred thirty-five; **c.** three hundred thirty-three; **d.** six hundred eighty-seven; **e.** nine hundred seventy-two

Setting the Pace



- ▶ After checking, encourage students to guess how numbers higher than 1000 are formed. Write “1368” and tell them to say the number plus thousand plus the other numbers according to the **Snack Learning** box.
- ▶ Dictate numbers higher than 100 for students to write them in their notebook.



- ▶ Review all numbers from 0 to 100. Write some numbers and have students say them aloud or write them in full.
- ▶ Read the examples in the **Snack Learning** box. Write some extra input before they do the activity, to make it more visual, such as “104, 246, 389, 475, 530, 628, 717, 854, 999, 1000”. Have them work and check on the board.

Activity 5

- ♦ Ask students what kind of text it is and if they would like to try the dish. Have them write the numbers in full.

Answer Key

1. eight hundred thirty; **2.** seven hundred twenty; **3.** three hundred seventy; **4.** one hundred twenty-eight; **5.** one thousand; **6.** two hundred forty; **7.** two hundred fifty-five; **8.** one hundred ten

Activity 6

- ♦ Organise students into small groups to answer the questions. Monitor students’ production and take notes.
- ♦ Elicit contributions and write different samples of language. Have students identify which statements need to be corrected.

Answer Key

Open answers

Listening and Speaking

Activity 1

- ♦ Ask students to answer the questions in pairs and check orally.

Answer Key

Open answers

Tip



Encourage students to ask follow-up questions to keep the conversation going. This is a relevant strategy to help them become more effective communicators.

Activity 2

- ♦ Go over the food items with students, checking vocabulary. Play the audio once or twice for them to tick the items.

Transcript 13



Josh: So, Kristen, is everything ready for the party tomorrow? I am beat after all this work but really happy that we will see Maya, Frank and Lindsay again. The five of us have got plenty to talk about.

Kristen: I guess so. We have already got a jar of olives, some cheese and a lot of pickles for the appetisers. Everyone loves pickles.

Josh: That’s great. How much juice did you buy, by the way?

Kristen: I got three cartons of orange juice, and one carton of cranberry juice. Did you buy the crisps?

Josh: Yep! I got us five bags. Do you think it’s enough?

Kristen: Let me think... We’ve got crisps, pickles, some olives and cheese. And then, of course, Maya’s incredible tuna sandwiches. I think we have got enough food. Have they told you what time they are planning to arrive?

Josh: Maya said she is going to take off after class. So she will be here at around 6:00 p.m. Frank and Lindsay are going to arrive a bit later.

Kristen: Perfect!

Josh: Hey! I almost forgot! There is cheesecake for dessert too! I will probably eat two or three slices. It’s my favourite dessert in the whole world!

Kristen: Well, Josh, in that case maybe we should get to the cheesecake before you. We want everyone to have something sweet at the party—not just you.

Answer Key

2, 3, 5, 7, 8, 9

Activity 3

- ♦ Read the questions with students and tell them to anticipate what kind of information they will have to listen for.
- ♦ Play the audio twice for students to answer and check.

Answer Key

1. Five.; 2. They are friends.; 3. Four cartons (three cartons of orange juice and one of cranberry juice); 4. Tuna sandwiches.; 5. After 6:00 p.m.; 6. Yes, it's his favourite dessert.

Buzzwords

- ♦ Refer students to the **Buzzwords** box and ask if they know what “beat” means in this context, encouraging them to guess.
- ♦ Then invite them to look up the word in the dictionary and think of other synonyms (e.g.: drained, fatigued, worn out, dead tired).

Answer Key

Suggested answers: exhausted, extremely tired.

Activity 4

- ♦ Organise students into pairs to answer the questions. Then check with the class and have them give their reasons.

Answer Key

Open answers

Activity 5

- ♦ Ask students if the words in bold are pronounced the same. Draw their attention to the first sentence to notice the differences between the words that come after “of” (one starts with a vowel and the other, with a consonant). Then ask them if they think it might influence the sound of “of”.
- ♦ Play the audio to notice the different sounds and to repeat them. Carry out whole-group repetition of the sentences.

Transcript 14



Kristen: We have already got a jar of olives, some cheese and a lot of pickles for the appetisers.

Josh: Maya said she is going to take off after class.

Answer Key

Open answers

Activity 6

- ♦ Have students say the sentences aloud, focusing on the *f* sound. Have them notice that the pronunciation of “of” varies according to the word or letter it precedes: before a vowel, it

sounds like /əv/; and before a consonant, it sounds like /ə/. It sounds differently in context than when pronounced alone.

- ♦ Finally, highlight how the *f* sound connects with the vowel sound of the following word (e.g.: “**of** olives”) on the board.

Answer Key

1. /v/; 2. isn't; 3. vowel; 4. f; 5. differently

Activity 7

- ♦ Have students discuss the question in pairs. Then elicit students' guesses, making sure they understand the words “of” and “off” are pronounced differently.

Answer Key

In “off”, the sound *f* is pronounced, whereas in “of” the sound *f* is pronounced as /v/ if it comes before a vowel or is not pronounced at all if it comes before a consonant.

Activity 8

- ♦ Organise students into groups of four to five. Elicit language functions for negotiating, agreeing/disagreeing and suggesting. Then have them choose someone to take notes.

Answer Key

Open answers

Activity 9

- ♦ Have students go through their notes and divide them among the members. Then have the groups rehearse their script.
- ♦ When students feel confident, have them read their party plans to the class. They can also record them and share them on a social network or their class/school blog.

Answer Key

Open answers

Pages 42 and 43

Reading

Activity 1

- ♦ Ask students to look at the text and answer the questions.
- ♦ Explore further the genre of tweeting and its characteristics.

Answer Key

1. On Twitter or similar websites/apps.; 2. Informal.

Further Information



Twitter – created in March 2006 and launched in July of the same year. There are approximately 330 million Twitter users. A user can post texts, videos and images on it. Tweets used to be restricted to 140 characters, but the limit was doubled in 2017.

Based on <<http://thefederalist.com/2017/09/29/twitters-test-expansion-280-characters-mark-end-genre/>>. Accessed on November 23, 2019.

Activity 2

- ◆ Have students do the activity and then justify their answers.

Answer Key

1, 2, 3, 5

Activity 3

- ◆ Have students work individually and compare their answers in pairs. Finally, check orally with the class.

Answer Key

1. The tweets are about a cooking competition on TV.;
2. People have got different opinions about the participants.;
3. The pasta comes in a beautiful box.;
4. The participants are preparing a dish with pasta.

Activity 4

- ◆ Ask students to mention the ingredients in the images.
- ◆ Have students work individually and compare their answers in pairs. Ask for volunteers to share their answers.

Answer Key

1. Zack says that one competitor added too much curry to her dish. Will guesses curry is one of the ingredients in the box.;
2. Will thinks shrimps are among the ingredients in the box.;
3. Lucinda says she learned how to open a jar of olives in today's show.;
4. The judges gave each chef a spoonful of honey.

Activity 5

- ◆ Ask students to complete the sentences. Clear up any doubts.

Answer Key

1. Amy, honey;
2. Will, surprise;
3. Lucinda, comment/tweet;
4. Larissa, salty;
5. Patsy, ingredients;
6. Gregory, good

Activity 6

- ◆ Have students work in pairs to find the hashtags in the tweets and infer what each hashtag means.

Answer Key

Suggested answers: Ray is a participant of the show and the hashtag is used to support him.; Amy is curious about the honey.; Larissa is criticising the amount of salt used by the participant.; SuperChef 2019 is the name of the show.

Activity 7

- ◆ Ask students to relate the adjectives from the box to the people in each tweet and write their sentences in pairs.
- ◆ Ask for volunteers to read their ideas and justify their answers.
- ◆ Ask them to read the tweets aloud in their groups.

Answer Key

Suggested answers: **2.** excited with the amazing dishes Ray can make with very few ingredients; **3.** worried no one will do well with the ingredients available; **4.** disappointed with the chefs' lack of inspiration; **5.** curious about the spoonful of honey given to the chefs; **6.** surprised with the beauty of the box of pasta; **7.** irritated with the amount of salt used by Jennifer; **8.** intrigued by the surprise ingredients

Activity 8

- ◆ Instruct students to create hashtags in pairs.

Answer Key

Open answers

Activity 9

- ◆ Have student explain the hashtags to their classmates.
- ◆ Ask for volunteers to share the hashtags and justify them.

Answer Key

Open answers

Activity 10

- ◆ Organise students into pairs to discuss the question. Then open the discussion to the class.

Answer Key

Open answers

Activity 11

- ◆ Discuss the question with the whole class.

Answer Key

Open answers

Activity 12

- ♦ Organise students into small groups to answer the questions. Then open the discussion to the whole class.

Answer Key

Open answers

Pages 44 and 45

Language 2

Activity 1

- ♦ Have students circle the correct options. Then check answers.
- ♦ Have volunteers read the grammar box aloud. Ensure they understand that it is possible to count the exact amount of some of these food items, like tomatoes, chicken and olives; however, it is not possible to count the exact amount of pasta, cheese and honey. Also, explain that uncountable nouns are often abstract ideas (love, freedom, hate), are made of small parts (sugar, salt, flour), can be cut into small parts (bread, chocolate), are liquid and gases (air, water, milk) or materials (wood, paper, glass).

Answer Key

a. tomatoes; b. salt

Activity 2

- ♦ Tell students that some nouns can be countable and uncountable depending on the context; e.g., “chocolate” is uncountable, but a “box of chocolates” is countable. Have students work in pairs.

Answer Key

Countable: beans, carrot, egg, aubergine, sandwich
Uncountable: brown sugar, coffee, flour, honey, peanut butter

Activity 3

- ♦ As some students might not be familiar with these quantifiers, have them make guesses.
- ♦ When correcting, guide students to discover what each quantifier means and when they can be used. Draw their attention to the grammar box and have them notice that it shows the quantity of an item and the quantifier that should be used to express it. Also, some quantifiers can be used both with countable and uncountable nouns while others can only be used with countable nouns or with uncountable nouns, even though they refer to similar quantities. Also, explain the difference between “a few”/“a little” (similar to “some”) and “few”/“little” (small quantity). If necessary, refer students to the **Unit 3 Language Reference** on page 57 in their **Workbooks**.

Answer Key

1. Some, few, many.; 2. Much, some, little.; 3. Many, much.

Activity 4

- ♦ Have students do the activity and compare their answers in pairs.

Answer Key

1. some; 2. much; 3. few; 4. some; 5. little; 6. any; 7. many;
8. much; 9. little; 10. any

Activity 5

- ♦ Have students describe the images using the words in the box.

Answer Key

Open answers

Activity 6

- ♦ Ask students how to ask questions about different quantities, guiding them to say “how many” and “how much”. Have volunteers read the **Snack Learning** box and clarify any doubt.
- ♦ Ask students to do the activity and then check orally.

Answer Key

1. How much; 2. How many; 3. How many; 4. How much;
5. How many; Open answers

Activity 7

- ♦ Have students focus on the underlined words to answer.
- ♦ Check with the class and ask them to justify their answers. Finally, invite some students to read the grammar box aloud.

Answer Key

1. No, they don't. They are indefinite.; 2. Anything, anyone.
3. Anything, any.; 4. Nothing.

Activity 8

- ♦ Have students circle the correct word and write their reactions.

Answer Key

1. anything; 2. anybody; 3. Some; 4. anyone; Open answers

Activity 9

- ♦ Have pairs talk about the sentences. Encourage them to refer to the grammar box and to the **Unit 3 Language Reference** on page 58 in their **Workbooks** for further explanation.
- ♦ Check their answers, making sure they justify them.

Answer Key

1. In sentence a, the person can talk to another person; in b, it doesn't matter who he/she can talk to; in c, he/she can't talk to anyone.; **2.** In sentence a, she is going to buy a certain amount of the dessert; in b, it doesn't matter what the dessert is; in c, she is not buying any dessert at all.; **3.** In sentence a, the person ate something (we don't know what) before practising sports; in b, it doesn't matter what he/she ate, just that he/she ate; in c, he/she didn't eat at all.

Activity 10

- ♦ Instruct students to complete the ideas with a sentence.
- ♦ Check orally with the class and have them justify their answers.

Answer Key

1. You can talk to no one here.; **2.** She is going to buy some dessert.; **3.** I ate nothing before I practised sports yesterday

Activity 11

- ♦ Instruct students to underline all the wrong indefinite pronouns.

Answer Key

nothing, something, nothing, anything, something

Page 46

Writing

Activity 1

- ♦ Introduce students to *Bruno!* and encourage them to say whether they would like to watch it or not.
- ♦ Explain that they should write their tweet about *Bruno!*. Have them brainstorm ideas, vocabulary and possible hashtags.

Answer Key

1. Up to 280 characters.; **2.** Open answers; **3.** Open answers; **4.** Open answers

Activity 2

- ♦ Have students make a draft of one message in different ways (e.g., one can be serious, another sarcastic, the other, funny).

Answer Key

Open answers

Activity 3

- ♦ Organise students into pairs to read each other's tweets and suggest how to improve them. Elicit elements to pay attention

to when proofreading, such as vocabulary, grammatical accuracy, spelling and clarity of ideas. Also, have them check if the tweet matches information about *Bruno!* and if the hashtags are coherent with the content. Encourage them to vote on the best tweet among the three options.

Answer Key

Open answers

Activity 4

- ♦ Ask students to choose a tweet and write its final version, incorporating the feedback. They can also publish their tweets on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ♦ Have students circle one word to complete the sentence. Then ask for volunteers to share their hypotheses.

Research

- ♦ Brainstorm with students as many snacks or dishes that are processed. Then ask them to choose three.
- ♦ Agree on some days to find the information. Have students take notes of all the steps and information in their notebook.

Think

- ♦ Have students analyse their data and answer. Organise them into groups to compare their answers. Finally, open the discussion to the whole class.

Discuss

- ♦ Ask some students how many healthier alternatives they have listed and if they are good options. Have students circle one alternative to complete the sentence.
- ♦ Have them compare their conclusions to their hypotheses.

Activity 1

- ♦ Organise students into groups to discuss the questions.

Answer Key

Open answers

Activity 2

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

Answer Key

Open answers

Page 47

Go Around!

Activity 1

- ◆ Have pairs describe the images and discuss the questions.

Answer Key

1. Japan, Italy, Greece, Spain, Mexico, Thailand; 2. Open answers

Activity 2

- ◆ Have small groups discuss the questions and take notes of any food changes or adaptations they find.
- ◆ Ask them to share their findings with the class.

Answer Key

Open answers

Activity 3

- ◆ Have students think of dishes from other countries they would like to try. Ask them to cook one recipe with adult supervision or try it somewhere and take notes of their impressions.

Answer Key

Open answers

Activity 4

- ◆ Have students use their notes to write a tweet with their impressions and include a picture and hashtags.

Answer Key

Open answers

Activity 5

 **Curiosity** – Curiosity is highly important because it is a starting point of interest. Being curious makes us want to look for information, ask and answer questions, discover new things. Besides its clear relation to learning, as we are able to learn, unlearn and relearn something, curiosity makes us see many possibilities in things that others might take for granted. This means that curious people are more likely to have an open mind and have new experiences, such as trying different food.

- ◆ Have students discuss in small groups. Then open the discussion to the class.

Answer Key

Open answers

Page 48

Over to You!

Concept

- ◆ Encourage students to circle the emoji. Organise small groups to compare their responses and discuss their ideas. Finally, open the discussion to the class.

Answer Key

Open answers

Activity 1

- ◆ Ask students to research about the concept at home. Tell them to look for texts that will support, challenge or invalidate the concept and bring their research to be discussed next class.
- ◆ Have pairs and groups present their information.

Answer Key

Open answers

Activity 2

- ◆ Discuss if there are similarities between the text and their information. Ask them to justify their opinions.

Answer Key

Open answers

Page 49

Review 3

Activity 1

- ◆ Play the audio more than once for students to complete the table.

Transcript 15



Don: Hey, Bernard. I need to do an assignment for school. Can you help me?

Bernard: Sure. What is it about?

Don: I need to interview some people about their eating habits.

Bernard: Cool! I'm trying to have a healthier diet. So, I can tell you all about it. For example, I stopped using white sugar and now I always use brown sugar instead.

Don: Really? I hate it! I never use it. How about fruits and vegetables? Which ones do you eat?

Bernard: Well, Don, I love strawberries and eat them every day. Sometimes I eat broccoli, but I never eat lettuce. I just don't like it.

Don: Me too. I never eat lettuce. But I don't eat broccoli either. What processed food do you avoid?

Bernard: Crisps! As much as I love crisps, I never eat them.

Don: No way! I eat them every day.

Bernard: When I really want to eat crisps, I go for nuts or a slice of cheese. It's not the same but it helps.

Don: So, you sometimes eat cheese and nuts. OK... How about bread?

Bernard: I eat bread every day, but only whole wheat. And sometimes I add peanut butter to it.

Don: I never eat peanut butter. I prefer to eat scrambled eggs with my bread. I always have scrambled eggs for breakfast.

Answer Key

Bernard: always: brown sugar, strawberries, whole wheat bread; sometimes: broccoli, nuts, cheese, peanut butter; never: white sugar, lettuce, crisps; **Don:** always: white sugar, crisps, scrambled eggs; never: brown sugar, lettuce, broccoli, peanut butter

Activity 2

- ♦ Have students answer the questions.

Answer Key

1. People's eating habits.; **2.** White sugar and brown sugar.; **3.** He eats nuts or a slice of cheese.; **4.** Scrambled eggs.

Activity 3

- ♦ Tell students to classify all the food items in the box in activity 1.

Answer Key

countable: crisps, eggs, nuts, lettuce, strawberries
uncountable: broccoli, brown sugar, cheese, honey, milk, peanut butter, white sugar, whole wheat bread
1. eggs, milk; **2.** brown sugar, crisps, nuts, strawberries, white sugar; **3.** broccoli, lettuce; **4.** honey, peanut butter; **5.** cheese, whole wheat bread

Activity 4

- ♦ Have students complete the sentences.

Answer Key

1. any; **2.** some/a little; **3.** some/a few; **4.** much; **5.** many

Activity 5

- ♦ Ask students to match the phrases.

Answer Key

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

Activity 6

- ♦ Have students choose the correct option.

Answer Key

1. somewhere; **2.** nothing; **3.** anyone; **4.** something; **5.** any; **6.** some

Workbook 3

Pages 17-21

Activity 1

Answer Key

1. supermarket; **2.** street market; **3.** app; **4.** vending machine; **5.** convenience store

Activity 2

Answer Key

1. slice; **2.** broccoli; **3.** a tin; **4.** cheese; **5.** much; **6.** carrot
Criteria for correction: **1.** containers; **2.** things that come in cartons; **3.** quantities; **4.** countable nouns; **5.** quantifiers that can be used with countable and uncountable nouns; **6.** uncountable nouns

Activity 3

Answer Key

1. a carton of; **2.** a carton/jar of; **3.** a head of; **4.** a jar of; **5.** a bag of; **6.** some; **7.** some; **8.** a tin of

Activity 4

Answer Key

1. bread; **2.** tuna fish; **3.** brown sugar; **4.** broccoli; **5.** peanut butter; **6.** apples; **7.** juice; **8.** eggs

Activity 5

Answer Key

1. one hundred seventy, six hundred eighty; **2.** five hundred, one thousand; **3.** two hundred sixty-five, seven hundred ninety-five

Activity 6

Transcript 9



Abby: I can't believe it's only three days for the farewell party. I'm going to miss Jack.

Chris: Yes, me too. But he's going to have a great time on the exchange programme.

Abby: Sure! His posts will be awesome! Have you got the list with the food for the party?

Chris: Yes, let's check it and tell me if we need something else.

Abby: OK. Remember that Andrew and Mia are vegetarians so we must include veggie food.

Chris: Sure. The menu is very healthy. For lunch, there are vegetarian wraps with different flavours. I think that we can put the different ingredients in bowls so that we can choose how to make our wraps.

Abby: That's a great idea! Which ingredients can we use?

Chris: We've got avocado, carrots, lettuce, tomatoes, onions and cabbage.

Abby: OK. But we must chop the avocado, onions and tomatoes before the party.

Chris: Yes, and cut the cabbage and carrots in strips. But we can do that while the others decorate the place.

Abby: You're right. Are you going to bring snacks?

Chris: Yes, olives, cheese and crisps.

Abby: So I'm going to bring peanuts. I love them! And what about drinks?

Chris: We're going to prepare lemonade with ginger and mint. It's delicious!

Abby: Yes, I like it because it's very refreshing. But maybe someone doesn't like it. I can also bring orange juice.

Chris: Perfect! That's all we need.

Abby: Don't forget about the chocolate cake! It's Jack's favourite! Tom and Clare are going to help me to prepare it. We are going to put strawberries with cream as filling and Clare is going to decorate it.

Chris: Wow! Can't wait to try it!

Answer Key

Snacks: a; **Lunch:** b; **Drinks:** a; **Dessert:** a

Activity 7

Answer Key

1. carrots, tomatoes; **2.** olives, crisps

Activity 8

Answer Key

1. Jack; **2.** Chris; **3.** Andrew, Mia; **4.** Abby, Chris; **5.** Abby; **6.** Abby; **7.** Jack; **8.** Abby, Tom, Clare

Activity 9

Transcript 10



Abby: So, we've got everything ready. Let's start cooking!

Tom: Wait a sec! First, we have to preheat the oven to 180 degrees Celsius.

Abby: That's right! I forgot about that important step!

Clare: And where are the eggs?

Abby: Don't worry! We don't need any eggs for this cake. It's an easy recipe I learned when I watched a cooking show with my grandma. Then we can tweet about our result. Sometimes, the programme shows the tweets.

Tom: Perfect! I wanna do that! So let's start. We need 190 grams of flour.

Clare: Here you are! And you also need the cocoa powder.

Abby: I've got some sugar here. How much do we need?

Clare: Let me check the recipe. It says 200 grams of sugar. And also, very important, one teaspoon of baking powder and one gram of salt.

Tom: OK, so now let's mix all the ingredients.

Abby: While you do that, I'm going to melt the butter. Where is it?

Clare: It's next to the pan. I'll cut it for you. We need 75 grams.

Tom: When that's ready, let's pour it to the mixture and add vanilla extract.

Abby: OK... and finally a cup of water. And stir!

Clare: Great! Let's pour it in the baking pan.

Tom: So that's it! We have to bake it for 30 minutes.

Answer Key

1. 180; **2.** don't need; **3.** baking powder; **4.** 75; **5.** cup; **6.** half an hour

Activity 10

Answer Key

Suggested answers: **1.** curious, excited; **2.** excited, **3.** surprised, curious, intrigued

Activity 11

Answer Key

1. any; **2.** a little; **3.** a lot of; **4.** a few; **5.** many; **6.** much

Activity 12

Answer Key

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

Activity 13

Answer Key

5, 2, 1, 3/5, 4

Activity 14

Answer Key

Open answers

Activity 15

Answer Key

1. much; **2.** many; **3.** many; **4.** much; **5.** many; **6.** much

Activity 16

Answer Key

1. something; **2.** anybody; **3.** Everything; **4.** some; **5.** anything

Activity 17

Answer Key

meat, chips, cake, broccoli, apples, lettuce, bananas

Activity 18

Answer Key

1. F. People forget to think about what happens afterwards.;
2. F. A good diet needs to work in the long run.; **3.** T; **4.** T;
5. F. You must exercise regularly.

