

STOPWATCH



Teacher's Guide

1



Eric Zuarino



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Scope & Sequence

| Unit | Vocabulary | Grammar | Skills |
|---|--|---|---|
|  <p>How are you?</p> | <p>Greetings and farewells: Hi, hello, goodbye, bye, see you, good morning / afternoon / evening, nice to meet you</p> <p>Personal information: What's your name / surname? How old are you? Who's your best friend?</p> <p>Letters of the alphabet: A to Z</p> <p>Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow</p> <p>Numbers: 0 - 100</p> <p>Classroom items: eraser, scissors, sharpener, paper clip, notebook, pencil, desk, notepad</p> | <p>The verb <i>be</i>; <i>May I...? / Can I...?</i>; Indefinite articles</p> | <p>Listening: Understanding instructions</p> <p>Speaking: Interacting with others</p> |
|  <p>How important is technology to you?</p> | <p>Technology collocations: check e-mail, listen to music, make phone calls, make a video, play games, send messages, share photos, shop online, surf the Internet, take photos, watch films</p> <p>Countries and nationalities: Argentina / Argentinian, Australia / Australian, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Switzerland / Swiss, Thailand / Thai, The United Kingdom (The UK) / British, The United States (The US) / American, Turkey / Turkish</p> | <p>The verb <i>be</i> (+, -, ?); Contractions; Introduction to <i>Can / Can't</i>; Demonstrative pronouns; <i>Wh</i>-questions; Imperatives</p> | <p>Reading: Using key words</p> <p>Writing: Writing search terms for a search engine</p> <p>Project: Making a technology infographic</p> |
|  <p>What makes a good friend?</p> | <p>Physical description: blonde, braces, chubby, glasses, long, medium height, medium weight, short, thin</p> <p>Personality adjectives: fun, intelligent, kind, outgoing, rude, serious, shy</p> <p>Description / Opinion adjectives: attractive, bad, beautiful, boring, crowded, excellent, exciting, fun, great, interesting, noisy, old, popular, quiet, terrible, top</p> | <p><i>Like</i> + verb + <i>ing</i>; <i>Like</i> + verb + noun; The verb <i>have got</i> (+, -, ?); Possessive adjectives</p> | <p>Listening: Predicting information</p> <p>Writing: Describing a holiday destination</p> <p>Project: Making a self-care kit</p> |
|  <p>How do you get around?</p> | <p>Places in a city: bakery, bank, bar, bus stop, café / coffee shop, chemist, church, cinema, grocery, gym, hospital, library, mosque, office building, park, petrol station, restaurant, school, shopping centre, shops, square, synagogue, theatre</p> <p>Transportation: bike, bus, car, motorcycle, plane, train, underground</p> <p>Giving directions: cross, go past, turn left, turn right, walk straight ahead</p> | <p>Imperatives; <i>There is / There are</i> (+, -, ?); Short answers; <i>Where</i></p> | <p>Listening: Following directions on a map</p> <p>Reading: Identifying the objective of a text</p> <p>Speaking: Asking for and giving directions</p> <p>Project: Creating a poster to present an eco-friendly means of transportation proposal</p> |

| Unit | Vocabulary | Grammar | Skills |
|--|---|--|---|
|  <p>4</p> <p>What do you like eating?</p> | <p>Food and drink: apple, banana, beans, beef, bread, broccoli, butter, carrot, cheese, chicken, egg, fish, juice, milk, onions, oranges, pasta, rice, soda / soft drink, water</p> <p>Months of the year: January, February, March, April, May, June, July, August, September, October, November, December</p> | <p><i>I like / I don't like;</i> <i>He / She likes / He / She doesn't like;</i> <i>and, or, but;</i></p> <p>Countable and uncountable nouns;</p> <p>Quantifiers: <i>some, any;</i></p> <p>Imperatives for instructions</p> | <p>Reading: Identifying main ideas</p> <p>Speaking: Recommending a restaurant</p> <p>Project: Writing a healthy menu</p> |
|  <p>5</p> <p>What can you do?</p> | <p>Sports: baseball, basketball, cricket, cycling, football, hockey, rugby, swimming, tennis</p> <p>Jobs and occupations: artist, journalist, nurse, scientist, social worker, teacher</p> | <p><i>Do / Play (sports);</i> <i>Can / Can't (ability, permission and prohibition);</i> <i>Would / Wouldn't like to + infinitive</i></p> | <p>Listening: Identifying people's jobs and occupations</p> <p>Speaking: Talking about sports and sportspeople</p> <p>Project: Making a sports manual</p> |
|  <p>6</p> <p>How do you spend your free time?</p> | <p>Chores and free-time activities: clean (your) room, do the dishes, do homework, go to the park, hang out with friends, play video games, take out the rubbish, walk the dog, watch a film</p> <p>Emotions: angry, bored, excited, happy, nervous, sad, scared, tired</p> | <p><i>Have to;</i></p> <p>Simple Present (+, -, ?);</p> <p>Short answers</p> | <p>Reading: Reading for specific information</p> <p>Speaking: Inviting, accepting and rejecting an invitation</p> <p>Project: Carrying out and presenting a survey</p> |
|  <p>7</p> <p>What are you doing?</p> | <p>House rooms: attic, bathroom, bedroom, dining room, kitchen, living room, study room</p> <p>House objects: armchair, bath, bed, bookcase, chair, cooker, desk, sofa, table, television (TV), toilet, wardrobe</p> <p>Clothing: blouse, boots, coat, dress, gloves, hat, high heels, jacket, jeans, pyjamas, trousers, sandals, scarf (scarves), shirt, shoes, shorts, skirt, socks, sweater, tie, trainers, trousers, T-shirt</p> | <p><i>Be + wear + ing;</i></p> <p>Present Continuous (+, -, ?)</p> | <p>Listening: Listening for detail</p> <p>Writing: Using adjectives to describe pictures</p> <p>Project: Making a podcast</p> |
|  <p>8</p> <p>Where were you?</p> | <p>Text purposes: entertain, inform, persuade</p> <p>Adverbs and adverbial phrases of time: (two) (days) ago, last (week), now, today, yesterday</p> | <p>Past of <i>be</i>: <i>was, were (+, -, ?);</i></p> <p>Short answers</p> | <p>Listening: Predicting information</p> <p>Writing: Making a holiday scrapbook</p> <p>Project: Writing a daily schedule or holiday plan</p> |

The Concept

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

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

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The Components

Stopwatch contains a mix of print and digital resources including:

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

Student's Book & Workbook

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

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

Teacher's Guide + Audio CD

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

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

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

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

Digital options provide alternatives to the projects using electronic media.

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

Teaching tips help develop and enrich teachers' skills.

Audio is available on a CD.

Digital Book

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

Stopwatch App

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

Interactive Activities

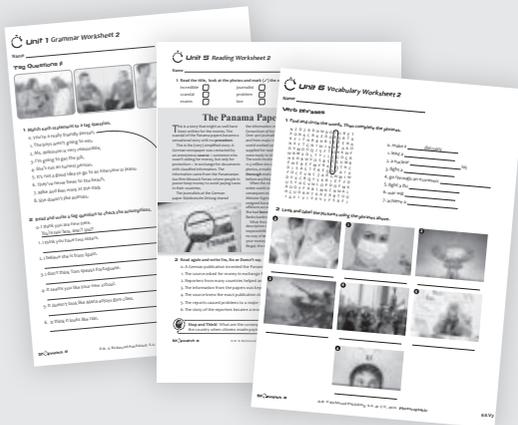
Interactive vocabulary and grammar e-practice exercises also offer students the opportunity to further revise key concepts learned in the book. These can be found on the Richmond website.

Teacher's Toolkit

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

Worksheets

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



Project Rubrics

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

| Project Rubrics | | | |
|------------------------------------|---|---|---|
| Unit 1 Creating a Personality Quiz | | | |
| Comments: 10 Questions | | | |
| Vocabulary: Personality Traits | | | |
| | Very Good (4) | Satisfactory (3) | Needs Improvement (2) |
| Task Completion | writes five quiz questions and distinct possible answers that represent different personality traits | writes five quiz questions and possible answers; some personality traits might not fit the answers well | writes five quiz questions and/or answers do not clearly relate to personality traits |
| Grammar and Vocabulary | familiar grammar and vocabulary is clear and correct; very few or no errors with spelling and punctuation | occasional errors in grammar and vocabulary may make small parts of the text unclear | frequent errors in familiar grammar and vocabulary make large parts of the text unclear |
| Total Points | 10 | 10 | 10 |
| Comments: | | | |

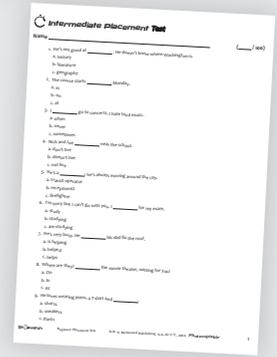
Scorecard forms

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

Tests

- **Placement Tests (Beginner & Intermediate)** with Grading Scale and Answer Key

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



- **Standard Tests (1 per unit)** with Answer Key

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

- **Tests Plus (1 per unit)** with Answer Key

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

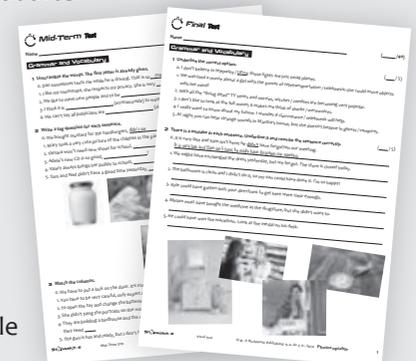


- **Mid-Term Tests** with Answer Key

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

- **Final Tests** with Answer Key

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



- **Tests Audios** are available

in mp3 format and also downloadable from the Richmond website.

The Big Question: What can you do?

Student's Book & Workbook

Visual literacy development

Insight into language or content



Vocabulary

8



Unit Opener

Visual prompts establish context and promote discussion

Timed game-like activity



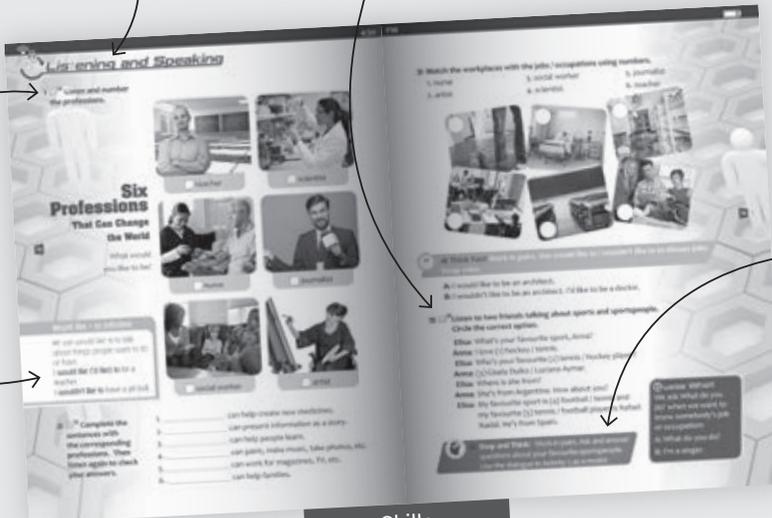
Grammar

Two skills per unit

Skills development tasks

Audios available on CD

Grammar boxes



Skills

Critical thinking tasks

Unit How are you?

Grammar

The verb be: I am Sam. What's your name?

May I...? / Can I...?: Can I use your pencil, please? / May I ask you a question?

Indefinite articles: a notebook, an eraser

Vocabulary

Greetings and farewells: Hi, hello, goodbye, bye, see you, good morning / afternoon / evening, nice to meet you

Personal information: What's your name / surname? How old are you? Who's your best friend?

Letters of the alphabet: A to Z

Colours: black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

Numbers: 0 - 100

Classroom items: eraser, scissors, sharpener, paper clip, notebook, pencil, desk, notepad

Speaking

Interacting with others

Listening

Understanding instructions

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



Teaching Tip

Establishing Classroom Guidelines

The first few days of classes is a good time to set classroom guidelines. By establishing expectations and routines, you provide students with structure and self-management tools—they know what to expect in terms of both behaviour and activities. Before class, decide on three or four guidelines that are important to you, such as: *Respect each other. Listen when others are speaking. Speak in English. Leave food and drinks outside the classroom.* In class, tell students you are going to set the classroom rules together. Elicit ideas and write them on the board. If students don't mention the guidelines you think are important, you might suggest them. As a class, decide on seven or eight guidelines. You can then write them on a poster or turn it into a class project in which everyone helps create the guidelines poster. Once the guidelines poster is ready, you can post it in a visible place in the classroom so you can refer to it when necessary.

Objectives

Students will be able to use the **verb be** and **greetings and farewells** vocabulary, **the letters of the alphabet** and **personal questions** to talk about themselves.

Lesson 1

Student's Book p. 8

Warm-up

- Look at the picture on the page.
- Ask students *What is happening in each picture?*
- Ask *Who are the people? What are they doing?*

1 Match the dialogues with the pictures. Then listen and repeat.

Students listen to the audio and match each situation with a picture.

Answers

left to right 2, 1, 4, 3

Audio Script

1 DANNA: Hi Lisa!

LISA: Hi Danna! How are you! Such a long time!

DANNA: I'm fine! How are you?

LISA: I'm doing great! It's so nice to see you again!

2 TEENAGE GIRL 1: What's your phone number?

TEENAGE GIRL 2: It's 15 6789-4263

TEENAGE GIRL 1: May I call you tomorrow?

TEENAGE GIRL 2: Sure!

3 YOUNG WOMAN: What's your surname?

YOUNG MAN: It's Parker.

YOUNG WOMAN: Can you spell it, please?

YOUNG MAN: Yes. P-A-R-K-E-R.

4 TEENAGE BOY: Hi, I'm Sam. What's your name?

TEENAGE GIRL: I'm Lucy, I'm a new student.

TEENAGE BOY: Nice to meet you, Lucy. Welcome to my school.

TEENAGE GIRL: Thanks, Sam. Nice to meet you, too.

2 Think Fast! Imagine you are a new student. Introduce yourself to your classmate.

Students do a timed-challenge activity. In 30 seconds they imagine they are a new student and introduce themselves to the rest of the class.

- Draw students' attention to the **Guess What!** box. Elicit the difference between *surname*, *first* and *middle name*.

Answers

Answers will vary.

Wrap-up

Students practise reading and performing the dialogues in Activity 1 in pairs.

- Monitor the activity while they are practising.
- Then ask them to choose one of the situations in the dialogues and roleplay it with their own information.

▶▶▶▶ (No homework today.)

Lesson 2

Student's Book p. 9

Warm-up

Students brainstorm the colours and numbers they know.

- Split the class into small teams.
- Students have three minutes to list as many colours and numbers as they can. (Use your *Stopwatch* app to time it.)
- After three minutes, come back together as a whole class. Ask one person from each team to write their colours and adjectives on the board. The team with the most words wins.

3 Listen and repeat.

Students listen to the letters of the alphabet and repeat them.

Answers

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

4 Work in pairs. Spell your best friend's full name. Swap roles.

Students spell their best friend's full names to their classmates for them to guess those names.

Answers

Answers will vary.

5 Label the following colours. Then listen and repeat.

Students read and write the colours. They then listen and repeat.

Answers

clockwise red, orange, yellow, white, pink, brown, black, grey, green, blue, purple

Audio Script

red, orange, yellow, white, pink, brown, black, grey, green, blue, purple

6 Stop and Think! Complete the patterns. Then listen and check.

- Draw students' attention to the **Numbers 1-20** box. Call their attention to the ending *-teen* in numbers thirteen to nineteen and the ending *-ty* in twenty.
- Then read the list of numbers in the **Guess What!** box. Draw students' attention to the ending *-ty* in numbers thirty to ninety. Elicit from students how numbers are formed.
- Finally ask them to look at the different series of numbers in each line and ask them to try to discover the pattern in each.

Answers

1. zero, one, two, three, four, five
2. ten, twenty, thirty, forty, fifty, sixty
3. five, ten, fifteen, twenty, twenty-five, thirty
4. two, four, six, eight, ten, twelve, fourteen
5. fifty-three, fifty-six, fifty-nine, sixty-two, sixty-five, sixty-eight
6. sixty, seventy, eighty, ninety, one-hundred

Audio Script

1. zero, one, two, three, four, five
2. ten, twenty, thirty, forty, fifty, sixty
3. five, ten, fifteen, twenty, twenty-five, thirty
4. two, four, six, eight, ten, twelve, fourteen
5. fifty-three, fifty-six, fifty-nine, sixty-two, sixty-five, sixty-eight
6. sixty, seventy, eighty, ninety, one-hundred

Wrap-up

Students practise colours and numbers.

- Split students into teams.
- Say a colour or a number aloud and one student per team comes to the board to write it down.
- The first student to write the word correctly wins a point for his / her team. The winner is the team with the most points.

▶▶▶▶ (No homework today.)

Objectives

Students will be able to ask for and provide **personal information** and use *May I...?* and *Can I...?* to ask for permission. They will also review **classroom objects** vocabulary.

Lesson 3

Student's Book p. 10

Warm-up

Students answer some questions about themselves orally as an introduction to the lesson.

- Ask students some personal questions such as *What's your name? What's your surname? How old are you? What's your favourite number? What's your favourite colour? Who's your best friend?*

12

7 Answer these questions about yourself.

Students answer the questions in the Warm-up activity in written form.

- Draw students' attention to the **Guess What!** boxes. In case they don't remember, remind students that we use *How old are you?* to ask about a person's age and *How are you?* to ask a person how he / she is feeling when we greet them and possible answers to that question would be *Fine, thanks!, Great!, etc.* Finally remind students that when we meet someone for the first time, we say *Nice to meet you.*

Answers

Answers will vary.

8 Think Fast! In pairs, ask and answer questions using the phrases in Activity 7. Swap roles.

Students do a timed-challenge activity.

- Ask them to get into pairs and ask and answer questions about themselves in one minute.

Answers

Answers will vary.

9 Circle the correct option. Then listen and check.

Students read a dialogue and choose the correct option. They then listen and check their answers.

Answers

1. What's your name?, 2. How do you spell Zoe?, 3. How old are you?, 4. Who's your best friend?, 5. Nice to meet you!

Audio Script

JULIA: Hi! I'm Julia Thompson. I'm a new student. What's your name?

ZOE: My name's Zoe Green.

JULIA: How do you spell Zoe?

ZOE: Z-O-E

JULIA: How old are you?

ZOE: I'm fourteen years old. What about you?

JULIA: I'm thirteen.

ZOE: Who's your best friend?

JULIA: My best friend's Alan Smith.

ZOE: Nice to meet you, Julia.

JULIA: Nice to meet you, too! See you later!

Wrap-up

Students work in pairs and roleplay the dialogue in Activity 9 with their own information.

▶▶▶▶ (No homework today.)

Lesson 4

Student's Book p. 11

Warm-up

Students look at the photo on page 11 to predict what they are going to study.

- Point to the photo on the page. Ask *What are these?* Elicit answers.

10 Listen and number.

Students listen to several phrases and number them in order.

- Draw students' attention to the **May and Can** box. Elicit when we use these questions in English and the meaning of the examples in the box.
- Play the audio and ask students to number the phrases in the order they hear them.

Answers

2, 3, 4, 1, 7, 6, 8, 9, 10, 5

Audio Script

1. Look at the board, please.

2. Open your books at page 29, please.

3. May I go to the toilet, please?

4. Can I have some water, please?

5. How do you spell *homework*?

6. Can you read the text, please?

7. Can you please be quiet?

8. Excuse me, I don't understand.

9. Can you repeat, please?

10. How do you say this in English?

11  **8 Look at the picture and number the items. Then listen and repeat.**

Students number the items in the picture. They then listen and repeat the words.

- Draw students' attention to the **A / An / A pair of** box. Elicit when we use *a, an* or *a pair of* in English.

Answers

clockwise 5, 1, 6, 7, 2, 8, 4, 3

Audio Script

1. eraser
2. scissors
3. sharpener
4. paper clip
5. notebook
6. pencil
7. desk
8. notepad

12 Think Fast! In your notebook, make a list of the classroom items you find in your backpack.

Students do a timed-challenge activity. They take one minute to make a list of the classroom items they find in their backpacks.

Answers

Answers will vary.

Wrap-up

In pairs, students spell different classroom objects words.

Stopwatch Game

Student's Book p. 12

Warm-up

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

1 Play the Stopwatch Game.

Students play a game.

- Review the questions with students and make sure they understand the words *complete*, *write* and *unscramble*. Remind them that time limit for each activity (there are three) is sixty seconds.
- After three minutes, go over the questions. Check answers as a class. Make sure students understand the results.

Answers

1. fourteen, thirty-two, sixty-three, forty-five, one hundred
2. yellow, purple, orange, brown, white
3. eraser, notebook, sharpener, scissors, pencil

2  **9 Listen and check your answers.**

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

Audio Script

Listen and check your answers.

1 Write the numbers.
fourteen, thirty-two, forty-five, sixty-three
one hundred

2 Unscramble the words and write the colours.
yellow, purple, orange, brown, white

3 Complete the classroom items.
eraser, notebook, sharpener, scissors, pencil

3 Check your results.

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

Wrap-up

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

 **Big Question**

Students do a mingle activity.

- Remind them of the Big Question at the beginning of the unit: *How are you?* Ask what other questions they can ask. Remind them of what they've learned over the past lessons. Elicit or provide some questions: *What's your favourite colour? What colour is your notebook? How old are you? What's your favourite colour?* Elicit answers: *It's blue. It's black.* Write the questions and answers on the board.

1 Unit How important is technology to you?

Grammar

The verb be (+, -, ?): They are Bolivian. / I am not from The USA. / Is he from Uruguay?

Contractions: I'm Carol. / She's Vicky. / You're Peter.

Introduction to can / can't: I can play online games. / I can't shop online.

Demonstrative pronouns: What's this? It's a watch. / What are those? They're computers.

Wh-questions: What games can you play? / Where can you play volleyball? / When can you listen to music? / Who can take a photo?

Imperatives: Find a definition. / Don't use punctuation.

Vocabulary

Technology collocations: check e-mail, listen to music, make phone calls, make a video, play games, send messages, share photos, shop online, surf the Internet, take photos, watch films

Countries and nationalities: Argentina / Argentinian, Australia / Australia, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Switzerland / Swiss, Thailand / Thai, The United Kingdom (The UK) / British, The United States (The US) / American, Turkey / Turkish

Reading

Using key words

Writing

Writing search terms for a search engine

Project

Making a technology infographic

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



Teaching Tip

Personalising the Activities

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

Vocabulary

Objectives

Students will be able to use **technology collocations** and **countries and nationalities** vocabulary to talk about their use of technology and ask for and provide personal information.

Lesson 1

Student's Book p. 14

Warm-up

Students start thinking about the big question.

- Draw students' attention to the title of the unit. Read it aloud and ask *How important is technology to you?*
- Draw students' attention to the photos on page 13. In pairs, have students discuss what they see.
- Use this as an opportunity to diagnostically check what vocabulary and structures your students know.

1 Listen and number.

Students number the smartphone icons according to the order they hear them.

Answers

Watch films 6, Play games 7, Shop online 8, Listen to music 5, Make a video 4, Check e-mail 2, Send messages 11, Make phone calls 10, Share photos 9, Surf the Internet 1, Take photos 3

Audio Script

AUNT: Hey, Maggie! Is that your new phone?
MAGGIE: Yes, it is!
UNCLE: It looks complicated!
MAGGIE: Well, yes, a little... But look. I've got a lot of apps.
AUNT: Apps?
MAGGIE: Applications. I can use this app to surf the Internet—like on a computer.
UNCLE: What's this...app...for?
MAGGIE: Oh, that's to check my e-mail.
AUNT: And what about this one?
MAGGIE: That's to take photos... and this one is to make a video.
UNCLE: Wow! And can you listen to music?
MAGGIE: Sure and I can watch films, too.
AUNT: But isn't the screen a little small?
MAGGIE: Hmm, not really...
UNCLE: Is that a game?
MAGGIE: Yes, I can play games on the bus. And I can use this one to shop online.
AUNT: When can you use this app?
MAGGIE: I can use it to share photos with my friends.
UNCLE: —But can you make phone calls?
MAGGIE: Yes, but I usually send messages.

2 Complete the dialogue.

Students use the the words provided to complete the dialogue.

- Draw students' attention to the **Can / Can't** box. Elicit the uses mentioned, read the examples aloud and ask students to provide more examples.