Activity 19

Answer Key

1. weight; **2.** safe, effective; **3.** glasses; **4.** yellow, red;
5. cooked

Activity 20

Answer Key

Suggested answers: **1.** It is not scientific.; **2.** It is difficult to maintain this idea, it is not sustainable.

Activity 21

Answer Key

1. concerned; **2.** safe; **3.** easy; **4.** crazy; **5.** uncooked; **6.** hard;
7. professional; **8.** comfortable

Activity 22

Answer Key

1. crisps; **2.** scrambled eggs; **3.** nuts; **4.** honey; **5.** peanut butter
a. 3; **b.** 5; **c.** 4; **d.** 1; **e.** 2

Activity 23

Answer Key

Open answers

4 What does the future hold?

Objectives:

- ▶ Talk about the possibilities for the future of the planet.
- ▶ Identify the characteristics of an online forum and understand its purpose.
- ▶ Infer information from a text.
- ▶ Write an online forum comment.
- ▶ Investigate the amount of rubbish a person produces in a week.
- ▶ Reflect on the use of different sources of energy and the possibility of living on a different planet.

Language:

- ▶ adverbs to describe probability (certainly, definitely, possibly, probably)

- ▶ collocations related to the environment (dispose of, face problems, find evidence of, become extinct, have a shortage of, have an impact on, take responsibility for, impact of something on, run out of)
- ▶ future time expressions (any day now, eventually, in our time, in the near future, soon, sooner or later)
- ▶ future with *will*

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

Workbook: pages 22-26

Pages 50 and 51

Opening Pages

Shorter Version

- ◆ Ask students the first question and invite them to share ideas.
- ◆ Have students explain how the image relates to the title of the unit and discuss the other questions with the class.

Longer Version

- ◆ Ask students the first question and invite them to share ideas.
- ◆ Have them explain how the image relates to the title of the unit. Help them notice that the image shows a black and white destruction scene, but as the zipper opens, it unveils a beautiful scene. Then ask them if they are optimistic or pessimistic about the future and have them justify their ideas.
- ◆ Organise students into groups of three or four to discuss the other questions. Then, open the discussion to the class.

Pages 52 and 53

Get Ready!

Activity 1

- ◆ Ask students to answer and have them justify their ideas orally.

Answer Key

They represent environmental problems.

Activity 2

- ◆ Have students match the problems to the images.

Answer Key

1. image 2; 2. image 3; 3. images 4, 5; 4. image 4; 5. image 1

Activity 3

- ◆ Ask students what questions they would like to ask the specialist. Then have them read the questions and tick the ones they think the presenter asked.
- ◆ Play the audio once for students to check their guesses.

Transcript 16



Presenter: Good morning, good afternoon and good evening, wherever you are. I'm Chad Baker and welcome to our weekly specialist episode of Youth Futurecast. Today we'll talk to Ayana Johnson, who is an environmental specialist. Welcome, Ayana!

Ayana: Thank you, Chad, and hello, listeners.

Presenter: So, Ayana, what is the current situation of our planet?

Ayana: Well, it is not exactly looking good, Chad. We have been facing several environmental problems lately, like pollution—of the air, the water and the soil—, deforestation, animal extinction, climate change... Just to name a few.

Presenter: OK, I know this may seem obvious to some people, but I have to ask this, because there are a lot of people who claim the opposite: is climate change real, and is it something we should all be worried about?

Ayana: Yes, it is real, and yes, we should worry about it. Some people argue that climate changes are natural, and they are not wrong! Earth wasn't always like it is today and it has been through ice ages and temperature variations throughout thousands of years, even before humans were here. Those

were natural climate changes. However, what we are experiencing today are changes that are happening much faster and are much more severe than the natural course would be, and they were all caused by human actions.

Answer Key

a, c

Setting the Pace



- ▶ Organise students into small groups. Have them imagine they are going to interview an environmental specialist and write five questions they would like to ask. Elicit their questions and write them on the board.
- ▶ Play the audio for students to identify the questions that were asked. Check the answers orally and ask them if any of their questions were answered and elicit the answers.
- ▶ Finally, tell them to open the book and check if any of the questions are similar to theirs. Correct the activity orally.



- ▶ Have students read the questions and predict which questions the interviewer will ask and why.
- ▶ Play the audio for students to check their guesses.

Activity 4

- ◆ Play the audio for students to take notes. Then, organise them into pairs to compare their notes and answer.

Answer Key

1. No, it's not exactly (looking) good.; **2.** We are experiencing severe and fast changes and they are caused by humans.

Tip



Encourage students to write down only keywords as they listen to the audio for the first time and then try to complete the answers as they listen for the second time.

Extra Activity



- ▶ Write: **1** How often is Youth Futurecast broadcast? (Once a week.); **2** What types of pollution have we been facing? (Air, water and soil pollution.); **3** Which natural climate changes has the Earth been through before? (Ice ages and temperature variations.); **4** How do the recent changes differ from the natural changes that happened before? (They are happening faster and are much more severe.)
- ▶ Have students listen to the audio and answer. Check orally.

Activity 5

- ◆ Have small groups decide which of the problems is the most urgent to fix and why. Finally, open the discussion to the class.

Answer Key

Open answers

Activity 6

- ◆ Read the comments with students and check vocabulary.
- ◆ Ask them to write a comment about the podcast.

Answer Key

Open answers

Activity 7

- ◆ Ask students what they have learned from the interview and what they would like to know about environmental problems.
- ◆ Ask them to write a question and share it with their classmates who can try to answer. Assign the research as homework.
- ◆ Next, have small groups share their findings. Invite them to keep on asking questions about the topic and answering.

Answer Key

Open answers

Page 54

Language 1

Activity 1

- ◆ Instruct students to circle the correct options.

Answer Key

1. dispose of; **2.** run out of; **3.** becoming extinct

Activity 2

- ◆ Ask students to match the words from activity 1 to the images.

Answer Key

1. become extinct; **2.** dispose of; **3.** run out of

Activity 3

- ◆ Have students write the expressions and make some changes.

Answer Key

1. take responsibility for; 2. shortage of; 3. impact of, on;
4. facing problems; 5. evidence of

Activity 4

- ◆ Have students complete the interview with the expressions from activities 1 and 3 and make the necessary changes.

Answer Key

1. shortage of; 2. problems; 3. face; 4. impact of; 5. on;
6. take responsibility for; 7. became extinct; 8. evidence of

Page 55

Listening and Speaking

Activity 1

- ◆ Revise with students the subjects mentioned in the first part of the interview in the **Get Ready** section (b, c, f).
- ◆ Then play the audio for students to number the subjects.

Transcript 17



Presenter: Good morning, good afternoon and good evening, wherever you are. I'm Chad Baker and welcome to our weekly specialist episode of Youth Futurecast. Today we'll talk to Ayana Johnson, who is an environmental specialist. Welcome, Ayana!

Ayana: Thank you, Chad, and hello, listeners.

Presenter: So, Ayana, what is the current situation of our planet?

Ayana: Well, it is not exactly looking good, Chad. We have been facing several environmental problems lately, like pollution—of the air, the water and the soil—, deforestation, animal extinction, climate change... Just to name a few.

Presenter: OK, I know this may seem obvious to some people, but I have to ask this, because there are a lot of people who claim the opposite: Is climate change real, and is it something we should all be worried about?

Ayana: Yes, it is real, and yes, we should worry about it. Some people argue that climate changes are natural, and they are not wrong! Earth wasn't always like it is today and it has been through ice ages and temperature variations throughout thousands of years, even before humans were here. Those were natural climate changes. However, what we are experiencing today are changes that are happening much faster and are much more severe than the natural course would be, and they were all caused by human actions.

Presenter: How so? Can you give us examples of those human actions?

Ayana: Sure. By burning coal and oil in factories and our houses, using gas and other fossil fuels in cars and cutting

down forests, we are putting too much carbon dioxide in the atmosphere, and that makes Earth warmer.

Presenter: So what can people do to face these climate changes?

Ayana: While it is impossible to control climate change, we can—and should—be aware of how much we affect the Earth so we can work on making things better. Good news is that everything's not lost! We can use renewable sources of energy, like solar heating, for example; we can stop driving cars so much and start riding bikes more often; we can reduce the amount of waste we produce and the plastic we use... these are just to name a few.

Presenter: So, Ayana, would you say you are optimistic or pessimistic about our planet's future?

Ayana: Well, I think we have to stay positive, don't we? I believe we are having a better understanding of our planet and people are more aware of the challenges, so I think we will reach a better world. I just hope it's soon.

Presenter: I'm sure we all do! Thank you very much, Ayana. It was great having you here!

Ayana: Thank you!

Presenter: And thank you for listening to Youth Futurecast! Please subscribe and stay tuned for a new episode next week.

Answer Key

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

Activity 2

- ◆ Tell students to mention the problems in the images.
- ◆ Play the audio for them to tick the photos and check orally.

Answer Key

- 2, 3, 4

Activity 3

- ◆ Go over the words in the box and check vocabulary. Have students read the extract and try to complete it.
- ◆ Then play the audio to check with the class.

Answer Key

1. renewable; 2. heating; 3. reduce; 4. waste; 5. plastic

Activity 4

- ◆ Tell students to identify the synonyms of the words in bold.

Answer Key

1. c; 2. b; 3. b

Activity 5

- ◆ Have students answer the questions in pairs. Then open the discussion to the class.

Answer Key

Yes, she is. Open answers

Activity 6

- ◆ Have students pretend they are interviewing an environmental specialist and write questions, different from the audio ones.

Answer Key

Open answers

Activity 7

- ◆ Organise students into pairs to role-play an interview together. Have students choose a role (the interviewer or the specialist) and decide which of their questions in activity 6 will be asked.
- ◆ Have pairs rehearse the interview. Remind interviewers to make a short introduction and present the specialist.
- ◆ Finally, have them role-play their interviews. They can also record them and post them on a social network or their class/school blog.

Answer Key

Open answers

Pages 56 and 57

Reading

Activity 1

- ◆ Have students scan the text and tick all the correct options.
- ◆ When correcting have students justify their answers.

Answer Key

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

Further Information

EnergySage – a company based in the U.S. whose mission is to encourage people to use solar energy. It is the country's leading online marketplace for solar panels, where shoppers can connect with a variety of solar installers and make business with them.

Based on <<https://www.energysage.com/about/who-we-are>>; <<https://www.crunchbase.com/organization/energysage#section-overview>>.

Accessed on November 27, 2019.

Activity 2

- ◆ Instruct students to read the options and clear up any doubts. Then, have them look at the text and tick the correct answer.

Answer Key

b

Activity 3

- ◆ Ask students to read the forum and answer the question. Then have them compare their answers in pairs.

Answer Key

1. The price.; 2. Because he/she believes there will be more wars in the future. / Because governments are not doing anything to stop conflicts.; 3. Doctors creating artificial organs/finding the cure for serious illnesses.; 4. Technology.

Activity 4

- ◆ Have students infer what the participants meant.
- ◆ Correct the activity with the class and clear up any doubts.

Answer Key

1. a; 2. c; 3. b

Activity 5

- ◆ Tell students to identify and correct the wrong information.

Answer Key

1. the environmental crisis, people; 2. scientists, technology; 3. gas, fossil fuels; 4. water, natural resources

Activity 6

- ◆ Have students tick the correct option.
- ◆ Check orally with the class and have them justify their answers.

Answer Key

c

Activity 7

- ◆ Tell students to answer the questions about the response.

Answer Key

1. GeorgeEarlGrey.; 2. The statement that scientists are not worried about the environment and won't help.

Activity 8

- ♦ Organise students into pairs to summarise the comments and share their opinions to decide who they agree mostly with.
- ♦ Ask for volunteers to share their ideas and justify them.

Answer Key

Open answers

Buzzwords

- ▶ Refer students to the **Buzzwords** box and draw their attention to “a piece of cake”. Explain that it is an idiomatic expression. Have them try to infer its meaning through the context.
- ▶ Tell them to look up the expression in the dictionary and answer. Ask them if they know any similar expressions in L1.

Answer Key

Suggested answers: something that is easy or effortless.

Activity 9

 **Optimism** – Optimism is a mental attitude that reflects a belief that the future outcome of something will be positive and favourable. Recently, neuroscientists have discovered that optimism is a way of thinking that can be learned and enhanced and should, therefore, be encouraged.

- ♦ Have students discuss the questions in pairs. Then open the discussion to the class.

Answer Key

Open answers

Pages 58 and 59

Language 2

Activity 1

- ♦ Guide students to notice the use and different forms of future with *will* and have them tick what they express. Check orally.
- ♦ Read the sentences in the grammar box. Explain that *will* is used to make predictions about the future and elicit other examples. If necessary, refer them to **Unit 4 Language Reference** on page 59 in their **Workbooks**.

Answer Key

a

Activity 2

- ♦ Tell students to complete the sentences.

Answer Key

1. will run; **2.** won't use; **3.** Will, save; **4.** will happen; **5.** won't be; **6.** will disappear

Activity 3

- ♦ Draw students' attention to the adverbs of probability in the **Snack Learning** box and work on meaning. Explain that they usually go before the main verb.
- ♦ Have students do the activity individually.

Answer Key

1. Earth will probably run out of water in the future.; **2.** Global warming will definitely keep on affecting us.; **3.** Some species will certainly become extinct.; **4.** We will possibly face extreme weather conditions in the future.

Activity 4

- ♦ Ask students to write the verbs and the correct form of will.

Answer Key

1. will, be; **2.** will decide; **3.** there won't be; **4.** will, last; **5.** Will, rain; **6.** Will, visit; **7.** will survive; **8.** won't have

Activity 5

- ♦ Have students share their opinions in pairs.
- ♦ Ask for volunteers to share their ideas and justify them.

Answer Key

Open answers

Activity 6

- ♦ Tell students to write complete questions using the prompts and compare the questions in pairs.

Answer Key

1. Where will you live when you grow up?; **2.** Will you travel to Asia?; **3.** Will people live on other planets?; **4.** Will endangered animals escape extinction?; **5.** What will technology be like in the future?

Activity 7

- ♦ Have students ask and answer the questions in pairs.

Answer Key

Open answers

Activity 8

- ♦ Ask students to describe the images and make predictions.
- ♦ Play the audio more than once for them to complete the ideas.
- ♦ Invite students to write the answers on the board to check.

Transcript 18

Due to climate change, we can expect many volcanoes to erupt and earthquakes to happen more frequently. Also, there will be more people occupying the Earth, which means we will have to take responsibility for saving the environment. But I think knowing what we know now, societies will seek more sustainable ways of living, or so I hope.

Answer Key

2. will happen more frequently; **3.** will increase; **4.** will seek more sustainable ways of living

Activity 9

- ♦ Have students read the future time expressions in the **Snack Learning** box and work on meaning.
- ♦ Ask pairs to analyse the images and write predictions.

Answer Key

Open answers

Activity 10

- ♦ Have students read the sentences aloud and ask them which words sound similar (“Want” and “won’t”).
- ♦ Play the audio for students to tick the sentences they hear.
- ♦ Play the audio again, pausing it after each sentence and drawing students’ attention to the /ɒ/ sound as in “want” and the /ɔː/ sound as in “won’t”. Have them listen and repeat.
- ♦ Finally, ask students if they have got these two sounds in L1.

Transcript 19

- 1 I want to play video games.
- 2 They won’t go to the beach.
- 3 I won’t stay longer.
- 4 The kids want to play in the garden.

Answer Key

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

Activity 11

- ♦ Play the audio for students to write the words in the columns.
- ♦ Correct the answers orally and check pronunciation.

Transcript 20

Body Local	Model Open	Product Social
---------------	---------------	-------------------

Answer Key

- ♦ /ɒ/: body, model, product; /ɔː/: local, open, social

Page 60

Writing

Activity 1

- ♦ Instruct students to answer the questions in their notebook.

Answer Key

Open answers

Activity 2

- ♦ Have students write a draft of their comments or a reply to one of the comments.

Answer Key

Open answers

Activity 3

- ♦ Organise students into pairs to suggest how to improve their comments and take notes about them in their notebook. Have them point out positive aspects and aspects to be improved.
- ♦ Ask students to give their feedback.

Answer Key

Open answers

Activity 4

- ♦ Ask students to write the final version of their comments or replies to comments, incorporating the feedback. They can also post their comments on a social network or class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Have students complete the sentence so that it is true for them.

Research

- ◆ Tell students to keep a record of everything they throw away. Advise them to carry a notebook to take notes or use an app on their phones. Assign the data collection as homework.

Think

- ◆ Tell students to analyse their data and answer the questions.

Discuss

- ◆ Ask students to complete the conclusion with their results. Then ask them if it matches their hypothesis.

Activity 1

- ◆ Have small groups discuss the questions.

Answer Key

Open answers

Activity 2

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

Answer Key

Open answers

Page 61

Go Around!

Activity 1

- ◆ Have students answer the questions in pairs.

Answer Key

1. They are about different sources of energy.; **2.** Images 1, 3 and 4.; **3.** Image 2.

Further Information



Renewable energy sources – energy sources which are inexhaustible because they are produced continuously in nature, such as solar energy, wind energy, hydroelectricity, tidal energy and geothermal heat.

Non-renewable energy sources – energy sources which come from sources that will run out, such as fossil fuels—coal, petroleum and natural gas.

Based on <<https://atomberg.com/top-10-renewable-energy-sources/>>;
<<https://www.nationalgeographic.org/encyclopedia/non-renewable-energy/>>.
Accessed on November 27, 2019.

Activity 2

- ◆ Divide students into two groups. Assign questions 1 and 2 to one group and 1 and 3 to the other to do research at home.
- ◆ Reorganise students into new groups of four, each with two students who had different questions, to share their findings.

Answer Key

Open answers

Activity 3

- ◆ Have groups discuss the questions, considering the results in activity 2. Finally, open the discussion to the class.

Answer Key

Open answers

Activity 4

- ◆ Ask students how they use energy at home and at school and encourage them to think of ways to save energy.
- ◆ Have them discuss their ideas in pairs and complete the table.

Answer Key

Open answers

Page 62

Over to You!

Concept

- ◆ Tell students to circle the emoji that best reflects their reaction.
- ◆ Organise them into small groups to compare their responses and justify them. Finally, open the discussion to the class.

Activity 1

- ◆ Have students research texts that will support, challenge or invalidate the concept and bring their findings to be discussed.
- ◆ The following class, have small groups present their findings.

Answer Key

Open answers

Activity 2

- ◆ Have students read the text and discuss the questions in pairs.

- ◆ Finally, ask for some volunteers to share their answers. Discuss if there are similarities between the text and their information.

Answer Key

Open answers

Page 63

Review 4

Activity 1

- ◆ Have students match the words to their meanings.

Answer Key

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

Activity 2

- ◆ Ask students to complete the sentences.

Answer Key

1. dispose of; 2. facing problems; 3. take responsibility for; 4. run out of; 5. become extinct

Activity 3

- ◆ Tell students to write the verbs and the correct form of will.

Answer Key

1. will be; 2. will improve; 3. will speak; 4. will live; 5. there won't be; 6. will have; 7. won't produce

Activity 4

- ◆ Have students choose the correct adverb.

Answer Key

1. probably; 2. definitely; 3. possibly

Activity 5

- ◆ Tell students to focus on the questions and complete them.

Transcript 21



Samuel: So, Jessica, do you think we will live in space in the future?

Jessica: I think we will! I think we'll find a similar planet to Earth to make our new home in space.

Samuel: Hmm, I think you could be right. But do you think we'll eat real food in space?

Jessica: I don't think we will be able to plant in space, so maybe we'll eat pills.

Samuel: I'm not sure I like the idea of eating pills instead of real food.

Jessica: But what about you, Samuel? Do you think we will have flying cars in the future?

Samuel: Well, if we live in space, I think we will have flying cars to move around. Technology will be very advanced.

Jessica: Do you think technology will be safer than it is today?

Samuel: I think it will be. And I think we will depend even more on technology.

Jessica: How so?

Samuel: I think technology will control all our bodies.

Jessica: So you think there won't be any more diseases?

Samuel: That's right. I think we'll have a chip that will prevent us from getting sick. Wouldn't that be great?

Jessica: Yeah, it would!

Answer Key

2. Will we eat; 3. Will cars; 4. Will technology be; 5. Will there be any

Activity 6

- ◆ Have students answer and compare their ideas in pairs.

Answer Key

Open answers

Workbook 4

Pages 22-26

Activity 1

Answer Key

1. facing problems; 2. take responsibility for; 3. shortage of; 4. run out of; 5. impact of; 6. on; 7. dispose of; 8. become extinct; 9. evidence of

Activity 2

Answer Key

1. Humans.; 2. Water.; 3. Yes, she does.; 4. Because he doesn't believe in global warming.; 5. Because Earth was even warmer thousands of years ago.

Activity 3

Answer Key

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

Activity 4

Answer Key

1. endangered species; 2. deforestation; 3. wildfire; 4. pollution; 5. global warming

Activity 5

Transcript 11



Presenter: Hi, everyone! In today's podcast, we're sharing opinions about the future of our environment. Have you got similar views? Listen to our contributors and let us know your opinion in our forum!

Jane: I'm really worried about the present situation, so I find it difficult to be optimistic about the future. We are destroying our forests and deforestation causes large wildfires. We are losing unique places together with their vegetation, animals and the home of native people. The wildfire in the Amazon rainforest in 2019 was one of the worst disasters and it will take centuries to recover part of it. And, unfortunately, other forests around the world are also burning and many areas are lost for ever.

Dan: Global warming is a fact and no one can deny that. The ice caps are melting earlier than some years ago and the sea level rises rapidly. Polar bears are now endangered species because they have to swim longer distances to find food and ice and many die of hunger and exhaustion after swimming for so long. If we don't take action, they will probably become extinct. I hope we don't act too late! We can still change the situation.

Laura: I'm positive about reducing pollution. There are campaigns that involve small actions we can all take like, for example, cleaning beaches, avoiding the use of plastic bags when shopping and using bikes to move around. Nowadays, there are also electric cars and buses too. So I think that in the near future these actions will be even more common.

Mike: I think that we are more conscious now that renewable resources offer a great solution for reducing gas

emissions. There are many forms of renewable energy so not all of them can be used in every location. Where I live, days are mostly sunny and it hardly ever rains so we use solar panels to generate electricity. I believe that renewable resources will certainly be adopted for producing electricity around the world.

Answer Key

1. P; 2. O; 3. O; 4. O

Activity 6

Answer Key

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

Activity 7

Answer Key

1. F. She thinks it will take centuries to recover part of the Amazon rainforest.; 2. T; 3. T; 4. F. He thinks that not all of them can be used in every location.

Activity 8

Answer Key

deforestation: wildfires, lose vegetation, lose animals, lose the home of native people; **global warming:** ice caps melt earlier, sea level rises rapidly

Activity 9

Answer Key

Open answers

Activity 10

Answer Key

1. pollute; 2. health; 3. environment; 4. rainforest; 5. warming; 6. renewable; 7. endangered; 8. industries

Activity 11

Answer Key

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

Activity 12

Answer Key

1. can; 2. aren't; 3. is; 4. need

Activity 13

Answer Key

Open answers

Activity 14

Transcript 12



Paul: Did you see the protests for action on climate yesterday?

Vicky: Yes! I joined the global climate strike yesterday.

Paul: I didn't know you were going to the protest. I wanted to be there.

Vicky: Oh, I'm sorry about that. Here I've got a leaflet with key facts. The future of the environment is really alarming.