Answers

1. Is, 2. 's, 3. can; 4. play, 5. school, 6. take

3 Listen and write T (True) or F (False).

Students listen to the audio and decide if the sentences are true or false.

Answers

1. F, (It's Whatsapp.), 2. T

Audio Script

HANNIE: Hello! My name's Annie. My favourite app is Whatsapp because I can use it to communicate with my family.

PAULINE: Hi! I'm Pauline. My favourite social network is Facebook because I can share photos with my friends.

4 In pairs, say your e-mail address. Swap roles.

Students ask for and provide their e-mail addresses.

- Draw students' attention to the **Guess What!** box. Read the example aloud and encourage some students to provide their own e-mail addresses.

Answers

Answers will vary.

5 Think Fast! What's your favourite app? Why?

Students do a timed-challenged activity. In 30 seconds they tell the rest of the class what their favourite app is and provide the reason.

Answers

Answers will vary.

Wrap-up

Students brainstorm devices.

- Draw students' attention to the phone on page 13. Ask *What device do you use to make phone calls?*
- Have students say what devices they use to listen to music, watch films and take photos.

Extension

Play a game of telephone.

- Have students line up.
- The first student whispers a word or phrase from the lesson into the ear of the student next to him.
- That player then whispers the phrase to the following student in line.
- The game continues until it reaches the last student.
- Have the last player say the word or phrase aloud to see how much it has changed from the original.

✓ Homework Check!

Workbook p. 126, Activities 1 and 2

Answers**1 Circle the verbs.**

take, make, watch, share, listen, check, make,
play, surf, shop, send

2 Look and label using some of the collocations in Activity 1.

1. play games, 2. make phone calls, 3. take photos,
4. check e-mail, 5. share photos, 6. shop online,
7. make a video, 8. listen to music, 9. watch films

16 Warm-up

Students get ready for the topic of the lesson.

- Have them look at the flags in Activity 6 and ask them if they know any of them.

8  12 Match the countries and the nationalities. Then listen and repeat.

Students match countries and nationalities.

- Take a world map to class and elicit the names of countries in English.
- Draw students' attention to the *Guess What!* box and explain countries and nationalities are written with capital letters in English.
- Ask students to match the names of the countries to the nationalities.
- Play the audio to check answers.

Answers

1. Argentina, Argentinian, 2. Brazil, Brazilian,
3. Canada, Canadian, 4. China, Chinese, 5. France,
French, 6. Germany, German, 7. Italy, Italian,
8. Japan, Japanese, 9. Mexico, Mexican, 10. South
Africa, South African, 11. Switzerland, Swiss,
12. Taiwan, Taiwanese, 13. The United Kingdom,
British, 14. The United States, American

Audio Script

1. Argentina – Argentinian
2. Brazil – Brazilian
3. Canada – Canadian
4. China – Chinese
5. France – French
6. Germany – German
7. Italy – Italian
8. Japan – Japanese
9. Mexico – Mexican
10. South Africa – South African
11. Switzerland – Swiss
12. Taiwan – Taiwanese
13. The United Kingdom – British
14. The United States – American

7 Complete the dialogue.

Students complete the dialogue.

- Ask students to look at the picture and try to guess where the two women come from. Explain that the flags represent Turkey and Germany.
- Have students complete the dialogue and check answers as a class.

Answers

1. from Germany, 2. are you from?, 3. from Turkey

8  13 Listen and complete the profiles.

Students complete profiles.

- Tell students to look at the profiles and go over the items to check they understand.
- Play the audio once.
- Individually, students complete the profiles.
- Play the audio again and pause after each item to check answers.

Answers

1. Eric Knobel, 2. Thirteen, 3. England, 4. British,
5. eric05@newmail.com, 6. His computer, 7. Keila
Garcia, 8. Fourteen, 9. Spain, 10. Spanish,
11. KG2003@bestmail.com, 12. Her mobile phone

Audio Script

RECEPCIONIST: Good morning! This is Rose Wright from Wiltmore International School.

ERIC: Good morning, Mrs Wright!

RECEPCIONIST: Are you Eric?

ERIC: Yes, I am.

RECEPCIONIST: Can you give me some personal information about you, please?

ERIC: Sure!

RECEPCIONIST: What's your full name, please?

ERIC: My name's Eric and my surname is Knobel.

RECEPCIONIST: Can you spell your surname, please?

ERIC: Yes, K-N-O-B-E-L.

RECEPCIONIST: Thank you! How old are you, Eric?

ERIC: I'm thirteen years old.

RECEPCIONIST: Where are you from?

ERIC: I'm from England.

RECEPCIONIST: What's your nationality?

ERIC: I'm British.

RECEPCIONIST: Can you tell me your e-mail address, please?

ERIC: Yes. It's eric05@newmail.com.

RECEPCIONIST: And... the last question: what's your favourite electronic device?

ERIC: It's my computer.

RECEPCIONIST: Thank you very much. Have a nice day!

ERIC: The same to you!

RECEPCIONIST: Good morning! This is Rose Wright from Wiltmore International School.

KEILA: Good morning!

RECEPCIONIST: Are you Keila?

KEILA: Yes, I am.

RECEPCIONIST: Can you give me some personal information about you, please?

KEILA: Of course!

RECEPCIONIST: What's your full name, please?

KEILA: My name's Keila and my surname is Garcia.

RECEPCIONIST: Can you spell your surname, please?

KEILA: Yes, G-A-R-C-I-A.

RECEPCIONIST: Thank you! How old are you, Keila?

KEILA: I'm fourteen years old.

RECEPCIONIST: Where are you from?

KEILA: I'm from Spain.

RECEPCIONIST: What's your nationality?

KEILA: I'm Spanish.

RECEPCIONIST: Can you tell me your e-mail address, please?

KEILA: Yes. It's KG2003@bestmail.com.

RECEPCIONIST: And... the last question: what's your favourite electronic device?

KEILA: It's my mobile phone.

RECEPCIONIST: Thank you very much.

KEILA: You're welcome!

9 In pairs, use the information in Activity 8 and practise a conversation.

Students practise a conversation.

- Demonstrate the activity with one student.
- Ask students to work in pairs.
- Assign roles A and B. After a while, change roles.
- Monitor and correct students' pronunciation as appropriate.

Answers

Answers will vary.

Wrap-up

Students write their own profiles.

- Ask students to look at the profiles in Activity 8.
- Tell them to take those profiles as models and write their own.
- Ask students to get in pairs and ask and answer personal questions based on the profiles they wrote.

Workbook p. 126, Activity 3



Teaching Tip

Conducting Writing Assignments

All of your students can write words in English, and most of them can write complete sentences. But writing a letter or paragraph is usually challenging. Here are some tips for in-class, and after-class, writing: Make sure the task is clear. Be sure to provide a model writing sample. Always provide an opportunity for students to finish outside of class. Be sure to give feedback, even if only collecting the writing and reading it, or having students meet to discuss what they wrote.

Grammar

Objectives

Students will be able to use the verb *to be* to provide personal information and *demonstratives* to talk about things that are near and far.

Lesson 3

Student's Book p. 16

✓ Homework Check!

Workbook p. 126, Activity 3

Answers

3 Find and write the nationalities.

1. Italy, Italian, 2. England, English, 3. Greece, Greek, 4. Canada, Canadian, 5. Thailand, Thai, 6. Egypt, Egyptian

18

Warm-up

Tell students to stand up and make a circle. Have them say and spell the countries they learned in the previous lesson. Correct pronunciation and spelling.

1 Complete the dialogue.

Students complete the dialogue, using the information in the box.

- Do not correct or provide feedback at this stage.
- Refer students to the **Verb to be** box on the right and explain the use of the verb *to be*.
- Refer them to the dialogue again and ask them to see if their answers are correct.
- Draw attention to the **Guess What!** box and point out that contracted forms are used more often in oral communication whereas people use full forms in formal written communication.

Answers

1. Is, 2. isn't, 3. she, 4. 's, 5. you, 6. not

2 Answer these questions.

Individually, students complete the answers.

- Go through the **Demonstrative Pronouns** box with students and explain that *nearby* indicates a short distance and that *far* shows a long distance from the object.

Answers

1. It's a pen drive, 2. It's a watch, 3. They're mobile phones, 5. They're computers.

3 Work in pairs. Identify school objects in your classroom.

Ask and answer questions.

Students identify, ask and answer questions about school objects.

- Look around the classroom and choose items to illustrate the difference between singular and plural and between nearby and far.
- Students work in pairs asking and answering questions about school objects.
- Monitor and give feedback when necessary.

Answers

Answers will vary.

4 Stop and Think! In your notebook, write sentences about these famous teenagers.

Students write about famous teenagers.

- Refer students to the photographs. Elicit information about these two famous teenagers.
- Then, ask students to write sentences about them.
- Check answers as a class.

Answers

Answers will vary.

Wrap-up

Students play a game, Find Someone Who...

- Provide students with prompts that begin with *Think of someone who...*, for example, *is from China, is fifteen years old, has got a watch, has got a smartphone.*
- Set a stopwatch for a few minutes. Have students stand up and ask and answer questions using the prompts. Have them write down their answers.
- The winner is the student who has got the most positive answers at the end.

Workbook p. 127, Activity 1

✓ Homework Check!

Workbook page 127, Activity 1

Answers

1 Look and complete the dialogues.

1. is, 2. isn't, 3. they are, 4. are, am

Warm-up

Students review questions with a game.

- Make a paper ball.
- Have students stand in a circle with their arms folded. Stand in the middle of the circle with the ball.
- Throw the ball to a student. If the student catches it, he throws it back to you and folds his arms again. If he doesn't catch it, he has to answer a question, for example, *Are you Argentinian?*
- Repeat the procedure, tossing the ball back and forth until a student misses and asking questions.
- Continue playing as long as students are engaged.

5 Read and complete using question words.

Students determine which question words complete each question correctly.

- Draw students' attention to the **Question Words** box. Read the question words aloud, pointing to the icons to confirm meaning.
- Draw students' attention to the **Guess What!** box. Read the information aloud.

Answers

Where, Who, What, When

6 Unscramble and match.

Students unscramble words to write questions and match them with the answers.

Answers

1. What games can you play? FIFA 2016 and Mario Kart 8. 2. Where can you play volleyball? At school. 3. When can you listen to music? In the evenings. 4. Who can you take photos of? My friends and family.

7 Think Fast! Choose three questions. Ask and answer with a classmate.

Students do a five-minute timed challenge: they personalise the topic by asking and answering questions about themselves.

Answers

1. Who can you play games with?, 2. Where can you listen to music?, 3. What can you share online?, 4. Where can you take photos?, 5. What's your favourite app?, 6. When can you play games?, Answers will vary.

Extension

Students play a game called Two Truths and a Lie.

- Students think of three statements about themselves: two are true, but one is a lie.
- Model the activity with statements about yourself. Students guess which statement is a lie.
- Have students form small groups of three or four and take turns telling each other their statements. They guess which is the lie.
- Come together as a class and have students share what they learned about each other.

Wrap-up

Students share what they learned about a classmate.

- Students meet with another classmate and tell each other what they learned about the classmates from Activity 7.
- Ask students to think about how similar or different they are from their classmates.

Workbook p. 127, Activities 2 - 4

Reading & Writing

Objectives

Students will be able to use key words. They will also be able to write search terms for a search engine.

Lesson 5

Student's Book pp. 18 and 19

✓ Homework Check!

Workbook p. 127, Activities 2 - 4

Answers

2 Read and match.

1. At the park, 2. Sports and films, 3. My friends and family, 4. In the morning.

3 Complete.

1. this, tablet, 2. those, drones, 3. are these? They're computers., 4. What's that? It's a selfie.

4 Complete your own profile. Then write a text about yourself in your notebook.

Answers will vary.

Warm-up

Students write an acrostic poem to get them thinking about e-mailing.

- Write the letters E-M-A-I-L on the board, vertically.
- Ask students to think of technology words that begin with those letters.
- Model the first letter by writing a word, for example, *enter*. If necessary, show students the *enter* key on a computer keyboard.

1 Read and match the questions with the actions.

Students match information they might search for with a corresponding action.

Answers

1. find a definition, 2. find contact information, 3. find an address, 4. look up film timetables, 5. look up facts

2 Read and complete the sentences.

Students read information about using search engines and then complete sentences.

- Ask students to identify the key words in the searches. (*technology, president, united states, maths game, algebra.*)
- Draw students' attention to the **Imperatives** box. Explain we use imperatives in instructions and explanations.

Answers

1. lowercase, 2. spelling, 3. punctuation, 4. key words, 5. quotation marks

Wrap-up

Students practise searching for information.

- Have pairs search for the same information on the three search engines, Google, Bing and Yahoo.
- Have the pairs meet with another pair and compare their findings.

▶▶▶ Workbook p. 128, Activities 1 and 2

Lesson 6

Student's Book pp. 18 and 19

✓ Homework Check!

Workbook p. 128, Activities 1 and 2

Answers

1 Read quickly and circle the correct option.

1. an app, 2. adults, 3. news articles

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

1. F, (The app can help people summarise news articles.), 2. F, (The app summarises information in news articles.), 3. T, 4. T, 5. T

Warm-up

Students think about how they use the Internet.

- Students work in small groups to list what types of information they search on the Internet.
- Students meet with members of other groups to share their lists.

≡ Write search phrases for each question.

Students write search terms to search for information to answer the questions.

- Draw students' attention to the **Guess What!** box. Explain Google, Bing and Yahoo are the most popular search engines.

Answers

Answers will vary.

Extension

Students practise using search engines.

- Students form three groups. Have them search a topic, for example, mobile phone use. One group searches only on Yahoo, one on Google and one on Bing.
- Have the groups share their findings with the class. Review the findings and explain what is reliable and what is not. Use this criteria:
- Is it from a site ending in .gov or .edu? Then it is probably reliable. If it is from a site ending in .com or .org, it may not be.
- Is there an author? If not, it may not be reliable.
- Is the information from within the past five years? If it's older, it may not be reliable.
- Help students go through the information, choosing reliable sources.

4 Stop and Think! How can you find reliable information on the Internet?

Students discuss reliable sources.

- Make sure students understand that the word *reliable* means *can be trusted to be true*.
- Tell students that reliable websites usually have the following:
 - » the writer's name
 - » a recent date (not older than five years)
 - » an address ending in .gov or .edu

Answers

Answers will vary

Wrap-up

Students compare search terms.

- Pairs compare their search terms in Activity 3.
- Have pairs go online and use the different search terms. Have them compare which terms are more successful.
- Encourage students to vary the order of the key words in the search terms to see what different information they get.

Workbook p. 128, Activities 3 and 4

Preparing for the Next Lesson

Ask students to find information about Canada on this website: goo.gl/OG4wES.

Culture

Objectives

Students will be able to talk about Canada. They will also be able to talk about why it is important to learn about other people's cultures.

Lesson 7

Student's Book pp. 20 and 21

✓ Homework Check!

Workbook p. 128, Activities 3 and 4

Answers

3 Read and tick (✓) the best summary of this article.

Nick D'Aloisi is the inventor of *Summly*, a successful phone and tablet app.

4 List your three favourite apps.

Answers will vary.

21

Warm-up

Students say what they know about Canada.

- Write **CANADA** on the board. Then write the headings from the Student's Book: *Name? Flag? Capital? Population? Famous Foods? Official Languages? Other Languages? Other Facts?*
- Ask students to say what they know about these topics. Write down any information they know to check after they've answered the questions in Activity 1.

1 Read and answer the questions.

Students answer questions based on facts about Canada.

Answers

1. village, 2. English and French, 3. a maple leaf,
4. French fries with cheese and gravy, 5. red,
6. FIFA / Prince of Persia / NBA Live

Extension

- Ask students to go online and do research on the famous Canadians in Activity 2 or other people.
- Ask them to say what key words they used in their searches.

Wrap-up

Students compare facts about Canada with facts about their country.

- Draw students' attention to the questions in Activity 1. Elicit similar questions about their country or countries, for example,

- » Where does the name '[country]' come from? What does it mean?
- » What official language or languages does [country] have?
- » What does [country]'s flag look like?
- » What is a popular dish in [country]?
- » What colour are the police uniforms in [country]?
- » What are some well-known people or things from [country]?

- Pairs work together to answer the questions.
- Students share their answers with the class or in small groups.

▶▶▶▶ (No homework today.)

▶ 22

Lesson 8

Student's Book pp 20 and 21

Warm-up

- Students try to guess the cities in Canada.
- Write the cities listed in Activity 2 on the board: *Toronto, Vancouver, Montreal, Calgary, Iqaluit.*
 - Set a stopwatch and have students mark the cities on the map.
 - Tell them they will listen to check.

2 Listen and number the cities.

Students listen to speakers talk about their cities and number the cities in the order they hear them.

Answers

left to right 1, 4, 5, 2, 3

Audio Script

SARINA JIANG: Hi, I'm from Vancouver, but my family is from China. You can play golf, go skiing and go kayaking in Vancouver—all on the same day.

AMARUK SATAA: Hello, my name is Amaruk Sataa and I am an Inuit. I live in Iqaluit, the capital of Nunavut, in the north of Canada. It's very small. You can walk from the airport to downtown!

FLORENCE BOUCHARD: Salut! My name is Florence Bouchard and I am from the city of Montreal. French is my first language. In winter, it is very cold, so we have got many buildings underground, including banks, shopping centres and museums.

ALICE WILSON: Hey. I'm Alice Wilson and I live on a ranch near Calgary, Canada. Calgary is famous for rodeos. Yee haw!

AMIT SINGH: Hello. I'm Amit Singh and I am from Toronto. My family is originally from India. Here in Toronto, there are people from many different countries, especially Italians.

3 Listen again and match.

Students listen a second time and match the cities with specific information.

Answers

1. you can find Italian immigrants. 2. you can play golf and go skiing. 3. you can visit underground museums. 4. you can see ranches and rodeos. 5. is a very small town.

Audio Script

See Audio Script 14.

5 Stop and Think! Can you find people from different cultures in your country? What can you say about their cultures?

- Draw students' attention to the photos. Ask them to try to identify the people's culture. Elicit or provide the following: 1. Chinese, 2. Inuit, 3. French, 4. (most likely) European, 5. Indian
- Ask students if they have any of these cultures in their country. What other cultures are there?

Wrap-up

Students play Two Truths and a Lie about Canada.

- Say three new facts about Canada: two are true and one is a lie, for example, *Canada is the second largest country in the world. One-tenth (10%) of all the world's forests are in Canada. The coldest temperature ever recorded in Canada was -43 °C (-45.5 °F).* (Lie: The temperature was -63 °C [-81.4 °F]!)
- Pairs decide which is a lie. Then they discuss what new information they learned about Canada.

▶▶▶▶ (No homework today.)



Teaching Tip Being Culturally Aware

Be sensitive when talking about other cultures in your classroom. Take time to make yourself more culturally aware. Familiarise yourself with terms used when talking about other cultures, for example, *multiculturalism, biculturalism, indigenous, cross-cultural.*

Project

Objectives

Students will be able to make a Technology Infographic.

Lesson 9

Student's Book pp. 22 and 23

Warm-up

Students play a miming game to generate interest.

- Take your phone and mime an activity you do with your phone, for example, play a game.
- The first student who guesses comes to the front of the class and mimes another activity. The next student who guesses then comes up and mimes another activity and so on.
- Continue as time permits or as long as students are engaged.

1 Read and tick (✓) the places where you use your mobile phone to do these activities.

Students take a survey about the activities they do with their phones and where they do them.

Answers

Answers will vary.

2 Look at the technology infographic on page 23 and write the number.

Students study an infographic and find specific information to answer questions about it.

Answers

1. 3, 2. 43, 3. 41, 4. 5, 5. 29, 6. 32

Wrap-up

Students discuss the results of the survey.

- Draw students' attention to the survey in Activity 1.
- Elicit or provide the preposition for the types of transportation students mentioned in Activity 1: *in the car, on the train, in the bus / school bus, on foot*. Point out that in this case, we say *I listen to music while walking*, not *on-foot*. Also, point out that we use the definite article, *the*, with some forms of transportation in this case.
- Guide students in forming sentences to talk about the survey: *I watch videos on the train. I listen to music at home.*
- Students form pairs to talk about where they do these activities.

▶▶▶▶ (No homework today.)

Lesson 10

Student's Book pp. 22 and 23

Warm-up

Students look at the infographic closely to prepare for the content of this lesson and generate interest.

- Have pairs discuss the following questions:

1. *Where do most people listen to music? (on transportation) Is this true for you?*
2. *What is the most popular activity at school? (send messages) Do you think this is OK?*
3. *What do people do least at restaurants? (listen to music)*
4. *What is the most popular activity at home? (play games) Is this true for you?*

- Ask students to report their findings to the rest of the class.

3 Make a class technology infographic.

Students make a class technology infographic based on survey results about how many times people do various technology activities in different places.

Answers

Answers will vary.

The Digital Touch

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

- Use PowerPoint to make your infographic.
- Create your infographic in a template:

goo.gl/xWUOiU.

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

Wrap-up

Students display their infographics and give feedback.

- Have students display their infographics in the classroom.
- Students offer feedback and comments on their classmates' infographics. Provide some sentences for them to use, for example,
 - » *I really like how you did this part!*
 - » *The information in this part is very clear.*
 - » *Where did you get this icon / picture? It works well!*

▶▶▶▶ Workbook p. 129, Activities 1 - 5

Review

Objectives

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

Lesson 11

Student's Book p. 24

✓ Homework Check!

Workbook p.129, Activities 1 - 5

Answers

1 What can / can't they do? Write sentences.

Christine She can play games. She can't watch films, She can send messages, She can't shop online.

Robert He can watch films. He can play games. He can't send messages. he can shop online.

2 Unscramble the countries and write the corresponding nationalities.

1. Peru, Peruvian, 2. Wales, Welsh, 3. Ireland, Irish, 4. Australia, Australian, 5. Bolivia, Bolivian, 6. The United States, American

3 Complete the conversation.

's, is, are, 'm, are, 'm, 's, 'm

4 Complete with *this, that, these and those*.

1. these, 2. that, 3. this, 4. those

5 Write and answer the questions.

1. What's your name?, 2. What's your favourite electronic device?, 3. Where are you from?, 4. Where can you play online games?, 5. Who can you share photos with?, Answers will vary.

Warm-up

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: technology collocations: *check e-mail, listen to music, make phone calls, make a video, play games, send messages, share photos, shop online, surf the Internet, take photos, watch films*; countries and nationalities: *Argentina / Argentinian, Australia / Australian, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Switzerland / Swiss, Thailand / Thai, The United Kingdom (The UK) / British, The United States (The US) / American, Turkey / Turkish*. Grammar: the verb be (+, -, ?) (*am, is, are*); contractions (*'m, 's, 're*);

introduction to *can / can't*; demonstrative pronouns (*this, that, these, those*); Wh-questions (*What? Where? When? Who?*); Imperatives (*Write. Don't write.*)

1 Read and match.

Students review collocations used in technology.

Answers

1. films, 2. photos, 3. the Internet, 4. to music, 5. online, 6. phone calls, 7. e-mail, 8. messages

2 Look at the actions in Activity 1. What can you do? What can't you do?

Students write sentences about what they can and can't do.

Answers

Answers will vary.

3 Unscramble the names of the countries. Then match the countries and the nationalities.

Students write the names of the countries and then they match them with the nationalities.

Answers

1. Egypt, Egyptian, 2. Brazil, Brazilian, 3. China, Chinese, 4. France, French, 5. Germany, German, 6. United States, American

4 Match the flags with the corresponding countries in Activity 3.

Students number the flags according to the numbers in the previous activity.

Answers

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

5 Complete with *I, you, he, she, it, we or they*.

Draw attention to the subject in the sentences. Ask students to replace them with the corresponding subject pronoun.

Answers

1. She, 2. They, 3. He, 4. I, 5. You, 6. It, 7. We

Wrap-up

Students personalise the vocabulary and grammar.

- Have pairs make cards with all the technology and e-mail collocations from this unit. Encourage them to use their vocabulary notebooks as reference.
- Pairs lay the cards on the desk. They take turns drawing a card and then asking and answering

questions using the vocabulary item, for example, *How often do you text at school?*

- Monitor, offering help as needed. Make note of any mistakes in vocabulary or grammar for an anonymous feedback session after the activity.

▶▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 25

Warm-up

Students remember what they reviewed in the previous lesson.

- Ask students to say what they've reviewed. Elicit *technology collocations, can / can't, countries and nationalities, the verb to be*.
- Ask students to say what they will be reviewing today. Elicit *the verb to be, wh-words and imperatives*.