Paul: What does it say?

Vicky: In 2050, there will be an increase in population and we'll need 50% more food and there won't be enough fresh water.

Paul: That's terrible! If we don't use alternative resources, there will be more pollution.

Vicky: Exactly, here it says that we'll need 50% more energy. And due to global warming, the sea level will continue to rise.

Paul: So, some places won't exist any more and some species won't survive.

Vicky: That's right. The situation is very discouraging, but I think we can still take action to change it. I think we should start an ecology club at school to raise awareness of environmental problems.

Paul: That's a great idea! We can ask the Science teacher for help.

Answer Key

b

Activity 15

Answer Key

1. will be, will need; 2. will need; 3. will continue; 4. wont be; 5. won't survive

Activity 16

Answer Key

Open answers

Activity 17

Answer Key

Open answers

Activity 18

Answer Key

1. will be; 2. will develop; 3. won't need; 4. will continue; 5. will have to; 6. won't be

Activity 19

Answer Key

Open answers

Activity 20

Answer Key

Open answers

5 How do you contribute to a better world?

Objectives:

- ▶ Discuss types of volunteer work and what motivates people to help others.
- ▶ Talk about what volunteers can do and the benefits of volunteer work.
- ▶ Explain the reasons why people should join a volunteering programme.
- ▶ Talk about plans for the future.
- ▶ Investigate different areas in which students can volunteer.
- ▶ Reflect on ways of helping refugees in students' country.
- ▶ Reflect on what life is like in a place where people do not work for money.

Language:

- ▶ collocations (build relationships/schools/shelters, contribute to a better world, develop skills, make handicrafts, donate blood/food/money, promote personal growth, provide care, raise awareness/funds/salaries, strengthen community involvement/measures/relationships, support a cause/an organisation/the community)
- ▶ future with be + *going to*

Digital Content: Unit 5 Video, Study Space and Teacher's Resource Material.

Project: Workbook, page 48

Workbook: pages 27-31

Pages 64 and 65

Opening Pages

Shorter Version

- ◆ Have students explain how the opening image relates to the title of the unit. Help them notice that the trees are heart-shaped and have them speculate on what message this may convey.
- ◆ Read the questions and clarify any doubts. Then discuss with the class.

Longer Version

- ◆ Have students describe the opening image.
- ◆ Organise students into small groups to explain how the image relates to the title of the unit. Open the discussion to the class.
- ◆ Have students read the questions and clarify any doubts. Have them answer in the same groups.
- ◆ Ask for volunteers to share their answers with the class.

Pages 66 and 67

Get Ready!

Activity 1

- ◆ Ask students to describe the images. Help them connect the images to the topic of the unit.
- ◆ Have small groups answer the questions.
- ◆ Ask for volunteers to share their answers.

Answer Key

- ◆ Suggested answers: They are building something, planting a tree, collecting rubbish, teaching a sport and serving meals.; **2.** Open answers; **3.** Open answers; **4.** Open answers

Activity 2

- ◆ Have students answer the questions individually. Then have students give a show of hands if they answered in the affirmative.
- ◆ Ask for volunteers to justify their answers.

Answer Key

Open answers

Activity 3

- ◆ Have students read the questions and clear up their doubts.
- ◆ Play the audio once for students to answer. Ask them to compare their answers in pairs. If necessary, play the audio again. Finally, check answers with the class.

Setting the Pace



- ▶ Ask students to close the book and tell them that they are going to watch a video about Josh and Jade, two people who help others.
- ▶ Explain that they are going to watch the video without sound and try to understand what Josh and Jade do to help others.
- ▶ Play the video without sound for them to do the activity. Organise students into pairs to share their guesses. Elicit answers, but do not confirm or correct them yet.
- ▶ Tell students they are going to watch the video with sound this time to check their guesses about how Josh and Jade help others and take notes on how they feel about it, the name of the project, their professions, etc. Instruct them to write down keywords only.
- ▶ Play the audio for students to take notes. If necessary, play it again. Have them compare their notes in pairs.

- ▶ Finally, tell them to open the book and do activity 3. If necessary, play the video one more time. Check the answers orally.

Transcript 22



Narrator: Josh Coombes is a hairdresser who wants to make a small difference to people's lives. He volunteers his time and skills, giving free haircuts to the homeless.

Josh: I'm a hairdresser and recently I've been going out on the street to cut hair for those who are homeless.

Narrator: Josh started a project called Do Something for Nothing. He wants to show people that helping others is good for the community and makes you feel good too.

Josh: "So the last time you got your hair cut was two years ago?"
Do Something for Nothing was born in 2015. This is when I started going out on the street with my scissors to cut hair for people who need it... and I always wanted other people to get involved.

Narrator: So that people can see the work that Josh is doing in his community, he uploads "before and after" photos of the people that he helps.

Josh: Out of a hundred people who like a photo, or a thousand people who see a video, you don't know which one of those is going to go 'actually, I feel like this is for me too'.

Narrator: One person who saw Josh's posts is Jade, a vet who wanted to help. Jade helps homeless people look after their dogs. Often, Jade and Josh will go out volunteering together. Volunteering lets Josh and Jade help people and also meet people and make friends. Today, Josh and Jade are going to go to East London to see what they can do to help in the community. A big part of Josh and Jade's work is speaking to people in the community and learning about their lives. Even conversations can make a positive difference to someone's day.

Josh: Just stop and talk to someone, alright? Just stop and just see how someone is doing, try and build some community, some friendship. I think that's really, really important, isn't it, mate?

Narrator: Even if you haven't got money, speaking to people, asking them about their day will make people smile.

Josh: You know, you don't have to solve every one of their problems. You can just say "hello" and smile and recognise that they're... whatever situation they're in, they are a person. 'There we go, mate. Take a look at that. It's nice, huh? Faded up the sides into the top.'

Man: Yeah, that's how I like it... That's fine.

Josh: Cool. Nice one, mate.

Man: Nice one. Thank you! Thank you!

Josh: It's really about connecting with people, it's about what you get in return, like, I'm the happiest I've been doing this and it's OK to recognise that.

Narrator: Helping people has made Josh happy. Do you think there is something you could give to your community?

Answer Key

1. He cuts homeless people's hair for free.; **2.** She helps homeless people look after their dogs.; **3.** No, they don't.

Activity 4

- ◆ Have students read the sentences and complete them with the information they remember.
- ◆ Play the audio to check their answers and complete the missing blanks. Ask students to compare their answers in pairs.
- ◆ Check answers with the class.

Answer Key

1. hairdresser; **2.** Nothing; **3.** community; **4.** vet; **5.** posts; **6.** speaking

Activity 5

- ◆ Organise students into pairs to discuss the questions.
- ◆ Ask for volunteers to answer and justify their opinions.

Answer Key

Open answers

Activity 6

- ◆ Have students read the comments and help them with meaning as needed. Ask them if they agree or disagree with any of them and why.
- ◆ Instruct them to write their own comment about the audio.
- ◆ Ask for some volunteers to read their comments.

Answer Key

Open answers

Extra Activity



- ▶ Before the class, arrange a set of small paper squares or sticky notes (five per student).
- ▶ Instruct students to spread their books around the room, walk around to read some of their classmates' comments and write a reply in the pieces of paper or the sticky notes.
- ▶ Instruct students to retrieve their books and read the comments left by their classmates.
- ▶ Ask for volunteers to share their favourite comment.

Activity 7

- ◆ Ask students what they would like to know about volunteer work and write a question. Organise students into small groups to

share their questions with their classmates, who will try to answer them. If they cannot answer, assign the research as homework.

- ◆ The following class, have students work in the same groups and share their findings. Encourage them to keep on asking questions—and finding answers—about the topic.

Answer Key

Open answers

Page 68

Language 1

Activity 1

- ◆ Ask students to match the verbs in the box with the words or expressions to make collocations.
- ◆ Have students work in pairs and check answers with the class.

Answer Key

1. support; 2. donate; 3. raise; 4. build; 5. strengthen

Activity 2

- ◆ Instruct students to complete the chart to form expressions to talk about volunteering. Advise them to use a dictionary for support.
- ◆ Check answers orally with the class.

Answer Key

E, C, B, D, A



Tip

Explain that collocations are combinations of words that usually go together and in this lesson, they are learning some verb + noun collocations. Tell them that good learner dictionaries can help them find words that collocate together because they include example sentences that illustrate the most frequent collocations.

Activity 3

- ◆ Have students complete the dialogue using the words or phrases from activities 1 and 2. Explain that they may need to make some changes in the expressions. Then have them compare their answers in pairs.
- ◆ Have volunteers read the dialogue aloud to check.

Answer Key

1. to a better world; 2. relationships; 3. community involvement; 4. personal growth; 5. skills

Activity 4

- ◆ Have students complete the sentences with their own ideas.
- ◆ Tell students to compare their answers in small groups and discuss.
- ◆ Ask for volunteers to read their sentences to the class.

Answer Key

Open answers

Page 69

Listening and Speaking

Activity 1

- ◆ Read the items with students and clear up any doubts.
- ◆ Play the audio for students to tick the option.
- ◆ Check answers with the class.

Transcript 23



In Canada, more than thirteen million volunteers contribute over two billion hours every year. Volunteers support us in everything we do and communities thrive because of it. At Volunteer Canada, we encourage and strengthen community involvement. We work with a broad range of partners to promote and support our shared vision of a vibrant Canada. To learn more, visit the new volunteer.ca, your connection to Canada's volunteering community.

Extracted from <<https://www.youtube.com/watch?v=ubglp4Kih8>>.
Accessed on December 3, 2019.

Answer Key

1, 2

Further Information



Volunteer Canada – charitable organisation founded in Canada in 1977, whose mission is to promote volunteerism and increase civic participation in the country. It works with a variety of government organisations, charities, volunteer centres, businesses, educational institutions and volunteers to promote and facilitate volunteer engagement and provide its expertise in the area.

Based on <<https://volunteer.ca/index.php?MenuItemID=317>>;
Accessed on December 3, 2019.

Activity 2

- ◆ Tell students to read the questions and work on meaning.
- ◆ Play the audio for students to do the activity and then compare their answers in pairs.
- ◆ Check the answers with the class.

Answer Key

1. More than 13 million.; 2. Over 2 billion hours.

Activity 3

- ♦ Explain to students that thirty-year-old Ron is a volunteer at Meals on Wheels and explore the meaning of “meals” and “wheels” with them.
- ♦ Organise students into small groups to speculate about what kind of volunteering programme it might be.
- ♦ Elicit ideas and have students justify them.

Answer Key

Open answers

Activity 4

- ♦ Have students read the items and predict which of them explains what Meals on Wheels does.
- ♦ Play the audio for students to confirm their predictions.
- ♦ Correct the activity with the class.

Transcript 24



Meals on Wheels gives me a chance to be totally selfless. More than the food itself, a lot of seniors haven't got a family. So just to have someone to talk to, just to say 'Hey! How was your day?', that means so much more than a meal could ever mean. We have to look outside of ourselves to be that lifeline to other people. It's worth it.

<<https://www.ispot.tv/ad/wUyh/meals-on-wheels-america-volunteer-ron>>. Accessed on December 5, 2019..

Answer Key

2

Further Information



Meals on Wheels – nonprofit volunteer-driven programme that delivers hot meals or frozen ready-to-microwave meals to elderly or sick people who are unable to prepare their own food. The programme, which started in the United Kingdom in 1943, today operates in Australia, Canada, Ireland, the United Kingdom and the United States.

Based on <<https://meals-on-wheels.com/>>; <https://en.wikipedia.org/wiki/Meals_on_Wheels>. Accessed on December 3, 2019.

Activity 5

- ♦ Tell students to read the sentences.
- ♦ Play the audio for them to circle the correct option and then compare their answers in pairs.
- ♦ Check the answers with the class.

Answer Key

1. lonely; 2. company; 3. talk to someone; 4. generous; 5. rewarding

Activity 6

- ♦ Have small groups to carry out this task.
- ♦ When checking, ask for evidence for each answer.

Answer Key

1. MW; 2. VC; 3. MW; 4. VC

Activity 7

- ♦ Ask the same groups to answer the question.
- ♦ Check answers with the class.

Answer Key

♦ Suggested answers: They are both volunteering programmes. They help people in need.

Activity 8

- ♦ Have students discuss in small groups.
- ♦ Ask for volunteers to share their ideas.

Answer Key

Open answers

Activity 9

- ♦ Play the audio and ask students to pay attention to how the word “vibrant” is pronounced in isolation and in a sentence. Have them say what the difference is.
- ♦ Play the audio again for them to repeat “vibrant” and “vibrant Canada”.

Transcript 25



Vibrant.

We work with a broad range of partners to promote and support our shared vision of a vibrant Canada.

Answer Key

The final /t/ is not pronounced in the sentence.

Activity 10

- ◆ Play the audio and have students tick the sentences in which the final /t/ is not pronounced.
- ◆ Check the answers orally.

Transcript 26

- | | |
|--------------------|------------------------------|
| 1 I don't know. | 4 He must be tired. |
| 2 No, I don't. | 5 Who won first place? |
| 3 He must open it. | 6 Where's the first aid kit? |

Answer Key

1, 4, 5

Activity 11

- ◆ Organise students into pairs to decide when the final /t/ is not pronounced.
- ◆ Elicit answers from students and, if necessary, explain that when the final /t/ occurs before a vowel sound or at the end of a sentence, it is pronounced, but when it occurs before a consonant sound or between two consonant sounds, it is not pronounced.

Answer Key

Suggested answers: We usually pronounce the final /t/ when there is nothing after it or when the following word starts with a vowel, but not when it starts with a consonant.

Activity 12

- ◆ Have students listen and repeat the sentences.
- ◆ Have students practise the sentences in pairs.

Answer Key

Open answers

Activity 13

- ◆ Have students answer the questions and take notes in their notebook.
- ◆ Ask students to use their answers to write a text to advertise their volunteer programme and ask for volunteers to join it. Remind them to give their programmes an appealing name.

Answer Key

Open answers

Activity 14

- ◆ Tell students to prepare a short speech to promote their programme and invite people to join it.
- ◆ Instruct students to rehearse and when they feel more confident, have them share it in class. They can also make a video or an audio and post it on a social network or their class/school blog.

Answer Key

Open answers

Pages 70 and 71

Reading

Activity 1

- ◆ Have students look at the text to identify its genre and tick the correct option.
- ◆ Correct the activity with the class.

Answer Key

3

Activity 2

- ◆ Have students read the items and work on meaning. Instruct them to do the activity without reading the text.
- ◆ When correcting, have students justify their answers. If necessary, explain that a news article is a written piece about some current event published in a print or electronic medium. The language in news articles is usually straightforward and the past tense is frequently used. The main idea of the article is usually introduced in the first paragraph, which also summarises the news story, and developed in the subsequent ones.

Answer Key

1, 2, 3, 4

Activity 3

- ◆ Instruct students to read only the headline of the news piece and try to guess what it is about.
- ◆ Elicit answers and write them on the board.

Answer Key

Open answers

Further Information



Light Nelson – free community event held biannually during the Nelson Music Festival in the city of Nelson, New Zealand. Artists, scientists, IT specialists and technicians collaborate and use laser technology, digital images, music and performance to create a gallery of outdoor illuminated installations that brighten up the winter in Nelson and enchant the visitors.

Based on <<https://lightnelson.org.nz/>>. Accessed on December 3, 2019.

Activity 4

- ♦ Instruct students to skim the text to check their predictions.
- ♦ Check answers orally with the class.

Answer Key

The text is about a light festival and its need for volunteers.; Open answers.

Activity 5

- ♦ Tell students to skim the paragraphs quickly to decide their general idea and purpose. Have them do the task and compare their answers in pairs.
- ♦ Check the answers with the class, encouraging them to provide evidence for their choices.

Answer Key

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

Activity 6

- ♦ Instruct students to scan the text to complete the form.
- ♦ Ask for volunteers to read their answers aloud.

Answer Key

Name of the festival: Light Nelson; **Where it happens:** Queen's Gardens; **When it happens:** July; **How much it costs:** nothing; **Project manager:** Sophie Kelly; **Artists confirmed:** Vincent Ward, Rob Appierdo, Jon Baxter; **Expected audience:** mixed ages, locals, visitors, family groups, couples, etc.

Activity 7

- ♦ Have students scan the text to find the references to the numbers.

Answer Key

60: number of light installations; **70:** number of volunteers confirmed; **120:** number of volunteers needed; **55,000:** number of visitors in 2016

Activity 8

- ♦ Ask students who Christine is (A volunteer at the event who was interviewed by Sara Meij, the journalist.). Have students read the third paragraph again and tick the reasons why Christine enjoyed taking part in the festival as a volunteer. Have them compare answers in pairs.
- ♦ Check answers with the class. Encourage students to justify their answers.

Answer Key

1, 4

Activity 9

- ♦ Read the question and go over the options with the class. Clear up any doubts.
- ♦ Discuss with the class and have students tick the correct option.

Answer Key

a

Activity 10

- ♦ Organise students into pairs to write a synonym or a definition for the words or expressions in bold. Explain that there are many ways we can convey the same idea, and being able to explore those options will make them more independent language learners.
- ♦ Check answers with the class.

Answer Key

1. communicating, expressing; **2.** until now, up to the present time; **3.** publicly recognised, enthusiastically praised; **4.** the main centre of an activity

Buzzwords

- ♦ Refer students to the **Buzzwords** box and read the sentence.
- ♦ Draw their attention to “buzz” and tell them that it is used in informal English. Then have them try to grasp its meaning through the context, and if they cannot, allow them to look it up in the dictionary.
- ♦ Check the activity with the class. Ask them what has been creating a buzz in their community lately.

Answer Key

Anything that creates excitement or stimulus.

Activity 11

- ♦ Have students discuss the questions in pairs.
- ♦ Ask for volunteers to share their opinions.

Answer Key

Open answers

Pages 72 and 73

Language 2

Activity 1

- ♦ Refer students to the sentences to find and underline the structure.
- ♦ Check the answers orally.

Answer Key

1. is going to; **2.** are going to; **3.** is going to; **4.** is going to; **5.** is going to

Activity 2

- ♦ Have students answer the questions and then compare answers in pairs.
- ♦ Correct the activity with the class.
- ♦ Draw students' attention to the grammar box and read the sentences. Explain that *be + going to* is used to talk about plans for the future and that "gonna" is used instead of "going to" in informal contexts—especially in spoken English.

Answer Key

1. In June.; **2.** In July.; **3.** c; **4.** a; **5.** Be + going to; **6.** Its base form.

Activity 3

- ♦ Tell students to circle the correct options.
- ♦ Have them compare their answers in pairs and then check orally.

Answer Key

1. are going to; **2.** isn't going to; **3.** are going to work; **4.** Are you going to

Activity 4

- ♦ Have students match the sentences to the images.

Answer Key

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

Activity 5

- ♦ Instruct students to read the dialogue, ignoring the blanks, to get its gist. Then have them write the verbs in parentheses and the correct form of *be + going to*.
- ♦ Ask for volunteers to read the dialogue aloud.

Answer Key

1. are, going to do; **2.** Are, going to travel; **3.** 'm not going to work; **4.** 're going to have; **5.** are, going to volunteer; **6.** 'm going to join; **7.** 's going to be

Activity 6

- ♦ Instruct students to correct the sentences and then react to the plans, using *be + going to*.
- ♦ Have pairs of volunteers read the correction and the reaction to each of the sentences.

Answer Key

2. Amy and Alex are going to travel to Europe on their next holiday.; **3.** George is going to do some volunteer work in December.; **4.** Duff isn't going to buy new clothes for the party.; Open answers

Activity 7

- ♦ Organise students into pairs to complete the sentences with Pieter's plans.
- ♦ Ask for volunteers to share their ideas.

Answer Key

Open answers

Activity 8

- ♦ Have students answer the questions.

Answer Key

Open answers

Activity 9

- ♦ Organise students into pairs to interview each other using the questions in activity 8 and find similarities between them.
- ♦ Ask for volunteers to report the similarities.

Answer Key

Open answers

Page 74

Writing

Activity 1

- ◆ Read the questions and clear up any doubts. Ask students to do the activity.

Answer Key

Open answers

Activity 2

- ◆ Read the instructions to check students understand them. Help them organise their news article by deciding which information each paragraph should contain.
- ◆ Then have students write a draft of their article.

Answer Key

Open answers

Activity 3

- ◆ Organise students into pairs to read each other's articles and make suggestions on how to improve them. Elicit elements students should pay attention to when proofreading, such as spelling, accuracy, clarity of ideas, etc.
- ◆ Have students take notes, pointing out good aspects and aspects that need to be improved.
- ◆ Ask students to give their feedback and focus on the positive aspects first, being respectful so that their classmates can benefit from their feedback.

Answer Key

Open answers

Activity 4

- ◆ Instruct students to write the final version of their articles, incorporating the feedback from their classmates. They can also publish it on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Encourage students to think about all the volunteering programmes they know in their city and complete the sentence with one of the options according to their belief.

Research

- ◆ Read the questions and clear up any doubts.
- ◆ Give them some time to collect the data and take notes in their notebook.
- ◆ Assign the data collection as homework.

Think

- ◆ Read the questions and clear up any doubts.
- ◆ Instruct students to analyse their data and answer the questions in their notebook.

Discuss

- ◆ Based on their data, instruct students to complete the conclusion with the most appropriate word—"few", "some" or "many".
- ◆ Have them return to the hypothesis and compare it to the conclusion. Ask students if the conclusion matches their hypothesis. If it does not, ask them how surprised they are.

Activity 1

- ◆ Organise students into small groups to discuss the questions.
- ◆ Ask for volunteers to share their answers and open the discussion to the whole class.

Answer Key

Open answers

Activity 2

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

Answer Key

Open answers

Page 75

Go Around!

Activity 1

- ◆ Ask students to read the ad and answer the questions.
- ◆ Correct the activity with the class.

Answer Key

1. It is to invite volunteers to help refugees adapt to their new country.; **2.** Because of economic and political reasons.; **3.** Overcome their traumas, find a new home, a new job and adapt to a new culture.

Activity 2

- ◆ Tell students to find out more about the refugee situation and existing refugee relief programmes. Assign the research as homework.
- ◆ Organise them into small groups to share their findings.
- ◆ Then open the discussion to the class.

Answer Key

Open answers

Activity 3

 **Solidarity** – Solidarity means unity of feeling or action, especially among individuals with a common interest. It is the idea of mutual support within a group of people. Therefore, it is important for preteens and teens to realise that, when helping each other, they are building a better world, one where everybody tries to do their best in order to improve everyone's lives, not just their own. Students must learn that communities thrive when citizens work together for a common purpose, and not when individuals act only for their personal benefit.

- ◆ Organise students into groups to discuss the question and make a list of ways in which they can help refugees.
- ◆ Ask them to write how all the community benefits from integrating refugees. Then open the discussion to the class and have them justify their ideas.

Answer Key

Open answers

Page 76

Over to you!

Concept

- ◆ Instruct students to circle the emoji that represents their reaction to the concept.
- ◆ Organise them into small groups to compare and justify their reactions. Have them discuss how they imagine a place where people did not work for money. Ask them to justify their ideas.
- ◆ Open the discussion to the class and elicit the groups' ideas.

Activity 1

- ◆ Tell them to look for information that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed the following class.

- ◆ The following class, have students work in small groups and present their information. If time allows, have them write a summary of their findings and share it with other groups in class.