6 Look and complete.

Students complete the boxes with the corresponding pronouns or verb forms.

Answers

1. 'm, 2. are, you're, 3. is, 4. We, 5. They, are, 6. is, he's

7 Write the contractions.

Students provide the contracted forms.

Answers

1. isn't, He's, 2. aren't, They're, 3. I'm, I'm, 4. We're, aren't, 5. aren't, They're, 6. She's, isn't

8 Complete and answer the questions.

Students fill in the gaps with *can, be* and verbs related to technology.

Answers

1. can, share, 2. are, 3. can, listen, 4. can, Answers will vary.

9 Label the pictures.

Students match the sentences to the pictures.

Answers

1. Don't make phone calls., 2. Surf the Internet., 3. Don't take photos., 4. Play online games

10 Think Fast! Look and identify the functions of the devices. What can you do with them?

Students do a 10-minute timed challenge: they identify these objects and their functions. Ask them to provide examples of more modern devices to perform the same functions.

Answers

Answers will vary.

Just for Fun Student's Book p. 26

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

25

? Big Question

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

- Ask students to turn to the unit opener on page 13 and think about the question: *How important is technology to you?*
- Ask students to think about the discussions they've had about technology, the readings they've read and the infographic they made.
- Students form small groups to discuss the following:
 - » *How important is technology to you?*
 - » *Do you think you spend too much time using technological devices? Why or why not?*
 - » *Do you think a person can become addicted to, or can't live without, technology? Explain.*

★ Scorecard

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

▶▶▶▶ Study for the unit test.



Unit What makes a good friend?

Grammar

like + verb + ing: He likes telling jokes. Do you like reading books?

like + verb + noun: I like manga comics. She doesn't like cosplay.

The verb have got (+, -, ?): We have got dark hair and brown eyes. Have you got a good friend? She hasn't got long hair.

Possessive adjectives: *my, your, his, her, its, our, their*

Vocabulary

Physical description: blonde, braces, chubby, glasses, long, medium height, medium weight, short, thin

Personality adjectives: fun, intelligent, kind, outgoing, rude, serious, shy

Description / Opinion

adjectives: attractive, bad, beautiful, boring, crowded, excellent, exciting, fun, great, interesting, noisy, old, popular, quiet, terrible, top

Listening

Predicting information

Writing

Describing a holiday destination

Project

Making a self-care kit

26

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



Teaching Tip

Activating Previous Knowledge

When you preview a unit, you can also have students look at the different pictures and headings in the unit. You can ask students what they already know and what they think they will learn. You can also ask what they would like to learn in this unit.

Vocabulary

Objective

Students will be able to use **appearance** and **personality** vocabulary in descriptions.

Lesson 1

Student's Book p. 28

Warm-up

Students discuss what they think makes a good friend.

- Put students in small groups.
- Ask *What makes a good friend?*
- Have students brainstorm the qualities of a good friend. Students should make a list of the different qualities.
- After five minutes, come back together as a class and share answers.

1 Discuss.

Students discuss avatars and video games.

- Draw students' attention to the **Guess What!** box. Read the information aloud and ask students when they use avatars. (For example, in video games, on social networking sites, etc.)

2 Listen and tick (✓) the correct option.

Students listen to the audio describing different people and choose which description matches the girl in the picture.

- Go over the vocabulary presented.
- Ask students if they understand the words. Read them aloud and ask them to repeat.
- Draw their attention to the **Adjectives** box and tell them we use them to describe, in this case, physical characteristics and personality traits.

Answers

Description 2

Audio Script

1. My avatar is short and chubby. She has got short blonde hair and blue eyes. She has got braces.
2. My avatar is tall and thin. She has got long brown hair and brown eyes.
3. My avatar is medium height and medium weight. She has got short dark hair and dark eyes. She is wearing glasses.

Wrap-up

Students create avatars.

- Tell students to draw an avatar. Using appearance vocabulary from this lesson, students then write their descriptions in their notebooks.
- Have students form small groups.
- Students share their descriptions, making corrections if necessary.

Workbook p. 130, Activity 1.



Teaching Tip

Avoiding Awkwardness

In some cases, you may want to avoid having students describe each other. Get an idea of the way students interact with each other. If they are generally friendly with each other, then they may be able to describe each other. But if they show any signs of bullying, or if they are not as friendly towards each other, avoid asking them to describe each other.

Lesson 2

Student's Book p. 29

✓ Homework Check!

Workbook p. 130, Activity 1

Answers

1 Use the words from the box to complete the mind maps.

eye colour blue, brown, dark, green

other braces, glasses

body medium height, medium weight, short, tall, thin, chubby

Warm-up

Students review vocabulary for describing appearance.

- Students form pairs.
- Student A describes a friend. Student B draws the friend based on the description. Student A says if the drawing matches the description or not.
- Students switch roles. Now Student B describes a friend and Student A draws.

27

3 Use adjectives to complete the physical descriptions of two of these avatars.

Students complete the sentences using appearance vocabulary.

Answers

1. short, short, 2. thin, blonde, eyes

4 Think Fast! Describe the other two avatars. Ask your teacher to help you with new vocabulary.

Students do a two-minute timed challenge: they describe pictures 3 and 4 of SoccerJim and MrTie.

Answers

Answers will vary.

5 Complete the personality descriptions using the avatar names.

Students are exposed to words for describing personalities as they identify which avatar goes with each person.

- Draw students' attention to the **Guess What!** box. Elicit the meaning of the adjectives in the box and the descriptions.
- Also draw students' attention to the **like + verb + ing / noun** box. Elicit the meaning of the verb *like* and the use of nouns or verbs ending in *-ing* after it.

Answers

1. MsSunshine, 2. MrTie, 3. K-Man, 4. SoccerJim

6 Listen and number.

Students match personality traits to people based on an audio.

Answers

top to bottom 3 rude, 1 shy, 4 intelligent, 2 funny

Audio Script

1. Jesse

GIRL: So, you're Jesse, right?

BOY: Uh... yes, I am.

GIRL: And you're a new student here, I guess.

BOY: Uh... yes.

GIRL: And are you happy at school?

BOY: Uh-huh.

GIRL: I see. Listen, we can play video games together some day.

BOY: Nice...

2. Will

BOY 1: Hey guys, listen to another one. What is the monster's favourite cheese?

BOY 2: Hmm... I don't know...

GIRL: I've got no idea.

BOY 3: I don't know.

BOY 1: It's 'monsterella'!

3. Olivia

GIRL 1: Come on, Anna! Hurry up! I haven't got all day!

GIRL 2: Hey, Olivia, take it easy...

GIRL 1: You're so slow!

GIRL 2: Oh, Olivia...

4. Luke

BOY 1: Wow, Luke! You have got an A in all subjects!

BOY 2: Yep.

BOY 1: Congrats! That's amazing!

BOY 2: I can help you study if you like.

28

7 Stop and Think! Describe a friend.

- Students can now add to their descriptions of their friends from the warm-up activity in this lesson. Tell students to work in the same pairs and take turns describing their friends' personalities.

Wrap-up

Students expand on personality vocabulary.

- Draw students' attention to the **Guess What!** box. Read the information aloud and ask students to replace the adjectives in Activity 5 with opposite words, if possible.
- Ask what kinds of avatars these people would have now that they have opposite personalities.

Workbook p. 130, Activities 2 and 3.

Grammar

Objectives

Students will be able to use **have / has got** and **adjectives** to talk about friends. They will also be able to use possessive adjectives.

Lesson 3

Student's Book p. 30

✓ Homework Check!

Workbook p. 130, Activities 2 and 3

Answers

3 Complete the words using a, e, i, o, u and y.

1. outstanding, 2. kind, 3. fun, 4. rude,
5. serious, 6. intelligent, 7. shy, 8. attractive

3 Write a description of your best friend.

Include name, age, weight, eye and hair colour. Also describe his / her personality.

Answers will vary.

Warm-up

Students preview the topic of the lesson by looking at the pictures on the page.

- Ask What kind of friends are depicted in the pictures?

1 Discuss.

Students discuss about good and bad friends.

- Write the following question on the board: *What makes a good or a bad friend?*
- In pairs, students make a list of the things good or bad friends do.

Answers

Answers will vary.

2 Read and circle the correct option.

Students choose the right option.

- Refer students to the **Have got / Has got** box. Read through the examples. As most students will be familiar with the use of *have got* to express possession, make sure they understand that *have got* also refers to relationships and physical descriptions.
- In pairs, students discuss the pictures and circle the correct options.
- Monitor and provide help when needed. Check answers as a class.

Answers

1. has got, 2. have got, 3. has got, 4. have got, 5. have got, 6. have got

3 Complete.

Students fill in the gaps using the correct form of *have got*.

Answers

1. got, have, 2. Have, haven't, 3. Has, got, it, has, 4. Has, got, he hasn't, 5. have, got, 6. has, got, has

Wrap-up

Students describe a famous person.

- Ask students to write a short description of a famous person (physical appearance and personality traits).
- Ask some volunteers to read their descriptions aloud.
- The rest of the class guesses who the person described is.

Workbook p. 131, Activity 1



Teaching Tip

Creating Meaningful Practice

When practising verb forms, encourage students to use the verb forms in conversation (for example, in group discussions or in pair work). Using the grammar in spoken conversation can help students be more spontaneous with the language they use, making their use of the language more meaningful and memorable.

Lesson 4

Student's Book p. 31

✓ Homework Check!

Workbook p. 131, Activity 1

Answers

1 Circle the correct option. Then write the name of the films.

1. have got, has got, have got, Frozen, 2. am, have got, has got, is, has got, Despicable me!, 3. am, have got, is, has got, How to train your dragon, 4. am, have got, have got, has got, Inside out

Warm-up

Students correct affirmative and negative sentences with *have got*.

- Write the following sentences on the board:

» *I hasn't got green eyes.*
» *Tom and Lisa has got blonde hair.*
» *Mary have got arguments with her friends.*

- Have students work in groups to correct the sentences. The first group to correct all of the sentences wins. (Answers: I haven't got green eyes. Tom and Lisa have got blonde hair. Mary has got arguments with her friends.)

4 Work in pairs. Student A: Choose a classmate and describe him / her. Student B: Guess his / her name. Swap roles.

Students describe their classmates.

- Show students pictures to elicit as many vocabulary items for physical descriptions as possible.
- Refer students to the **Possessive Adjectives** box and explain possessive adjectives can be used to refer to and describe parts of the body, relationships and possessions.
- Ask stronger students to describe themselves using the specific vocabulary and the possessive adjectives.
- In pairs, students ask and answer questions to guess who is being described.
- Monitor and provide help when necessary. Share answers as a class.

Answers

Answers will vary.

5 Read this e-mail and write T (True) or F (False).

Individually, students read the e-mail and try to guess the meaning of new words from context.

- Refer them to the **Glossary** and have them read the key words and their definitions.
- Students write True or False. Make sure they support their answers with evidence from the text.

Answers

1. F, (She's a bit shy.), 2. T, 3. T, 4. F, (She's outgoing and fun.), 5. T

6 Find and underline possessive adjectives in the e-mail in Activity 5.

Students read the text again and underline the possessive adjectives.

Answers

my, her, your

7 Circle the correct option.

Students choose and circle the correct possessive adjectives.

Answers

1. my, 2. her, 3. his, 4. their

Wrap-up

Students look at the picture of the boy in Activity 7.

- Have students work in pairs.
- Have pairs read their descriptions aloud.

▶▶▶ **Workbook p. 131, Activities 2 and 3**

Listening & Writing

Objectives

Students will be able to use **places** vocabulary and **adjectives** to talk about holidays.

Lesson 5

Student's Book 32 and 33

✓ Homework Check!

Workbook p. 131, activities 2 and 3

Answers

2 Complete the description. Only copy letters from the same column.

Adele is a British singer. She is tall and chubby. She has got blonde hair and green eyes.

3 Fill in the gaps with *my, your, his, her, its, our* or *their*.

1. Her, 2. Their, 3. Our, 4. your, 5. His, 6. Its, 7. my

Warm-up

Students activate previous knowledge about holidays.

- Write the word *holidays* on the board and ask students *What are holidays? Do you ever go on holidays with your friends? What do you enjoy doing with them when you do so? Do you think it is important to spend time with your friends?*
- Elicit ideas from the class. Students share their descriptions (adjectives, ideas) of what a holiday means to them.

1 Label the pictures. Then listen and check.

Students practise places vocabulary by labelling photos with the holiday place each shows. Then students listen to the audio to check their answers.

Answers

Bongo Beach 1. beach, 2. aquarium, 3. street market, 4. museum

Triple Peaks 1. mountains, 2. historic centre, 3. zoo, 4. amusement park

Audio Script

Here are the top attractions in Bongo Beach:
Number 1 is the beach. It's a very popular attraction.

Number 2 is the aquarium.

Number 3 is the street market.

Number 4 is the art museum. It's not very popular.

Now let's look at the attractions in Triple Peaks:

The top attraction, number 1, is the mountains.

Number 2 is the historic centre.

Number 3 is the zoo!

Number 4 is the amusement park. It's old and not very attractive.

2 Think Fast! List the attractions you can find in a town or city in your country.

Students do a three-minute timed challenge: they write a list of the attractions they can find in a town or city they know.

Answers

Answers will vary.

Extension

Students identify famous teen tourist attractions in their country.

- Students form small groups.
- Ask *What are three famous tourist attractions in this country? Name them and say what kind of place they are.*
- Tell students to discuss and list the three attractions with the kind of place each is (e.g. *art museum, beach*).
- After 5 – 10 minutes, elicit ideas from the class.
- List the attractions each group names on the board.

Wrap-up

Students review places vocabulary for tourist attractions by playing a game.

- Tell students what you 'see' in a certain location:
I see paintings, sculptures and drawings.
- Students guess where you are. (Answer: an art museum)
- Repeat for *amusement park, aquarium, beach, historic centre, mountains, street market* and *zoo*.

▶▶▶▶ (No homework today.)

Lesson 6

Student's Book pp. 32 and 33

Warm-up

Students review places vocabulary for tourist attractions.

- Write the following words on the board: *beach, mountains, zoo, aquarium, amusement park*.
- Assign volunteers to draw each word on the board without letting the class hear which word each student will draw.
- When students have finished drawing, ask the class which word each drawing illustrates.

3 Think Fast! Look at the information and identify the best attractions of Bongo Beach.

Students do a one-minute timed challenge: they quickly read the information about Bongo Beach and identify the best attractions. Ask students *How can you tell which attractions are the best?* Elicit *The best ones have more stars*.

Answers

Mango Beach, the Bongo Aquarium

4 Look at the adjectives list in the box. In your notebook, classify them into positive and negative words.

Students classify the adjectives in the box.

- Draw their attention to the **Adjectives** box. Read the words aloud and make sure students understand the meaning of all of them.

Answers

positive attractive, beautiful, excellent, exciting, fun, good, great, interesting, popular, quiet, top
negative bad, boring, crowded, noisy, old, terrible

5 Read the information. Then read and match.

Students read the information about Bongo Beach and match adjective phrases used in the text with their meanings.

Answers

1. very good, excellent for swimming, 2. an exciting thing to do, 3. attractive photos, 4. very bad, horrible, 5. not interesting to visit, 6. full of sounds, not quiet, 7. with many people

6 Stop and Think! Where do you like going on holiday? Do you like the beach or the mountains? Why?

- Students form small groups to discuss what they can do on holidays at the beach and what they can do on holidays in the mountains.
- Encourage students to make Pro / Con lists of beach and mountain holidays to decide which they prefer. (Pro = good things about it, Con = bad things about it.)
- Invite a presenter for each group to share the group's preferences and reasons with the class.

Answers

Answers will vary.

7 In your notebook, write a short text describing your favourite holiday destination.

Students describe their favourite holiday destination.

▶ 32

Answers

Answers will vary.

Wrap-up

Students practise using adjectives to describe places.

- Tell students to describe the tourist attractions in the brochures on page 32. *What kind of adjectives can describe them?*
- Students may use the descriptions in Activity 5 as a model.
- Encourage volunteers to share their answers with the class.

▶▶▶▶ (No homework today.)

Preparing for the Next Lesson

Ask students to watch an introduction to cosplay: goo.gl/dgxEkq.

Culture

Objectives

Students will be able to explore cosplay and talk about reasons why people enjoy hobbies.

Lesson 7

Student's Book pp. 34 and 35

Warm-up

Tell students to look at the pictures on pages 34 and 35. Have them form pairs and discuss with their partner.

- Ask student pairs *What do you see in the pictures? What culture(s) do the pictures show? What can you learn about that culture from these pictures?*

1 Read the encyclopedia entry. Then circle T (True) or F (False).

Students read the text and determine whether statements about the topic are true or false based on the encyclopedia entry.

Answers

1. F, (*Cosplay* is the combination of two other words.), 2. T, 3. F, (*Cosplayers* exchange cards at meetings and events.), 4. T

2 Think Fast! Look and identify: an anime illustration, a meishi card and a picture of cosplay from fantasy, history and video games.

Students do a one-minute timed challenge: they identify the items listed on pages 34 and 35.

Answers

Students point at the items listed on pages 34 and 35.

Extension

Students personalise the discussion of cosplay.

- Encourage students to think about their favourite characters from video games, history and fantasy. Which ones would they choose to cosplay?
- Have students discuss in pairs. Tell students to describe the character's physical traits and personality using vocabulary from this unit.

Wrap-up

Students create a *meishi* (business card) for a cosplay character.

- Ask students to think about a character they would use for cosplay. Have them think about how they

would describe their characters to another person. (If the class did the Extension activity, they can use the same characters.)

- Students draw their character on a piece of paper or on an index card.
- Have students write important characteristics or traits for the character on the card. For example, *bald, warrior, strong*, etc.
- Have students exchange their meishi cards with their classmates.

▶▶▶▶ (No homework today.)

Lesson 8

Student's Book pp. 34 and 35

Warm-up

Students practise appearance and personality vocabulary while reviewing the topic.

- Students form small groups.
- Tell students to think of three adjectives for appearance or personality to describe each person in the pictures on pages 34 and 35.
- After five minutes, student groups share their answers with the class. Ask students if they agree on their answers.

🎧 Listen and answer. Why does Midori like cosplay?

Students listen to the audio and answer the questions.

- Draw students' attention to the *Guess What!* box. Read the information aloud and ask *Would you buy or make your cosplay costume? Why?*

Answers

1. manga, 2. another person, 3. new friends

Audio Script

Hi! My name's Midori and I'm from Nagoya, Japan. I like cosplay for three reasons.

First, because I love manga—I like attending cosplay meetings and conventions here in Japan. I like dressing up as different characters.

Secondly, because I love dressing up and becoming another person: the costume, the wig, the shoes, the makeup... I can spend hours getting ready, and it's a lot of fun. I am a very shy person, but I become more outgoing and friendly when I'm wearing my outfit.

And thirdly, because I have got fantastic friends in the cosplay community. We like the same things and have got a lot of fun together. Cosplay makes me feel good, and I am more sociable. It's easy to make new friends when you are a cosplay character.

Cosplay is great!

4 Answer Yes, she has or No, she hasn't.

Students give short answers to questions about the audio.

Answers

1. No, she hasn't. 2. Yes, she has. 3. No, she hasn't. 4. Yes, she has.

5 Stop and Think! Have you got a hobby?

- Ask students *What are some hobbies you can think of?* Elicit answers from the class and note ideas on the board.
- Then ask *Why do people enjoy these hobbies?* Encourage students to give reasons using *Because they...*

Answers

Answers will vary.

Wrap-up

Students compare hobbies and ask and answer questions.

- Students work in pairs. Ask *What is your hobby?*
- Have students ask and answer questions about each other's hobbies.
- Write the following questions on the board: *Why do you like your hobby? Are you really good at it? What do you like most about your hobby?*
- Have students take turns asking and answering the questions. If there is time, students can present their partner's hobbies to the class.

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



Teaching Tip

Encouraging Longer Answers

Challenge students to expand on their answers. For example, in Activity 4, ask students to give more information about why Midori has or hasn't got something.

Project

Objectives

Students will be able to make a self-esteem kit.

✓ Homework Check!

Workbook p. p. 132, Activities 1 and 2

Answers

1 Read the text. Then tick (✓) Manga or Anime.

1. M / A, 2. A, 3. M, 4. A, 5. M, 6. M / A

2 Create your own character. Copy the table in your notebook.

Answers will vary.

34

Lesson 9

Student's Book p. 36

Warm-up

Students review personality vocabulary.

- Tell students to look at the words in the cloud in Activity 1. In small groups, have them use each word to describe someone or something in a sentence.
- The first group to finish using the correct meanings wins.

1 Complete the chart with words from the cloud.

Students categorise personality vocabulary as *positive*, *neutral* or *negative*.

Answers

positive fun, intelligent, kind, outgoing, interesting
neutral serious, shy, quiet
negative rude, boring, jealous

2 Stop and Think! Describe yourself physically and emotionally.

- Have students prepare their descriptions in small groups.
- Then ask some volunteers to read their descriptions aloud.

Answers

Answers will vary.

3 Look and number the thought bubbles.

Students read the thought bubbles and number them to match them to the picture that illustrates each thought.

Answers

top to bottom 4, 3, 2, 1

Wrap-up

Students expand on how descriptions can make people feel.

- Students work in pairs.
- Tell students to imagine they are acting the part of a cosplay character with two or more of the personality traits listed on this page.
- Tell pairs to make sure each student chooses different personality traits.
- Student A describes his or her character (briefly).
- Student B disagrees with Student A (while both remain in character): *No, you're not kind. You're rude.*
- Students switch roles and repeat.

|||▶ (No homework today.)

Lesson 10

Student's Book p. 37

Warm-up

Students review positive, negative and neutral words for describing people.

- Have students close their books.
- Write the words from the cloud on page 36 on the board.
- Tell students to identify the negative words. Have a volunteer cross them out.
- Invite another volunteer to circle the positive words.

4 Make a self-care kit.

Students create a self-esteem kit that will make them feel better when they are sad.

- Draw students' attention to the **Tips!** box at the bottom of the page. Ask a volunteer to read the text aloud.
- Tell students follow Step 2 to write their lists.
- Have students compare their lists with a partner. Ask *Are your lists similar or different? How?*
- Put students in small groups. Ask *How will the items on your lists make you feel better?* Have students take turns identifying the reasons for items on their lists to their groups.

- Tell students to assemble their self-care kits at home and bring them to class the next day.

Answers

Answers will vary.

The Digital Touch

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

- Students can select items for their kit on the Internet and group them on a site like Pinterest or Tumblr.
- Students can find photos of items for their kits online and make a collage on a website like fotor.com or photocollage.net.

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

Wrap-up

Students review appearance vocabulary words by describing the items in the pictures on page 37.

- Point at the pictures and ask *What do you see?* Elicit responses from students. Tell students to describe the physical appearance of the items in Step 3: *a thin brown bear. Also, someone's grandparents. They have got grey hair. They are happy.*
- Tell students to describe what some of the items they will place in their self-care kits will look like, for example, photos, toys, food, etc.

Workbook p. 133, Activities 1 - 4

Review

Objectives

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

Lesson 11

Student's Book p. 38

✓ Homework Check!

Workbook p. 133, Activities 1 - 4

Answers

1 Write your opinions. Use adjectives.

Answers will vary.

2 Complete with the correct form of the verbs in brackets.

1. like meeting, 2. likes talking, 3. likes making, 4. likes telling, 5. likes helping

3 Read the review in Activity 2 and complete the sentences.

1. outgoing, 2. fun, 3. helpful, 4. shy, 5. intelligent

4 Match the words and phrases with their corresponding possessive adjectives.

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

Warm-up

Students review words for describing personality traits and physical traits.

- Write the words *shy, outgoing, tall* and *short* on the board.
- Ask for volunteers to draw or act out the word in front of the class and have the class guess each word.

1 Classify the words.

Students put the words into categories: *hair, body* and *personality traits*.

Answers

hair black, blonde, brown, long, short

body chubby, short, tall, thin

personality Traits intelligent, outgoing, rude, shy

2 Look and complete the descriptions.

Students look at the pictures and complete the descriptions of the people using the words from this unit.

Answers

1. tall, black / dark, 2. weight, short, 3. medium, short, 4. blonde, short, 5. thin, long

Extension

Students develop longer descriptions.

- Students form pairs.
- Tell students to work individually at first to think of at least one more appearance word to describe each of the friends in Activity 2.
- Have students use each word in a sentence for each friend.
- Working with their partners, students read each other their sentences and guess which friend each of their partner's sentences is describing.

36 Wrap-up

Students review words for personality traits.