Answer Key

Open answers

Activity 2

- ◆ Ask students to read an online article about the concept they have just discussed. Clear up any doubts and have students answer the questions.
- ◆ Open the discussion to the class.
- ◆ Discuss if there are similarities between the text and the information they found out. Ask them to justify their opinions.

Answer Key

Open answers

Page 77

Review 5

Activity 1

- ◆ Have students circle the correct forms.

Answer Key

1. are you going to do; **2.** 'm going to do; **3.** aren't going to enjoy; **4.** 'm going to make

Activity 2

- ◆ Go over the example with students and tell them to write about their plans and give reasons.

Answer Key

Open answers

Activity 3

- ◆ Ask students to complete the questions.
- ◆ Check orally with the class.

Answer Key

2. are, going to watch; **3.** are, going to post/share; **4.** are, going to give; **5.** Are, going to stay

Activity 4

- ◆ Play the audio for students to complete the sentences with the correct names.

Transcript 27

Fernando: Sorry, Claire, I'm really busy on Saturday.

Claire: But, Fernando, our project's due on Monday. You know we're going to present it to the whole class, right? And our teacher isn't going to let us off the hook just because you had to play softball. I get so nervous speaking in public... I really need to prepare.

Fernando: I can't change the game, Claire... Why can't we work on the project on Sunday instead?

Claire: I can't... I'm going to visit a dog shelter. I promised the owner that I'd be there, feed the dogs and play with them.

Fernando: All right, so, why don't you rehearse alone on Saturday and I drop by the shelter on Sunday? The dogs can listen to our presentation.

Claire: Great idea! You're the best!

Answer Key

1. Claire is; 2. Fernando is; 3. Claire and Fernando are

Activity 5

♦ Have students listen again and answer.

Answer Key

1. No, he/she isn't; 2. No, he isn't; 3. Yes, she is; 4. Yes, he is.

Activity 6

♦ Tell students to write an affirmative and a negative sentence about the plans of the people in the images.

Answer Key

2. She's going to travel.; 3. He's going to snowboard.;
4. They're going to have lunch/dinner.; b. Open answers

Workbook 5

Pages 27-31

Activity 1

Answer Key

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

Left column: e, f, b; Right column: d, a, c

Activity 2

Transcript 13

Susan: When I retired, I didn't know what to do with all my free time. And volunteering gave me the opportunity to help others but also myself. I meet a lot of people and learn from them. It helps me to stay active as well as physically and mentally healthy. I feel I can still contribute to the community.

Peter: I started volunteering six months ago but I never imagined I could make new friends and have so much fun. I love being outdoors and doing physical activities. I think that sports can make a difference in people's lives because they help you develop skills and also promote personal growth.

Pam: After graduating from college, I decided to take a gap year and travel abroad. I wanted to make a difference and have a positive impact on people, so I started to do volunteer work. But I must say this experience made a big difference to my life. I've built lasting relationships, learnt about the local culture and even a new language.

Answer Key

1. retired; 2. Six months ago.; 3. After graduating from college.

Activity 3

Answer Key

1. healthy; 2. community; 3. make; 4. growth; 5. build; 6. learn

Activity 4

Answer Key

1. contribute; 2. donating; 3. handicrafts; 4. raise; 5. support;
6. promote; 7. provide

Activity 5

Transcript 14

Joe: Do you want to go to the cinema next weekend?

Clara: I can't this weekend. I'm going to do volunteer work. Do you want to join?

Joe: What are you going to do?

Clara: On Saturday, I'm going to harvest some vegetables. The organisation has got a vegetable garden and they use their crops to make food.

Joe: That's awesome. And what are you going to do on Sunday?

Clara: I'm going to cook with other volunteers. Then we are going to take the food to a sports centre. Every Sunday

people get together to eat and have fun. There are a lot of volunteers doing different activities.

Joe: Really? How did you learn about this organisation?

Clara: Some volunteers went to my school to promote their work.

Joe: I want to get involved too. Can anyone volunteer?

Clara: Of course! There are people of all ages. Some volunteers help children with their homework and others teach how to make clothes. All the families get together and there's a community buzz every weekend. If you want, you can go to the sports centre and teach children to play basketball. You're a great player!

Joe: Thanks Clara! I'd love to do that! And I also want to harvest some vegetables and cook.

Clara: Great! So let's go together. And we can watch a film on Friday evening.

Joe: Good idea! I'm going to buy the tickets tomorrow afternoon.

Answer Key

a

Activity 6

Answer Key

a, b, f, g, h

Activity 7

Answer Key

1. c; 2. b; 3. c; 4. b; 5. a; 6. c

Activity 8

Answer Key

Open answers

Activity 9

Answer Key

c

Activity 10

Answer Key

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

Activity 11

Answer Key

1. Jorgen Wiberg launched his app when he started losing his sight.; 2. Wiberg started to lose his sight when he was 25.; 3. People who need help press a button to start a videocall.; 4. If a volunteer is not available, the app will automatically redirect the call to another volunteer.; 5. Volunteers do not get many calls.

Activity 12

Answer Key

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

Activity 13

Answer Key

2. What are you going to do on your next holiday?; 3. When are you going to graduate?; 4. Who is going to walk the dog?

Activity 14

Answer Key

Open answers

Activity 15

Answer Key

Tuesday: Bryan isn't going to attend the book club session because he is going to help Matt with a project.; **Wednesday:** Bryan isn't going to buy a present for Susan because he is going to go to the dentist.; **Thursday:** Bryan isn't going to meet Ronan at the park because he is going to buy a present for Susan. **Friday:** Bryan isn't going to play football because he is going to babysit Jenny.; **Weekend:** Bryan isn't going to visit the dog shelter because he is going to go to Susan's party.

Activity 16

Answer Key

Open answers

Activity 17

Answer Key

Open answers

6 What's your biggest dream?

Objectives

- ▶ Talk about dreams.
- ▶ Understand idioms and expressions related to dreams.
- ▶ Give an interview about dreams.
- ▶ Talk about the future.
- ▶ Write about a person's plans for the future.
- ▶ Do a research about the dreams adults used to have when they were teenagers.
- ▶ Reflect on how learning English can help people achieve their dreams.

Language:

- ▶ achieve, can't afford, chase, fulfil, open up, realise, remember; a dream come true, dream on, In your dreams!, I wouldn't dream of it!, make (a/ one's) dream come true, out there
- ▶ future with *will*
- ▶ future with *going to*
- ▶ present continuous with future meaning
- ▶ *would like to*

Digital Content: Unit 6 Study Space and Teacher's Resource Material

Workbook: pages 32-36

Pages 78 and 79

Opening Pages

Shorter Version

- ◆ Invite students to describe the image and explain how it relates to the title of the unit.
- ◆ Discuss the questions with the class.

Longer Version

- ◆ Write: "Dream Big Dreams" on the board and ask students what comes to their mind.
- ◆ Invite students to describe the image they see and to explain how it relates to their ideas.
- ◆ Have them read the questions and clarify any doubts.
- ◆ Organise them into pairs or small groups to discuss the questions. Finally, open the discussion to the class.

Pages 80 and 81

Get Ready!

Activity 1

- ◆ Have students describe what they see in each of the images. Next, draw their attention to the image as a whole and ask them if they have ever seen a board like this, and where.
- ◆ Tell students that this is called a vision board, and encourage them to discuss why someone would do it.
- ◆ Elicit their answers, making sure they understand that a vision board is used by people to depict their dreams, wishes and even plans.
- ◆ Then go over the options with students and encourage them to refer to the image as a whole to answer. Make sure they notice that, besides pictures, there are also motivational sentences in the image.
- ◆ Correct the activity with the class.

Answer Key

a, c

Activity 2

- ◆ Draw students' attention to the texts on the vision board and ask for a few volunteers to read them aloud. Then go over the motivational sentences with them and ask which of them they would have on their boards and why.
- ◆ Have them work in pairs and then ask for volunteers to give the answers.
- ◆ Write the correct answers on the board to check.

Answer Key

1. If you can dream it, you can do it. (Walt Disney);
2. Anglais; 3. 12; 4. Grandpa; 5. Volunteering

Further Information



Walt Disney – author of the quote "If you can dream it, you can do it.", Walt Disney was fired from a newspaper in his early days because he lacked imagination. However, he had the courage to chase his dreams, and today he is one of the most popular figures in the world. He later created Mickey Mouse and Disneyland and won 22 Academy Awards.

Based on <<https://www.biography.com/people/walt-disney-9275533>>; <<https://www.inc.com/business-insider/21-successful-people-who-rebounded-after-getting-fired.html>>. Accessed on December 9, 2019..

Activity 3

- ◆ Tell students that it is common to write simplified texts, depending on the kind of audience that will read it. Also, when we are writing things that are going to be read only by us, we tend to write short texts.

- ◆ Draw students' attention to the sentences and have them tick the best meaning for each of them.
- ◆ Ask for volunteers to read the sentence and its correct meaning to check.

Answer Key

1. a; 2. a; 3. b

Activity 4

- ◆ Tell students to pretend that the vision board is theirs and think about what they would like to include and why.
- ◆ Ask them to work in small groups and share their opinions.

 **Grit** – “Grit” means the powerful motivation to achieve something and is seen as a personality trait in which people persevere to a long-term goal. These “gritty” people can be kept motivated and determined for long periods, despite any adversities.

- ◆ Ask students if they consider themselves gritty and why.
- ◆ If students do not consider themselves gritty, encourage them to discuss what they could do to become gritty. Explain that this is something that can take time, but everybody can become better at having enough motivation to go after their dreams.
- ◆ Ask how important it is to be gritty to fulfil a dream. Elicit examples of gritty people they know and why they consider these people gritty.

Answer Key

Open answers



Tell students that some people believe that if you have got a vision board with all your dreams and wishes and look at it every day, it is more likely that you can fulfil this dream. It is believed that you focus your attention to those things and all your efforts, even unconsciously, are directed to this dream. Ask students their opinion about this and whether they would like to make their own vision board.

Activity 5

- ◆ Explain to students that the image reproduces a page of a notebook in which someone wrote several questions that were answered by his/her friends. Explain that each friend was assigned a number, so that he/she would not have to write his/her name all the time.
- ◆ Invite some volunteers to read the question and answers and encourage students to give their opinion about these dreams.
- ◆ Ask them to write an answer and then share their ideas in small groups.
- ◆ Finally, ask if there were similar dreams in the group.

Answer Key

Open answers

Extra Activity



- ▶ If students got interested in the activity, invite them to bring a notebook to class to reproduce it.
- ▶ Have them decorate the cover and write their name on it.
- ▶ Instruct students to write “Names” on the second page and leave it blank, so their classmates can write their names on it.
- ▶ Then have them write a question on each page. Make sure they do not ask disrespectful or too personal questions.
- ▶ Have students pass them around, so that they answer each other's questions. Explain that they should write a number on the second page and, next to it, their name. Then they should write the same number before their answers on the following pages.
- ◆ Have students get their notebooks back and compare their questions and answers in pairs or small groups.

Activity 6

- ◆ Have students write their questions and assign the research as homework.
- ◆ The following class, ask them to share their questions and answers in groups. Have them compare the dreams of preteens in other countries to the ones in their own country.

Answer Key

Open answers

Page 82

Language 1

Activity 1

- ◆ Write the word “dream” and ask students what comes to their minds when they think of it. List their answers on the board.
- ◆ Ask for some volunteers to come to the board and identify with different colours which ideas are adjectives, which are verbs and, if appropriate, which are idioms. If necessary, explain that idioms are constructions or expressions that are peculiar to a language and their meaning is not always obvious.
- ◆ Have students open their books to page 82 and read the words/phrases in the box. Clarify any doubts they might have.
- ◆ Ask students to complete the spidergram. Then have them check their answers in pairs.
- ◆ Check the answers with the class.

Answer Key

Adjectives/Nouns: childhood, lifelong, sweet; **Verbs:** chase, fulfil, realise, remember; **Idioms:** dream on, wouldn't dream of

Activity 2

- ♦ Tell students to complete the sentences with words from activity 1.

Answer Key

1. biggest/childhood/lifelong; **2.** dream come true; **3.** achieve/fulfil; **4.** Dream on

Activity 3

- ♦ Have students circle the correct option.

Answer Key

1. fulfil; **2.** wouldn't dream of; **3.** sweet; **4.** a dream come true

Activity 4

- ♦ Draw students' attention to the image and ask what they think the woman does and how it relates to the central idea of the unit. Then tell students to skim the text to check their guesses.
- ♦ Next, have them complete the text with the words from the box.
- ♦ Ask for volunteers to read each sentence to check.

Answer Key

1. come; **2.** live; **3.** achieve; **4.** childhood; **5.** chase; **6.** dream

Activity 5

- ♦ Have students unscramble the questions.
- ♦ Tell them to take turns asking and answering the questions in pairs.

Answer Key

1. What is your big dream?; **2.** How can you realise your dream?; **3.** Did any of your dreams come true last year?; **4.** What wouldn't you dream of doing?

Page 83

Listening and Speaking

Activity 1

- ♦ Go over the possible topics and ask students to tick the ones they believe will be mentioned.
- ♦ Play the audio once for students to check their guesses. Then play it once more so they can verify their answers.

Transcript 28



Noel: Hi, I'm Noel and today we're going to listen to some preteens talking about their dreams. First, let me introduce you to Karmel, an 11-year-old girl that lives in Gaza. Hello, Karmel. Thanks for talking to me today.

Karmel: Hello. It's good to be here!

Noel: So, what's your biggest dream?

Karmel: Well, I have got many dreams actually. I want to be an important person, like a photographer or journalist to show people what happens in my country. But now, uh... I think I really want to be a lawyer to defend my country and women's rights in Gaza.

Noel: Wow, that's brave! And what do you think you have got in common with girls in the rest of the world?

Karmel: I think we all care about people. And we care about women and girls. And because we care, we need the world to be a place where girls can grow up free. That's what I'll fight for.

Noel: You rock, Karmel! Thanks for talking to me. Now, let's listen to our friend Dulani, from Malawi. Welcome, Dulani!

Dulani: Hi, Noel. Nice to talk to you.

Noel: Tell us, Dulani. I know you're 12 years old. What's your biggest dream?

Dulani: That's an easy question. My dream is to become a nurse and help the people in my village.

Noel: And what's on your mind these days? How can you realise your dream?

Dulani: I can only think about reading and learning. If I want to be a nurse, I need to study really hard. So that's all I do, you know. I have almost never got time to play with my friends because I have to focus on my studies.

Noel: Good luck, Dulani. I'm sure you'll be a great nurse. And last, but not least, I'm going to talk to Mei, an 11-year-old girl from China. Is that right, Mei?

Mei: Yes, that's right.

Noel: So, tell us, Mei. What's your biggest dream?

Mei: I want to become a scientist, it's a childhood dream, so I can see a clear sky. I mean, there's a lot of pollution in my country and I dream of the day when I look up and see a blue sky.

Noel: OK, and how are you going to do it?

Mei: Well, I have to study very hard, do a lot of research and talk to many people. I'll have to travel a lot, stay away from my family, but I know I'll help a lot of people. I know I'm going to be a role model for future scientists.

Noel: That's very nice, Mei. Well, I wish you all the best of luck and I truly believe you'll make your dreams come true. Thanks again for talking to me.

Answer Key

b, c, d, e, f

Further Information



Gaza – Palestinian city located in the Middle East, between Egypt and Israel. The majority of its inhabitants are Muslim, while its neighbour Israel's inhabitants are mainly Jewish. There are many conflicts in this area due to the long-lasting battle between Palestine and Israel over the ownership of the land.

Women in Gaza – there are some strict patriarchal communities in Gaza which believe that women have got traditional roles limited to motherhood. These patriarchal beliefs impact on women's rights as a whole, as men are privileged by divorce rights, inheritance, equal treatment in the courts, and access to education and the job market, among others. As a consequence, half the female population reported being exposed to economic and social violence. Some small conquests, however, are taking place. Recently, the Palestinian law has been changed to give women the right to pass on their citizenship to their children and to open bank accounts in their names. Besides, a series of legal amendments was recommended to the president; among them, one cancelling the law that allows rapists to avoid punishment by marrying their victims.

Republic of Malawi – located in southeast Africa, the country is bordered by Tanzania, Mozambique and Zambia. The two official languages are English and Chichewa, and the major religions are Christianity and Islam. The great majority of its 18 million inhabitants live in rural areas and engage in subsistence agriculture and cash-crops.

Pollution in China – industrial and economic growth turned the country into the world's biggest carbon emitter. The air pollution is so extreme that it is estimated to have contributed to 1.6 million deaths per year. The government has been taking several measures to reduce air pollution, and so far they have been quite successful: in four years, cities have cut concentrations of fine particulates in the air by 32% on average.

Based on <<https://www.thefreedictionary.com/Gaza>>; <<https://www.aljazeera.com/indepth/opinion/2011/07/20117269629265959.html>>; <<http://palestine.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>>; <<http://www.arabnews.com/node/1259961/middle-east>>; <<https://www.bbc.com/news/world-africa-13864367>>; <<https://www.bloomberg.com/graphics/2018-china-pollution/>>; <<https://www.nytimes.com/2018/03/12/upshot/china-pollution-environment-longer-lives.html>>. Accessed on December 9, 2019.

Tip



If students found out about preteens' dreams from the countries mentioned in the text when researching in the section **I Wonder**, it may be a good idea to go over them again and see how they compare to the dreams of the interviewees. This can be another speaking practice opportunity for students to discuss the dreams of preteens in other countries.

Activity 2

- ♦ Ask students to try to complete the sentences with information they remember from the audio.

- ♦ Play the audio for students to complete or check the sentences. Finally, ask for volunteers to read their answers.

Answer Key

1. photographer, journalist, lawyer; 2. nurse; 3. scientist

Activity 3

- ♦ Have students decide if the sentences are true or false. Then ask them to compare their answers in pairs.
- ♦ Ask for volunteers to share their answers to check.

Answer Key

a. T; b. F; c. F; d. T; e. T

Buzzwords

- ♦ Read the sentence and ask students if they know what "You rock!" means in this context. Listen to their contributions, but do not correct yet.
- ♦ Instruct them to look up the word in a dictionary and answer.
- ♦ Ask them if they can come up with other ways to compliment Karmel in this context (e.g. "You're brave" and "You're amazing").
- ♦ Finally, instruct them to find any similar slang in L1.

Answer Key

Suggested answers: You are really great! You can do it!

Activity 4

- ♦ Tell students to complete the sentences.

Answer Key

a. biggest; b. help; c. hard; d. (many) people; e. travel

Activity 5

- ♦ Explain to students that fillers help the speaker when he/she needs to find the correct words to say or if he/she needs some time to think about an answer to a question.
- ♦ Then go over the fillers and ask students to match them with the corresponding intention.
- ♦ Check orally with the class.

Answer Key

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

Activity 6

- ♦ Tell students to prepare the answers they would give to the interviewer.

Answer Key

Open answers

Activity 7

- ◆ Organise students into pairs and rehearse the interview. When students feel more comfortable, tell them to act out their interview to the class. They can also record it and share it on a social network or their class/school blog.

Answer Key

Open answers

Pages 84 and 85

Reading

Activity 1

Setting the Pace



- ▶ Ask students if they usually read about dreams and wishes and where they get the information from.
- ▶ Have them open the book to page 84 and look at the title of the text. Encourage them to guess what the text is about and where they can find this kind of text (on the internet).



- ▶ Ask students to look at the title of the text and say which word appears more than once.
- ▶ Elicit examples of words related to dreams.
- ▶ Then encourage students to guess what the text is about.

Answer Key

1. It is about dreams.; 2. On an online blog.

Activity 2

- ◆ Ask students to scan the text and choose the correct option.

Answer Key

b

Activity 3

- ◆ Have students circle the topics and compare their answers in pairs.

Answer Key

Open answers

Activity 4

- ◆ Tell students to read the text and complete the sentences.
- ◆ Ask for volunteers to read their answers to check.

Answer Key

1. author; 2. taxi driver; 3. doctor; 4. teach; 5. picture

Activity 5

- ◆ Encourage students to answer the questions from what they remember about the text. Then have them read to answer or check.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

1. Because money is short.; 2. Yes, because he wants to talk to the people that get in his taxi.; 3. Because she wants to help sick people in remote areas.; 4. At the opera.; 5. Yes, she does.; 6. She goes to the library.

Activity 6

- ◆ Tell students to infer the answers.
- ◆ Then have them compare their ideas in pairs.
- ◆ Finally, check answers with the class.

Answer Key

a. Calina; b. Aashi; c. Amman; d. Robert

Activity 7

- ◆ Tell students to read the text to answer. Explain that the information is not explicit in the text.
- ◆ Ask students to check their answers in pairs.

Answer Key

Suggested answers: a. It's not a small house.; b. He passed away.; c. There isn't electricity in her house.; d. He has got three siblings.

Activity 8

- ◆ Ask students to find evidence for their answers and underline the sentences in the text.
- ◆ Correct orally with the class.

Answer Key

a. My plan is to ask my mum to use our spare room as a space for rehearsal.; b. I'm not going to lose people I love anymore.; c. When I can have the oil lamp for myself.; d. a family of five

Activity 9

- ♦ Have students complete the sentences.
- ♦ Ask for volunteers to share the ideas to check.

Answer Key

1. learn many languages; 2. to study very hard to go to medical school; 3. practising singing; 4. studying and learning more about space

Activity 10

- ♦ Have students read the sentences and tick the ones that are correct according to the text.
- ♦ Check the activity with the class.

Answer Key

c, f, g

Activity 11

- ♦ Organise students into pairs to do the activity. If they have got any doubts with the words in bold, encourage them to look them up in the dictionary.
- ♦ Ask for volunteers to read their answers.
- ♦ Ask which sentence sounds more natural: the one with the word in bold or the substitution. Then explain that chunks, collocations and fixed phrases are widely used in English and they should always pay attention to the form and use, instead of only looking at the grammatical structure.

Answer Key

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

Activity 12

- ♦ Have students discuss the question in groups.
- ♦ Check if students share the same dreams.

Answer Key

Open answers

Pages 86 and 87

Language 2

Activity 1

- ♦ Go over the sentences with students and encourage them to say who said them (Robert). Then have them recall Robert's dream (To become a taxi driver).
- ♦ Tell students to answer the questions and then compare them in pairs.

- ♦ Before checking, draw their attention to the grammar box and make sure they understand the different ways to talk about the future. If necessary, refer students to the **Unit 6 Language Reference** on pages 60 and 61 in their **Workbooks**.
- ♦ Finally, correct the activity with the class.

Answer Key

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

Activity 2

- ♦ Have students underline all the examples and compare their answers in pairs.

Answer Key

will tell; am going out; are going to go; are going to buy; will tell; will help; is travelling; will ground me

Activity 3

- ♦ Organise students into pairs to copy the examples from activity 2 according to the uses listed in activity 3.
- ♦ Reorganise the pairs, to compare their answers with different classmates.
- ♦ While checking, ask students if they can give one more example for each use and write them on the board, so students can take notes.

Answer Key

2. [...] we are going to buy tickets online.; 3. He says he will help me with the tickets.; 4. I will tell Mario all about it., [...] my mum will ground me.; 5. I will tell you one thing now.; 6. [...] he is travelling with his family to Argentina today., I am going out with my friends tonight!

Activity 4

- ♦ Tell students to write the verbs in the correct future tense.

Answer Key

1. is going to go; 2. am leaving; 3. isn't working; 4. Will, take; 5. will call; 6. Are, going to take

Activity 5

- ♦ Tell students to complete the text with the words from the box in the correct future form.
- ♦ Ask for volunteers to read the sentences to check.