- Students form small groups.
- Tell groups to look at the picture of the friends on page 38 and choose a personality trait to describe each person. Have students write their choices in their notebooks.
- Have each student tell their group which personality word they would use to describe each friend and give a reason for their choice: *Alan is serious because he is the only one who isn't smiling in the photo.*
- When groups finish, discuss the activity as a class. Did group members agree or disagree?

▶▶▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 39

Warm-up

Students review affirmative and negative verb forms for likes.

Write the following sentences on the board:

» *Karin likes helping people.*

» *Roberto doesn't like listening to friends.*

» *Maria likes telling jokes.*

- Have students label each sentence as affirmative or negative.
- Have students rewrite the affirmative sentences as negative and vice versa in their notebooks.

3 Complete the sentences using *like* + the verbs in the affirmative or negative form.

Students complete the sentences using *like* + the verb in parentheses in the affirmative or negative form.

Answers

1. likes respecting, 2. don't like criticising, 3. don't like telling, 4. likes listening

4 Look at the pictures and write sentences.

Students use *like* + verbs to describe the pictures.

Answers

1. playing football. 2. running. 3. He likes reading a book. 4. They like having a picnic.

5 Fill in the gaps with *my, his, her, our* or *their*.

Students complete the sentences using possessive adjectives.

Answers

1. my, 2. my, 3. her, 4. His, 5. his, 6. Their, 7. Our

Just for Fun Student's Book p. 40

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

Big Question

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

- Tell students to turn to the unit opener on page 27 and read the Big Question: *What makes a good friend?*
- Students form small groups.
- Tell students to list the verbs in Activity 3 on page 39 in their notebooks: *respect, criticise, tell (secrets), listen*. Then have them turn to page 30 and add the verbs they find there: *help, argue, feel (happy for you), get (jealous), have (secrets), agree, like*.
- Using their verb lists (with their books closed), have groups write sentences describing the qualities of a good friend.
- Also ask them to reflect on the importance of spending time with their friends, eg. in outings or holidays.
- When groups finish, bring the conversation back to the whole class. Ask groups to share their sentences. Do students agree or disagree?

Scorecard

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

Study for the unit test.

Teaching Tip

Moving to Full-Class Discussion

Bringing a small group discussion back to a full-class discussion can open up the conversation to new ideas. Invite each group to share their ideas. Then ask each group if they agree or disagree with their classmates and why.

3 Unit How do you get around?

Grammar

Imperatives: Turn left. Don't park here.

There is / There are (+, -, ?): There is a park in my town.
There aren't any shopping centres. Are there any cafés?

Short answers: Yes, there are. / No, there aren't.

Where: Where is the museum?

Vocabulary

Places in a city: bakery, bank, bar, bus stop, café / coffee shop, chemist, church, cinema, grocery, gym, hospital, library, mosque, office building, park, petrol station, restaurant, school, shopping centre, shops, square, synagogue, theatre

Transportation: bike, bus, car, motorcycle, plane, train, underground

Giving directions: cross, go past, turn left, turn right, walk straight ahead

Listening

Following directions on a map

Reading

Identifying the objective of a text

Speaking

Asking for and giving directions

Project

Creating a poster to present an ecofriendly means of transportation proposal

38

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



Teaching Tip

Teaching about Other Cultures

In the unit cover, students will notice that the photo may show a different culture than their own. It is important to let students know that even though the cultures are different, they have a lot of similarities. This will help them to open their minds to different cultures and people.

Vocabulary

Objective

Students will be able to use **places in a city** and **transportation** vocabulary.

Lesson 1

Student's Book pp. 42 and 43

Warm-up

Students discuss the ways they come to school and go home every day.

- Ask students *How do you come to school?* Elicit answers from students. Write their answers on the board.
- Ask students *Do you all come to school the same way? What is different?*
- Ask *How do you go home? Is it the same way?* Elicit answers to facilitate discussion.

1 Listen and number the places on the map.

Students preview vocabulary for places in a city by listening to audio and labelling the map.

Answers

park 1, shopping centre 8, chemist 4, café 3, grocery 7, bank 5, school 6, supermarket 2

Audio Script

Hi, and welcome to Chronopolis! My name's Emma and these are some places in the city.

1. There is a nice little park on Green Street. I like sitting in the park.
2. There is a supermarket downtown. You can buy a lot of things at the supermarket.
3. I have got a favourite coffee shop. Its name is Awesome Café.
4. The chemist is on Willow Avenue. You can buy medicine there night and day.
5. My mum works at a bank. It's called ChronoBank.
6. My favourite place in town: my school. I love studying.
7. There is a grocery on Black Street. It's like a small supermarket.
8. We have got a shopping centre in our city, too. The shopping centre is my friends' favourite place.

2 Read and tick (✓) the correct places.

Students continue practising vocabulary for places in a city by identifying the places where they do certain activities.

- Draw students' attention to the *Places in Town* box. Read the words aloud.
- Ask students if they understand all the words. Explain the meaning of the ones they don't.

Answers

1. chemist, 2. bank, 3. café, 4. shopping centre, 5. bakery

Wrap-up

Students play Charades to review places in a city vocabulary.

- Write the places in a city vocabulary on slips of paper, copying each vocabulary item onto two slips. Fold the slips so the word is not visible and put each set in a separate box or bowl.
- Divide the class into teams. Have one student from each team volunteer to act out a vocabulary word at a time.
- Teams take turns. The actor from one team picks a slip. The student acts out the vocabulary word and his or her team tries to guess the place in a city. Use the *Stopwatch* app to time the team, giving them one or two minutes to guess each word. Each correct guess is worth one point.
- The team with the most points wins.

▶▶▶ Workbook p. 134, Activity 1



Teaching Tip

Keeping a Vocabulary Notebook

Encourage students to write new vocabulary in their vocabulary notebooks. Even though the words are written in their Student's Book, they can keep all their new vocabulary in one place in their notebooks. This makes it easy for them to review quickly.

Lesson 2

Student's Book pp. 42 and 43

✓ Homework Check!

Workbook p. 134, Activity 1

Answers

1 Label the places on the map.

1. café, 2. supermarket, 3. shopping centre, 4. park, 5. chemist, 6. bank

39

Warm-up

Students review vocabulary for places around town.

- Have students close their books. Ask students questions to review vocabulary for places around town. For example:
 - » *Where do you buy medicine?* (Chemist)
 - » *Where do you put money?* (Bank)
 - » *Where do you learn?* (School)
 - » *Where do people go for a hot drink?* (Coffee shop / Café)
 - » *Where do people buy lots of clothes?* (Shopping centre)
 - » *You want some bread. Where do you go?* (Bakery)
 - » *Your family needs food. Where do you go?* (Supermarket)
 - » *Where can you play outside?* (Park)

3 Classify the forms of transportation in the chart.

Students practise using transportation vocabulary by classifying words.

- Tell students that *public* means we share it, and *private* means we use it by ourselves.
- Draw students' attention to the *Guess What!* box on page 42. Tell them that *bike* and *plane* are other ways of saying *bicycle* and *airplane*.

Answers

public bus, plane, underground, train
private bicycle, car, motorcycle

4 Think Fast! Count all the bikes, buses and motorcycles on the map.

Students do a two-minute timed challenge: they identify and count all of the bikes, buses and motorcycles on the map.

- Have students race to count the items. Have them raise their hands when they are done.
- Check students' answers. The first student to count them all wins.

Answers

bikes 6, buses 3, motorcycles 3

5 Listen and circle the correct option.

Students practise transportation vocabulary and listening comprehension.

Answers

1. bike, 2. train, 3. plane, 4. car

Audio Script

1. Alyssa

BOY: Watch out!

2. Ben

ANNOUNCER OVER A PA SYSTEM: The next train to arrive at Platform 3 is the 12:15 train to Chronopolis.

3. Cathy

FLIGHT ATTENDANT: Ladies and gentlemen, welcome aboard Time Airways flight 998 with service from Chronopolis to London. We ask you to please keep your seatbelt fastened and keep all luggage underneath your seat.

4. Dan

BOY: Mum! I'm late for school!

WOMAN: Don't worry, honey! We'll make it on time.

6 Discuss. How do you go to school?

Students revisit the question in Lesson 1. Explain the meaning of *come* and *go*. Tell the rest of the class how they go to school and pros and cons of public and private transportation.

- Write the following question on the board: *How do you go to school?* Prompt students to give answers.
- Explain that the preposition *by* is used before means of transport.

Answers

Answers will vary.

7 Look at the map and fill in the gaps with suitable prepositions.

Students use prepositions of place to complete the sentences.

- Draw attention to the **Prepositions** box. Have students look at the map on page 42 and ask them to locate some of the places by using prepositions. Elicit answers from stronger students first.
- Also draw students' attention to the **Guess What!** box. Read through the examples and help students identify some of the differences between British and American English. Elicit more examples from stronger students.
- Refer students to the map on page 43. Ask them to complete the sentences with a suitable preposition.
- Check answers as a class.

Answers

1. next to, 2. opposite, 3. between, 4. on

8 Stop and Think! In your notebook draw a street map and write a short text describing your neighbourhood.

Students draw a street map and write sentences about their neighbourhood.

- Encourage them to use prepositions. Elicit answers from stronger students first.
- Check as a class.

Answers

Answers will vary.

Wrap-up

Students race to identify transportation vocabulary.

- Divide the class into teams of seven (maximum).
- Explain that each team will send one student to the board at a time, and you will give them a hint about a form of transportation. The students at the board race to write the correct transportation vocabulary word.
- The student who writes the correct word fastest (including correct spelling) wins a point for his or her team.
- You can use hints like these: *I have got two wheels and an engine.* (Motorcycle), *I have got pedals.* (Bike), *I fly.* (Plane), *I move on rails all across the country.* (Train), *I drive on the streets and carry lots of passengers.* (Bus), *I go underground.* (Underground), *I carry two to five people.* (Car).

Grammar

Objectives

Students will learn to use the **imperatives** to give directions. They will also be able to use **there is** and **there are**.

Lesson 3

Student's Book pp. 44 and 45

✓ Homework Check!

Workbook p. 134, Activities 2 and 3

Answers

2 Label the pictures and cross out the letters you use.

1. bus, 2. bike, 3. train, 4. plane, 5. car,
6. underground, 7. motorcycle

3 Unscramble the remaining letters to label the picture.

e f r r y: ferry

Warm-up

Students preview how to give directions.

Have students look at the map on pages 44 and 45.

- Ask *What does the map show?* Elicit answers from students. (Answer: The map shows a neighborhood in London.)
- Ask *What do the dotted lines show?* (Answer: The lines show how someone gets from Waterloo station to Westminster Abbey.)

1 Read and follow the directions on the map.

Students practise following written directions by tracing a route on the map.

Answers

Answers will vary.

2 Read the directions again and number the arrows.

Students continue practising how to give and follow directions by matching icons to written directions.

- Draw students' attention to the **Imperatives** box on page 44 and read the information aloud. Explain that imperatives are commands. We use imperatives to give directions or instructions and to tell people to do things.
- Students write the number of the directions next to the matching arrows.

Answers

left to right, top to bottom 2, 4, 1, 5, 3

Extension

Students practise giving directions in a class discussion.

- Ask students how to get to a place near their classroom. This could be the school library, the cafeteria, or another classroom they know well.
- If needed, draw a map from the classroom to the place on the board. Draw lines and arrows following students' directions.

Wrap-up

Students review giving directions.

- Ask students to give directions from their desks to different parts of the classroom, like the board, the teacher's desk, the door, etc.
- Have one student volunteer to give directions. Ask for another volunteer to follow the directions. Repeat with different locations in the room and different volunteers.

Workbook p. 135, Activities 1 - 3



Teaching Tip

Previewing Grammar and Vocabulary

When previewing new grammar or vocabulary, it is OK for students to make mistakes. This is a time to *preview* the language and experiment with it before they completely learn it.

✓ Homework Check!

Workbook p. 135, Activities 1 - 3

Answers
1 Unscramble the letters to complete the directions.

1. Walk, 2. Don't go, 3. Turn, 4. Cross, 5. right

2 Correct the directions to match the route on the map.

1. Walk straight ahead for two blocks.
2. Go past the shopping centre.
3. Turn right on Milford Avenue.
4. Turn right into Triple Oak Park and cross through it.
5. Oak Café is on the left.

3 Look at the map above and answer the questions. Use the following prepositions: between, opposite, next to.

1. next to, 2. opposite, 3. between

Warm-up

Students practise giving directions using the London map on pages 44 and 45.

- Ask students to look at the map. Say *I'm at Victoria Embankment and I need to go to the Aquarium. Do I turn right on Bridge Street?*
- Elicit answers from students. (Answer: No, turn left on Bridge Street.)
- Repeat with other locations on the map.

3 Look at the signs. Correct the sentences.

Students correct the sentences to match the signs.

Answers

1. Stop here.
2. Don't park your car here.
3. Turn left.
4. Don't drive over 50 km/h.
5. Don't turn right.
6. Don't ride your bike here.

4 Think Fast! In your notebook, write directions from the London Eye to Westminster Abbey.

Students do a two-minute timed challenge: they practise writing directions from the London Eye to Westminster Abbey.

Answers

1. When you leave the London Eye, turn left on The Queen's Walk. Walk straight ahead.
2. Go past the Sea Life London Aquarium.
3. Turn right and cross Westminster Bridge. Go past Big Ben.
4. Turn left on Parliament Street, and then take the first right.
5. Turn left at Saint Margaret's Church and walk straight ahead.

5 What is there in your neighbourhood? Complete the survey questions.

Students look at the chart and answer the questions in the survey.

- Draw attention to the **There is / There are** box. Read through the examples and explain that *there is* is singular and *there are* is plural. Ask students to comment on their neighbourhoods. Elicit answers from stronger students.
- Students complete the survey questions and answers. Check answers as a class.

Answers

1. Is there, 2. Are there, 3. Is there, 4. Are there,
5. Is there, 6. Are there, 7. Is there, 8. Are there,
9. Are there, 10. Is there

6 Use your survey questions in Activity 5 to interview your classmate. Swap roles.

- Draw attention to the **Guess What!** box and point out that *some* is used in affirmative statements and *any* is used in negative and interrogative sentences. Read through the examples and elicit some more from stronger students.
- In pairs, students ask and answer the questions in the interview.
- Monitor and correct students' pronunciation as appropriate.

Answers

Answers will vary.

Wrap-up

 Students review **there is** and **there are** in a group discussion.

- Write the following sentences on the board with gaps for students to fill in:
 - » *There is _____ in my neighbourhood.*
 - » *There are _____ in my neighbourhood.*
- Students complete the sentences with different places in town and share their answers with the class.

Listening & Reading

Objectives

Students will be able to follow directions on a map. They will also be able to identify the objective of a text.

Lesson 5

Student's Book p. 46

✓ Homework Check!

Workbook p. 135, Activity 4

Answers

3 Complete with *a, some or any*.

1. some, 2. any, 3. a, 4. any

Warm-up

Students play a game in small groups.

- Write places in the classroom on slips of paper: *the door, the board, the teacher's desk*, etc., and place them face down on a desk or table.
- Separate students into small groups. Each group should be in a different corner of the classroom.
- Have each group choose one student to follow the group's directions (the walker).
- Students pick a slip of paper and compete to give their walker directions to get to their destination faster.

1 Listen to the directions and follow the route on the map. Write the places below.

Students follow directions given in an audio and follow the route on the map.

- Ask students to find the label *You are here* on the map. This is where they should begin.
- Explain that the first destination is the starting point of the second destination.

Answers

Destination 1 8-12 Bakery

Destination 2 Awesome Café

Audio Script

1. We're ready. Let's go.
Walk straight ahead on Oak Street. Turn right on Black Street. Walk straight ahead. Cross Willow Avenue and Pine Street. Your destination is on the left, between Pine and Maple.
2. We're ready. Let's go.
Walk straight ahead on Black Street. Cross Pine Street and Willow Avenue. Go past the bank. Turn right on Oak Street. Walk straight ahead. Cross Purple street. Your destination is on the right.

2 Complete the instructions and write the destination. Start at the entrance of Green Park.

Students continue to practise giving directions by completing the instructions.

Answers

Walk, Turn, Chrono Bank

3 Work with a partner. Give directions to a place on the map. Start at the X-Mall. Swap roles.

Students practise giving and listening to directions.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Students should understand that we usually abbreviate *Street* as *St.* and *Avenue* as *Ave.*
- Also, draw their attention to the **Giving Directions** box. Elicit the meaning of the different expressions. Students have already been exposed to them in previous exercises.

Answers

Answers will vary.

Wrap-up

Students review vocabulary for places in a city by talking about places they went.

- Separate students into pairs.
- Ask students to tell their partners about places in town they have been to: *I went to the drugstore to get medicine.*
- Tell students to share their sentences with the class.

▶▶▶▶ (No homework today.)

Lesson 6

Student's Book p. 47

Warm-up

Students have a group discussion about signs in town.

- Ask students where they usually see signs in town. Ask *Are they all for traffic? What purposes do they have?* Elicit student answers and discuss as a class.

4 Read the text below and tick (✓) its objective.

Students read the text quickly and identify its purpose.

Answers

to give information about signs

5 Read the text again. Write the places in Chronopolis where the signs are located.

Students make inferences from the text and relate the information to a map.

- Tell students to label where each sign is in Chronopolis.
- Remind students that they can refer to the map in Activity 1.

Answers

Sign 1 X-Mall, *Sign 2* Awesome Coffee, *Sign 3* Green Park

6 Circle T (True) or F (False).

Students identify whether statements about the text are true or false.

Answers

1. F, (All the pictures are from Chronopolis.), 2. T, 3. F, (The billboard is huge.), 4. F, (*Keep calm...* signs are very popular.), 5. T

Extension

Students make a sign for their town.

- Form small groups and ask groups to create a sign for their town.
- They may draw it on a piece of paper, on the board or make it using a computer.
- Ask students to discuss the following questions about their signs: *What is it for? Where does it go? Who reads it?*
- Ask each group to present their sign to the class.

Wrap-up

Students discuss signs used in school.

- Ask students *What do we use signs for in school?* Elicit answers from students.
- If you have any signs in the classroom, ask students *Why do we have this sign?* and *Do we need any other signs?*

Workbook p. 136, Activities 1 - 3**Preparing for the Next Lesson**

Ask students to watch an introduction to the London Underground: goo.gl/pJnzEv or invite them to look around on the Transport for London web site: tfl.gov.uk.

Culture

Objectives

Students will be able to use **imperatives** and **transportation** vocabulary to talk about getting around London.

Lesson 7

Student's Book pp. 48 and 49

✓ Homework Check!

Workbook p. 136, Activities 1 - 3

Answers

1 Look at the text below. Tick (✓) the correct option.

2. It's an interview.

2 Complete the text with the questions below.

1. what is there, 2. Is there any place you don't like, 3. Why don't you like it, 4. Are there any shopping centres, 5. What's your favourite shop

3 Write T (True) or F (False).

1. F, (There are many ducks.), 2. F, (There is one: X-mall. Fabulous Fashion is a shop.), 3. T, 4. T

Warm-up

Students preview the topic of the lesson by discussing the pictures on pages 48 and 49.

- Ask students to look at the pictures on pages 48 and 49. Ask *What city do you see?* and *What form of transportation do you see on page 48? What do you think is special about it?* Elicit answers from students.

1 ²³ Look at the map. Listen and answer the questions.

Students learn about the London Underground by looking at the map while listening to the audio. Note that the Underground is the *subway* in London.

Answers

1. yellow and green, 2. District, 3. red, brown and light blue

Audio Script

GUIDE: Okay. Is everybody here? What is the name of this Underground station?

Boy: Blackfriars.

GUIDE: Right! This is Blackfriars Station. Now, look at your maps and find Blackfriars Station. Got it? Blackfriars is on two Underground lines. What colours are the lines on the map?

NARRATOR: Answer, question 1.

GIRL: I know! One is yellow and the other is green.

GUIDE: That's right. The Circle Line is the yellow line on the map. Now, what is the name of the green line?

NARRATOR: Answer, question 2.

GIRL: The green line is the District Line.

GUIDE: Great! Now, let's go to the Tower of London. It's at Oxford Circus Station. Oxford Circus is on three Underground lines. What colours are the Underground lines at Oxford Circus Station?

NARRATOR: Answer, question 3.

Boy: That's easy. They're red and brown and light blue.

2 Plan your trip to Oxford Circus.

Students use the map to plan a trip to Oxford Circus on the London Underground.

- Tell students to look at the map on page 49 and plan a trip to Oxford Circus. Students should start from the Blackfriars station on the right side of the map.

Answers

yellow / Circle or green / District, Embankment, brown / Bakerloo, Oxford Circus

Extension

Students use the map to plan more trips.

- Ask students to plan a trip from Oxford Circus station to other stations, like Hyde Park Corner, High Street Kensington or Victoria.

Wrap-up

Students discuss the places they would like to visit in London.

- Ask students if there are any places they would like to visit in London. Some examples could be Big Ben, Buckingham Palace or Hyde Park.
- Ask students how they could get to these places on the London Underground from Blackfriars station. Elicit answers. (Note: Big Ben is at Westminster)

station; Buckingham Palace is at Green Park station; Hyde Park is at Lancaster Gate station.)

|||▶ (No homework today.)



Teaching Tip

Preparing for a Listening Activity

Ask students to preview questions before they listen to audio or read an article. This will help guide their reading and listening for the information they need to find.

Lesson 8

Student's Book pp. 48 and 49

▶ 46

Warm-up

Students review language for giving directions together on the board.

- Have students close their books.
- Draw arrows on the board, similar to the ones on page 44, Activity 2.
- Ask students to tell what each arrow means. Elicit answers from students.

Think Fast! Plan a trip from Blackfriars Station to Hyde Park Corner.

Students do a two-minute timed challenge: they race to plan a trip on the London Underground.

Answers

Take the yellow / Circle line or the green / District line to Victoria station. Change to the light blue / Victoria line and travel to Hyde Park Corner.

Read the timetable and answer in groups.

Students read a timetable and answer questions about it.

Answers

1. This timetable is for the Piccadilly line.
2. The colour of this line on the map is dark blue.
3. No, this timetable is only valid from Mondays to Saturdays.
4. It leaves at 5:23 a.m. on a weekday.

Stop and Think! How can you be respectful to people on public transportation?

- Ask students to share their ideas.
- Students can talk to a partner about what they can do to be respectful of others while using public transportation.
- After a few minutes, bring the class together and discuss their ideas.

Answers

Answers will vary.

Wrap-up

Students practise writing directions.

- Have students race to give directions to Blackfriars Station from Paddington Station.
- Students write the directions on a piece of paper or in their notebooks. When students finish, have them raise their hands. The first student to finish and give correct directions wins.
- Check answers as a class.

|||▶ (No homework today.)

Project

Objectives

Students will be able to use **transportation** vocabulary to write a proposal about eco-friendly means of transportation.

Lesson 9

Student's Book pp. 50 and 51

Warm-up

Students discuss transportation in their community.

- Ask students to name the kinds of public transportation they have got in their city or town. Elicit answers from students.
- Ask students if other forms of transportation are more popular, and why or why not.

1 Work in pairs. Complete the table about the means of transportation in your city.

Students work in pairs to describe the transportation in their city.

- Have students work in pairs.
- Ask students to complete the table to describe the transportation in their city.
- Direct students' attention to the **Glossary** box. Note that *eco-friendly* means it causes less harm to the environment than other means of transportation. *Fossil fuels* means fuels derived from coal or oil, like gasoline.
- Students give their opinions of each form of transportation in their town and describe the ecological (environmental) impact by circling the icon for uses *fossil fuel* or *eco-friendly*. Then students should fill in the number of stars for their rating. One star is not good, and five stars are very good.

Answers

In my town Answers will vary.

Ecological impact [top to bottom] fossil fuel, fossil fuel, eco-friendly, fossil fuel, fossil fuel, fossil fuel, fossil fuel, fossil fuel, Answers will vary.

2 Work with a partner to answer the questions.

Students discuss the modes of transportation in their city in pairs.

- Ask students to discuss the questions and take notes.
- Explain that their answers will be part of their project.

Answers

Answers will vary.

3 Brainstorm a new, eco-friendly means of transportation.

Students complete a table with ideas for a new means of transportation that will be less harmful to the environment.

Answers

Answers will vary.

Wrap-up

Students review each other's ideas for a new form of transportation.

- Have pairs exchange their tables with each other and read each other's work.
- After a few minutes, have pairs ask and answer questions about their ideas.
- Encourage students to be respectful of each other's work and to offer each other constructive criticism.