Answer Key

1. am going to go; 2. are going to spend; 3. will see; 4. am going to wear; 5. will need; 6. am looking for

Further Information



New Jersey Hot Air Balloon Festival – it is the largest summertime hot air balloon and music festival in North America.

Based on <<http://www.balloonfestival.com/info/>>.
Accessed on December 10, 2019.

Activity 6

- ♦ Ask students to tick the correct options.

Answer Key

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

Activity 7

- ♦ Read the first instruction and the question with students, drawing their attention to the words in bold to help them identify what the person who is asking the question wants to know. Also elicit why the question is formed by “going to” and not “will”, for example.
- ♦ Have students do the activity.
- ♦ Check answers with the class.
- ♦ For extra oral practice, have pairs ask and answer the questions.

Answer Key

2. Will you go to the concert?; 3. Where are you going to be/go on your birthday?; 4. What time are you having dinner tonight?; 5. Will you help me?

Activity 8

- ♦ Tell students something you would and something you wouldn't like to do. Then ask them if you are talking about a plan, a decision or a desire (A desire).
- ♦ Draw their attention to the **Snack Learning** box and clear up any doubts.
- ♦ Have a few students share with the class a few things they would and wouldn't like to do.
- ♦ Instruct them to write sentences that are true for them.
- ♦ Have students compare their answers in pairs. Then ask for some volunteers to read their sentences aloud.

Answer Key

Open answers

Activity 9

- ♦ Explain to students that in speech it is common to use contractions. Write on the board “will” and “would” and ask for two volunteers to write the corresponding contractions on the board ('ll and 'd).

- ♦ Say the full and contracted forms of “will” aloud and have students repeat. Explain to them that the word “will” can be pronounced similarly to “sit” or “pull”. To say the contraction 'll, however, they just need to add an l to the subject. If the contraction follows a vowel sound, as in “you”, “he”, “she” and “we”, the sound of the last vowel will be longer. Model it by having students repeat the following after you: I'll / aɪl /, you'll / ju:l /, he'll /hi:l/, she'll /shi:l/, it'll /itl/, we'll /wi:l/, they'll /theɪl/.
- ♦ Repeat this procedure with “would” and 'd. Tell them that, to say the contraction 'd, they just need to add a -d to the subject. As with 'll, the sound of the last vowel must be extended when using the contraction 'd. Model it by having students repeat the following sounds after you: I'd /id/, you'd /yu:d/, he'd /hi:d/, she'd /shi:d/, it'd /itd/, we'd /wi:d/, they'd /thed/.
- ♦ Tell students to listen to some sentences and check if they are said in the full or contracted form.
- ♦ Play the audio once for students to underline the sounds they hear. Then ask them to compare their answers in pairs.
- ♦ Play the audio again to check.

Transcript 29

- 1 I'll help you clean your room.
- 2 They are going to school today.
- 3 Toby's teaching Spanish this year.
- 4 I would like to have another doughnut, please.
- 5 I'd like to call my sister, if that's OK
- 6 Will you marry me?

Answer Key

1. 'll; 2. are; 3. 's; 4. would; 5. 'd; 6. will

Activity 10

- ♦ Play the audio, pausing after each sentence for students to repeat.

Answer Key

Open answers

Activity 11

- ♦ Ask students to write the corresponding contracted forms.
- ♦ Organise them into pairs to say the sentences aloud.

Answer Key

Open answers

Activity 12

- ♦ Play the audio for students to check the pronunciation and practise saying the sentences.

Transcript 30

- a. She will visit her friend soon.
- b. We have got tickets. We are going to see the concert on Saturday.
- c. They are planning a holiday next month.
- d. I would like to see the menu, please.
- e. I will bring my dog, if that's OK.

Answer Key

Open answers

Activity 13

- ♦ Organise students into pairs to ask and answer the questions.
- ♦ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Page 88

Writing

Activity 1

- ♦ Give students some time to go over the topics and think about what they want to include in their narrative.

Answer Key

Open answers

Activity 2

- ♦ Have students write their drafts and monitor their work.

Answer Key

Open answers

Activity 3

- ♦ Organise students into pairs to read each other's narratives and make suggestions on how to improve them.
- ♦ Elicit elements to pay attention to when proofreading, such as vocabulary, grammatical accuracy, spelling and clarity of ideas.
- ♦ Instruct students to share their narratives with a classmate and to listen to their opinions.
- ♦ Finally, tell them to give their feedback and be respectful.

Answer Key

Open answers

Activity 4

- ♦ Ask students to write their final version, incorporating the feedback from their partners.
- ♦ They can also post it on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ♦ Read the sentence and tell students to use one of the three terms to fill in the gap.
- ♦ Then ask them if they have ever talked to their parents about their dreams as teenagers and explain that their task now is to discover if the dreams adults had as teenagers came true or not.

Research

- ♦ Go over the instructions with students and assign the research as homework for next class. Explain that they can ask more details and take notes of any relevant information.

Think

- ♦ Ask students to analyse the results of their interviews, as well as the extra notes, to answer.
- ♦ Organise them into groups to compare their answers.
- ♦ Open the discussion to the class.

Discuss

- ♦ Tell students to complete the conclusion with their results.
- ♦ Ask for volunteers to share their conclusions.

Activity 1

- ♦ Have students discuss the questions in groups.
- ♦ Ask for volunteers to share their answers and encourage the other students to check if the dreams their people had were similar.

Answer Key

Open answers

Activity 2

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

Answer Key

Open answers

Page 89

Go Around!

Activity 1

- ◆ Explore the images and captions with students and ask them if they knew the nationality of all those famous people.
- ◆ Also, ask if they knew what their first language was and if they were surprised with the information.
- ◆ Have students read the questions and, if necessary, help them with the meaning of any unknown words. Then encourage them to discuss the questions in small groups.
- ◆ Open the discussion to the class.

Answer Key

Open answers

Activity 2

- ◆ Ask students to discuss the questions in the same groups.
- ◆ Have them think about people's experiences, including their own, and list some situations in which people would need to speak English to have a dream come true.
- ◆ Elicit answers from the whole class.

Answer Key

Open answers

Activity 3

- ◆ Have the same groups discuss the questions.
- ◆ Open the discussion to the class.

Answer Key

Open answers

Activity 4

- ◆ Elicit names of other famous people who achieved their dreams by learning another language.
- ◆ Then have students write about one of the people and glue a photo.

Answer Key

Open answers

Page 90

Over to You!

Concept

- ◆ Instruct students to circle the emoji that best describes their reaction.
- ◆ Organise students into groups of three to compare their responses.
- ◆ Open the discussion to the class.

Answer Key

Open answers

Activity 1

- ◆ Ask students to research the concept at home by looking for texts (written or in audio format) that will support, challenge or invalidate the concept.
- ◆ The following class, have students work in pairs and groups and present their findings.

Answer Key

Open answers

Activity 2

- ◆ Discuss with students if there are any similarities between the text and the information they found.
- ◆ Talk to students about how OK it is to give up on a dream. Reinforce that it is not something they should be ashamed of, especially because things change all the time. Also, tell them that they can have as many dreams as they want and that they can change them.

Answer Key

Open answers

Page 91

Review 6

Activity 1

- ◆ Have students complete the sentences.

Answer Key

1. dream come true; 2. sweet; 3. realise; 4. wouldn't dream of; 5. childhood

Activity 2

- ◆ Ask students to identify and correct the mistakes.

- ♦ If necessary, review the future tense on page 86 and/or refer them to **Unit 6 Language Reference** on pages 60 and 61 in their **Workbooks**.

Answer Key

1. I'm not going to turn on the air conditioner.; **2.** I will have the chicken.; **3.** I think she is going to fall.; **4.** I would like to have some pasta tonight.

Activity 3

- ♦ Tell students to write the correct verb using a future tense.

Answer Key

1. is going to make/is making; **2.** will, be; **3.** is going to bake/is baking; **4.** will, be; **5.** will have; **6.** are going to get/are getting

Activity 4

- ♦ Have students complete the sentences with the verbs in the correct future tenses.

Answer Key

1. is going to rain; **2.** is going to fall; **3.** will have; **4.** is happening

Workbook 6

Pages 32-36

Activity 1

Answer Key

1. childhood; **2.** realised; **3.** biggest; **4.** achieve; **5.** remember

Activity 2

Answer Key

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

Activity 3

Answer Key

1. fulfil; **2.** lifelong; **3.** come true; **4.** dream; **5.** live

Activity 4

Transcript 15

Carl: My biggest dream when I was a teen was to become a gymnast. I loved to exercise and I could run very fast. But my parents couldn't afford to pay for training and I gave up on my dream. Today, I'm a businessman and I work in an office sitting on a chair most of the time. So I try to be active in my spare time. After work, I go to the gym and take acrobatic gymnastics classes. So, even though I'm not a professional, I'm very happy because I'm living my dream.

Anna: I've got a big family: my parents, three brothers and two sisters. When I was a child my grandparents also lived with us. I remember that they were both great cooks and I loved to help them in the kitchen. They would let me mix ingredients and then teach me some recipes as I grew up. They were my best tutors and I decided that I would become a professional chef when I finished school. Now that I'm 30 years old I've got my own restaurant and my grandparents are my favourite guests. I also share my recipes on my blog. I feel very fortunate because I've realised my childhood dream.

Answer Key

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

Activity 5

Transcript 16

Lucia: I love to draw houses and buildings and I want to be an architect. My biggest dream is to design eco-friendly houses. I'm worried about the environment and I think that we should all contribute to protect it. I always investigate about how to save energy at home and I share the information on the school blog to raise awareness. In the future, there will be more technological advances and I'm going to use smart materials and renewable sources of energy like solar panels. I would love to live my dream and help our planet.

Fred: My biggest dream is to become a professional basketball player. I started to play basketball when I was 7 and now, five years later, I can't imagine doing something different. I'm the team captain and I train really hard, but I know I'll have to make a big effort to realise my dream. Meanwhile, I'm giving classes to children at the sports centre where I play and I hopefully will transmit them the passion I feel for the sport. Next weekend, they are competing for the first time and I've promised them that they'll have their own uniform. They're all very excited!

Matt: I'm very curious and I like learning about nature and animal behaviour. I would love to visit the most remote places in the world and study how animals adapt to them. I think that my biggest dream would be to travel to Antarctica. But I'm just in my first year of secondary school so I have still got time to

think about the future. At the moment, I'm a member of the ecology club at school and we take care of injured animals. When they recover, we release them back into the wild. I'm going to visit an animal sanctuary to get more training. And I'm going to continue focusing on habitats and animal adaptations. Maybe I'll make my dream come true in the future.

Amy: I want to become a writer. One of my dreams is to meet J. K. Rowling because I grew up reading the Harry Potter series and she's my inspiration. I organise writing workshops at school so we can all share our texts and get feedback. A local writer is interested in our group so I'll invite her to read our stories and give us some advice. I also write adventure stories and share them on my blog once a week. I would love to create a fantasy world and attract children to literature as J. K. Rowling did. That's the biggest dream I chase and I'll do my best to achieve it.

Answer Key

c. 4; d. 2; e. 3; f. 1; **Extra images:** a and b

Activity 6

Answer Key

Lucia: saving; **Fred:** kids; **Matt:** wild animals; **Amy:** writing

Activity 7

Answer Key

1. T; 2. F. It's his biggest dream.; 3. T; 4. F. At school.; 5. T; 6. F. She writes adventure stories.; 7. T; 8. T

Activity 8

Answer Key

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

Activity 9

Answer Key

Open answers

Activity 10

Answer Key

1. Daniela, be a volunteer at an NGO; 2. Matías, write a book; 3. Pauline, have a big family; 4. Angelo, be an artist

Activity 11

Answer Key

1. Seven.; 2. Because he wants to talk to different people and listen to their stories.; 3. About character design.; 4. Because she wants to help kids learn and make them feel safe.

Activity 12

Answer Key

1. Pauline is going to have lunch with her big family.; 2. Matías is going to be a backpacker.; 3. Angelo is going to work for a video game company.; 4. Daniela is going to volunteer to teach kids.

Activity 13

Answer Key

Open answers

Activity 14

Answer Key

1. Are, going to meet; 2. is going to do/will do; 3. is having; 4. is calling; 5. is having; 6. is taking; 7. will call

Activity 15

Answer Key

a. 2, 7; b. 1; e. 3, 4, 5, 6

Activity 16

Answer Key

1. am going to see; 2. is meeting; 3. will call; 4. is bringing; 5. am going to read; 6. will get

Activity 17

Answer Key

Suggested answers: a. Would you like to go to the cinema?; b. Would you like some (orange) juice?; c. Would you like to study tonight?; d. Would you like to use my new computer?; e. Would you like to cook dinner for the family?

Activity 18

Answer Key

Open answers

Activity 19

Answer Key

Open answers

7 What do you like reading?

Objectives:

- ▶ Talk about literary genres and different types of books.
- ▶ Learn about the book publishing process.
- ▶ Understand the main characteristics of a literary text.
- ▶ Express opinions about a book.
- ▶ Give details about people, things and places.
- ▶ Write a fictional short story.
- ▶ Investigate preteens' reading habits.
- ▶ Research books that can be obtained online legally and for free.
- ▶ Learn about books that are worth millions of dollars.

Language:

- ▶ book types (audio book, comic book, eReader, graphic novel, picture book)

- ▶ literary genres (adventure, biography, chivalry, fairy tale, fantasy, historical fiction, horror, humour, mystery, science fiction, short story, thriller)
- ▶ vocabulary related to book publishing (designer, digital resource manager, editor, final manuscript, misprint, photo researcher, proofread, publishing editor, translator, writer)
- ▶ differences in the pronunciation of a same word depending on its role in a sentence
- ▶ relative pronouns (that, where, which, who, whose)
- ▶ defining and non-defining relative clauses

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

Branch Out: Workbook, page 52

Workbook: pages 37-41

Pages 92 and 93

Opening Pages

Shorter Version

- ◆ Explore the image with students. Invite them to describe what they see and to explain how the image relates to the title of the unit. Guide them to notice that the image shows various texts being written.
- ◆ Draw students' attention to the box and discuss the questions with the whole class.

Longer Version

- ◆ Write "best seller" on the board and ask students if they know what it means. Ask them to give examples of books that are considered best sellers.
- ◆ Have students open their book to pages 92 and 93 and describe what they see in the opening image. Then read the title of the unit aloud and ask students how it relates to the image. Guide them to notice that the image shows various texts being written.
- ◆ Organise students into groups and read the questions with them. Clear up any vocabulary doubts and make sure students understand the questions. Tell them to discuss the questions and open the discussion to the whole class.

Pages 94 and 95

Get Ready!

Activity 1

- ◆ Explore the images on page 94 with the students. Ask them what they have got in common (They all show types of

books.). Ask them if the books are intended for the same type of reader. Tell them to decide which reader they are aimed at (children, teens, adults, parents, businesspeople, etc.). Encourage them to justify their answers. Have students name other types of books they know.

- ◆ Organise students into pairs and instruct them to discuss the questions. Open the discussion to the whole group and ask for volunteers to share their answers.

Answer Key

Open answers

Activity 2

- ◆ In the same pairs, ask students to write the advantages of each type of book.
- ◆ Organise students into groups (making sure that the pair members are in different groups) and ask them to compare their lists. Monitor and help as needed, encouraging students to justify their answers.
- ◆ Open the discussion to the whole class.

Answer Key

Open answers

Activity 3

- ◆ Tell students that they are going to listen to Chris, a man who wants to publish a book.
- ◆ Read the questions with them before playing the audio.
- ◆ Finally, ask for volunteers to share their answers with the class.

Transcript 31

Chris: My name is Chris Noterelli.

Narrator: This is Chris. Chris is a writer from New York City who loves comic books. His dream is to make his own comic book hero.

Chris: The dream is to bring The Protector to life.

Narrator: Chris visits his favourite comic book shop. He wants to see his book on the shelves. Thor is the person who decides which comic books they sell.

Thor: I get pitched ideas all the time... I can only put his comic on the shelves if it is good enough.

Narrator: Thor needs to see the book to decide. Chris promises to have it ready in two weeks.

Chris: OK, cool, great, thanks. Thanks, man.

Thor: Yeah, no problem.

Narrator: Chris is lucky. His dad is a comic book artist. Together, they will get the book ready in time.

Chris: My dad is a graphic artist. He is working on The Protector, which is my character.

Narrator: Chris has dreamed of making a comic book with his father his whole life. He must do everything he can to make this happen.

Chris: I need to make this happen. There is no plan B.

Narrator: Chris has also decided to make a promo, a short film to show the world that The Protector is amazing.

Chris: Today we're gonna be doing The Protector promo. I'm very excited.

Narrator: Chris is the writer. He also made the costume himself and found an actor. Now, he is ready to be the director too.

Chris: Action! Good, get inside, get inside! And that's a wrap.

Narrator: Two weeks later, the book and the film are ready.

Chris: [The] book's finally finished, as you can see. Thirty-six pages...

Thor: This is it?

Chris: This is the book.

Thor: It looks awesome, it really does!

Chris: Thanks. Not only did I make you a comic book, I made you a film.

Narrator: Chris tells Thor the story, shows him the drawings and explains his ideas for the film.

Thor: That's pretty impressive. It's the first time I've ever seen somebody come in with a film and a book.

Narrator: Thor liked The Protector so much he made it the book of the week. And it has already got its first fans!

Answer Key

1. Image 5.; 2. A super hero.; 3. His father.

Activity 4

- ♦ Allow students some time to read the sentences and try to complete them.
- ♦ Play the audio once again so that they can check their predictions.
- ♦ Ask for volunteers to share their answers with the whole class and write them on the board.

Answer Key

1. The Protector.; 2. comic book; 3. graphic artist; 4. his father; 5. short film; 6. the week

Activity 5

 **Developing cooperation** – Developing cooperation means establishing and maintaining positive relationships while being a contributing member in a community. Students must be taught the importance of nurturing positive relationships, avoiding social isolation and contributing productively to the communities where they interact.

- ♦ Organise students into pairs and tell them to discuss the questions. Encourage them to reflect on the importance of the help of Chris's father and think of alternatives if Chris could not count on him.
- ♦ Open the discussion to the whole class and ask for volunteers to share their answers.

Answer Key

Open answers

Activity 6

- ♦ Ask for volunteers to read the comments aloud and clear up any doubts students may have. Remind them that comments on the internet are usually short and informal.
- ♦ Draw students' attention to the blank space and instruct them to write a comment about the audio. Explain that they may write about Chris's character, his dream, his cooperation with his father or even about their own aspirations as writers.

Answer Key

Open answers

Tip

"Dunno" is used in writing to represent the sound of the phrase "[I] don't know" when it is spoken quickly. It should be used only in very informal situations.

Activity 7

- ♦ Ask students if it was easy for Chris to produce his book and what challenges he faced. Encourage them to think of what kind of information they would like to know about the

process of producing a book independently. Tell them to write a question about the topic. Organise students into trios and instruct them to share their questions.

- ◆ Assign the search for the answer as homework. The following class, organise students into the same trios and have them share what they have found out in their research.
- ◆ Ask for volunteers to share their questions and the result of their research. Encourage them to keep asking questions—and looking for answers—about the topic.

Answer Key

Open answers

Page 96

Language 1

Activity 1

- ◆ Draw students' attention to the book covers and ask them if they have read any of them. Encourage them to share their opinions on the books they have read.
- ◆ Even if students have not read the books, tell them to analyse the covers and choose the correct genre for each one of them. Monitor and provide assistance as needed.
- ◆ Ask for volunteers to share their answers with the whole class and write them on the board.

Answer Key

The Fault in Our Stars: b; **The Book Thief:** a; **The Hitchhiker's Guide to the Galaxy:** a; **I Am Malala:** b

Extra Activity



- ▶ Before class, prepare some slips of paper with names of literary genres and others with their definitions, so that students can match them.
- ▶ In class, stick the slips of paper on the board or classroom walls.
- ▶ Ask for a volunteer to stand up, pick a slip of paper with a genre on it and find the correct definition for it. Instruct the volunteer to read the genre and the definitions aloud and ask for his/her classmates' help before doing the match.
- ▶ Correct the activity orally and have students copy the definitions in their notebook to keep a record of them.

Further Information



The Fault in Our Stars – Book written by John Green and first published in 2012. It tells the story of Hazel Grace Lancaster, a girl with terminal cancer and how her life is

changed by her relationship with Augustus Waters, a boy she meets at the Cancer Kid Support Group.

The Book Thief – Book written by Marcus Zusak and first published in 2006. Narrated by Death, the story follows a young girl, Liesel Meminger, as she is sent to live with a foster family in Nazi Germany.

The Hitchhiker's Guide to the Galaxy – Book written by Douglas Adams and first published in 1979. It tells the adventures of Arthur Dent, who is taken away from Earth seconds before the planet explodes. He then begins a journey through outer space, following the tips in a book named *The Hitchhiker's Guide to the Galaxy*.

I Am Malala – Autobiography published in 2014 by Nobel Prize winner Malala Yousafzai.

Based on <<https://www.goodreads.com/book/show/11870085-the-fault-in-our-stars>>; <<https://wce.wvu.edu/nwchgee/overview-book-thief/>>; <https://www.goodreads.com/book/show/386162.The_Hitchhiker_s_Guide_to_the_Galaxy>; <<https://www.biography.com/people/malala-yousafzai-21362253>>. Accessed on December 12, 2019.

Activity 2

- ◆ Go through the words in the box with students and make sure they understand their meaning.
- ◆ Instruct them to complete the dialogues with the words. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.
- ◆ If there is time, have students practise the dialogues in pairs.

Answer Key

1. graphic novel; 2. fantasy; 3. mystery; 4. horror

Buzzwords

- ◆ Read the sentence with students and ask them to try to infer the meaning of the expression "shoot".
- ◆ Instruct them to look the expression up in a dictionary to check their guesses.
- ◆ If time allows, organise students into pairs and tell them to write two dialogues using the expressions "shoot". Ask for volunteers to read their dialogues aloud.

Answer Key

It means "Say it!".

Activity 3

- ◆ Instruct students to complete the sentences so that they are true for them. Make sure they understand the type of words they need to use to complete each sentence. Monitor and help as needed.
- ◆ Organise them into trios and have them share and justify their answers.
- ◆ Ask for volunteers to share what they have got in common with their classmates.

Answer Key

Open answers



Tip

Encourage students to ask follow-up questions to keep the conversation going. This is a relevant strategy to help them become fluent communicators. Demonstrate how it can be done before students start the activity to give them an idea on what to ask as a follow-up.

Activity 4

- Ask students if they know what happens to a book from the moment it is written until it is sold in book shops. After listening to their answers, tell them that they are going to learn more about the book publishing process.
- Organise students into pairs and have them complete the sentences. Monitor and help as needed.
- Correct the activity with the whole class, clearing up any doubts students may have.

Answer Key

a. proofreads; **b.** translator; **c.** publishing editor; **d.** writer; **e.** designer, photo researcher; **f.** misprints; **g.** final manuscript; **h.** digital resource manager

Activity 5

- Still in pairs, have students number the stages of the publishing process in the order they happen.
- Ask for volunteers to share their answers with the class. Clear up any doubts students may have.
- Ask students which step they believe is the most important. Guide them to notice that all steps are important in the publishing process. However, nowadays, the internet allows writers to write directly to the public, thus skipping many of these steps.

Answer Key

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

Page 97

Listening and Speaking

Activity 1

- Organise students into pairs and have them discuss the questions.
- Open up the discussion and invite students to share their answers with the whole group.

Answer Key

Open answers

Activity 2

Setting the Pace



- Tell students to close their books. Explain that they are going to listen to a podcast of a discussion about a book.
- Instruct them to take notes in their notebook of which book is being discussed and what it is about.
- Play the audio once.
- When it is over, elicit students' answers.
- Tell them to reopen their book to page 97 and answer the questions in activity 2.
- Ask for volunteers to share their answers with the class.



- Ask students if they have ever read the book *Wonder* or watched its adaptation for cinema. If so, ask them to briefly summarise the story and to say if they like it. Then tell them that they are going to listen to a podcast of kids discussing this book.
- Read the questions with students and clear up any doubts they may have.
- Play the audio once.
- Have students compare their answers in pairs.
- Ask for volunteers to share their answers with the class.

Transcript 32



Mediator: This is the Book Club for Kids, the podcast for kids to talk about books. We'll tell you how you could be on the show a little later on, but first, let's meet our readers.

Najae: Hi, my name's Najae.

Anaya: Hi, my name's Anaya.

Joey: Hi, my name's Joey.

Dakota: My name's Dakota. We're seven graders on (sic) Jefferson Academy, in Washington DC. *Wonder* is about a deformed boy who goes through many hardships at school and at home.

Najae: His name's August Pullman, he's funny, kind and he has got good personal qualities.

Anaya: Like, he got many people that really cares (sic) about him and want him to do things that normal kids without disabilities can do.

Mediator: Who's his rooting section?

Anaya: Well, he got his sister, his mother, his dad and all of his friends at school.

Joey: Yes, his sister, named Olivia. Even though Olivia sometimes feels (sic) like August is always in the way of

her relationship with her family, Olivia tries to be, always tries (sic) to be positive and not think that August, like, always takes (sic) mum away from [her]. So, such a... there won't be a bad relationship between [them]... ahn... [it won't be] so awkward.

Mediator: That kind of makes her a very complex character. Do we like Olivia or do we not?

Najae: We like her because, like, when it comes to August, she's very protective and she doesn't (sic) want anybody talking to him or being disrespectful or rude to him.

Mediator: But what's the other side of her?

Anaya: Like, she will, like, be negative towards August, like, she'll talk about August to her boyfriend and see how he feels and stuff, so he won't be scared and do like all her other friends do, ignore her at school and stuff.

[...]

Mediator: Would you recommend it to somebody else? And if so, to whom?

Anaya: I would recommend it to one of the people that really doesn't (sic) like people that they are different from them because they could learn something from the book, see, like, how people could handle their hardships and things.

Dakota: I would recommend it to the people who maybe need some help in their state and so they could learn something, and maybe collect some good abilities.

Joey: They will put themselves in that book, since it is in a first-person point of view, especially Auggie's section, [see] how it felt when someone told him that 'You're ugly', like, when someone told him 'You're deformed'.

Najae: If they understand how Auggie is feeling, then they'll probably wanna change their actions towards other people that they don't like or something. And they will be nice to them and apologise for what they've done wrong.

Extracted from <<http://www.bookclubforkids.org/new-blog/2017/1/30/episode-37-wonder-by-rj-palacio-esfbd>>. Accessed on December 12, 2019.

Answer Key

1. b; **2.** It is about a boy who has got a facial deformity and the difficulties he faces in his life.

Further Information

Wonder – Book written by R. J. Palacio and published in 2012. It tells the story of August Pullman, a boy with a facial deformity, and his relationships with his family and community. The book has been a *New York Times* best seller for over five years in a row and received numerous awards. Its film adaptation was released in 2017.

Based on <<https://wonderthebook.com/books/wonder>>. Accessed on December 12, 2019.

Activity 3

- ♦ Allow students some time to read the sentences and clear up any doubts they may have.
- ♦ Play the podcast one more time for students to correct the sentences.
- ♦ Ask for volunteers to share their answers with the class.

Answer Key

1. Auggie is kind and has got good personal qualities.;
2. The kids have got mixed feelings about Olivia because she is a complex character.;
3. They would recommend the book to people who are not nice to the ones who are different from them.

Setting the Pace



- ▶ Organise students into three groups and ask each group to be responsible for one sentence. Group 1 is responsible for correcting sentence 1; group 2 is responsible for correcting sentence 2 and group 3 should correct sentence 3.
- ▶ Alternatively, you can pause the podcast at the point where the information to be corrected is given before you resume the passage.

Activity 4

- ♦ Organise students into pairs and have them discuss the questions and tick the best options. Monitor and help as needed.
- ♦ Correct the activity with the whole class. Guide students to notice that we should never spoil the end of a book when making a review, unless we direct our review at people who have already read that book and warn possible readers or listeners that it contains spoilers.

Answer Key

1. b, d; **2.** b, d, e, f

Activity 5

- ♦ Still in pairs, have students discuss the questions. Monitor and help as needed, encouraging them to justify their answers.
- ♦ After some time, open the discussion to the whole group.

Answer Key

Open answers

Activity 6

- ♦ Play the audio so that students can do the activity.
- ♦ Write the word “complex” on the board twice and ask for volunteers to underline the stressed syllables in each sentence (1. complex 2. complex).

Transcript 33

The kids don't like Olivia because she is a complex character.
My friend has got a superiority complex.

Answer Key

No

Activity 7

- ◆ Allow students some time to speculate about the answer in pairs.
- ◆ Open the discussion to the whole class, clearing up any doubts students may have.

Answer Key

Suggested answers: In the first case, “complex” is an adjective, whereas in the second, it is a noun. Sometimes, the pronunciation of a word changes depending on its role in the sentence.

Activity 8

- ◆ Allow students some time to analyse the sentences and decide if the words in bold are nouns, verbs or adjectives.
- ◆ Ask for volunteers to share their answers with the class.
- ◆ Ask students if they believe the words' role in the sentences will change their pronunciation.

Answer Key

1. N; 2. V; 3. A; 4. V; 5. N; 6. V

Activity 9

- ◆ Play the audio so that students can underline the stressed syllables in the words in bold.
- ◆ Play it as many times as necessary.
- ◆ Write the words on the board and ask for volunteers to underline the stressed syllable in each case. Clear up any doubts students may have.
- ◆ Play the audio once more, pausing after each sentence, so that students can repeat it.

Transcript 34

- 1 That's a rewrite of an old song.
- 2 She needs to rewrite her story.
- 3 I really love this book, it's perfect!
- 4 I have to perfect my story if I want it to be published.
- 5 There is a misprint in the article.
- 6 Sometimes the authors misprint words.

Answer Key

1. **rewrite**; 2. **rewrite**; 3. **perfect**; 4. **perfect**; 5. **misprint**;
6. **misprint**

Activity 10

- ◆ Organise students into pairs and have them practise saying the sentences. Monitor and help as needed.
- ◆ Ask for volunteers to say the sentences aloud.

Answer Key

Open answers

Extra Activity

- ▶ Choose some verbs whose pronunciation is different depending on its role in the sentence. Some suggestions are:
Increase (n)/**Increase** (v).
Discount (n)/**Discount** (v).
Perfume (n)/**Perfume** (v).
Present (n)/**Present** (v).
Rebel (a)/**Rebel** (v).
- ▶ Write the selected words on the board, but do not underline the stressed syllables.
- ▶ Organise students into pairs and tell them to write one sentence for each word and underline the stressed syllables in them. Monitor and help as needed.
- ▶ Ask for volunteers to share their sentences with the class.
- ▶ Tell students to practise saying their sentences aloud.

Activity 11

- ◆ Tell students to think about a book they have read. Ask them to use the prompts given to write in their notebook a review about the book.
- ◆ Allow some time for them to do the activity. Monitor and help as needed.
- ◆ Finally, organise them into pairs and have them proofread each other's reviews.

Answer Key

Open answers

Activity 12

- ◆ Tell students to read their reviews to their classmates. They can also make an audio recording and share it on a social network or their class/school blog.

Answer Key

Open answers

Pages 98 and 99

Reading

Activity 1

- ◆ Tell students to look at the text and predict what type of text it is.
- ◆ Ask them to justify their answers and drive the discussion towards the layout of the text.

Answer Key

b

Activity 2

- ◆ Organise students into pairs and ask them to do the activity.
- ◆ Ask for volunteers to share their answers with the class.
- ◆ You may want to explore the other options and relate them to other types of texts (piece of news, page in a school book, encyclopedia entry, etc.).

Answer Key

a, b, d, g, h

Activity 3

- ◆ Elicit some guesses from the whole class. If anyone has already read *One of Us Is Lying*, ask them not to say anything about it.
- ◆ Ask for volunteers to share their guesses with the class.

Answer Key

Open answers

Activity 4

- ◆ Have students read the excerpt and check their predictions. Advise them not to worry about words they may not understand at the moment.
- ◆ Finally, ask for volunteers to say if their predictions were correct.

Answer Key

Open answers

Further Information



One of Us Is Lying – Book written by Karen M. McManus and published in 2017. It tells the story of five students who are sent to detention, during which one of them dies.

Based on <<https://www.goodreads.com/book/show/32571395-one-of-us-is-lying>>. Accessed on December 12, 2019.

Activity 5

- ◆ Explain to students that they need to find words in the text to label the images. Monitor and help as needed.
- ◆ Correct the activity with the class.

Answer Key

1. EpiPen/epinephrine (pen); **2.** defibrillator; **3.** siren; **4.** cabinet; **5.** stretcher; **6.** bandages

Activity 6

- ◆ Instruct students to use the names of the characters to complete the sentences according to the text. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

1. Simon; **2.** Nate; **3.** Mr Avery; **4.** Bronwyn; **5.** Cooper; **6.** Mr Contos; **7.** Ms Grayson

Extra Activity



- ▶ Before class, prepare cards with the names of the characters.
- ▶ Organise students into groups and give each one a set of cards.
- ▶ Tell students they should keep the cards facing their desks. One student at a time turns a card and tells the others what that character does or what happens to him/her in the excerpt they read. Students should not look at their book during the activity.

Activity 7

- ◆ Tell students to read the events and try to put them in order.
- ◆ Instruct them to reread the text and check their answers.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

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

Activity 8

- ♦ Allow students some time to answer the questions.
- ♦ Have students compare their answers in pairs, justifying them with evidence from the text.
- ♦ Ask for volunteers to share their answers with the class.

Answer Key

1. Yes, because the narrator can hear sirens.; **2.** There is nothing. The box is empty.; **3.** They disappeared.

Activity 9

- ♦ Elicit the answer from students, encouraging them to say what led them to their conclusion. Guide them to notice that the excerpt narrates an apparently accidental death, but that it is strange that all the epinephrine pens have disappeared. Moreover, the story is narrated in first person, which is usually a strategy to make the reader more involved with the narrator's feelings. It also makes the narration less reliable, once he/she chooses what to tell the reader and how to tell it.

Answer Key

c

Activity 10

- ♦ Take advantage of the characteristics pointed out in activity 2 to elicit from students how the text would be different if it was a piece of news. Promote a discussion with the class.

Answer Key

Suggested answers: The text would be more objective. There would be factual information, complete names, ages, etc. There could be quotations from witnesses.

Activity 11

- ♦ Organise students into groups to discuss the questions. Monitor and help as needed.
- ♦ Open the discussion to the class.

Answer Key

1. It is an emergency medicine used to treat strong allergic reactions.; **2.** He is probably having an allergic reaction.; **3.** Because if they do not act quickly, the allergic reaction may kill Simon.; **4.** Open answers; **5.** Open answers; **6.** Open answers

Pages 100 and 101

Language 2

Activity 1

- ♦ Allow students time to think and do the activity.
- ♦ Correct the activity orally with the class. Elicit from students what makes the sentences connect properly. Draw their attention to the relative pronouns in bold.

Answer Key

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

Activity 2

Setting the Pace



- ▶ Organise students into pairs and allow them some time to do the activity. Monitor and help as needed.
- ▶ Ask for volunteers to read the content of the grammar box aloud and tell students to review their answers considering that.
- ▶ Correct the activity with students and clear up any doubts.



- ♦ Ask for volunteers to read the content of the grammar box aloud.
- ♦ Go through the activity with students and elicit the answers from the class. Write the answers on the board and clear up any doubts.

Answer Key

1. footsteps, box, teachers; **2.** People: who; Things: which, that

Activity 3

- ♦ Organise students into pairs and allow them some time to do the activity. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the class and clear up any doubts.

Answer Key

1. that; **2.** whose; **3.** who/that; **4.** which/that; **5.** where

Activity 4

- ♦ Ask students to read the e-mails once, not paying attention to the blanks, and elicit what is going on (Nina is on an exchange in France and is communicating with her friend Dan via e-mail.).
- ♦ Still in pairs, tell students to fill in the blanks. Monitor and help as needed.

- ♦ Ask for volunteers to share their answers with the class and clear up any doubts students may have.

Answer Key

1. who/that; **2.** that/which; **3.** where; **4.** that/who; **5.** which/that; **6.** whose

Activity 5

- ♦ Have students describe the images.
- ♦ Draw their attention to the words and explain that they should write a sentence about each image using the words given and a relative pronoun.
- ♦ Read the example with students. If necessary, do item 2 with them.
- ♦ Allow students some time to do the activity individually. Monitor and help as needed.
- ♦ When they are finished, organise students into pairs and have them compare their sentences.
- ♦ Ask for volunteers to share their sentences with the class.

Answer Key

Suggested answers: **2.** The customer who/that was impolite apologised to the waitress.; **3.** The smartphone that/which was stolen was found on a bench.; **4.** The city where my cousin was is very beautiful.

Activity 6

- ♦ Instruct students to write questions they would like to ask their classmates using the relative pronouns given and following the example. Monitor and help as needed.

Answer Key

Open answers

Activity 7

- ♦ Organise students into pairs and instruct them to ask each other the questions they wrote in activity 6. Encourage them to ask follow-up questions and provide details.
- ♦ Finally, ask for pairs of volunteers to share their questions and answers with the class.

Answer Key

Open answers

Activity 8

- ♦ Go through the **Snack Learning** box with students and clear up any doubts.
- ♦ Read the activity with students and make sure they understand what they are supposed to do. If necessary, do item 1 with them.

Allow students some time to do the other items.

- ♦ Ask for volunteers to share their answers with the class.

Answer Key

2, 4

Activity 9

- ♦ Organise students into pairs to discuss the question. Monitor and help as needed.
- ♦ Correct the activity with the class. Clear up any doubts students may have.

Answer Key

Suggested answers: Sentence 1 implies that Leah has got more than one sister and that one of them is coming for dinner (the one who lives in the countryside). If the relative clause is removed, the sentence will imply that Leah has got only one sister. If the relative clause in sentence 3 is removed, it will not be clear which book the sentence refers to.

Activity 10

- ♦ Ask students if they usually read or write book reviews. After listening to their answers, instruct them to skim the book review and check if it is positive or negative (Positive.).
- ♦ Read the instructions with students and make sure they understand what they are supposed to do. If necessary, complete the first blank with them. Allow students some time to do the others. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the class.

Answer Key

1. which was written by Douglas Adams; **2.** which is an important characteristic for me; **3.** who/which is a depressed robot; **4.** which/that was based on the book

Activity 11

- ♦ Instruct students to write the review. Alternatively, assign the activity as homework.
- ♦ Organise students into pairs and have them compare their reviews. Encourage them to give their classmates feedback on their review. Monitor and help as needed.
- ♦ Ask for volunteers to read their reviews aloud.
- ♦ Encourage students to publish their texts on book review websites.

Answer Key

Open answers

Writing

Activity 1

- ◆ Ask students what elements are important in a fictional story. Write their ideas on the board.
- ◆ Go through the instructions with students, making sure they understand all the items.
- ◆ Allow students some time to take notes in the space provided to plan their story. Monitor and help as needed.

Answer Key

Open answers

Activity 2

- ◆ Have students write a first draft of their stories in their notebook. Monitor and help as needed.

Answer Key

Open answers

Activity 3

- ◆ Organise students into pairs and have them proofread each other's story. Instruct them to give positive feedback if appropriate and respectfully point out what could be improved. Monitor and help as needed.

Answer Key

Open answers

Activity 4

- ◆ Tell students to write the final version of their stories, incorporating the feedback from their classmates. They can also post them on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Read the sentence with students and explain that they should try to guess a number to fill in the blank.
- ◆ Ask for some volunteers to share their hypotheses with the class.

Research

- ◆ Draw students' attention to the chart. Read its content with them and elicit what questions they should ask in order to get the information they need.

- ◆ Tell students to talk to as many classmates as possible during the next days. Instruct them to carry their notebook with them at all times to take notes of the answers. Clear up any doubts and set some time for them to carry out the task.

Think

- ◆ Ask students to get the notebook in which they took their notes. Help them complete the chart in the **Research** subsection using the information they gathered.
- ◆ Read the questions with students and make sure they understand them. Then ask them to analyse the data they collected and answer the questions individually.
- ◆ Organise students into groups and have them compare their answers. Monitor and help as needed. Finally, open the discussion to the class.

Discuss

- ◆ Tell students to complete the sentence with the result of their research.

Activity 1

- ◆ Organise students into trios and have them compare their conclusions to their initial hypotheses to see if they were confirmed.
- ◆ Instruct them to discuss the questions. Monitor and help as needed.
- ◆ Open the discussion to the class.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to share their findings in class. They can also publish them on a social network or their class/school blog.

Answer Key

Open answers

Go Around!

Activity 1

- ◆ Explore the images by asking students what similarities and differences they can spot. Elicit the answer from the class.

Answer Key

Printed book, e-reader, tablet, smartphone and computer.

Activity 2

- ◆ Organise students into small groups to discuss the questions. Encourage them to justify their answers.

- ◆ Open the discussion to the class.

Answer Key

Open answers

Activity 3

- ◆ Read the questions with students and make sure they understand them. If possible, have them search for the answers at school. If not, assign the research as homework.
- ◆ Have students share their findings in the same groups as in the previous activity.

Answer Key

Open answers

Activity 4

- ◆ Elicit from students books they like or that have been assigned by teachers. Ask them if they know whether these books are in the public domain.
- ◆ Tell them to do some research to find out if these books can be legally accessed online for free. If possible, have them search for the answers at school. If not, assign the research as homework.
- ◆ Have students share their findings with the class.

Answer Key

Open answers

Activity 5

- ◆ Organise students into small groups to mention books they think that should be in the public domain.
- ◆ Have them discuss and give reasons for their choices.
- ◆ Open the discussion to the class.

Answer Key

Open answers

Page 104

Over to You!

Concept

- ◆ Read the sentence with students. Encourage them to react by circling the emoji that best describes their feelings about it. Ask them to justify why they feel like that.

Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written, in video or audio format) that will support, challenge or invalidate the concept and bring their research to be discussed the following class.

- ◆ The following class, have students work in groups and present what they have found out in their research. If time allows, have them write a summary of their findings and share it with other groups in class.

Answer Key

Open answers

Activity 2

- ◆ Tell students to read the article. Ask them if there are any similarities between the text and the information they have found in their research. Encourage them to justify their opinions.
- ◆ Organise students into trios and have them discuss the questions.
- ◆ Ask for some volunteers to share their answers with the class.

Answer Key

1. It is about Leonardo da Vinci's theories and ideas about topics like the relationship between the Moon, Earth and the Sun.; **2.** Because it is a one-of-a-kind original that has got great historical value.; **3.** Open answers

Page 105

Review 7

Activity 1

- ◆ Have students look at the images and label them.
- ◆ Ask for volunteers to share their ideas and justify them.

Answer Key

Suggested answers: **1.** mystery, thriller; **2.** chivalry, fairy tale, fantasy; **3.** horror, thriller; **4.** science fiction

Activity 2

- ◆ Tell students to identify the genres.
- ◆ Have volunteers read the answers to check.

Answer Key

Suggested answers: **1.** mystery, horror, thriller; **2.** love story, romance; **3.** science fiction, adventure; **4.** fantasy; **5.** historical fiction, realistic fiction

Activity 3

- ◆ Ask students to circle the correct options.

Answer Key

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

Activity 4

- ♦ Go over the example with students and check understanding.
- ♦ Tell them to join the sentences by using relative pronouns.
- ♦ Have some volunteers read their answers to check.

Answer Key

2. A script reader is a critic who/that gives opinions on screenplays.; **3.** The set designer prepares the set where the scenes will be filmed.; **4.** Publicists prepare publicity campaigns which/that will promote the release of a film.; **5.** Costume designers are very creative professionals whose creations will be worn by the actors.

Workbook 7

Pages 37-41

Activity 1

Transcript 17



Jim: When I was a little child, my grandfather used to tell me adventure stories before I went to bed. Today I like reading but I also love listening to stories because I can imagine the scenes that are described. And the best thing is that I can enjoy the narratives anywhere I go. All I need is my mobile and my headphones.

Alice: I'm a librarian in a primary school and I like it when I see children who are learning to read, looking at the pictures and finding their connection with the words. Children are attracted by the colourful images and I can sometimes see them telling their favourite stories to their classmates by pointing to the illustrations in the books.

Richard: I read all types of genres, but my favourite is historical fiction. I've got books in every room in my house so I didn't like the idea of replacing them with an electronic device. But I must accept that having the books available in a small and light object is a great advantage. Now, I can read books before they arrive at the shops and I can even download free books.

Answer Key

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

Activity 2

Answer Key

1. Adventure stories.; **2.** She's a librarian in a primary school.; **3.** To tell their stories to their classmates.; **4.** Historical fiction.; **5.** He can read books before they arrive at the shops and he can even download free books.

Activity 3

Answer Key

1. biography; **2.** science fiction; **3.** drama/realistic; **4.** horror/thriller

Activity 4

Answer Key

1. write; **2.** develop; **3.** publisher; **4.** editor; **5.** proofreading; **6.** designer; **7.** photo researcher; **8.** print; **9.** launched; **10.** translated

Activity 5

Transcript 18



Lara: Brian, I need your help. It's Mary's birthday in a few days and I want to buy her a book as a present. Have you got any suggestions?

Brian: Hmm... do you know what genre she likes?

Lara: I'm not sure. She's got lots of different books.

Brian: OK. I know a blog which has got reviews of the latest books. Why don't we search there?

Lara: Yes, that will be useful.

Brian: What about this one? *Rebel Dogs! Heroic Tales of Trusty Hounds*. It's a collection of true stories about dogs.

Lara: Let me see... This is the same author who wrote a book about rebel cats. I think that Mary has got that one.

Brian: Well, this book includes facts about thirty dogs together with illustrations. There's a glossary and references to useful websites too.

Lara: That's not bad! Let's check another genre.

Brian: Does Mary like horror?

Lara: I don't think so. I know she loves detective stories but she has already read all of Sherlock Holmes's books and she has got a collection of Agatha Christie's stories.

Brian: Wow! She's an avid reader. Where has she got all her books?

Lara: She keeps them in a big cupboard in her bedroom.

Brian: Maybe an e-reader would be the best present.

Lara: I can't afford that! So let's continue with our search for a good book.

Brian: You're right... Look! I think this is a great choice if she likes fantasy and science fiction. I've got the first three books of the series and they're fantastic!

Lara: *Amulet*? That's a graphic novel, isn't it? Mary is a fan too!

Brian: It says here that the story is full of suspense and action. Did you know that the writer is also the illustrator?