▶▶▶▶▶ (No homework today.)

Lesson 10

Student's Book pp. 50 and 51

Warm-up

Students discuss eco-friendly means of transportation.

- Write vocabulary for different means of transportation on the board.
- Ask students to vote on whether each form of transportation is eco-friendly or not. Students raise their hands to vote.
- Count the votes for each means of transportation and write the number on the board.

4 Create a poster to present your proposal.

Students create a poster to present their proposals for a new form of eco-friendly transportation from yesterday's lesson.

- Have students work in the same pairs as they did in the previous class.
- Ask students to review their notes on their ideas on a new eco-friendly means of transportation.
- Ask students to create a poster for their proposal. Students use the information in their notes and in the table on page 50. Invite students to be creative and use colourful pictures.

- Draw students' attention to the photo and poster on page 51. They can use this as a model for their own posters.

Answers

Answers will vary.

5 Present your proposal to your classmates.

Students present their proposals and posters to the class.

- Have each pair complete the sentences on page 51 with their own information.
- Ask each pair of students to present their posters to the class. Allow a few minutes at the end of each presentation for students to ask questions.

Answers

Answers will vary.

▶ 48

The Digital Touch

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

- Students can create posters online at www.postermywall.com.
- Students can use software like Word or Google Docs to format and make the text for their posters.

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

Wrap-up

Students vote on the most eco-friendly proposal.

- Ask students to do a secret vote to decide which proposal is the most eco-friendly. A secret vote will help students feel more confident about their own work.
- Have each student write the name of the proposal they choose on a small piece of paper. Students should fold their papers and hand them to you.
- Count the votes and announce the winner.

▶▶▶ **Workbook p. 137, Activities 1 - 4**

Review

Objectives

Students will be able to use **places in the city** and **transportation** vocabulary as well as **imperatives** *there is / there are* and *giving directions*.

Lesson 11

Student's Book pp. 52 and 53

✓ Homework Check!

Workbook p. 137, Activities 1 - 4

Answers

1 Correct the sentences.

1. You can buy medicine at a chemist., 2. You can buy bread at a bakery., 3. You can have coffee at a café., 4. You can buy vegetables at a grocery., 5. You can take the bus at the bus station.

2 Answer these questions.

Answers will vary.

3 Circle the correct options.

1. take a taxi, 2. ride a motorcycle, 3. ride in a car, 4. ride a bike, 5. plane, 6. ride a motorcycle

4 Look at the map on page 135. In your notebook, write directions to go to two places.

Answers will vary.

Warm-up

Students review words for places in a city by unscrambling and correcting vocabulary items.

- Write the following on the board: 1. grocery centre, 2. superstore, 3. chemist market, 4. library shop.
- Have students race to correct the places in a city.

Answers

1. grocery, 2. supermarket, 3. chemist, 4. library

1 Number the pictures. What place does each picture suggest?

Students review words for places in a city by matching photos with the place each is associated with.

Answers

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

2 Look and label.

Students review vocabulary for transportation by labelling photos of different means of transportation.

Answers

1. bus, 2. train, 3. motorcycle, 4. underground, 5. car, 6. plane, 7. bicycle, 8. taxi

3 Draw signs for the instructions.

Students draw signs to express the instructions.

Answers

1. [arrow pointing left], 2. [picture of person walking with diagonal line through it], 3. [stop sign], 4. [arrow pointing right with a diagonal line through it]

Wrap-up

Students race to review vocabulary for places in a city.

- Write the following questions on the board:
 - » *Where do you buy food?* (Supermarket)
 - » *Where do you put money?* (Bank)
 - » *Where do you sit on a bench?* (Park)
 - » *Where can you buy clothes?* (Shopping centre)
- Elicit answers from students.

▶▶▶▶ (No homework today.)

Lesson 12

Student's Book pp. 52 and 53

Warm-up

Students review *there is - there are* and *prepositions of place*.

- Ask students to look at the map on page 53.
- Write the following sentences on the board with gaps for students to fill:
 - » *The school is _____ the bank and the petrol station.*
 - » *There is a hospital _____ the bank.*
- Ask students to fill in the blanks with prepositions of place.
- Ask students if they agree or disagree.

4 Look at the map and complete the e-mail with the correct prepositions.

Students study the map and then complete the e-mail. Check answers as a class.

Answers

1. next to, 2. opposite, 3. on, 4. next to, 5. between, 6. in front of, 7. behind

5 Read the e-mail in Activity 4. Then fill in the blanks with either questions or answers.

Students write questions and answers about the neighbourhood.

Answers

1. No, there aren't., 2. Where's the school?, 3. It's on the corner of the main street., 4. No, there isn't., 5. Yes, there are., 6. It's opposite the hospital.

Just for Fun Student's Book p. 54

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

49

? Big Question

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

- Tell students to turn to the unit opener on page 41.
- Split students into small groups.
- Ask students to discuss the Big Question: *How do you get around?* Remind students to think about the vocabulary (transportation and places in a city) and the theme of this unit (travel).
- After 5 minutes of discussion, bring the conversation back to the whole class. Ask groups to share their ideas. Do students agree or disagree?

★ Scorecard

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

▶▶▶▶ Study for the unit test.



Unit What do you like eating?

Grammar

I like / I don't like; He / She likes / He / She doesn't like: I like fish. She doesn't like oranges.

And, or, but: He likes carrots and pears but he doesn't like potatoes or apples.

Countable and uncountable nouns: We have got two carrots and some broccoli.

Quantifiers: some, any: There is some rice but there aren't any onions. Is there any juice?

Imperatives for instructions: List the healthy options. Share your menu.

Vocabulary

Food and drink: apple, banana, beans, beef, bread, broccoli, butter, carrot, cheese, chicken, egg, fish, juice, milk, onions, oranges, pasta, rice, soda / soft drink, water

Months of the year: January, February, March, April, May, June, July, August, September, October, November, December

Reading

Identifying main ideas

Speaking

Recommending a restaurant

Project

Writing a healthy menu

50

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



Teaching Tip

Guiding Pair and Group Discussions

Small group and pair discussions give students more opportunities to speak English in the classroom. Try to give students some time to speak to each other each class. You can check their work by walking around the room and listening in. You can also join the conversations.

Vocabulary

Objective

Students will be able to use **food and drink** vocabulary to talk about their preferences.

Lesson 1

Student's Book pp. 56 and 57

Warm-up

Students preview the topic of the unit and the Big Question.

- Have students work in small groups.
- Tell students to look through the pages in the unit.
- Ask *What foods do you eat?*
- Have students circle the pictures of food that they eat in the unit.

1 Write the food items in the correct category.

Students are introduced to food and drink vocabulary and categories.

- Draw students' attention to the food chart.
- Tell them to write the food items in the correct categories.
- Draw students' attention to the **Guess What!** box on page 57. Read the information aloud and ask students what foods they have for breakfast, lunch tea / coffee and dinner. Ask *Do you have dessert?*

Answers

fruit oranges, grains rice, protein beans, vegetables onions, dairy milk, drinks water

2 Listen and check.

Students listen to the audio and check their answers to Activity 1.

Audio Script

Hi! My name is Isabella. Food items can be divided into five groups: fruits, vegetables, grains, protein and dairy. Including items from these groups in your diet is good for you! Let's see the items in each group.

Fruit... There are apples, bananas and oranges. I like oranges a lot!

Vegetables... There's broccoli, there are carrots and there are onions. Carrots are delicious!

Protein... Beef, chicken, eggs, fish and beans. I don't really like fish.

Grains... examples are bread, pasta and rice. Pasta is delicious, but I don't like rice very much.

Dairy... butter, cheese and milk. I don't like butter at all! Yuck!

Drinks... Most people like to have a drink with their meals. Some options are juice and water.

3 Listen again and complete the sentences.

Students listen to the audio and complete the sentences with the food and drink vocabulary they hear.

- Call students' attention to the **And / or / but** box. Explain we use these linking words to connect sentences. Read the examples aloud and ask students to elicit when to use each one.

Answers

1. oranges, carrots, pasta, 2. fish, rice, butter

Audio Script

See Audio Script 24.

4 **Think Fast! Work in pairs. Name three food items you like and two you don't like. Swap roles.**

Students do a one-minute timed challenge: they tell their partners three foods they like and two foods they don't like.

Answers

Answers will vary

5 **Now, tell the class about your classmates' likes and dislikes.**

Students report their findings from the previous activity.

Answers

Answers will vary

Wrap-up

Students review food and drink vocabulary while discussing which foods are eaten at which meals.

- Draw a table with four columns on the board: *Breakfast, Lunch, Tea / Coffee Dinner.*
- Tell students to choose a meal for each food and drink item on pages 56 and 57.
- If students disagree which meal an item goes with, ask their reasons for choosing a particular meal.

▶▶▶ **Workbook p. 138, Activity 1 and p. 139, Activity 4**

Lesson 2

Student's Book p. 57

✓ Homework Check!

Workbook p. 138, Activity 1 and p. 139, Activity 4

Answers

1 Look at the pictures and do the crossword puzzle. What is the secret ingredient?

1. rice, 2. cheese, 3. fish, 4. juice, 5. milk, 6. egg, 7. beans *vertical* chicken

4 Complete with *and, or* and *but*.

1. and, 2. or, 3. but, 4. and, but, or

Warm-up

Students review food and drink vocabulary from the previous lesson.

- Write the names of different foods and drinks students learned in Lesson 1 on the board.
- Have students close their books.
- Ask students to match the words to the correct category: *fruit, vegetables, grains, drinks, protein* or *dairy*.

6  ²⁶ Listen and tick (✓) what they like eating and drinking.

Students listen to the audio and tick what the speakers eat and drink.

Answers

Lucas beans, chicken, rice, tomatoes, water
Abby apple, fish, carrots, rice, orange juice

Audio Script

1. Lucas

Lucas: Lunch is my favourite meal. I have lunch at home: I like chicken and rice with beans. I like eating a salad with lots of tomatoes. I love tomatoes. And I like having a glass of water.

2. Abby

Abby: I have dinner at my grandma's house, and she's a great cook! I like rice and fish. I also like boiled vegetables, especially carrots, because I like them a lot. I like having a glass of fresh orange juice and an apple for dessert.

52 **7** Stop and Think! Discuss. Why do we eat and drink food we don't like?

- Elicit answers to the question.
- Then ask *Do these foods and drinks have anything in common?* Students should come to understand that sometimes we have to eat foods we don't like because they are healthy for us. They help us grow and stay strong.

Answers

Answers will vary.

8 Complete the table with your ideas.

Students categorise food and drink vocabulary words in the table to describe their likes and habits.

Answers

Answers will vary.

Extension

Tell students to find someone who has similar likes and habits. Have students go around the room and find students who have the same answers or similar answers.

Wrap-up

Write the names of different foods and drinks on the board, one by one. Survey students for their opinions, likes and dislikes about each food or drink.

- For example, write the word *broccoli* on the board. Ask *Do you like and eat broccoli?*
- Tell students to stand on the left side of the room if they like and eat broccoli. Ask students to stand on the right side of the room if they don't like and eat broccoli. Ask students to stand at the back of the room if they don't like and don't eat broccoli.
- Ask each group to discuss their answers together. After two minutes, elicit answers from a representative of each group.

Workbook p. 138, Activities 2 and 3



Teaching Tip

Modelling Activities

Remember to model activities for students before they begin. This helps to clarify expectations so they know exactly what they should do.

Grammar

Objectives

Students will be able to distinguish between **countable and uncountable nouns** and use **quantifiers** to talk about amounts of food and drink.

Lesson 3

Student's Book pp. 58 and 59

✓ Homework Check!

Workbook p. 138, Activities 2 and 3

Answers

2 Circle the word that does not belong.

1. potatoes, (Potatoes aren't fruit.)
2. fish, (Fish isn't a vegetable.)
3. pasta, (Pasta isn't a dairy product.)
4. rice, (Rice doesn't have protein.)
5. bread, (Bread isn't a drink.)
6. onion, (Onion isn't a fruit.)

3 Write the words in the chart.

vegetables broccoli, *drinks and vegetables* orange juice, *drinks* water, *animal products* beef *animal products and drinks* beef

Warm-up

Students preview the grammar while reviewing food and drink vocabulary.

- Write the following sentences on the board: *I have got an apple. I have got some milk. Alex has got an apple. Alex has got a cup of milk.*
- Read the sentences aloud to the class. Ask students to replace *apple / apples* with another food word, and *milk* with another drink word.

1 Read the recipe and classify the ingredients in your notebook.

Students practise identifying countable and uncountable nouns.

- Draw students' attention to the **Countable vs. Uncountable** box and read the sentences.
- Ask *Can you count bananas? Can you count sugar?* Elicit answers from the class.
- Tell students to create a two-column chart in their notebooks. One heading should read *Countable* and the other *Uncountable*.
- Have students read the recipe and classify the ingredients.

Refer students to the **Glossary**. Explain what *baking powder* is. Also tell students we also call it *baking soda*.

Answers

countable nouns egg, banana

uncountable nouns butter, milk, brown sugar, flour, baking powder

2 Read the sentences and write + (affirmative), - (negative) or ? (a question).

Students are exposed to quantifiers while they determine whether sentences are affirmative, negative or questions.

Answers

1. -
2. ?
3. +
4. ?
5. +
6. -

Wrap-up

Students review the use of *a / an, some* and *any* with countable and uncountable nouns.

- Write the following sentences on the board with blank spaces for the answers.

» *Have you got _____ tomatoes?*

» *There is _____ tomato and _____ apple on the table.*

» *We need _____ milk for our cereal.*

» *There aren't _____ oranges left.*

- Ask students to complete the sentences with *a / an, some* or *any* in their notebooks. The first student to answer correctly wins.

Answers

any, a, an, some, any

Workbook p. 139, Activities 1 and 2

Lesson 4

Student's Book pp. 58 and 59

✓ Homework Check!

Workbook p. 139, Activities 1 and 2

Answers

1 Classify the food in the table.

countable nouns apple, carrot, banana

uncountable nouns pasta, broccoli, beef, juice

2 Look at the underlined words and write C (countable) or U (uncountable).

1. C
2. C
3. C
4. U
5. U
6. C
7. C

Warm-up

Students review countable and uncountable nouns and *a / an, some* and *any*.

- Split students into small teams.
- Write the singular form of countable nouns and some uncountable nouns from this unit on the board, one at a time. For example, *apple, orange, milk, rice*, etc.
- As you write each word on the board, have student teams race to tell if the word is countable or uncountable. In order to get a point, students have to tell whether the word is countable or uncountable, then use it in a sentence correctly with *a/an, some* or *any*.

3 Complete the information.

Students practise using *a / an, any* and *some* with countable and uncountable nouns.

Answers

1. some, 2. any, 3. any, 4. a, 5. any, 6. some, 7. an

4 Listen and mark ✓ (There is / are some) or ✗ (There isn't / aren't any).

Students listen to the audio and mark whether the speakers have the ingredients listed.

Answers

eggs ✓, *orange juice* ✓, *flour* ✗, *apples* ✓, *baking soda* ✗

Audio Script

BOY: Let's make this Special Apple Pie!
 GIRL: Good idea! Let's check if we have got all the ingredients.
 GIRL: Hmm... look! There are some eggs!
 BOY: We need only one.
 GIRL: Is there any orange juice?
 BOY: Let me see... yes, there is some orange juice.
 GIRL: Uh-oh... there isn't any flour!
 BOY: No flour? And can you see any apples?
 GIRL: Yes, there are some apples here.
 BOY: OK. What about the baking soda?
 GIRL: Baking soda? Hmm... there isn't any baking soda.
 BOY: No flour, no baking soda... I can't make the apple pie today.
 GIRL: That's too bad!

5 Complete the notes.

Students practise using countable and uncountable nouns while they complete the sentences.

- Draw students' attention to the **Guess What!** box. Read the information aloud and ask *Do you know of any other special food days?* Elicit answers from the class.

Answers

1. bananas, apple, orange, yogurt, 2. onion, tomatoes, beef, water, 3. apples, orange, egg, baking soda

Wrap-up

Students review the use of *there is / are* and *there isn't any / aren't any* with countable and uncountable nouns.

- Group students into small teams.
- Write the following sentences on the board, one at a time, for students to correct.
 1. *There is two apples on the table.*
 2. *There aren't any milk in the fridge.*
 3. *There isn't any oranges left.*
 4. *There are rice in the bowl.*
- Students race to correct each sentence in a notebook for one point each. The team with the most points wins.

Answers

1. is are, 2. aren't isn't, 3. isn't aren't, 4. are is

Workbook p. 139 Activity 3



Teaching Tip

Checking Each Other's Answers

A good way to help students take ownership of their learning is to have them check each other's answers. This will help them to internalise new grammar and vocabulary as they check their peers' work.

Reading & Speaking

Objectives

Students will be able to identify opinions. They will also be able to recommend a restaurant.

Lesson 5

Student's Book pp. 60 and 61

✓ Homework Check!

Workbook p. 139, Activity 3

Answers

3 Complete the conversations with *some, any, a* or *an*.

1. any, any, 2. an, some, 3. some, some, some, any,
4. a, some, some, any, any

Warm-up

Students preview the reading and theme for the lesson.

- Ask students to briefly glance at the text on the phone screens on page 60. Students should not read the text yet.
- Ask students what they think the text will be about.
- Ask students *Have you seen a text like this before? Where? What is its purpose?*

1 Look at the phone screens and circle T (True) or F (False).

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

Answers

1. T, 2. F, (The restaurants are all different.), 3. T

2 Read the texts more carefully. Tick (✓) all the correct options.

Students read the texts more carefully for details and tick the restaurant(s) each statement is true for.

Answers

1. The Veggie Place, 2. Pampered Pizza,
3. Antonella's, Pampered Pizza, 4. Antonella's,
5. Sam's Diner

Wrap-up

Students talk about their preferences in restaurants.

- Write the names of each restaurant from the phone screens on the board.
- Take a class survey. Ask students to vote on the restaurants they would want to go to the most. Ask students why they answered the way they did. Ask what makes a good restaurant, and what makes a bad restaurant.
- Discuss as a class.

Workbook p. 140, Activities 1 and 2

Lesson 6

Student's Book pp. 60 and 61

✓ Homework Check!

Workbook p. 140, Activities 1 and 2

Answers

1 Read the recipe quickly. Then circle the correct option.

1. cake, 2. fruit, 3. ingredients

2 Complete the shopping list.

1. 2 teaspoons, 2. 500 grams, 3. 4, 4. 2 ½ cups, 5. 2 teaspoons, 6. 1 cup

Warm-up

Students brainstorm the qualities of a good restaurant.

- Have students work in small groups to make a list of the characteristics of a good restaurant.
- After three minutes, ask one person from each group to share their ideas.
- Ask the class if they agree with each group. What does each group want in a good restaurant?

3 Listen and number the speakers.

Students listen to the audio and write the numbers of the speakers next to two of the screen names.

Answers

Brianna2003 2, *AustinPeace* 1

Audio Script

- BOY 1: So, how do you like this place?
BOY 2: Ummm, I don't like it very much...
BOY 1: Why?
BOY 2: Look at this burger! The bread is hard and the beef tastes awful!
BOY 1: Come on! It's not so bad... The fries taste good.
BOY 2: They're OK.
SERVER: Hey, guys. Guess what?
We haven't got chocolate milkshake tonight.
BOY 2: Grrr... Why do I still come here?
- GIRL 1: So, how do you like this place?
GIRL 2: Oh, I love it! The options on the menu are great.
GIRL 1: And are the prices good?
GIRL 2: Yes, they are! Look! The food is healthy, the fruits and vegetables are fresh...
GIRL 1: Are you a vegetarian?
GIRL 2: Me? No! But I like vegetarian restaurants, you know...
SERVER: Good afternoon. Are you ready to order?



Teaching Tip

Monitoring During Speaking Activities

Circulating around the room during a speaking activity can help you check in on students' understanding. As you walk around, listen to what students are saying. Is there any grammar or vocabulary students need to review? This is a good way to use formative assessment in the classroom in an informal way.

56

4 Categorise the words in a chart in your notebook: **positive (+), negative (-) and neutral (+-).**

Students categorise words for qualities as positive, negative.

Answers

positive (+): great, good, delicious, awesome

negative (-): awful, gross, bad

neutral (+-): okay, cheap, expensive

5 Ask and answer with a classmate.

Students ask and answer questions about their opinions of a restaurant they know using the models.

Answers

Answers will vary.

Wrap-up

Repeat Activity 5, but have students ask about their favourite foods instead of restaurants.

Workbook p. 140, Activity 3

Preparing for the Next Lesson

Ask students to search the web for information about *La Tomatina* festival in Spain.

Culture

Objectives

Students will be able to explore a famous food festival and discuss whether it is OK to waste food.

Lesson 7

Student's Book pp. 62 and 63

✓ Homework Check!

Workbook p. 140, Activity 3

Answers

3 Think of your favourite recipe or dish. Write a shopping list for it in your notebook.

Answers will vary.

Warm-up

Students preview the culture reading and themes.

- Have students look at the photos.
- Ask *What do you see? What do you think La Tomatina is?*
- Have a whole-class discussion. Ask students to share their ideas. Ask the class if they agree or disagree with each other's predictions.

1 Read the first paragraph and complete the sentences.

Students preview the text by reading the first paragraph and answering questions.

Answers

1. Bunol, 2. August, 3. tomatoes

2 Listen to the months of the year and repeat.

Students listen to the audio and repeat the months.

Audio Script

January
February
March
April
May
June
July
August
September
October
November
December

3 Read the sentences and write T (True) or F (False).

Students read the sentences and decide if they are true or not. If not, they write the correct ones.

Answers

1. F, (20 000 people participate), 2. T, 3. F, (The price for the ticket is €10), 4. F, (They only throw tomatoes).

4 Read the rest of the article and underline the answers in the article.

Students read the rest of the article and search for information.

Answers

1. around 20,000, 2. for one hour, 3. 1945

Extension

Students discuss the festival.

- In small groups, have students discuss their ideas.
- Ask *Would you participate in La Tomatina? Why or why not?*
- Circulate around the room as students discuss their answers. Listen to check their understanding of the article.
- After five minutes, bring the class together to share their ideas.

57

Wrap-up

Students play a timed game to answer extra questions about the article.

- Separate students into small groups.
- Have students race to answer all of the following questions about the article:
 1. *How much does it cost to participate in La Tomatina?*
 2. *How many tomatoes are used in the food fight?*
 3. *How are the tomatoes transported to the event?*
 4. *Name two events that occur in preparation for La Tomatina.*
 5. *How do participants know when to stop and start throwing tomatoes?*
- Have students raise their hands when they are done. Check their answers.
- The first group to answer all the questions correctly wins.

Answers

1. 10 euros. 2. 150,000. 3. Trucks bring the tomatoes. 4. There are events with music, dancing, food and fireworks. 5. When participants hear a loud sound, they stop and start throwing tomatoes.

✓ Homework Check!

Workbook, p. 138, Activity 4.

Answers
4. Unscramble the words and write some of the months of the year.

1. January, 2. April, 3. June, 4. August,
5. September, 6. November

Warm-up

 Students review and summarise the article on *La Tomatina*.

- Have students work in pairs.
- Assign one paragraph of the article to each student.
- Ask each student to summarise their paragraph to their partner.
- After a few minutes, bring the class together to share summaries.
- Ask the class to vote on the best summary for each paragraph. These will make up the whole-class summary of the article.

58

5 Listen and match. What are the visitors' opinions?

Students listen to the audio and match the opinions to the speakers.

Answers

1. Mia It's fun!, 2. Connor It's a waste of good food.
3. Chloe *La Tomatina* can be a dangerous activity.

Audio Script

La Tomatina is over. Our question is, 'What do you think about the festival?'

1. Mia

Hi, I'm Mia. *La Tomatina* is great! It's a lot of fun to throw tomatoes. I want to do it again next year. I love it!

2. Connor

Hi, my name is Connor and I don't like this festival. It's a waste of food. You can eat all these tomatoes, but now they're just rubbish! They can have a tomato soup festival, and we can eat lots of tomato soup.

3. Chloe

My name is Chloe. I like *La Tomatina*, but there are too many people. It can be dangerous. You can fall and hurt your body. And look, I'm wearing new shoes and now they are destroyed. *La Tomatina* is fun, but you need to be careful.

6 Listen again and tick (✓) the ideas you hear.

Students listen for details and tick the ideas they hear the speakers express.

Answers

3. You can fall and hurt your body. 4. You need to wear old clothes and sneakers.

Audio Script

See Audio Script 30.

7 Stop and Think! Is it OK to waste large amounts of food in festivals such as *La Tomatina*?

- Have students discuss their ideas with a partner.
- After five minutes, ask the class to raise their hands if they think it is OK to waste large amounts of food in festivals. Then write the number of votes on the board. Ask students to raise their hands if they think it is not OK to waste food in festivals. Write the number of votes on the board.
- Group students who answered for each side together. Ask each team to discuss their answer and give reasons in a class debate.
- Allow each team to share their opinions.

8 Discuss.

Students discuss food festivals in their country.

Answers

Answers will vary.

Wrap-up

Students briefly summarise the debate.

- Ask students to think of the main ideas that each side brought up in the debate.
- Write students' ideas in two lists (one for each side of the debate) on the board.
- Ask students if both sides agreed on anything. Write students' agreements on the board in a separate list.

||| (No homework today.)

Teaching Tip
Conducting Debates

When asking students to debate, remind them that it's OK to disagree with each other. You can also tell them that in debates, we speak to each other respectfully.

Project

Objectives

Students will be able to plan a healthy menu.

Lesson 9

Student's Book p. 64

Warm-up

Tell students to look at the food pictures on page 64. Ask *Which foods look most delicious? Why?* Have students discuss their ideas with a partner.

1 Label the food and drink items in the tables. Use the words provided.

Students label the food and drink pictures.

Answers

A popcorn, orange juice, baked potato,
B chocolate cream cookies, apple pie, ice cream

2 Complete the Venn diagram. How are Table A and Table B similar and different?

Students complete the Venn diagram showing similarities and differences between Table A and Table B.

Answers

similar Both tables have got food made from the same ingredients, like popcorn, apples and potatoes.
different Foods in Table A are healthier (they are less processed and have less sugar and fat) than the foods in Table B.

3 Discuss.

Students discuss where they have lunch every day: at school, at home, at a restaurant? Do they eat healthy food or junk food? Is it cheap or expensive?

Answers

Answers will vary.

Wrap-up

Students categorise food and drink in the unit as healthy or unhealthy.

- Go through the pages in the unit and point at different pictures of food (for example, on pages 56–58).
- For each photo, ask *Is it healthy or unhealthy?* Have students guess the answers and mark with a ✓ for healthy, and an ✗ for unhealthy.
- Have students compare answers with a partner.

Lesson 10

Student's Book pp. 64 and 65

Warm-up

Students discuss healthy and unhealthy options in restaurants.

- Have a whole-class discussion. Ask students to think about the last time they went to a restaurant and ordered food. Ask *Was the food healthy or unhealthy? How about the time before? Was the food healthy or unhealthy? What are some healthy options we can find in local restaurants?*

4 Read the menu and circle the healthy options.

Students read the menu and decide which foods on the menu are healthy.

- Draw students' attention to the *Guess What!* box on page 64. Read the information aloud and ask why they think so many students in the US get free or reduced price lunches.

Answers

Lettuce and tomato salad

5 Work with a partner. Write a healthy menu.

Students work with a partner to create a healthy menu.

- Have students follow the instructions on the page.
- Point out to students that they can use the menu on page 65 as a model to set up their menu.
- Call students' attention to the *Imperative for instructions* used in the list of steps they have to follow to write the healthy menu.

Answers

Answers will vary.

The Digital Touch

To incorporate digital media in the project, suggest the following:

- Students can create their menus in Word or in Google Docs.

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

Wrap-up

Students vote on which menus show the following qualities the best: best design, healthiest food, most delicious food, most interesting food.

- Have students vote for each category. Ask students to write their answers on a piece of paper and fold it up. Collect the answers and tally them. Announce the winners at the beginning of the next class.

▶ Workbook p. 141, Activities 1 - 3.



Teaching Tip

Displaying Students Work

Allowing students to display their work can be very encouraging and exciting for them. This can increase motivation, and students may produce higher quality work if they know they will have an audience.

Review

Objectives

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

Lesson 11

Student's Book p. 66

✓ Homework Check!

Workbook p. 141, Activities 1 - 3

Answers

1 Look at the illustration and correct the sentences in your notebook.

1. ~~are~~ There aren't any bananas.
2. ~~apple~~ There aren't any apples.
3. ~~any~~ We can see some tomatoes.
4. ~~some~~ We can't see any oranges.
5. ~~are~~ There is some broccoli.
6. ~~any~~ There is some garlic.

2 Look. Then write sentences with *some* or *any*.

1. There are some bananas.
2. There isn't any broccoli.
3. There are some eggs.
4. There is some milk.
5. There are some tomatoes.
6. There is some juice.
7. There are some carrots.
8. There is some water.

3 Read and draw.

Answers will vary.

Warm-up

Students describe what they had for breakfast today.

- Have students work in pairs.
- Students write their partners' answers down and report them to the class.
- After students report answers, ask the class if anyone had similar breakfasts. *Do we eat similar or different things for breakfast?*

1 Unscramble the words.

Students unscramble the food and drink words.

Answers

1. beef, 2. milk, 3. cheese, 4. fish, 5. butter, 6. pasta

2 Complete the crossword.

Students do a crossword puzzle to review food and drink vocabulary.

Answers

down 1. rice, 3. tomato, 4. water, 6. bread
across 2. fish, 5. orange, 7. egg, 8. carrot

3 Organise the food items from Activities 1 and 2. Then add two other items to each column.

Students organise the food and drink items from Activities 1 and 2 into the three categories according to their preferences.

Answers

Answers will vary.

Wrap-up

Students review food words by playing a game.

- Have students create a table in their notebooks with two columns and 17 rows:

| Food | Name |
|------|------|
| | |

- Write a list of food and drink words on the board for students to complete the first column of their tables: *apple, banana, beans, beef, bread, broccoli, butter, carrot, cheese, chicken, egg, fish, onions, oranges, pasta, rice.*
- Tell students to go around the classroom asking each other which of the foods they like, and writing a classmate's name by the food that he or she likes.
- Students race to complete their tables by finding someone who likes each food.

▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 67

Warm-up

Students share their favourite recipes.

- Ask students to write down a recipe they know. This could be for their favourite dish.
- Give the recipe a title. The title could be the name of the food.
- Have students share their recipes in small groups.
- Ask students to list any ingredients which appear in more than one recipe. Which favourite ingredients are most popular? Why?

4 Look at the underlined words. Write C (countable) or U (uncountable).

Students review countable and uncountable nouns by labeling words in sentences.

Answers

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

5 Circle the correct option.

Students review *some* and *any* by choosing which word correctly completes each sentence.

Answers

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

6 Look and write the missing ingredient.

Students look at the picture and write the missing ingredient in the recipe.

Answer

tomatoes

7 Tick (✓) the correct dish from Activity 6.

Students identify the dish that the recipe in Activity 6 makes.

Answer

Spaghetti bolognese

Just for Fun Student's Book p. 68

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

? Big Question

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

- Ask students to turn to the unit opener on page 55 and look at the question: *What do you like eating?*
- Have students work in small groups. Ask them to discuss the question based on their work in this unit.
- Tell students to think about the things they eat for breakfast, lunch and dinner. Then tell them to think about the things they might eat in a restaurant. Ask *Are they the same? Are they different? Which do you like better? Which meal is healthiest for you?*

★ Scorecard

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

▶▶▶ Study for the unit test.

Unit What can you do?

Grammar

Do / Play (sports): do judo, play tennis

Can / Can't (ability, permission and prohibition): I can play tennis. She can't swim. You can't become a member. Can I volunteer?

Would / Wouldn't like to + infinitive: I would like to be a nurse. He wouldn't like to become a professional player.

Vocabulary

Sports: baseball, basketball, cricket, cycling, football, hockey, rugby, swimming, tennis

Jobs and occupations: artist, journalist, nurse, scientist, social worker, teacher

Listening

Identifying people's jobs and occupations

Speaking

Talking about sports and sportspeople

Project

Making a sports manual

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

Vocabulary

Objective

Students will be able to understand and use **sports** vocabulary.

Lesson 1

Student's Book pp. 70 and 71



Teaching Tip

Personalising Lessons and Activities

Students will be more engaged in lessons if they feel that they can relate to the content. Try to find out what topics students are interested in and adapt some lessons and activities to the topics they like most.

Warm-up

Students preview the unit content through group discussion.

- Have students work in small groups.
- Ask students to share three things they can do.
- As a class, have each group share their three answers. Write the answers on the board.
- Then ask the class *Which sports can you play?* Elicit answers from students.

1 Listen and number five sports.

Students listen to sounds related to different sports and guess which sports they hear.

- Have students write the number of the sound next to the correct sport.

Answers

1. table tennis, 2. football, 3. basketball, 4. baseball, 5. tennis

Audio Script

1. [Sounds of ping pong]
2. [Sounds of a football game]
3. [Sounds of a basketball game]
4. [Sounds of baseball]
5. [Sounds of tennis: ball bouncing]

2 Listen and write the sports on the map.

Students listen to the audio and write the names of popular sports next to the correct country on the map.

Answers

Canada ice hockey, *Cuba* baseball, *UK and France* rugby, *China* table tennis, *India and Australia* cricket

Audio Script

1. Baseball is a modern sport. It's a popular activity in Cuba. There is no time limit in baseball, so you don't need a stopwatch!
2. In Canada the winters are cold. Canadians like to play ice hockey. It's a very fast game.
3. Cricket is a sport played with two teams, a bat and a ball, but the game is older than baseball. Cricket players wear elegant uniforms. Cricket is popular in India and Australia.
4. Rugby looks like a mixture of football and American football. It's an exciting sport played in the UK and France. Rugby players don't use any protection, so the sport can be dangerous.
5. The most popular sport of China is table tennis or ping-pong. Table tennis is a fast and active sport.

Wrap-up

Students practise sports names by playing Hangman.

- Use the sports names on page 70.

Workbook p. 142, Activity 1

Lesson 2

Student's Book pp. 70 and 71

✓ Homework Check!

Workbook p. 142, Activity 1

Answers

1 Read and write the name of the sport.

1. basketball, 2. swimming, 3. rugby, 4. cycling, 5. football, 6. running

Warm-up

Students review names of sports and choose their favourite ones.

- Write the name of each sport from page 70 on the board. Say them aloud with students.
- Ask students to vote for their favourite sport.
- Say each name and ask students to raise their hands to vote. Each student may only vote once.
- Count the votes and circle the winner. Ask students why they chose the sports they voted for. Elicit a group discussion on these sports' popularity in the class.

3 Classify the words.

Students classify the sports words into three categories: *do* (words that use *do*, e.g., *I do sports.*), *play* (words that use *play*, e.g., *I play football.*), and verbs (e.g., *I swim.*).

Answers

do exercise, judo, karate
play basketball, tennis, football
verb run, swim, ride a bike

4 Interview your classmate. Swap roles.

Students work in pairs and ask and answer questions about what they can do.

- Draw students' attention to the **Can / Can't** box. Explain we use *can / can't* to express ability.
- Read the examples aloud and ask students to provide more examples.

Answers

Answers will vary.

5 Think fast! In your notebook, choose a sport and draw a symbol. A classmate guesses the sport.

Students do a two-minute timed challenge: they review names for sports by drawing symbols for them and guessing the names of the symbols their classmates have drawn.

- Draw students' attention to the **Guess What!** box on page 70. Read the information aloud and ask students to guess what sports the other colours represent. Have students look at the map and Activity 2 for clues.

Answers

Answers will vary.

Extension

Ask students which sports from this spread on pages 70 and 71 they have not heard of before or have not played before. Ask *Why do you think you haven't played these sports before? Are they popular here? Why or why not?* Elicit ideas in a group discussion.

Wrap-up

Students review sports words with *do, play* and verbs by completing sentences on the board.

- Write the following phrases on the board with gaps for students to fill:

» We ____ basketball.

» I ____ yoga.

» Richard ____.

- Students should choose from the following words to complete the phrases: *swims, do, play*.
- Elicit answers from the class. The first student to answer all three correctly wins.

▶▶▶ **Workbook pp. 142, Activity 2 and 143, Activities 1 and 2**

Grammar

Objectives

Students will be able to use **can** in affirmative statements, negative statements and questions.

Lesson 3

Student's Book p. 72

✓ Homework Check!

Workbook pp. 142, Activity 2 and 143, Activities 1 and 2

Answers

2 Complete with *do, play* or *-*.

1. -, 2. play, 3. do, 4. -, 5. do, 6. play

1 Write sentences. Use *can / can't*.

1. He can't dance, 2. He can skate., 3. He can play the guitar., 4. They can't play basketball.

2 Look at the table and write sentences about **Zoe and Lu** using *can / can't* and *or / but / and*.

Zoe can play tennis and sing but she can't swim or dance. She can play the piano and send an e-mail but she can't speak French or make a cake.

Lu can play tennis and swim but he can't dance or play the piano. He can speak French, sing and send an e-mail but he can't make a cake.

Warm-up

Students review the topic of the lesson. Ask them to look at the text and picture and ask *What do you think this lesson is about?* Elicit *green, volunteer*. It is about how volunteers in different areas, like tree-planting can help change the world.

1 Complete the interview. Use *can* or *can't* and these verbs: **do, make, plant, help, become**.

Individually, students complete the interview using the correct form of *can / can't*. Make sure students know the meaning of the verbs in the box. Check answers as a class.

- Draw attention to the box on the right. Read through the examples. Explain *can* is also used to express possibility, permission and prohibition. Refer students to the interview and ask about the meaning of *can* in each sentence.

Answers

1. can help, 2. Can, become, 3. can, do, 4. can plant, 5. can make

2 Match sentences with the correct use of can / can't.

Individually, students match the four sentences with the corresponding use. Check answers as a class.

Answers

1. prohibition, 2. ability, 3. permission, 4. possibility

3 Think fast! In your notebook, write two more questions for Zach.

Students do a two-minute timed challenge: they write two more questions for Zach in their notebooks.

Answers

Answers will vary.

Wrap-up

Students ask and answer questions for Zach in small groups.

- Students form small groups.
- Tell students to share the two extra questions for Zach they wrote in Activity 3 with their groups.
- Have the groups discuss how they think Zach would answer each question and write answers to all of the group members' questions in their notebooks.

▶ No homework today.

Lesson 4

Student's Book p. 73

Warm-up

Students review questions and answers with *can*.

- Write the following questions and answers on the board:
 - » *Can you ride a bike?*
 - » *Yes, I can. / No, I can't.*
- Ask students to choose their answer. Then ask students to raise their hands if they answered *Yes, I can*. Count the students. Then ask students to raise their hands if they answered *No, I can't*.
- Ask volunteers to share if any of them ride a bike to school.

4 Unscramble the questions. Then answer and write your score.

Students unscramble the questions independently and write them on the lines; then they answer each and write the number of green bars corresponding to each *Can* answer in the *Me* column.

Answers

1. How can you get to school?, 2. Where can you throw your rubbish?, 3. Can you do any volunteer work?, 4. Can you save energy?, 5. Can you recycle paper?

5 Work with a partner. Ask and answer the questions in the quiz.

Students do a speaking activity: they ask a partner the questions and write the number of green bars corresponding to their partner's answers in the *My partner* column.

Answers

Answers will vary.

6 Add up your green scores and check your result.

Students add up their scores for all of the survey questions and read the result corresponding to their score.

Answers

Answers will vary.

Extension

Read each score description aloud and ask how many students got each result. Tally the numbers on the board. Then ask students if they agree or disagree with their score descriptions. Why or why not?

Wrap-up

Students review statements with *can* (positive and negative) and questions

- Ask them to get into small groups and write a short text about how they can help change the world.
- Tell them to use the ideas in Activity 4.
- Finally, ask some groups to read their compositions aloud.

▶ No homework today.

Listening & Speaking

Objectives

Students will be able to use **professions** and **places** vocabulary to talk about careers and workplaces.

Lesson 5

Student's Book pp. 74 - 75

Warm-up

Students preview pictures in the unit and think about how they relate to the Big Question.

- Have students preview the pictures in this unit. Ask *What can you do to contribute to a better world?* Elicit answers from the class.

1 ³⁴ Listen and number the professions.

Students preview vocabulary for professions by listening to the audio and numbering the pictures.

Answers

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

66

Audio Script

Hello, everybody! Here are six professions that can change the world every day.

1. Teachers can help people learn. Teachers can work at schools.
2. Social workers can help people with problems. They can help individuals and families.
3. Scientists can study the world. They can look for new medicines.
4. Nurses can take care of patients and administer medication. Many nurses can work at hospitals.
5. Artists can create and perform in different fields, like painting, music or dance.
6. Journalists can investigate and present stories in magazines, newspapers, on TV and on the Internet.

2 ³⁵ Complete the sentences with the corresponding professions. Then listen again to check your answers.

Students complete the sentences with professions vocabulary.

- Ask *Which profession hasn't been used in any sentence?* Elicit nurses. *What can nurses do? They can work at hospitals and administer medication.*

Answers

1. Scientists, 2. Journalists, 3. Teachers, 4. Artists, 5. Artists / Journalists, 6. Social workers

Audio Script

See Audio Script 34.

Wrap-up

Students play a game acting out professions words.

- Ask for volunteers. Tell the volunteer to act out a profession. Have the class guess the word.
- The student who guesses the answer acts next. Repeat with all vocabulary words on page 74.

Workbook p. 142, Activity 3



Teaching Tip

Respecting Differences

It is important for students to know that it is a good thing that they have different likes, dislikes and disabilities from each other. By respecting each other's differences, they can learn from each other and gain new insights.

Lesson 6

Student's Book pp. 74 - 75

✓ Homework Check!

Workbook p. 142, Activity 3

Answers

1 Solve the crossword puzzle. Write the professions.

1. journalist, 2. teacher, 3. nurse, 4. scientist, 5. social worker, 6. artist

Warm-up

Students review professions vocabulary.

- In small groups, have students talk about what professions they would like to have when they grow up.
- Draw students' attention to the **Guess What!** box on page 75. Tell them to read the information. Explain *What do you do?* is used when you want to know about someone's occupation.

3 Match the workplaces with the jobs / occupations using numbers.

Students match the workplaces with the jobs.

- Draw students' attention to the photos and ask them what they can see.
- They check in pairs before checking answers as a class.

Answers

1. artist, 2. nurse, 3. scientist, 4. journalist,
5. teacher, 6. social worker

4 Think fast! Use *would like to* / *wouldn't like to* to discuss jobs. Swap roles.

Students work in pairs, taking turns to refer to the jobs they would like to / wouldn't like to do.

- Draw students' attention to the ***Would like + to infinitive*** box on page 74. Explain this verb phrase is used to refer to something we wish to do.
- Monitor and help with vocabulary, but do not interrupt for the sake of fluency.

Answers

Answers will vary.

5  Listen to two friends talking about sports and sportspeople. Circle the correct option.

Students listen to the audio and circle the correct option.

- Ask students about their favourite sports. Write a list of the three most popular sports based on students' answers.
- Explain they will hear two friends talking about sports and sportspeople. Give students time to read the options before they listen.
- Remind them that they do not need to understand every word, but they should focus on the key information.
- Play the audio. Students listen and circle the correct option. Check answers as a class.

Answers

1. hockey, 2. hockey player, 3. Luciana Aymar, 4. tennis, 5. tennis

Audio Script

ELISA: What's your favourite sport, Anna?

ANNA: I love hockey.

ELISA: Who's your favourite hockey player?

ANNA: Luciana Aymar.

ELISA: Where is she from?

ANNA: She's from Argentina. How about you?

ELISA: My favourite sport is tennis and my favourite tennis player is Rafael Nadal. He's from Spain.

6 Stop and Think! Work in pairs. Ask and answer questions about your favourite sportspeople. Use the dialogue in Activity 5 as a model.

Students study the dialogue in Activity 5 and underline the questions. In pairs, they ask and answer questions about sportspeople. Monitor to see if help is needed.

Answers

Answers will vary.

Wrap-up

Students review professions vocabulary by playing a game.

- Students form pairs.
- Tell Student A to choose a profession without telling his or her partner which one it is.
- Tell Student B to ask Student A questions to find out what his or her secret profession is.
- Students switch roles and play again.
- Have pairs compete to see who can guess their partner's profession using the fewest questions.

Workbook p. 143, Activity 3

Preparing for the Next Lesson

Ask students to look for information about parkour on the web.

Culture

Objectives

Students will be able determine the meaning of words from the context. They will also be able to express their opinions.

Lesson 7

Student's Book pp. 76 and 77

✓ Homework Check!

Workbook p. 143, Activity 3

Answers

3 Complete the dialogue. Use the phrases in the box.

1. What do you do, 2. What would you like, 3. What do you think

Warm-up

Students preview the article and have a class discussion.

- Ask students to preview the article by looking at the title and the pictures on pages 76 and 77.
- Have students discuss in pairs what they think the people are doing. Make sure students do not begin reading the article.
- After a few minutes, bring the class together to share ideas. Ask if the class agrees or disagrees, and why or why not.

1 Look at the pictures and read the title. Then circle Yes or No.

Students preview the article and circle *Yes* or *No* for each question.

Answers

1. No, 2. No, 3. No

2 Read the article. Then use red or green to circle the underlined words.

Students read the article and indicate whether or not they understood words from context.

- Once students have completed the activity, ask them which of the words they circled in red they think they should look up in a dictionary.
- Compare answers and ask students why it seems important to look up a particular word or not.

Answers

Answers will vary.

Wrap-up

Students discuss parkour as a class.

- Ask students *Is parkour popular here? Why or why not?*
- Have students discuss the question as a class.

Workbook p. 144, Activities 1 – 3

Lesson 8

Student's Book pp. 76 and 77

✓ Homework Check!

Workbook p. 144, Activities 1 – 3

Answers

1 Read the article and label the pictures.

left to right Joshua, Leon

2 Use red or green to circle the underlined words in the article.

Answers will vary.

3 Label the picture.

clockwise from left skateboarder, protection, skateboard

Warm-up

Students review the underlined words from the article.

- Write each underlined word from the article on page 76 on the board.
- Ask students to give a definition of each word. Write the definitions on the board and ask the class if they agree or disagree with the given definition. Students may correct their classmates if the definition is not correct.
- Ask students which clues they used from context to come up with their definitions.

3 Complete the dictionary entries with two of the underlined words.

Students complete dictionary entries with words from the article.

Answers

Julia I think that parkour is not a team sport. I think it is dangerous. You can have accidents. I don't like it because it's aggressive.

Austin I think parkour is cool. I think with training you can get strong. Training is fun and you can make friends. You can also take cool pictures!

4 Read the notes and write complete paragraphs.

Students read the notes and write complete paragraphs describing people's opinions on parkour.

Answers

train, *train*, traceur, *traceur*

Extension

Ask students for their own opinions on parkour. Split students into small groups to discuss whether they think parkour is a cool sport or if it is too dangerous. Circulate around the room and listen in on students' conversations. After five minutes, ask students to summarise their groups' opinions for the class.

5 Stop and Think! Is it OK to participate in a dangerous sport?

- Ask students the question and elicit answers. Encourage students to give reasons for their answers:
Why is it OK or why is it not OK?

Answers

Answers will vary.

Wrap-up

Students discuss dangerous sports as a class.

- Ask students to think of other examples of dangerous sports. Elicit ideas from students and ask them what makes these sports dangerous. Ask if it is OK to participate in these sports and why. Do students agree?

Workbook p. 144, Activities 4 and 5



Teaching Tip

Talking about Opinions

Teenagers may have strong opinions on subjects like sports and popular culture. Remind students that it is OK to agree or disagree and to be respectful of each other's opinions. If a discussion about one sport gets too tense, try changing the subject to another sport that might produce less tension.

Project

Objectives

Students will be able to use **sports** vocabulary to create a sports manual.

✓ Homework Check!

Workbook p. 144, Activities 4 and 5

Answers

1 Write two of the underlined words that correspond to these definitions.

trick, trick, adult, adult

2 Follow the instructions.

Answers will vary.

Lesson 9

Student's Book pp. 78 and 79

Warm-up

Students describe a game they know well.

- Tell students to work in pairs.
- Have pairs choose a game they know well. This can be a board game or a card game.
- Have students write notes on how to play the game and where it is popular.
- After 10 minutes, ask student pairs to present their games to the class.

1 Make a sports manual.

Students create a sports manual for their favourite sport.

- Have students work in pairs to create their sports manual.
- Have students follow the instructions on pages 78 and 79. Circulate around the room to help as needed.
- Inform students that they will present their manuals in class the next day.

Answers

Answers will vary.