Lara: No, I didn't. I like the design and the colours of the cover. It's very eye-catching.

Brian: Yes, the pictures are very attractive. I can lend you my books if you're curious.

Lara: Thanks! And I'll definitely buy this book for Mary. Then we can all comment on the story.

Brian: Great! I promise I won't spoil any detail of the plot until you finish the books.

Answer Key

a, c, e, g, j; fantasy and science fiction

Activity 6

Answer Key

1. Because it's Mary's birthday.; **2.** On a blog.; **3.** Detective stories.; **4.** Yes, she does.; **5.** No, she can't.; **6.** Three.; **7.** The story is full of suspense and action.; **8.** She likes the design and the colours of the cover.

Activity 7

Answer Key

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

Activity 8

Answer Key

1. which; **2.** whose; **3.** where; **4.** who; **5.** that/which

Activity 9

Answer Key

1. The world described in the book can't be captured in a two-hour film.; **2.** Those that can depict the characters and settings more faithfully.; **3.** TV series.; **4.** Because their book is turned into a film.; **5.** No, we can't.

Activity 10

Answer Key

a. live up to; **b.** frustrated; **c.** fall flat; **d.** described; **e.** settings; **f.** ensure; **g.** hit; **h.** give it a try

Activity 11

Answer Key

1. who; **2.** who; **3.** which; **4.** where
1. which; **2.** that; **3.** whose; **4.** that

Activity 12

Answer Key

Open answers

Activity 13

Answer Key

1. who; **2.** which; **3.** that; **4.** where; **5.** that; **6.** whose; **7.** where;
8. which

Activity 14

Answer Key

1. which, I met a man that/who can speak three languages.;
2. whose, Have you read all the books that/which you borrowed last month?; **3.** where; My cousin Mathias, who works at the university, is a brilliant writer.; **4.** that, My dog, which/who I still love, destroyed my favourite book yesterday.

Activity 15

Answer Key

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

Activity 16

Answer Key

2. My grandparents, who live in Spain, are English teachers.;
3. The central station, which is situated near the town centre, receives 500 thousand people every day.; **4.** That chair, which Joseph made in class, is not very strong.

Activity 17

Answer Key

2. A chair is an object that people sit on.; **3.** A stadium is a place where people watch games and live concerts.;
4. A party is an event that people organise to celebrate something.; **5.** An architect is a person who designs buildings and houses.

Activity 18

Answer Key

Open answers

Activity 19

Answer Key

Open answers

8 What's On?

Objectives:

- ▶ Talk about the news.
- ▶ Learn about means of communication.
- ▶ Understand and give some breaking news.
- ▶ Read a news story about the use of social media for news.
- ▶ Write a news story for the local paper.
- ▶ Research where people get their news from.
- ▶ Analyse local, national and international news.
- ▶ Reflect on the importance of being critical when reading news.

Language:

- ▶ means of communication (online newspaper, printed newspaper, radio, social media, TV)

- ▶ prefixes and suffixes
- ▶ review of comparative and superlative adjectives
- ▶ review of quantifiers
- ▶ review of countable and uncountable nouns
- ▶ review of relative pronouns
- ▶ review of verbs followed by the gerund and infinitive
- ▶ review gerund as subject in sentences
- ▶ review future tenses (*will, going to* and present continuous with future aspect)

Digital Content: Unit 8 Study Space and Teacher's Resource Material.

Project: Workbook, page 50

Workbook: pages 42-46

Pages 106-107

Opening Pages

Shorter Version

- ◆ Ask students to describe the image.
- ◆ Have them explain how the image connects to the title of the unit.
- ◆ Ask students to discuss the questions in pairs.
- ◆ Then invite volunteers to share their answers with the class.

Longer Version

- ◆ Ask students to describe the image.
- ◆ Draw students' attention to the title of the unit and ask them how it relates to the image.
- ◆ Guide them to notice that the image shows different people sharing different points of view on the same topic or talking about different topics, each with its unique characteristics. Also, the scrambled lines can mean that what people talk about can be changed and influenced by what others say. Ultimately, this can reveal that we cannot trust what is said unless we go straight to the source.
- ◆ Have students discuss the questions in pairs.
- ◆ Ask for volunteers to share their answers with the class.
- ◆ Elicit from students the different means of communication (radio, TV, newspapers, the internet, social media, etc.) they know and have them mention, for example, if their parents subscribe to any daily newspaper or weekly magazine and also if they like to read the news online.
- ◆ Encourage them to talk about how each of the means of communication is used to share the news, which of them is

more prone to spread fake news and how we, as readers, should read them critically.

- ◆ Finally, open the discussion to the class.

Pages 108-109

Get Ready!

Activity 1

- ◆ Draw students' attention to the texts on page 108 and elicit all the means of communication portrayed (newspaper article, online article, social media, radio and TV).
- ◆ Encourage them to read each of the news items and help them with vocabulary.
- ◆ Guide them to notice that the three texts are about the same piece of news. However, they are reported differently according to the unique characteristics of the means of communication.
- ◆ Make sure students understand that they have to go over all the news items to answer.
- ◆ Finally, ask for volunteers to share their answers with the class.

Answer Key

1. On Mars.; **2.** They can start now.; **3.** By space shuttle.

Activity 2

- ◆ Go over the means of communication in the box and ask students in which of them they can find the answers to activity 1 (online newspaper, printed newspaper and social media).
- ◆ Play the audio and ask what the news is about.
- ◆ Play the audio once or twice more for them to do the activity.

- ◆ Then encourage them to look back at page 108 to answer about the other means of communication.
- ◆ Have them compare their answers in pairs and then check with the class.

Transcript 35



TV reporter: And now the last news for the day. As you can see, the first hotel on Mars is going to start receiving guests next year. The hotel took ten years to be built and now it is ready to be booked. More information on <www.themarsennial.net>. Good night.

Radio presenter: Welcome to CNCD. We've just confirmed the information that the hotel on Mars is officially open and people can already make a reservation. There were some questions and doubts if it was ever going to be possible to have a hotel in space, but it is a reality. The Marsennial has got approval from the government, after a very detailed inspection, and it is ready to receive its first guests. Bookings will start now, but guests are going to visit the hotel beginning next year.

Answer Key

1. printed newspaper, online newspaper, social media, TV, radio; 2. TV; 3. online newspaper; 4. online newspaper, social media, TV, radio

Tip



We usually use the preposition “in” to talk about the print media. For instance, “I usually read the news in the local newspaper.” “I enjoy reading articles about my team in sports magazines.” We usually use the preposition “on” to talk about news that is broadcast by TV, radio or online. For instance, “I saw the news about the accident on TV.” “I like to read the news on Facebook.” “My father listens to the news on the radio every morning.”

Buzzwords

- ◆ Refer students to the **Buzzwords** box and read the sentence.
- ◆ Encourage them to find the expression on page 108 (social media/it's used in one of the comments) and infer whether it is used in formal or informal contexts (informal).
- ◆ Draw their attention to “yeet” and ask them what they think it means.
- ◆ Instruct students to look up the word in the dictionary and check.
- ◆ Encourage them to think of similar words or phrases to express a positive answer and share their ideas with the class.

Answer Key

The word is used to express excitement in a positive answer.

Activity 3

- ◆ Go over the questions with students. Encourage them to look back at the texts on page 108 to answer. Also, play the audio once more so they can compare the pieces of news.
- ◆ Have students discuss in pairs.
- ◆ Ask for some pairs to share their answers and elicit the different formats and characteristics of each type of news, focusing on layout, level of formality, content shared, etc. Also, encourage them to describe how the same piece of news is reported by different means of communication.
- ◆ Finally, allow them to share and justify their opinions regarding the last question.

Answer Key

Open answers

Activity 4

Respecting different points of view – Student interaction is more effective when there is an atmosphere of tolerance and respect in the classroom, and one of the best ways to show respect for someone is to truly listen to their point of view. We may have students from different cultures, ethnicities and backgrounds, so it is obvious that we will not always agree with one another on every topic, but we should allow everyone to have and express their own views regardless of whether most people agree with them or not. Being open to multiple perspectives will help students build mental flexibility and a sense of tolerance, and will be an opportunity for them to show respect and understanding towards others. Therefore, participating in discussions aimed at understanding other people's reasons for their points of view should be encouraged in class.

- ◆ Have students read the comments made by different people regarding the news. Ask them if they agree or disagree with them and why.
- ◆ Take the opportunity to talk to students about their different experiences and opinions regarding social media. Draw their attention to Paul Drake's tweet on page 108 and ask whether he is being respectful to others (He is not being respectful. He is allowed to believe whatever he wants, but he should support his claims with facts or look for other sources to support them.).
- ◆ Have them think of a more polite way to write Paul's comment in pairs. Elicit some answers, drawing students' attention to the fact that it is possible to convey our opinions and respect others' opinions at the same time.
- ◆ Next, instruct students to write their own comment.
- ◆ Have them share their comments with a classmate, who will read it and say whether it is respectful and, if not, make suggestions to correct it.
- ◆ Finally, ask for volunteers to read their comments aloud.

Answer Key

Open answers

Activity 5

- ♦ Instruct students to write a question about which kind of media preteens use the most as a source of news.
- ♦ Then have them share it with some classmates, who can try to answer it. Assign the research for the answer as homework.
- ♦ The following class, organise students into small groups to share their information. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Answer Key

Open answers

Extra Activity



- ▶ Write: Art, Business, Celebrities, Economics, Education, Entertainment, Fashion and Style, Food, Gossip, International News, Local News, Politics, Science and Health, Sports and Travelling, and Technology.
- ▶ Organise students into small groups to rank the topics in order of preference. Then have them discuss their favourite format to get the news related to each topic (newspaper, magazine, online newspaper, TV, radio, social media, etc.).
- ▶ Have students reflect on the power of social media. Through hashtags, shares, likes, retweets, hearts and reactions, posts have got no limit to the audience they can reach.
- ▶ Open the discussion to the class.

Page 110

Language 1

Activity 1

- ♦ Have students match the sentences to the explanations that refer to the words in bold. Monitor and help as needed.
- ♦ While checking, elicit other examples of prefixes that form antonyms (**in**different, **un**acceptable, **in**convenient, **dis**obey) and suffixes that are added to verbs or adjectives to create nouns (education**ion**, kind**ness**, leader**er**, translator**or**, worker**er**).

Answer Key

a. 2; b. 1

Activity 2

- ♦ Instruct students to read the conversation and pay attention to the letters in bold.
- ♦ Next, have them circle the correct option.
- ♦ Ask for volunteers to read the full sentence. Make sure students notice that the prefixes un-, dis-, mis- and im- convey a negative idea to the word they are added.

- ♦ Also, encourage them to realise that the examples show prefixes used with both adjectives (unbelievable, impossible) and verbs (disagree, misunderstood). Clear up any doubts.

Answer Key

1. prefixes; 2. negative

Activity 3

- ♦ Tell students to complete the sentences by adding the correct prefixes from the first box to the words from the second box. If necessary, instruct students to use a dictionary.
- ♦ Before checking, have them compare their sentences in pairs.

Answer Key

1. preschool; 2. unable; 3. replay; 4. dishonest; 5. misbehave

Activity 4

- ♦ Go over the box with students and encourage them to give examples for each suffix in it. If necessary, reproduce the following chart on the board:

Suffix	Meaning	Example
-al	related to; action, process	fictional; rehearsal
-er	one who; comparison	lawyer; better
-ful	a lot of; characterised by	prideful; peaceful
-ible / -able	capable of	compatible, breakable
-less	none of something	speechless
-ly	how; like	slowly; similarly
-ment	action; place; process	development; parliament; entertainment
-ous	full of, having	poisonous
-(a)tion / -sion	action; state	revolution; tension

- ♦ Have the same pairs from activity 3 fill in the blanks with the correct suffix.
- ♦ Organise them into new pairs to compare their answers.
- ♦ Ask for volunteers to write their full sentences on the board.

Answer Key

1. -er; 2. -ful; 3. -ment, -al; 4. -ation; 5. -ous; 6. -ly; 7. -ible; 8. -less

Activity 5

- ♦ Have students choose four words from the first column and add prefixes or suffixes to them to make true sentences about themselves.
- ♦ Instruct them to share their answers in pairs and comment on each other's sentences.
- ♦ Ask for volunteers to share their answers and clear up any doubts.

Answer Key

Open answers

Setting the Pace



- ▶ Instruct students to play "Three Truths and One Lie". Ask them to write three sentences that are true about them and one that is false.
- ▶ Organise students into small groups to read the sentences to the group, so they can guess which information is false.
- ▶ Encourage students to share what they have learned about their classmates with the class.



- ▶ Organise students into groups of four to write true sentences about themselves. They can either write a sentence each or look for things in common to write the four sentences.
- ▶ Then have students compare their sentences with other groups.

Page 111

Listening and Speaking

Activity 1

- ♦ Ask students to describe the images and mention the possible events they show.
- ♦ Play the audio for students to choose the image.
- ♦ Finally, check orally with the class.

Transcript 36



Thousands of people are gathered in the main avenue now to see the stars of the national handball team. They have just returned from the world championship in Greece and here they are, holding their trophy high in the sky. The fire engine is crossing the main streets of the city, until it gets to the training centre, where a big party is going to be thrown for the players. According to official information, more than 15 thousand people are following the fire engine through the streets. More details about it in our evening edition.

Answer Key

2

Activity 2

- ♦ Go over each item and clear up any doubts.
- ♦ Play the audio once or twice and encourage students to take notes to correct the sentences that are false.
- ♦ Ask for volunteers to share their answers, correcting the false sentences.

Answer Key

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

Activity 3

- ♦ Go over each item with the class and encourage them to rely on what they remember from the audio.
- ♦ If necessary, play the audio again and check the activity with the class.

Answer Key

1. Greece; 2. handball; 3. fire engine; 4. players; 5. evening

Activity 4

- ♦ Tell students to read the questions and try to answer them.
- ♦ Play the audio for students to complete the activity or check their answers.
- ♦ Ask for volunteers to read the answers aloud to check.

Answer Key

1. Stars.; 2. A trophy.; 3. On the fire engine. / Crossing the main streets of the city.

Activity 5

- ♦ Have students listen to and repeat the words.
- ♦ Encourage them to circle the letters that have got the same sound (avenue, group, news, school, student). Make sure they notice /u:/ is a long sound.

Transcript 37



avenue, group, news, school, student

Answer Key

The sound /u:/.

Activity 6

- ♦ Play the audio again pausing after each word for students to repeat.

Answer Key

Open answers

Activity 7

- ♦ Encourage students to read the sentences aloud and identify the /u:/ sound in them.
- ♦ Have them compare their answers in pairs.
- ♦ Then play the audio for them to check.

Transcript 38



1. There's no food in the fridge.
2. I saw a very funny cartoon yesterday.
3. The player made a nice move in the game.
4. I don't need many cups, just two, please.
5. You have to wear a uniform, that's the rule.

Answer Key

1. food; 2. cartoon; 3. move; 4. two; 5. rule

Activity 8

- ♦ Play the audio for students to repeat the sentences individually.
- ♦ Organise students into pairs to take turns reading each sentence and explain that their classmate must give feedback on their pronunciation. Advise them to give positive feedback whenever possible and to be gentle in their corrections.
- ♦ Ask for volunteers to repeat the sentences aloud to the class.

Answer Key

Open answers

Activity 9

- ♦ Review the expression “breaking news” with students and have them choose a set of images to create their breaking news.
- ♦ Write: “What’s happening in the first/second image? Who is involved? Where are the people? What are they doing/going to do? What is the end of the story?”. Go over the questions with students, clearing up any doubts. Then tell them to use these questions as a guide.
- ♦ Allow a few minutes for students to come up with their news. Monitor and help as needed.

Answer Key

Open answers

Activity 10

- ♦ Organise students into pairs to share their breaking news with each other.
- ♦ Encourage them to give positive feedback and pay attention to any correction needed, as well as intonation when reading.

Answer Key

Open answers

Activity 11

- ♦ Encourage students to change and rehearse their breaking news based on the feedback in activity 10.
- ♦ When they feel confident enough, ask them to read their breaking news to the class. They can also record it and post it on a social network or their class/school blog.

Answer Key

Open answers

Pages 112 and 113

Reading

Activity 1

- ♦ Instruct students to scan the text and answer the questions individually.
- ♦ Ask them the first question, encouraging them to explain which piece of information helped them identify the answer (probably the title).
- ♦ Then ask students the second question and have them justify their answer by naming some characteristics of the text, such as headline, subheadline, layout, etc. Also, elicit where this kind of text is typically found (newspaper, magazine or on a website).

Answer Key

1. The use of social media for news.; 2. News story/article.

Activity 2

- ♦ Have students read the options and scan the news story again to tick the characteristics.
- ♦ Check the activity with the class and encourage students to justify their answers by referring to the text.

Answer Key

1, 3, 4, 6

Further Information



News story – a text written to inform its readers about events of the day, which are considered newsworthy or important. The generic structure of a news story consists of the headline, the subheadline, the lead (a first paragraph that gives an overview of the story) and the text itself. The story is written having the answer to the following questions in mind: who, what, where, when, why and how. This kind of text usually presents the events and sources (interview, research, facts) in order to help the reader form his/her own opinion on the subject.

Based on <<https://www.mediacollege.com/journalism/news/write-stories.html>>. Accessed on December 17, 2019..

Activity 3

- ◆ Guide students to scan the text for numbers and locate the specific information they need. Explain that they can be either in the text or in the graph.
- ◆ Encourage them to compare their answers in pairs before checking with the class.

Answer Key

a. number of people interviewed; **b.** countries where people were interviewed; **c.** percentage of people in the U.S. that used Facebook as source of news in 2018 / percentage for the UK in the graph; **d.** percentage for France in the graph; **e.** the year of the Digital News Report

Activity 4

- ◆ Instruct students to study the graph. Guide them to notice that each colour refers to a specific country and how different countries used social media as a source of news over the years. Draw their attention to the percentages and talk about the trends the graph shows.
- ◆ Ask for volunteers to write their answers on the board.

Answer Key

1. Brazil, USA, UK, France and Germany.; **2.** Brazil; **3.** Germany

Activity 5

- ◆ Tell students to read the news story again to complete the sentences.
- ◆ Have them compare their answers in pairs. Then ask for volunteers to read the sentences to check.

Answer Key

1. falling; **2.** up; **3.** digital news; **4.** a WhatsApp group; **5.** major

Activity 6

- ◆ Encourage students to answer the questions from what they remember. Then have them read the text to complete the activity.
- ◆ Ask for volunteers to read the answers.

Answer Key

1. It is falling.; **2.** Facebook and Twitter.; **3.** Young people.; **4.** Fake news, misinformation and trust in the media.; **5.** To WhatsApp, a messaging app, because they feel more comfortable sharing their opinions more privately.

Activity 7

- ◆ Instruct students to find and underline the words in the text and match each of them to its corresponding definition.
- ◆ Encourage them to use different strategies to learn vocabulary: make predictions about word meanings, look up word definitions in a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word and write a meaningful sentence using the newly learned words.
- ◆ Check the definitions with the class.

Answer Key

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

Activity 8

- ◆ Tell students to complete the sentences with the words.

Answer Key

1. findings; **2.** disenchanted; **3.** trend; **4.** headline; **5.** growth; **6.** relentless

Activity 9

- ◆ Instruct students to refer to the words in activity 7 to write a new headline and subheadline for the news story they read on page 112.
- ◆ Have them compare their answers in pairs and check for similarities.
- ◆ Ask for volunteers to share their headlines and subheadlines with the groups.

Answer Key

Open answers

Activity 10

- ◆ Organise students into groups of three to answer the questions.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Pages 114 and 115

Language 2

Activity 1

- ◆ Tell students to go over the images on page 108 again. Elicit the means of communication they refer to (social media, printed and online newspaper, TV and radio).
- ◆ Write “Social media news is faster than online newspaper news.” and ask students whether they agree.
- ◆ Draw their attention to the fact that it is a comparison, so they must use the expressions from the box. If necessary, review the comparative and superlative forms with students and/or refer them to the **Unit 2 Language Reference** on pages 54 and 55 in their **Workbooks**.
- ◆ Have students think of other sentences to compare the means of communication.
- ◆ Have them compare answers in pairs.
- ◆ Finally, ask for volunteers to write their sentences on the board for visual support.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to read the radio news and then tick the possible alternatives to complete the sentences. Encourage them to eliminate the options as they read the piece of news, so that they end up with just one correct alternative.
- ◆ Ask for volunteers to share their answers with the class and explain their choice.
- ◆ Use the examples to reinforce the use of “a lot of” and “some” (both for countable and uncountable nouns), “a few” and “few” (countable nouns), “a little” and “little” (uncountable nouns). If necessary, refer them to the **Unit 3 Language Reference** on page 57 in their **Workbooks**.

Answer Key

c

Activity 3

- ◆ Instruct students to write the verbs under the correct column.

- ◆ Ask volunteers to write their answers on the board. Encourage them to make sentences with some of the verbs to review verb patterns. If necessary, refer them to the **Unit 1 Language Reference** on page 53 in their **Workbooks**.
- ◆ Then instruct students to write sentences using the verbs from the box based on the images.
- ◆ Finally, ask for volunteers to read their sentences aloud.

Answer Key

verb+infinitive: learn, need, offer, plan, want; **verb+gerund:** avoid, enjoy, go, keep, miss

Suggested answers: **1.** He learned to type in a typewriter.; **2.** She enjoys reading the newspaper with her family.; **3.** She avoids reading bad news. **4.** He needs to decide what to use.

Activity 4

- ◆ Read the first sentence aloud and encourage students to guess how to complete it. Guide them to notice that it is necessary to use the verb in the gerund. If necessary, review gerund as subject in sentences with the class and/or refer them to the **Unit 1 Language Reference** on page 53 in their **Workbooks**.
- ◆ Instruct students to complete the other sentences.
- ◆ Check the activity with the class.

Answer Key

1. Planning; **2.** Going; **3.** Keeping; **4.** Avoiding

Activity 5

- ◆ Have students mention the relative pronouns and write them on the board.
- ◆ Guide them to remember the uses. If necessary, refer them to the **Unit 7 Language Reference** on page 64 in their **Workbooks**.
- ◆ Instruct them to complete the sentences. Explain that, sometimes, they can use more than one option.
- ◆ Ask for volunteers to write their answers on the board and clear up any doubts.

Answer Key

1. who; **2.** which; **3.** whose; **4.** that/who; **5.** that/who; **6.** which

Activity 6

- ◆ Tell students to read some sentences related to the topics they have seen in the unit and complete them with the best indefinite pronoun. Encourage them to pay attention both to grammar and coherence. If necessary, review indefinite pronouns, focusing on the difference of use between *-body / -one* (people) and *-thing* (objects), as well as on the use of *no*

any in negative sentences. You can also refer them to the **Unit 3 Language Reference** on page 58 in their **Workbooks**.

- ◆ Ask for some volunteers to read their sentences aloud.

Answer Key

1. b; 2. c; 3. c

Activity 7

- ◆ Draw students' attention to the images and the cues. If necessary, review which future form should be used for each cue or refer them to the **Unit 4** and **Unit 5 Language Reference** on pages 59 and 60 in their **Workbooks**.
- ◆ Organise students into pairs to write a sentence about each of the situations using the most appropriate verb form.
- ◆ Since answers will vary, ask for volunteers to share their ideas and justify them.

Answer Key

2. She will/won't travel abroad on the next holiday.; 3. It's going to rain tomorrow.; 4. He's making an appointment.; 5. We'll have some coffee, please.; 6. I won't use my mobile phone/the internet.