The Digital Touch

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

- Students can write and design their manuals using Word or PowerPoint, or with a programme like Google Docs or Slides.
- Students can find photos on the Internet or can take photos with a smart phone to illustrate their manuals.

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

Wrap-up

Two pairs of students work together to give each other feedback on their manuals.

- Have students compare their manuals and get feedback. Ask students to make sure their manuals are clear and make sense. They will present their manuals next class.



Teaching Tip

Giving Peer Feedback

Students can offer valuable feedback to each other. Ask students to review each other's projects to make sure the information is clear.

|||▶ (No homework today.)

Lesson 10

Student's Book pp. 78 and 79

Warm-up

- Have students review their sports manuals to prepare for their presentations. Give them about 10 minutes to review their information before beginning.

Students present their sports manuals to the rest of the class.

Answers

Answers will vary.

Extension

Students present their sports manuals in small groups. Students should present their manuals to their groups, describing all the information clearly and showing illustrations. Circulate around the room and listen to students' presentations. After each pair of student finishes, the other students in the group can ask questions. Make sure students present to their group and have a chance to answer questions.

Wrap-up

Students use *can / can't* + different verbs to describe the sports their classmates presented.

- In the same groups, have students write sentences describing the different sports they heard about. Students should write five sentences.
- Groups present their sentences and are awarded one point for each correct sentence. The group with the most points wins.

▶ **Workbook p. 145, Activities 1 - 4**



Teaching Tip

Planning Presentations

For small group presentations, you can decide how much time each presentation should take, and how much time students have to ask and answer questions before moving on to the next presentation. This depends on how long your class is and how many students you have in a class.

Review

Objectives

Students will be able to use *do / play* and *can / can't, would / wouldn't like to* + verbs to talk about sports and professions.

Lesson 11

Student's Book p. 80

✓ Homework Check!

Workbook p. 145, Activities 1 - 4

Answers

1 Match.

do judo, exercise, karate

play tennis, football, cricket

2 Label the jobs / occupations.

1. scientist, 2. nurse, 3. teacher, 4. social worker, 5. journalist, 6. artist

3 Circle the correct option.

1. and, 2. but, 3. or

4 Match the columns.

1. No, you can't., 2. Let's go to a café., 3. I'm a shop assistant., 4. I can sing and play the guitar., 5. Can you open the window?

71

Warm-up

Students review sports on the board.

- Write the following sports on the board: *football, baseball, basketball, cricket, rugby*.
- Have students volunteer to write sentences using the words.

1 Label the sports.

Students review sports vocabulary by labelling pictures.

Answers

1. swimming, 2. golf, 3. table tennis, 4. football, 5. baseball, 6. basketball

2 Complete the sentences using the words in the box.

Individually, students complete the sentences using the words in the box. They check in pairs before checking answers as a class.

Answers

1. can, 2. run, 3. would, 4. can't, 5. think, 6. wouldn't

Wrap-up

Students review words for sports by playing Hangman.

- Use different sports words from this unit, starting with Lesson 1. Ask students if the sports are popular in their country.

▶▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 81

Warm-up

Students review jobs on the board.

- Write the following nouns on the board: *teacher, tennis player, cyclist, architect.*
- Have students volunteer to write what these people can do.

3 Write do, play or -.

Individually, students complete the sentences using *do, play* or *-*. They check in pairs before checking answers as a class.

Answers

1. do, 2. play, 3. play, 4. -, 5. -, 6. do

4 Read and tick (✓) the sentences that are true for you.

Individually, students tick the sentences that are true for them. Share answers as a class.

Answers

Answers will vary.

5 Match the columns.

Individually, students match the columns. They check in pairs before checking answers as a class.

Answers

1. A tennis player can play tennis., 2. An English teacher can teach English., 3. A cyclist can ride a bike., 4. An artist can make a work of art., 5. An architect can design a house.

6 Complete about you.

Individually, students complete the sentences. Share answers as a class.

Answers

Answers will vary.

Just for Fun Student's Book p. 82

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

? Big Question

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

- Ask students to turn to the unit cover on page 69.
- Ask them to name the sports. (From top to bottom: running, wheelchair racing, chess, football, cycling and tennis.)
- Elicit how the sports in the pictures are different. (One athlete is in a wheelchair. Chess is not a physical sport. Football is the only team sport.)
- Remind students of the texts in the unit: *Do you think parkour is a sport? Do you think cycling to school could be considered a sport? So what is a sport?*
- Most importantly, ask students to relate sports to their own lives: *What physical activities can you do regularly? Can you play sports, even if it isn't team sports? Would you like to play a new sport?*
- Also ask them about the pictures on the right on p. 69: people planting trees, a scientist at a lab. Ask them *What can these people do? They can help change the world.*
- Ask students to contribute ideas about how each of us can make our contribution to do something to help other people and the environment.
- Also ask them *What would you like to be in the future? What do you think you can do to help other people with that profession?*

 **Scorecard**

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

 **Study for the unit test.**

Unit How do you spend your free time?

Grammar

Have to: My sister has to walk the dog. I have to clean my room.

Simple Present (+, -, ?): Paula gets up at 8 a.m. every day. I don't play football with my friends. Do they take guitar lessons?

Short answers: Yes, they do. / No, they don't.

Vocabulary

Chores and Free-time activities: clean (your) room, do the dishes, do homework, go to the park, hang out with friends, play video games, take out the rubbish, walk the dog, watch a film

Emotions: angry, bored, excited, happy, nervous, sad, scared, tired

Reading

Reading for specific information

Speaking

Inviting, accepting and rejecting an invitation

Project

Carrying out and presenting a survey

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

Vocabulary

Objective

Students will be able to use **actions** and **adjectives** vocabulary to talk about how we spend our time.

Lesson 1

Student's Book pp. 84 and 85

Warm-up

Students preview the theme of the unit.

- Have students look at the unit cover again on page 83.
- Ask students *What is free time? When do you have free time?*
- Ask students if they recognise the things the people are doing in the pictures. Ask *Do you do these things for fun, or because you must do them?*

1 Look and complete the activities.

Students practise collocations for actions vocabulary by completing labels for photos.

Answers

1. walk the dog, 2. do the dishes, 3. clean your room, 4. take out the rubbish, 5. watch a film, 6. hang out with friends, 7. play video games, 8. go to the park



Teaching Tip

Recycling Language

When doing less structured activities like class discussions, try to include and use vocabulary, grammar and topics learned in past units. Recycling language can help strengthen students' understanding. As the old saying goes, 'Use it or lose it!'

2 Work in pairs. Ask and answer questions about the tasks in Activity 1. Swap roles.

Students ask and answer questions with a partner about the tasks in Activity 1.

Answers

Answers will vary.

3 In your notebook, write sentences about the chores you do at home. Use sequence markers.

Students write sentences about their chores at home.

- Call students' attention to the *Sequence Markers* box. Explain we use them to organise ideas in chronological order.

Answers

Answers will vary.

Wrap-up

Students classify actions.

- Ask students to look at the tasks in Activity 2 again. Ask *Are these activities fun or work?*
- Have students write *C* for chores and *F* for fun activities next to each activity. Then elicit answers from the class.

Workbook p. 146, Activities 1 and 2

Lesson 2

Student's Book pp. 84 and 85

✓ Homework Check!

Workbook p. 146, Activities 1 and 2

Answers

1 Circle the correct words.

1. do, 2. walk, 3. watch, 4. go, 5. clean, 6. hang out, 7. take out, 8. play

2 Classify the activities from Activity 1.

chores do the dishes, walk the dog, clean your room, take out the rubbish

free-time activities watch films, go to the park, hang out with friends, play video games

Warm-up

Students review chores and free-time activities by identifying actions. Act out the activities from page 84. After students guess the activity, ask *Is it a chore? Or is it a free-time activity?*

4 Tick (✓) when you do these activities.

In a personalisation activity, students mark which days they do each activity.

- Draw students' attention to the *Guess What!* box. Read the information aloud and ask students if the same is true for them.

Answers

Answers will vary.

5 Stop and Think! Share your information with a classmate. Who does the most chores?

- Have students work with a partner to ask the questions (for example, *When do you clean your room?*) Students should say when or how often they clean their rooms (for example, *I clean my room on Monday, Wednesday and Saturday.*).
- When pairs have finished comparing their activities, ask each pair in a whole-class discussion *Who does the most chores?* Elicit answers from the class.
- Ask if there are chores on the list that no one does or that almost everyone does. Read each activity on the list and have students raise their hands if they do that chore. Tally the results on the board and see which chore is done by most students.

Answers

Answers will vary.

6  Listen and circle the correct emoticon. Then complete the sentences.

Students are introduced to adjectives vocabulary for emotions by circling the correct emoticon for the emotion mentioned in the audio and completing the sentences with the correct words.

Answers

1. happy, 2. scared, 3. tired, 4. nervous, 5. bored

Audio Script

1. Mel

GIRL 1: Yes! I finished the game! Woo-hoo!

GIRL 2: That's great, Mel! This game is so difficult.

2. Jessica

GIRL: I-I-I don't like this film. Let's watch something else...

BOY: Come on, Jess...

3. Thomas and Finn

BOY 1: Phew... There are so many leaves... and this yard is so big...

BOY 2: Yeah... Let's stop and rest.

4. Lucas

MAN: OK. We're going to start the test now. Just leave a pen on your desks.

BOY: I need to do well on this test, I really need a good mark.

MAN: Lucas, is everything ok?

BOY: Y-Yes, Mr. Brown.

5. Josh

BOY: There's nothing good on TV... I think I'm going to bed...

- Alternatively, have students take turns making faces to match each emotion. The student who guesses the emotion correctly is next to act out an emotion of his or her choosing.

Workbook p. 146, Activity 3

7 Read and write an adjective. How do you feel?

Students practise using adjectives for emotions by reading the sentences and writing an adjective from the list at the bottom of the page.

Answers

1. scared, 2. sad, 3. tired, 4. happy

Extension

Students express their feelings about chores and free-time activities. Tell students to write two sentences using vocabulary for actions and adjectives for emotions. Ask *How do you feel when you do these activities?* Encourage volunteers to share their sentences with the class.

Wrap-up

Students review adjectives vocabulary for emotions by playing a game.

- Have students close their books. Make a face to match one of the words for emotions on page 85.
- As students guess answers, ask them to give a sentence using the word: *When I..., I feel...* The first student to guess each word correctly gets a point.

Grammar

Objectives

Students will be able to use *have to* to express obligations and *going to* to talk about future plans.

Lesson 3

Student's Book p. 86

✓ Homework Check!

Workbook p. 146, Activity 3

Answers

3 Do the crossword puzzle.

1. tired, 2. bored, 3. scared, 4. angry, 5. excited,
6. sad, 7. happy, 8. nervous

Warm-up

Students preview the lesson.

- Ask students *What do you see in the illustration on page 86?* (Answer: *A refrigerator with magnets and a note on it.*)
- Ask *What is the purpose of this note? Who is it to, and who is it from? Do you ever get notes like this?*

1 Listen and write Aiden and / or John.

Students are introduced to *have to* for obligation. They listen to the audio and write *Aiden* and / or *John* next to each task to identify who is assigned to perform each task.

Answers

top to bottom Aiden and John, John, Aiden, Aiden

Audio Script

FATHER: OK, Aiden. This is the list of chores you and your brother have to do this week. You and John have to clean your room. You both have to do it, because you share the room.

AIDEN: OK, Dad.

FATHER: And you have to walk Rufus...

AIDEN: No, not me! I always walk Rufus. It's John's turn.

FATHER: All right, so John has to walk Rufus. Then you have to do the dishes after dinner, Aiden.

AIDEN: OK, OK...

FATHER: And you have to go to the supermarket with me, Aiden. Your brother always helps me with that, but you never go with us.

AIDEN: OK, Dad, OK.

2 Circle the correct form.

Students identify the correct form of *have to* to complete the sentences. Draw students' attention to the *have to* box and read the information aloud.

Answers

1. have to, 2. has to, 3. has to, 4. have to, 5. have to

3 Write four sentences about the chores you and people in your family have to do.

Students practise using *have to* in a personalisation activity by writing four sentences about the chores they and the people in their families have to do.

Students should use the words in the box.

Answers

Answers will vary.

Wrap-up

Students review the use of *have to* by correcting sentences. Write the following sentences on the board:

- » *I has to do homework tonight.*
- » *We has to eat lunch every day.*
- » *You has to do the dishes.*
- » *They have to go to school.*

Tell students to decide if the sentences are correct or incorrect and correct the incorrect sentences in their notebooks. The first student to correct the incorrect sentences wins.

Answers

I have to do homework tonight., We have to eat lunch every day., You have to do the dishes., correct

Workbook p. 147, Activity 1



Teaching Tip

Encouraging Peer Correction

Asking students to share their writing with their classmates can make them a little nervous. Let them know that correcting their work is not a judgment on them as people. It is a way to learn and do better in English. People often learn better when they make mistakes.

✓ Homework Check!

Workbook p. 147, Activity 1

Answers
1 Read the chat and write sentences. Use *have to* or *has to*.

1. Owen and John have buy the balloons, paper cups and plates.
2. Hunter has to make the cake.,
3. Katie has to make fruit juice.,
4. Julia and Alex have to decorate Kim's garage for the party.,
5. Kim has to prepare the playlist.,
6. Gabriel and Luke have to distract Sean.

Warm-up

Students review *have to* by giving solutions to problems. For example, say *The rubbish bin is full.* and ask students to give advice using *have to*: *You have to take out the rubbish.* Other examples: *The dishes are dirty.* (*You have to do the dishes.*) *The dog needs to go outside.* (*You have to walk the dog.*)

4  Listen and correct Aiden's schedule.

Students are introduced to the Simple Present by reading a schedule and correcting it based on the audio.

Answers

Monday evening ~~Do homework~~ Do the dishes,
 Tuesday evening ~~Do the dishes~~ Do homework,
 Wednesday evening ~~Do homework~~ Do the dishes,
 Thursday evening ~~Do the dishes~~ Do homework,
 Friday afternoon ~~Free!~~ Go to the supermarket,
 Friday evening ~~Free!~~ Do the dishes,
 Saturday morning Clean our room,
 Saturday afternoon ~~Go to the supermarket~~ Go to the park with friends
 Saturday evening ~~Clean our room~~ Free!

Audio Script

FATHER: Right, Aiden. Let's review your schedule to check when you have to do the chores... When do you have to clean your room?

AIDEN: I have to do it on Saturday morning. But John has to help me...

FATHER: Yes, John has to clean, too. When do you have to do the dishes?

AIDEN: I have to do the dishes on Monday, Wednesday and Friday evenings.

FATHER: And what do you have to do on Tuesday and Thursday evening?

AIDEN: I have to do my homework, Dad.

FATHER: All right. And we have to go to the supermarket on Saturday afternoon.

AIDEN: But I have to go to the park with my friends on Saturday afternoon.

FATHER: Oh... OK, no problem... Let's go to the supermarket on Friday afternoon.

AIDEN: Thanks, Dad.

5 Look at the schedule in Activity 4. In your notebook, write sentences about Aiden's schedule.

Students write sentences about Aiden's schedule.

- Call students' attention to the **Simple Present** box. Explain the use of the *-s* for the 3rd person singular and the use of *do* and *does* as auxiliary verbs.

Answers

On Mondays, Aiden goes to school in the morning. In the afternoon he plays football. He does his homework in the evening. On Tuesdays, he goes to school in the morning, take guitar lesson in the afternoon and does the dishes in the evening. On Wednesdays, he goes to school in the morning, he plays football in the afternoon and does the dishes in the evening. On Thursdays, he goes to school in the morning, he takes guitar lessons in the afternoon and does his homework in the evening. On Fridays, he goes to school in the morning, he is free in the afternoon and does the dishes in the evening. On Saturdays, he cleans his room in the morning, goes to the park in the afternoon and he is free in the evening. On Sundays, he is free in the morning, in the afternoon and the evening.

6  ⁴⁰ Listen to Lucy describing her daily routine and write T (True) or F (False).

Students listen to Lucy talking about what she does every day and then decide if the information is true or false.

Answers

1. T, 2. T, 3. F, (She does her homework in the evening.), 4. F, (She takes tennis lessons.), 5. F, (She goes to the supermarket only on Fridays.), 6. T.

Audio Script

Lucy: Hi! I'm Lucy and this is my routine: on weekdays, I get up at seven o'clock in the morning. That's really early! Then I have breakfast and go to school. At noon, I have lunch at school and then I go back home. In the afternoon, I watch TV and check my email. After that, I go to the club and take tennis lessons. I love tennis! I go to the supermarket only on Fridays – not every day. In the evening, I have dinner and then I do my homework. On Saturdays, I clean my bedroom and help my mum with the house chores. On Sundays, I go out with my friends or visit Grandma.

7 Work in pairs. Tell your classmate about your daily routine. Use the phrases in the boxes. Swap roles.

Students ask and answer questions about their daily routines.

Answers

Answers will vary.

Wrap-up

Students review the Simple Present by writing sentences with three activities they do every week and one activity they don't do every week. Students can use Activity 5 as a model. Elicit answers from the class.

Workbook p. 147, Activities 2 and 3

Reading & Speaking

Objectives

Students will be able to predict information that they will find in a text. They will also be able to invite others to an event and accept and reject invitations.

Lesson 5

Student's Book p. 88

✓ Homework Check!

Workbook p. 147, Activities 2 and 3

Answers

2 Complete the sentences using the correct form of the verbs in brackets.

1. throw, 2. organises, 3. travel, stay, 4. don't watch, 5. doesn't play

3 Write sentences about Anna's plans.

1. Anna plays football at the park., 2. Anna does her homework., 3. Anna goes to the supermarket with her mum., 4. Anna helps her mum and dad prepare dinner.

Warm-up

To preview this lesson, ask students to look at the pictures on pages 88 and 89. Ask *What are some things people have to do to prepare for a party?*

1 Tick (✓) the kind of information you expect in party invitations.

Students preview the reading by ticking the kind of information they expect in party invitations.

Answers

1, 2, 4, 5

2 Read the invitation and check your answers.

Have students read the invitation independently and check their answers. Ask *Were you right? What was different?*

Answers

Answers will vary.

3 Imagine you received the invitation. Answer the questions.

Draw students' attention to the *Guess What!* box and read the information aloud. Do the first questions together as a model. Ask *When do we use a.m. or p.m.?* Elicit answers from the class.

Answers

1. It is a surprise party. / It is a birthday party. / It is a pool party., 2. No, it is Madison's birthday party., 3. You need to take a swimsuit, flip-flops and a towel., 4. The party is at 2 p.m. on Saturday, July 1., 5. No, it is at Madison's house., 6. No, you cannot talk to Madison about it because the party is a surprise.

Extension

Students make their own party invitations.

- Tell students to choose an event (for example, a birthday, graduation, a pet's birthday, etc.) and write their own party invitations for it.
- Ask students to use the invitation to Madison's Pool Party as a model and include the information people would expect to see in an invitation. After students finish, ask volunteers to share with the class.

Wrap-up

Students review what kind of information they expect to find in an invitation.

- Write the following invitation on the board, in which important information is missing.

Come to Andrew's birthday party! The party is at Mike's house on Saturday.

- Tell students to work in pairs and to figure out what information is missing. Elicit answers from the class.

Answers

date, time, location, details about the type of party and what you should bring

▶▶▶▶▶ (No homework today.)

Lesson 6

Student's Book p. 89

Warm-up

Students preview the lesson by discussing the information they expect in an oral invitation. Say *Imagine you don't receive a written invitation to an event, but your friend calls and invites you. What information do you need to decide if you can go?* Elicit answers from the class. (Possible answers: *Type of event, date and time, location, what you should bring.*)

4 Listen and read along.

Students learn how to accept and reject invitations by listening to and reading dialogues.

Audio Script

Inviting someone

GIRL: Would you like to go to Madison's birthday party?

BOY: When is it?

GIRL: It's on Saturday, July 1st.

Accepting an invitation

BOY: Sure, I'd love to. What time?

GIRL: At 2 p.m.

BOY: And where is it?

GIRL: At Madison's house. It's a pool party.

BOY: Great!

GIRL: But don't tell Madison, OK? It's a surprise party.

BOY: Of course!

Rejecting an invitation

BOY: Sorry, I can't. I have to travel with my parents on Friday.

GIRL: That's too bad... Maybe next time.

BOY: Sure.

GIRL: But don't tell Madison, OK? It's a surprise party.

BOY: OK!

5 In pairs, practise the conversations.

Students work with a partner and practise the conversations. Students switch roles and practise again.

Answers

Answers will vary.

6 Work in small groups. Take turns inviting to a party and accepting or rejecting invitations.

Separate students into small groups. Ask students to take turns in their groups inviting to a party and accepting or rejecting invitations. Students should not

just read the conversations in Activity 5, but use the instructions for speakers A and B in the activity to guide their conversations.

Answers

Answers will vary.

Wrap-up

Ask students to reflect on their conversations. Ask *What is the best way to reject an invitation?* Elicit answers from the class.

▶▶▶ Workbook p. 148, Activities 1 and 2

Preparing for the Next Lesson

Ask students to watch an introduction to Hawaiian luaus: goo.gl/kJYgJM.

Culture

Objectives

Students will be able to talk about the features of a traditional Hawaiian celebration and discuss the value of celebrations for communities.

Lesson 7

Student's Book pp. 90 and 91

✓ Homework Check!

Workbook p. 148, Activities 1 and 2

Answers

1 Read the conversation. Then circle T (True) or F (False) and correct the false sentences.

1. F, (It's Yuna's party.) 2. F, (The party is on Friday, June 24.), 3. F, (It's a costume party.), 4. T, 5. T

2 Write an invitation.

Answers will vary.

Warm-up

To preview this lesson, ask students *What is a luau? Have you ever heard of one before? What do you think people do at a luau?* Elicit answers from the class.

81

1 Think Fast! Look at the pictures. What can you see? Write ten words.

Students do a three-minute timed challenge: they look at the pictures and write 10 things they see.

Answers

Answers will vary.

Wrap-up

Students personalise the topic in a class discussion. Ask *What parts of a luau are similar to celebrations in your country? What is different?* Elicit answers from the class.

▶▶▶ (No homework today.)

Lesson 8

Student's Book pp. 90 and 91

Warm-up

Ask students to scan the text on p. 90. Ask questions like *What is luau? What is something you eat at a luau? Where do you have a luau? When did luaus start? Did a king or a president start the luau tradition?* The first team to raise their hands and give a correct answer to each question gets a point. The team with the most points wins.

2 Read the article. Then match.

Students read an article and do a matching activity to check comprehension.

Answers

1. Hawaiians start having luaus.
2. men and women now eat together.
3. is the inspiration for the name luau.
4. are some places where luaus happen.
5. are traditional dishes served at luaus.

3 Label the five pictures above using the highlighted words.

Students review words from the article by labelling the five pictures with the highlighted words in the article.

Answers

left to right poi, outdoors, ukelele, taro plants, hula

4 Stop and Think! Are Hawaiians always on holiday? Why do you think so?

- Say *Hawaiians live on beautiful islands full of beaches. Are they on holiday?*
- Guide students to understand that Hawaiians live daily lives like everyone else. They go to school and work.
- Ask *Where do you think Hawaiians go for holidays?*

Answers

Answers will vary.

5 Organise a luau. Copy the table in your notebook and write who does what.

Student groups organise a luau by drawing the table in their notebooks and deciding who in their group does what tasks to organise it.

- After 5–10 minutes, ask groups to share their plans for the luau.

- Draw students' attention to the **Guess What!** box and read the information aloud. Ask students *How many people do you think were invited to the King's luau to eat so much food?*

Answers

Answers will vary.

Wrap-up

Ask students what else they would do to plan for their luau. Ask *Is there anything else you have to do?* Elicit answers from the class.

||| (No homework today.)

Project

Objectives

Students will be able to carry out and present a survey.

Lesson 9

Student's Book p. 92

Warm-up

Ask students to look back at page 90. Ask *What kind of text is this?* Elicit answers from the class. (Answer: *an article*)

1 Look at the text below and tick (✓) the text type.

Students preview text types (surveys and articles) and tick the correct text type.

Answer

a survey

2 Circle T (True) or F (False).

Read the statements aloud and have students determine whether each is true or false.

Answers

1. T, 2. F, (Respondents answer the questions in a survey.), 3. F, (You use ticks to indicate the answers.)

Extension

Students practise analysing the results of the survey on page 92 by making bar charts.

- Have students draw bar charts like the one on page 93 showing how many students ticked each category.
- Ask *How do bar charts help us communicate and understand information?*

Wrap-up

Ask students *What do people use surveys for? Where else have you seen a survey?* Elicit answers from the class.