Activity 8

- ◆ Draw students' attention to the fact that this activity aims at reviewing some topics they have studied in the book. If they have got any doubts, refer them to the activities in the **Language 2** section and/or to the **Language Reference** in their **Workbooks**.
- ◆ Have students write the sentences individually.
- ◆ Ask for volunteers to share their answers with the class.

Answer Key

Open answers

Page 116

Writing

Activity 1

- ◆ Ask students which news story they would like to write about.
- ◆ Draw their attention to the fact that a news story has got some items that make it reliable, such as interviews/quotations and research data to support its arguments. Besides, it focuses on general topics related to society.
- ◆ Have students look back at page 112 to review some other characteristics of the genre. Make sure they identify the headline, the subheadline and the lead, as well as what is being reported, who is involved, when and where. Draw their attention to the

fact that this information is mainly located in the first paragraph, offering a summary of the news story. Other information, such as why and how, usually appear in the following paragraphs.

- ◆ Allow students some time to plan the news story. Encourage them to do some research or field interviews to support what is being told, as well as the topics in the box. Alternatively, have students do the research as homework.

Answer Key

Open answers

Activity 2

- ◆ Instruct students to make a first draft of their news story, including the information they have planned in activity 1.

Answer Key

Open answers

Activity 3

- ◆ Organise students into pairs to read each other's news stories and make suggestions on how to improve them.
- ◆ Elicit elements students should pay attention to when proofreading, such as vocabulary, grammatical accuracy, spelling, clarity of ideas and genre characteristics. Also, they should pay attention to whether all (or most of) the wh-questions in the box were answered.
- ◆ Instruct them to give positive feedback and respectfully point out their classmates' mistakes.

Answer Key

Open answers

Activity 4

- ◆ Tell students to write the final version of their news stories in their book, incorporating the feedback from their classmates. They can also publish it on a social network or their class/school blog.

Answer Key

Open answers

Go Find Out!

Hypothesis

- ◆ Read the sentence with students and tell them to complete it with one of the options.
- ◆ Ask for volunteers to share their hypotheses with the class.

Research

- ♦ Draw students' attention to the chart. Instruct them to reproduce it in their notebooks to take notes of their interviews. Agree with them on the number of people to be interviewed and remind them that if people mention more than one source of news, they should consider the most frequently used.
- ♦ Agree with students on a deadline to do the interviews.

Think

- ♦ Read the questions with students to check understanding. Then ask them to analyse their data and answer the questions individually.
- ♦ Organise them into groups to compare their answers.
- ♦ Finally, open the discussion to the class.

Discuss

- ♦ Ask some students how many people prefer reading printed instead of online newspapers. Repeat this procedure with social media and messaging apps.
- ♦ Tell students to complete the sentence with one option according to their data.
- ♦ Have them compare their conclusions to their initial hypotheses and ask for volunteers to share their conclusions with the class.

Activity 1

- ♦ Have students discuss the questions in the same groups as in the previous activity.
- ♦ Open the discussion to the class. Help them realise that different sources of news have got both advantages and disadvantages.

Answer Key

Open answers

Activity 2

- ♦ Tell students to share their ideas in class. They can also post them on a social network or their class/school blog.

Answer Key

Open answers

Page 117

Go Around!

Activity 1

- ♦ Have students describe the images and notice the size of each newspaper and how they are organised (according to how many people and places they reach).
- ♦ Organise students into small groups to discuss the questions.
- ♦ Open the discussion to the class.

Answer Key

1. The Local News is a local/smaller newspaper; the USA Today Weekend is a national newspaper; and The New York Times is an international newspaper.; **2.** Information related to a specific neighbourhood/city/state, news related to different states and national and international news, respectively.; **3.** Open answers

Activity 2

- ♦ Read the questions with students and clear up any doubts.
- ♦ Have them work in the same groups from activity 1.
- ♦ Open the discussion to the class.
- ♦ Still in groups, have students go online and research the answers at school. If this is not possible, assign the activity as homework.
- ♦ Finally, ask for volunteers to share their findings with the class.

Answer Key

Open answers

Activity 3

- ♦ Have students mention the national newspapers they know and write them on the board.
- ♦ Ask them to choose two newspapers and do some research to complete the table.
- ♦ Organise students into pairs to compare their information. Finally, ask for volunteers to share the characteristics of the newspapers they chose.

Answer Key

Open answers

Activity 4

- ♦ Tell students to write sentences comparing the newspapers in activity 3.
- ♦ Ask for volunteers to read their ideas to check.

Answer Key

Open answers

Page 118

Over to You!

Concept

- ♦ Read the concept with students and ask them if they have ever read an old newspaper or magazine.

- ◆ Organise students into groups to share what kind of news they read about.
- ◆ Encourage them to circle the emoji that best describes their feelings towards the concept.
- ◆ Open the discussion to the class.

Answer Key

Open answers

Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts that will support, challenge or invalidate the concept and bring their research to be discussed next class.
- ◆ The following class, have groups present their findings.

Answer Key

Open answers

Activity 2

- ◆ Tell students to read the article.
- ◆ Organise them into small groups to discuss the questions.
- ◆ Open the discussion to the class. Encourage students to say whether they were surprised by the information in the text and justify their answers.
- ◆ Discuss with students if there are similarities between the text and their information.

Answer Key

Open answers

Page 119

Review 8

Activity 1

- ◆ Play the audio and ask students to write down keywords of the news.
- ◆ Have them match the news to the headlines and justify their answers.

Transcript 39

1. The elderly couple from Melbourne couldn't believe it when they saw that animal in their garden in Florida. After Hurricane Irma, people reported seeing an alligator in the empty streets in the town centre, but nobody could ever believe that it would reach the suburbs.
2. A new restaurant, in the Sichuan Province in China, just closed its doors after the first day of operation. The manager decided to promote an all-you-can-eat buffet

day, but he wasn't expecting so many people to come. He said all the food was gone and he'd need some days to go shopping and prepare the restaurant to receive customers again. But now, no more promotions will be offered.

3. It's almost time for the first trip to the first hotel in Mars. Diana Warren spoke to some of the lucky ones who are joining this adventure. They reported that their main concern is about which clothes to take. Nobody has told them about the weather conditions and they are not sure if they can go shopping on the red planet.

Answer Key

a. 3; b. 1; c. 2

Activity 2

- ◆ Tell students to write the correct words in the blanks.
- ◆ Have students compare their answers in pairs before checking with the class.

Answer Key

1. A lot of/Many; 2. a lot of; 3. some/many/a lot of; 4. How much; 5. much; 6. many; 7. a lot of/many; 8. some/a few/a lot of/many; 9. How many

Activity 3

- ◆ Instruct students to complete Tom's answer to Hans in activity 2.
- ◆ Organise students into small groups to share their answers and vote on the most creative one.
- ◆ Finally, have the groups share the most creative answer with the class.

Answer Key

Open answers

Activity 4

- ◆ Ask for a volunteer to read the example and make sure students understand that they have to identify what the indefinite pronouns are referring to.
- ◆ Encourage them to work in the same groups from activity 3.
- ◆ Finally, correct the activity with the class.

Answer Key

2. people who won't be successful in booking a reservation;
3. what people would do to go; 4. what is ready for the trip

Activity 5

- ◆ Tell students to read the paragraphs to get the gist and then write the corresponding part of the word.

Answer Key

1. un-, -able, -ation, pre-; 2. re-, -ful; 3. il-, ir-; 4. pre-, -ment, -ible

Activity 6

- ♦ Have students complete the sentences with the corresponding pronouns and the verbs in the correct forms.

Answer Key

1. who/that, to leave; 2. which, to pay; 3. bringing, who/that

Workbook 8

Pages 42-46

Activity 1

Transcript 19



Dialogue 1

Sam: What are you doing, Rita?

Rita: I'm checking the news online. Wow! This is incredible! Did you know that there are lots of fires in California?

Sam: No, I watched the news in the morning but I missed that one. What does the article say?

Rita: Well, more than 7000 residents have been evacuated so far. And more than 1100 firefighters are working hard to put out the fires but, unfortunately, there are strong winds that are spreading the flames. The state is under "red flag" warnings, which mean that dangerous wildfires can reach some areas.

Dialogue 2

Joe: Dad, have you got the entertainment section?

Bill: I think it's on the sofa. Why?

Joe: I've heard that there's going to be a prequel of *Game of Thrones* and I want to know exactly when.

Bill: Oh yes! I've already read about that earlier but there isn't much information. It doesn't say anything about the date of release or the actors who are going to be part of the cast.

Joe: So the only piece of information available is that there's going to be a prequel.

Bill: That's not all! The series will be called *House of the Dragon*.

Answer Key

1. b; 2. a

Activity 2

Answer Key

Dialogue 1: 1. c; 2. a; Dialogue 2: 1. b; 2. c

Activity 3

Answer Key

1. entertainment; 2. dangerous; 3. information; 4. Unfortunately; 5. actor, unknown

Activity 4

Answer Key

2. react the way we expected—he was too calm for such breaking news; 3. unusual colour for an astronaut uniform; 4. stronger when I last saw him on that online magazine; 5. humorous stories; I think they are all fake and I don't like them; 6. grateful for everything that you have got—just read the newspaper and you'll see how bad things can be

Activity 5

Transcript 20



NASA has announced via Twitter that, on October 18th, two astronauts from the International Space Station (ISS) are going to perform a spacewalk. Cristina Koch and Jessica Meir will go outside the station to repair a power controller.

This is the 221st spacewalk but the first one that will be completed by a female team. The walk had to take place six months ago but there was only one useable suit available for the size of women. In June, Nasa sent a second medium spacesuit up to the station so that the two women would be able to do the walk.

The spacewalk is going to start at about 7:50 a.m. and it is expected to take five or six hours. There will be live coverage from 6:30 a.m. on NASA TV, NASA's website and YouTube channel as well. If you want to post questions, you can follow @NASA on Twitter and use the hashtag #AskNASA and experts will answer as many questions as possible.

Answer Key

b

Activity 6

Answer Key

b

Activity 7

Answer Key

1. The news first appeared on Twitter.; **2.** They didn't perform a spacewalk in June.; **3.** NASA hasn't got as many spacesuits for men as for women to do the walks.; **4.** NASA is going to broadcast the spacewalk.; **5.** Experts will answer questions on Twitter.

Activity 8

Answer Key

1. 18th; **2.** 221st; **3.** 6; **4.** 7:50; **5.** 5; **6.** 6:30

Activity 9

Answer Key

1. which; **2.** that; **3.** where; **4.** that; **5.** who; **6.** whose

Activity 10

Answer Key

1. The xEMU is more comfortable than the spacesuits used outside ISS.; **2.** The xEMU is safer than the suits on Apollo 11.; **3.** The xEMU is lighter than the previous designs.; **4.** The Orion Crew Survival System is thinner than the xEMU.; **5.** The xEMU is more flexible than the suits on Apollo 11.

Activity 11

Answer Key

1. to use; **2.** to get; **3.** Seeing; **4.** to take

Activity 12

Answer Key

1. The effects of social media on people.; **2.** Stress, anxiety and depression.; **3.** Cyberbullying, having a distorted view of other people's lives, and feeling like time spent on social media is a waste.; **4.** They should reduce the use of social media and, in some cases, look for professional help.

Activity 13

Answer Key

1. anxiety; **2.** depression; **3.** stress; **4.** anxiety

Activity 14

Answer Key

1. Studies on social media effects are inconclusive.; **2.** People who use seven or more social media platforms are more than three times as likely as people using 0-2 platforms to have high levels of general anxiety symptoms.; **3.** Depressive symptoms are related to negative internet interactions.; **4.** Social media affects people differently, depending on pre-existing conditions and personality traits.

Activity 15

Answer Key

prefixes: unknowns, research, downside, pre-existing;
suffixes: relatively, mainly, likely, endless, anxiety, restlessness, hopelessness, worthlessness, personality, differently, advisable, professional

Activity 16

Answer Key

1. a lot of, many; **2.** How much; **3.** any; **4.** How many; **5.** some, much; **6.** many

Activity 17

Answer Key

1. is going to happen; **2.** am meeting; **3.** won't take; **4.** will show; **5.** are going to work

Activity 18

Answer Key

Suggested answers: **2.** I'm going to travel to the U.S. I'll probably visit the Kennedy Space Center.; **3.** I'm going to study hard to enter university. I'll probably be an engineer.; **4.** The TV reporter is going to talk about the breaking news. Probably the newspaper will talk about the same news tomorrow.

Activity 19

Answer Key

Open answers

Workbook - Pages 47-50

Unit 1

Game Design

- ◆ Since students are going to design and play a game, make sure they have got a suitable environment to do so.
- ◆ Organise them into groups of four to six and ask them to follow the steps in the **Action** section. Monitor their work closely.
- ◆ Help as needed, but remember to let students work autonomously as much as possible.
- ◆ Ask students to search online for “party games” to find different types of games that can be played in groups. Instruct them to analyse the possibilities and consider their pros and cons in order to understand the features that successful games include.
- ◆ Have students decide on the type of game that they want to create and draw a simple sketch of it.
- ◆ As they get to the **Problem-solving** box, encourage them to reflect on the questions and discuss them in their groups to come up with practical solutions. If necessary, help them redo anything and remind them that making mistakes is not a problem, since it is a natural part of the process. However, it is important to be able to identify these mistakes and find ways to correct them.
- ◆ Instruct students to analyse the **Basic Supplies** and identify other resources and materials that they may need. Have them gather all the necessary supplies and continue with the project.
- ◆ Have students decide who is going to be responsible for each task. If necessary, instruct them to write a list of all tasks and then negotiate who will be responsible for what. Make sure everyone feels involved.
- ◆ When students finish designing their games, have them play. If possible, have groups play each other’s games as well.
- ◆ Finally, have students discuss the questions in the **Assessment** section in their groups. Encourage them to justify their answers and ask for volunteers from different groups to share their conclusions with the whole group.

Unit 5

Dog Bed

- ◆ Since students are going to make a dog bed, make sure they have got a suitable environment to do so. Depending on your classroom, you might want to do this activity in another place, such as the art classroom.
- ◆ Instruct students to go over their research for the **Go Find Out!** section on page 74 in their Student’s Books again and ask them if any of the volunteering possibilities they found in their city is dedicated to taking care of abandoned animals. Explain that they are going to make a bed for an abandoned dog at a dog shelter.

- ◆ Have them analyse the **Basic Supplies** and check if they know all the materials. If necessary, ask them to gather all the necessary supplies and then have them start the project.
- ◆ Organise students into small groups and ask them to follow the steps in the **Action** section. Monitor their work closely.
- ◆ After students have chosen the volunteering programme or NGO, if possible, organise a group visit to the selected shelter. This might be an interesting opportunity for students to learn about the kind of work that is done with the animals there.
- ◆ As students develop the project, help them as needed, but remember to let them work autonomously as much as possible.
- ◆ If you think students can benefit from planning the design of the bed more carefully, ask them to draw how they intend to make the bed.
- ◆ As they get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in their groups to come up with practical solutions. If necessary, help them redo any work that they find necessary and remind them that making mistakes is not a problem, since it is a natural part of the process, but that it is important to be able to identify these mistakes and correct them.
- ◆ Once students have finished the beds, take pictures of each group with their dog beds. If possible, post the pictures on the school website or send them to students’ families along with a short explanation of the objectives and the process of the activity.
- ◆ Encourage students to send the dog beds to the chosen shelter. If possible, organise another group visit to the place so that they can deliver their dog beds themselves.
- ◆ Finally, have students discuss the questions in the **Assessment** section in their groups. Encourage them to justify their answers and ask for volunteers from different groups to share their conclusions with the whole class.

Unit 7

Self-Publishing

- ◆ Go through the basic supplies and the instructions with students and make sure they understand everything.
- ◆ Organise students into groups. One idea is to organise them based on the genres of the short stories they wrote in the **Writing** section of this unit.
- ◆ Have students go back to the short stories they wrote. They should read each other’s stories, so that they can choose the order in which they will appear in the book. Encourage them to create and follow a set of criteria so that their decision is fair.
- ◆ Ask students to analyse the different publishing formats (digital or print) and consider the pros and cons of each one. Instruct them to reflect on the different stages of production

and decide with their group which format they feel most comfortable with.

- ◆ Have them decide on the format of their book, allowing them to work as autonomously as possible.
- ◆ As students get to the **Problem-solving** boxes, encourage them to reflect on the questions to decide who is going to be responsible for each stage of the publishing process. If necessary, mediate the negotiations.
- ◆ When students finish editing and publishing the book, instruct them to read their classmates' productions.
- ◆ Ask students to brainstorm how they will promote their books. Encourage them to consider the pros and cons of each strategy and tool.
- ◆ Finally, have students discuss the questions in the **Assessment** section in their groups. Encourage them to justify their answers and ask for volunteers to share their ideas with the whole class.

Unit 8

The School Newspaper

- ◆ Explore the **Basic Supplies** with the class and check which one they think would be more useful when collecting information for a newspaper. Then have students talk about their experience using a camera, a notepad, a recorder or a laptop and design software.
- ◆ Take the opportunity to talk about how technology and the new social media have changed the way we collect and receive information.

- ◆ Let students know that they are going to write a school newspaper. Have them choose the topics to be covered and help them come up with sections to be included in their newspapers.
- ◆ Ask them to follow the steps in the **Action** section and monitor their work closely.
- ◆ Make sure they have got a suitable environment to carry out the activity.
- ◆ Help as needed, but remember to let students work autonomously as much as possible.
- ◆ As students get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in pairs before answering them.
- ◆ Talk to the headteacher and arrange a place and a time for students to print the newspaper copies and distribute them in school.
- ◆ Remind students to have someone in charge of taking pictures and/or filming them as they work on the project. If possible, post the images/film on the school website or send it to students' parents/guardians, along with a short explanation of the objectives and the process of the activity.
- ◆ Finally, organise students into pairs and have them discuss the questions in the **Assessment** section. Encourage them to justify their answers and invite volunteers to share their ideas with the whole group.

Workbook - Pages 53-68

Unit 1

Activity 1

1. a; 2. a; 3. b; 4. b; 5. b; 6. a

Activity 2

1. to borrow, returning; 2. to travel, spending; 3. to go, eating; 4. to speak, talking

Unit 2

Activity 1

1. Learning Chinese is more difficult than learning English. / Learning English is more difficult than learning Chinese.;
2. Text messages are more economical than phone calls.;
3. Spring is prettier than autumn. / Autumn is prettier than spring.; 4. A car is smaller than a lorry.;
5. New York is bigger than Houston.; 6. Being a firefighter is more dangerous than being a secretary.

Activity 2

1. better than; 2. more expensive than; 3. more dangerous; 4. warmer than; 5. more fattening; 6. taller than

Activity 3

1. the best; 2. the most polluted; 3. the longest; 4. the tallest; 5. the highest; 6. the most intelligent; 7. the most difficult; 8. the worst; 9. the easiest; 10. the most annoying

Activity 4

1. The most famous; 2. the most beautiful; 3. the best; 4. the worst; 5. the most expensive; 6. the most difficult; 7. the funniest; 8. the smallest

Activity 5

1. Emma is as tall as her mother.; 2. Charles isn't as strong as Oliver.; 3. The hamburger is as fattening as the pizza. / The pizza is as fattening as the hamburger.; 4. Jacob isn't as young as his sister.

Activity 6

1. The kids aren't old enough to play by themselves.;
2. Andrew isn't tall enough to play on the basketball team.;
3. These trousers aren't long enough for me.; 4. My new school isn't close enough to walk or bike to.

Activity 7

1. not big enough; 2. not funny enough; 3. not comfortable enough.; 4. not healthy enough

Unit 3

Activity 1

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

Activity 2

1. much, little; 2. any, some; 3. Some, a, some; 4. many, few; 5. lots of, much; 6. much, much, a few

Activity 3

1. How much; 2. How many; 3. How many; 4. How much; Open answers

Activity 4

1. someone; 2. something; 3. everywhere; 4. anywhere; 5. nothing; 6. everybody; 7. anything; 8. nobody

Activity 5

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

Activity 6

1. The lights are on but I think there's no one/nobody home.;
2. Let's go somewhere quiet so we can talk.; 3. I went shopping yesterday but I didn't buy anything.; 4. For Halloween, you can see people dressed up everywhere.; 5. My little brother wants anything/everything that is in the toy shop.; 6. Someone/ Somebody at school gave me this leaflet about climate change.

Unit 4

Activity 1

1. will move; 2. There won't be; 3. will find; 4. will happen; 5. there will be; 6. Will, become; 7. will run out of; 8. won't survive; 9. will, finish

Activity 2

1. probably; 2. definitely; 3. possibly; 4. certainly

Unit 5

Activity 1

1. David isn't going to go out tonight.; 2. Is Ethan going to take you to the prom?; 3. My parents are going to travel to Europe next month.; 4. What are you going to do this evening?; 5. We aren't going to stay at a hotel.; 6. I am going to win the competition.; 7. My mother is going to walk the dog tomorrow.; 8. The kids aren't going to study during the holidays.; 9. What time are they going to come home?

Activity 2

1. is going to play; 2. are going to swim; 3. isn't going to listen; 4. aren't going to go; 5. is going to have; 6. isn't going to ride

Activity 3

1. are, going to do, are going to hang out; 2. Are, going to play, am going to do; 3. am not going to travel, am going to get; 4. is, going to live; 5. are, going to spend, am going to go; 6. isn't going to go, is going to study

Unit 6

Activity 1

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

Activity 2

1. a; 2. b; 3. a; 4. a; 5. b; 6. a

Activity 3

1. will buy, will help; 2. am seeing, will finish; 3. are going to be, will take; 4. will clean; 5. Will, ask, will do; 6. is going to go

Activity 4

1. am calling; 2. is going to catch; 3. will eat; 4. will help

Activity 5

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

Activity 6

1. Where are you going to have lunch next Saturday?;
2. Who are you meeting with after school?; 3. What will schools be like in 2050?; 4. When are you seeing the dentist?; 5. How are you going to help the planet?; 6. Which book are you going to read on your holiday?; Open answers

Activity 7

1. wouldn't like to go to the gym/wouldn't like to do anything;
2. would like to dance; 3. wouldn't like to do anything/
wouldn't like to go to the gym; 4. would like to buy a tablet;
5. would like to watch it; 6. wouldn't like to work next week

Unit 7

Activity 1

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

Activity 2

1. who/that; 2. where; 3. whose; 4. which/that; 5. whose;
6. which/that; 7. who/that; 8. where

Activity 3

1. The man who gave us wrong directions is very impolite.;
2. *My Chef* is a reality show that selects the best cooks in the country.; 3. That is the bridal shop where I bought my wedding dress.; 4. That man is the teacher whose son is a professional football player.; 5. This is the historical novel which Chloe lent to me.; 6. I can't find the necklace that I got for my birthday.; 7. That is her neighbour whose dog I saw yesterday.; 8. This is the cinema where I've watched a lot of films.

Activity 4

1. whose office overlooks the city; 2. who is 90 years old;
3. which was set in India; 4. where they spent their honeymoon; 5. which was painted by Vincent van Gogh;
6. which was built in 1923; 7. whose son works at NASA

Unit 8

Activity 1

1. b; 2. c; 3. c; 4. a; 5. a; 6. b

Activity 2

1. dis; 2. re; 3. non; 4. ir; 5. fore; 6. mis; 7. pre



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