▣▣▣▣ (No homework today.)

Lesson 10

Student's Book p. 93

Warm-up

Ask students *What topics do you want to find out about? Would a survey help you?* Elicit answers from students and note their ideas on the board.

3 Work in small groups. Create and carry out a survey.

Students create a survey, carry it out and organise their results.

- Separate students into small groups to create their surveys. Read the steps aloud and draw students' attention to the topics box in step 1.
- Tell students to agree on a topic for their survey. If possible, try to get each group to do a different topic.
- When students begin step 4, draw their attention to the different graphs and encourage them to use these kinds of visuals in their reports.

Answers

Answers will vary.

4 Now present the results of your survey to the class.

Groups complete the sentences about their surveys and present their surveys and results to the class. If there is extra time, allow the class to ask questions after each presentation.

Answers

Answers will vary.

The Digital Touch

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

- Students can create their charts in Excel or Google Sheets.
- Students can create their presentations in PowerPoint or in Google Slides.

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

Wrap-up

Ask students to reflect on what they found out in their surveys and presentations. Ask *What surprised you? What didn't surprise you?* Elicit answers from the class.

▣▣▣▣ **Workbook 149, Activities 1 - 3**

 **Teaching Tip**

Managing Choice and Variety

If possible, try to get each group to choose a different topic for their surveys. This will help keep things interesting when they present their results, and will avoid repetition.

Review

Objectives

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

Lesson 11

Student's Book p. 94

 **Homework Check!**

Workbook page 149, Activities 1 - 3

Answers

1 Mark the sentences correct (✓) or incorrect (X). Rewrite the incorrect ones.

1. X My sister has to clean the kitchen after dinner every night., 2. ✓, 3. ✓, 4. X We have to do our homework., 5. ✓, 6. X Students in Japan have to clean their classrooms.

2 How do you feel? Complete the sentences.

Answers will vary.

3 Fill in the blanks with the correct form of the verbs in brackets.

1. start, 2. play, 3. sing, 4. stays, 5. finish, 6. get, 7. go, 8. has, 9. don't have, 10. have

Warm-up

Students review vocabulary for actions by acting out the different activities. Ask students to guess the word.

1 Match the parts of the phrases.

Students match the parts of the phrases to create collocations for actions.

Answers

1. your room, 2. the dishes, 3. the dog, 4. the rubbish, 5. to the park, 6. friends, 7. video games, 8. a film

2 Number the pictures using the phrases from Activity 1.

Students label photos by numbering them.

Answers

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

3 Label the emoticons.

Students write the adjective that matches each emoticon.

Answers

1. nervous, 2. bored, 3. happy, 4. scared, 5. angry, 6. tired, 7. excited, 8. sad

Wrap-up

Students review emotion adjectives.

- Write the following sentence stems on the board:

» *When I walk the dog, I feel...*

» *When I clean my room, I feel...*

» *When I hang out with friends, I feel...*

» *When I play video games, I feel...*

- Tell students to use emotion adjectives to complete the sentences and write them in their notebooks.
- Then have students call out their answers and write them on the board.
- Have the class vote for each answer to see how many students agree with each adjective choice.

 **(No homework today.)**

Lesson 12

Student's Book p. 95

Warm-up

Students review the use of *have to* and the Simple Present by completing sentences.

- Write the following sentences on the board with gaps:

» *Mike and Tim _____ study for their test. (have to)*

» *Regina _____ go to bed early tonight. (have to)*

» *Tom _____ go to France every year. (go)*

» *Lisa and Jessica _____ study at the library every day. (study)*

- Have students complete the sentences with the verbs in parentheses in their notebooks. Elicit answers from the class.

Answers

have to, has to, goes, study

4 Complete the sentences with *have to* or *has to*. Then read the sentences.

Students complete the sentences with the correct form of *have to*. Invite volunteers to read the sentences aloud to the class.

Answers

1. have to, 2. has to, 3. has to, 4. have to,
5. have to, 6. has to

5 Read Paula's daily routine and fill in the blanks with the phrases in the box.

Students complete the text.

Answers

1. get up, 2. get dressed, 3. have lunch, 4. go back home, 5. have dinner, 6. check my e-mail, 7. brush my teeth

6 Look at the text in Activity 5 and write Paula's routine. Use some sequence markers.

Students write a text about Paula's routine.

Answers

Paula gets up at 7 a.m. She gets dressed for school and she has breakfast. She goes to school at 8 a.m. At noon, she has lunch at school. In the afternoon, she plays handball with her friends at school and then she goes back home at 4 p.m. When she gets home, she has tea and does her homework. She has lunch at 9 p.m. After dinner, she checks her email. She doesn't watch TV. Finally, she brushes her teeth and she goes to bed.

Just for Fun Student's Book p. 96

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

Big Question

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

- Ask students to turn to the unit opener on page 83 and look at the question: *How do you spend your free time?*
- Have students work in small groups. Ask them to discuss the question based on their work in this unit.
- Tell students to think about the activities they have read about in this unit and the surveys they conducted in Lesson 10.
- Ask students to think about the time they spend doing things they *have to* do and the things they enjoy doing in their free time. Remind them of the emotions they associated with different activities. Ask *Are you happy with how you spend your free time? What would you do differently?*

Scorecard

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

Study for the unit test.

Unit What are you doing?

Grammar

be + wear + ing: I'm wearing blue jeans and a T-shirt.

Present Continuous (+, -, ?): We are eating at a restaurant.

Are you watching a film? They're not watering the plants.

Vocabulary

House rooms: attic, bathroom, bedroom, dining room, kitchen, living room, study room

House objects: armchair, bath, bed, bookcase, chair, cooker, desk, sofa, table, television, (TV), toilet, wardrobe

Clothing: blouse, boots, coat, dress, gloves, hat, high heels, jacket, jeans, pyjamas, trousers, sandals, scarf (scarves), shirt, shoes, shorts, skirt, socks, sweater, tie, trainers, trousers, T-shirt

Listening

Listening for detail

Writing

Using adjectives

Project

Making a podcast

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

Vocabulary

Objective

Students will be able to use **house rooms** and **objects** vocabulary to talk about themselves and their environment.

Lesson 1

Student's Book pp. 98 and 99

Warm-up

Students start thinking about the Big Question.

- Draw students' attention to the title of the unit. Read it aloud and ask *What are you doing?*
- Draw students' attention to the photo. Ask *What is this?* Elicit or provide *A house.*
- Ask students *What do you think this unit will be about? (What we are doing.) What do you think this lesson will be about? (What we are doing at home.)*

1 Think Fast! Do you live in a house or in a flat? How big is it? Where is it? Who do you live with? Do you like it? Discuss.

Ask students to answer the questions and share answers as a class.

Answers

Answers will vary.

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Teaching Tip

Using Role Plays in the Classroom

A role play is any speaking activity where you act, taking on the role of another person in an imaginary situation. Using role plays in your classroom adds variety, changes the pace and provides opportunities for maximum language production. To ensure a role play is successful, make sure you prepare your students. Anticipate what their language needs might be and supplement the target language accordingly. Students may need the extra support of having the language on the board.

2 Match the rooms to the pictures using numbers.

Students read the names of the rooms and match them with the pictures. Check answers as a class.

Answers

bedroom 2, attic 1, kitchen 7, bathroom 4, dining room 6, living room 5, study room 3

3 Look at the picture in Activity 2 and complete the description with the names of the rooms and the appliances, furniture and fixtures below.

Students write sentences about their chores at home.

- Read through the list of words with the class and make sure students understand them all.
- In pairs, they complete the description. Check answers as a class.

Answers

1. attic, 2. bedroom, 3. kitchen, 4. living room, 5. dining room, 6. study room, 7. bathroom, 8. bed, 9. wardrobe, 10. bath, 11. toilet, 12. desk, 13. bookcase, 14. chair, 15. sofa, 16. armchairs, 17. table, 18. chairs, 19. cooker

4 In your notebook, describe your house / flat. Use the description in Activity 3 as an example.

Students write sentences about their own houses or flats. Monitor and help with vocabulary when necessary. Ask some students to read out their sentences for the class to hear.

Answers

Answers will vary.

Wrap-up

Students discuss their ideal house.

- Ask students to work in small groups and design their ideal house. Ask *How many rooms has it got? Which appliances and furniture?*
- Ask some volunteers to read their descriptions aloud.

Teaching Tip

Assessing Students Informally

Find opportunities to diagnostically assess your students. These will usually be production-oriented activities, such as speaking or writing exercises. While it's good to review known language, it's only effective when the amount of time spent on it is appropriate and it's useful for your students. If your students already know some vocabulary or structures, modify your lesson to reflect that.

Workbook p. 150, Activity 1

Lesson 2

Student's Book pp. 98 and 99

✓ Homework Check!

Workbook p. 150, Activity 1

Answers

top to bottom attic, bedroom, bathroom, study room, laundry, living room

Warm-up

Students talk about clothes to preview the lesson topic.

- Ask students to look at the picture of the girl and ask *What is she doing? (She's trying some clothes on.)*
- Ask *Do you often try on different clothes when you have a special outing or a party? Where is the girl going? What do you think?*

5 ⁴² Put the dialogue in the correct order using numbers. Then listen and check your answers.

- Draw attention to the **Clothes** box on the right. Use pictures to make sure students understand the words.
- Ask volunteers to stand up and show the rest different items of clothing they are wearing.
- Draw students' attention to the photos and ask students what they can see.
- Ask them to put the dialogue in the correct order. Then, play the audio and check their answers.

- Draw attention to the **Guess What!** box. Read out the examples and explain the Present Continuous refers to actions occurring now.
- Students write two examples. Check as a class.

Answers

1, 3, 12, 4, 6, 7, 2, 8, 9, 10, 5, 11

Audio Script

LISA: Hi, Dana! Where are you?

DANA: Hello, Lisa! I'm in my bedroom!

LISA: In your bedroom? What are you doing?

DANA: I'm trying on some clothes for Alan's party next Saturday.

LISA: What are your favourite clothes?

DANA: I don't know... a pair of blue jeans, a white dress, a pink blouse...

LISA: Is it a casual or elegant party?

DANA: I think it's a casual party.

LISA: Ok, then you can wear trousers and a pair of sandals.

DANA: Mmm... you are right... Maybe I can wear a pair of blue jeans, a white T-shirt and a pair of trainers.

LISA: Good! And don't forget your jacket. It may get cold at night.

DANA: OK! Thanks for your help, Lisa!

- 88**
- 6 Think Fast! Work in pairs. Student A describes what a classmate is wearing. Student B guesses who is wearing those clothes. Swap roles.**

Students do a one-minute timed challenge: they Monitor students' work as you walk around the classroom.

Answers

Answers will vary.

Wrap-up

Students use adjectives in a role-play.

- Tell students they have a party and will go shopping for clothes. They will be a customer and a sales assistant.
- Provide a sample dialogue:
 - » SALESPERSON: *I really like [that jacket]! It looks good on you.*
 - CUSTOMER: *Thanks! How much is it?*
 - S: *It's [\$75].*
 - C: *That's too [expensive].*
 - S: *Well, how about this one? It's [\$50].*
 - C: *OK. I'll try it on.*

- Have students practise using other clothing items, prices and adjectives.

Workbook p. 150, Activities 2 and 3



Teaching Tip

Encouraging Peer Correction

Asking students to share their writing with their classmates can make them a little nervous. Let them know that correcting their work is not a judgment on them as people. It is a way to learn and do better in English. People often learn better when they make mistakes.

Grammar

Objectives

Students will be able to use the **present continuous** to talk about ongoing actions in the present.

Lesson 3

Student's Book pp. 100 and 101

✓ Homework Check!

Workbook p. 150, Activities 2 and 3

Answers

2 Read and tick (✓) the correct description.

1st

3 What are you wearing? Complete.

Answers will vary.

Warm-up

Students play a memory game.

- Set a stopwatch for ten seconds. Tell pairs to look at each other and try to remember each other's clothes.
- Have students turn their backs to each other. They tell their partner the clothes he or she is wearing.
- When students have finished, they turn around and check to see how much they could remember.

1 Look and tick (✓) the activities in the comic.

Students identify activities shown in a comic.

Answers

dancing, eating, listening to music, studying, texting, taking photos

2 Listen and number the scenes.

Students put the frames of the comic in order by numbering them based on the listening.

Answers

left to right, top to bottom 5, 4, 1, 3, 2

Audio Script

1. TRISHA: Hello?
ROSE: Hi, Trisha! It's Rose.
TRISHA: Hi, Rose. Where are you?
ROSE: I'm at the Middle School 60s party.
It's great!
2. TRISHA: Cool!
ROSE: Yeah. Melissa and Thomas are dancing. Oh, and Anthony's here, too.
3. TRISHA: Is he dancing?
ROSE: No, he isn't. He's taking photos for the school newspaper.
4. ROSE: ...And Lilly and Paul are here.
TRISHA: What are they doing?
ROSE: Lilly's texting... She looks worried. Paul is eating...as always!
5. ROSE: Can't you come to the party?
TRISHA: No, I can't. I'm studying for a big maths exam.

3 Listen again and label the characters in the comic.

Students identify characters shown in the comic based on a listening.

Answers

left to right, top to bottom Trisha, Paul, Lilly, Rose, Anthony, Melissa, Thomas

Audio Script

See Audio Script 43.

4 Think Fast! Look and write the names.

Students do a two-minute timed challenge: they identify characters in the comic based on descriptions.

Answers

1. Paul, 2. Lilly, 3. Trisha, 4. Anthony, 5. Melissa

Wrap-up

Students retell the story in the comic.

- Draw students' attention to the comic strip.
- Have pairs retell the story, using the comic scenes as prompts.

 (No homework today.)

Lesson 4

Student's Book pp. 100 and 101

Warm-up

Students play charades to practise the present participles.

- Model the game by acting out one of the activities from Activity 1, for example, taking photos. Ask *What am I doing?* Elicit *Taking photos.*
- Have volunteer students come to the front of the class, acting out the different activities as the rest of the class guesses.

5 Read and complete the chart.

Students complete a chart showing how the present continuous is formed.

- Draw students' attention to the **Present Continuous** box. Point out that the present continuous is formed with the verb *be*.
- Draw students' attention to the **Guess What!** box. Read the information aloud and draw students' attention to the participles in Activity 1 on page 100. Ask students to find examples of verbs with spelling changes like *dance*. (*skate* → *skating*, *take* → *taking*) Provide students with other examples of verbs with spelling changes like *sit*. (*swim* → *swimming*, *stop* → *stopping*, *run* → *running*)

Answers

top to bottom re, ing, are, is, are, ing

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6 Read and circle the correct option.

Students identify the correct form of *be* to complete sentences in present continuous.

Answers

1. is, 2. aren't, 3. are, 4. Are, 5. Is, 6. 'm

7 Think Fast! In your notebook, write sentences using the cues.

Students do a two-minute timed challenge: they write sentences in the present continuous using cues.

Answers

1. I am not studying. 2. We are dancing. 3. She is wearing a blue dress. 4. They are not wearing boots. 5. Are you doing homework? 6. Are they exercising?

Wrap-up

Students play a game using the present continuous.

- Play the memory game from the Warm-up in Lesson 3, but have students form different pairs. This time, they say what their partner is wearing: *She is wearing a green...*

Workbook p. 151, Activities 1 - 3

Listening & Writing

Objectives

Students will be able to listen for detail. They will also be able to use adjectives in their writing.

Lesson 5

Student's Book pp. 102 and 103

✓ Homework Check!

Workbook p. 151, Activities 1 - 3

Answers

3 Read and number the lines of the dialogue.

1, 8, 7, 2, 5, 6, 3, 4

4 Write questions using the cues. Then number the answers below.

1. Is she studying? 2. Are they doing homework?
3. What are you listening to? 4. When are we having lunch?
5. Who are you talking to?
6. Where are we going?

1. Yes, she is., 2. No, they aren't., 3. Heavy Metal.,
4. At 12 o'clock., 5. My mum., 6. To the shopping centre.

3 Read and complete the sentences using the correct forms of the verbs.

1. is listening, 2. are eating, 3. am studying, 4. is watching,
5. are taking, 6. is singing

Warm-up

Students predict what a listening will be about.

- Draw students' attention to the photos. Ask *Where are they?* Let students express themselves.
- Ask *What are they doing?* Elicit answers.

1 Look at the photos and number the places.

Students number phrases to match them with the photos of the places.

Answers

top to bottom 5, 4, 2, 1, 3

2 Listen and write the photo captions.

Students write captions for photos based on the listening.

Answers

Answers will vary; examples: 1. Going to the shopping centre, 2. Buying expensive shoes, 3. Watching a horror film, 4. Having a delicious lunch, 5. Playing video games

Audio Script

MUM: Are you back already?

Jo: Yeah. But what a great day! Look at my photos!

Jo: This is us on the bus. We're going to the shopping centre.

MUM: Oh, look. I love that shop. What is Elsie buying?

Jo: Elsie's buying expensive shoes.

Jo: And here we are at the cinema. We're watching a horror film!

MUM: Oh, that's scary!

Jo: And here we're having a delicious lunch!

MUM: Mmm. Chinese food.

Jo: In this photo, we're playing video games. Elsie's very good at them.

3 Listen again and complete.

Students listen for details and use them to complete the sentences.

Answers

1. Are you, 2. at my, 3. that's, 4. this photo

Audio Script

See Audio Script 45.

4 Stop and Think! What do you share online? What is good to share? What isn't?

- Ask students if they think the photos Jo posted online are OK to share. Why or why not?
- Ask students to think about the photos they have on their phones. What kinds of photos do they post online? What kinds of photos are OK to share? Why?

Wrap-up

Pairs role-play characters from a listening.

- Tell pairs to imagine that one of them is Elsie and the other is her mum or dad.
- Draw their attention to the photos and play the audio again if necessary.
- Pairs role-play a new conversation, similar to the listening, between Elsie and her mum or dad.

|||▶ (No homework today.)

Lesson 6

Student's Book pp. 102 and 103

Warm-up

Students identify adjectives in a text.

- Set a stopwatch for one minute.
- Draw students' attention to the text on page 99. Have pairs race against the clock to find as many descriptive adjectives as they can. The adjectives listed here are the ones your students are most likely to identify: *blue, white, pink, casual, elegant, favourite, cold*
- The pair with the most adjectives when time is up are the winners.

5 Read and underline the adjectives.

Students identify adjectives in sentences.

Answers

1. great, 2. hard, 3. delicious, 4. fun, 5. interesting

6 Write sentences using the present continuous.

Students use cues to write sentences in the present continuous.

Answers

1. We are eating some delicious pasta. 2. I am making a long scarf. 3. He is reading a great book. 4. They are watching a popular TV series.

92 7 Think Fast! Describe the pictures using adjectives.

Students do a one-minute timed challenge: they describe pictures using adjectives.

Answers

Answers will vary; examples: 1. fun, 2. hard, 3. delicious, 4. scary

Wrap-up

Pairs imagine what a person in their life is doing at the moment.

- Model the activity by saying what you think someone close to you is doing: *I wonder what my brother is doing right now? Hmm... He's at work. It's 11:30. I think he's getting ready to go to lunch. He's finishing writing some e-mails.*

- Pairs say what someone in their lives is doing at that moment.

Workbook p. 152, Activities 1 and 2**Preparing for the Next Lesson**

Ask students to look for information about riding bikes in Holland on the web.

Culture

Objectives

Students will be able to use **the present continuous** to talk about what people are doing and about the environmental advantages of green transportation.

Lesson 7

Student's Book pp. 104 and 105

✓ Homework Check!

Workbook p. 152, Activities 1 and 2

Answers

1 Read the blog post and match the sentences to the pictures using numbers.

2, 1, 6, 5, 4, 3

2 Read the blog post in Activity 1 and write T (True) or F (False).

1. T, 2. F, (She posts avatars.) 3. T, 4. T

Warm-up

Students brainstorm comparisons of bikes and cars.

- Write the following adjectives on the board: *fast, convenient, healthy, comfortable*.
- Ask students to create sentences comparing bikes and cars.
- Ask volunteers to write their sentences on the board. Check answers as a class.

1 Look at the pictures and discuss the questions.

Students preview the rap by looking at the pictures and discussing the questions.

Answers

1. Answers will vary; example: They're riding their bikes.
2. Answers will vary; example: for transportation

2 Listen to the rap and read along.

Students listen to the rap and read along with the audio.

Audio Script

Bikes in Holland

I watch a programme on TV
Bikes are a fascination.
In Holland, as you can see
It is their transportation.

There are bikes in the rain
And bicycles in the snow.
Those bikes are everywhere you go!

A father cycling with his kids,
A grandmother alone.
The whole country is—I think:
A giant biking zone!

Businessmen ride bikes
And businesswomen, too.
I want to ride one; how about you?

3 Number the pictures.

Students number the pictures based on their descriptions in the rap.

Answers

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

Wrap-up

Ask students when else people might use bikes. Elicit ideas from students. For example, people might ride bikes for sports (like in races), or for exercise in a gym (on an exercise bike) or in a park.

▶▶▶ (No homework today.)

Lesson 8

Student's Book pp. 104 and 105

Warm-up

Students review the rap from page 104 again.

- Play the rap from page 104 again and have students read along.

4 Answer the questions.

Students answer the questions in groups.

- Separate students into small groups. Ask students to discuss the questions together. Each group should have one 'recorder' (someone who takes notes) to

take notes on their answers. Each group should also have one 'presenter' (someone who presents the group's answers to the class).

- As students discuss, circulate around the room and listen to students' conversations.
- After 10 minutes, bring the class together. Have the presenter from each group explain their group's answers. Ask the class if they agree or disagree with each group and why.

Answers

Answers will vary.

5 Stop and Think! Is your city bicycle friendly?

- Ask the same student groups to discuss this question. Groups should have new recorders and presenters this time. After about five minutes, bring the class back together. Ask presenters to present their ideas. Ask the class if they agree or disagree with each group and why.

Answers

Answers will vary.

6 Describe the pictures using the present continuous tense.

Students write sentences in the present continuous to describe the pictures.

Answers

Answers will vary.

Wrap-up

Students use adjectives to describe Holland's and their city's bike use.

- Write the following sentences on the board with gaps for students to fill:
 - » *Holland / My city is* _____.
 - » *Cycling in the rain is* _____.
 - » *Riding a bike to school is* _____.

|||▶ (No homework today.)

Project

Objectives

Students will be able to make a podcast about family activity.

Lesson 9

Student's Book pp. 106 and 107

Warm-up

Students review vocabulary for houses, families and clothes by playing a game of Hangman. Then ask students to give an example of each family set. For example, *fridge, father, sweater*, etc.

1 Listen to a podcast and complete the information.

Students listen to the podcast and complete the information in the mind map.

Answer

Dad living room, watching TV, a black sweater and blue jeans

Mum study room, reading a book, a red blouse and a red skirt

Janice dining room, drinking a cup of tea, a white dress and a pink jacket

Trevor bedroom, recording this podcast, pyjamas

Audio Script

TREVOR: Hi! My name's Trevor and this is my podcast. Today all my family members are at home: my mum, my dad, my sister and me.

Dad is in the living room. He's watching TV. He's wearing a black sweater and blue jeans.

Mum is in the study room. She's reading a book. She's wearing a red blouse and a red skirt.

My sister Janice is in the dining room. She's drinking a cup of tea. She's wearing a white dress and a pink jacket.

And finally... I'm in my bedroom. What am I doing? I'm recording this podcast. Oh... and I am wearing my pyjamas!

2 Create a podcast about your family activity.

Students follow the steps to develop a podcast. They complete the mind map to organise their ideas.

Answers

Answers will vary.

3 Write an outline for your podcast using the diagram.

Groups outline their podcasts following the steps in the diagram.

Answers

Answers will vary.

Wrap-up

Groups share the information they chose to describe in their podcasts with the class.



Teaching Tip

Giving Instructions

When doing group work, split students into their groups before giving instructions for an activity. Students will be less distracted once they are settled into their groups and will understand the instructions much more easily.

|||▶ **No homework today.**

Lesson 10

Student's Book pp. 106 and 107

Warm-up

Students review adjectives from the unit by playing a game of Charades.

- Secretly ask a student to act out a word (*casual, formal, elegant, interesting, delicious*). The first student to guess the word wins, and the winner acts out the next word.

4 Use the outline to write a script for your podcast.

Students write a script following the outline.

Answers

Answers will vary.

5 Record your podcast using a mobile phone, tablet or computer. Then share it with your class.

Students record their podcasts and present them to the class.

Answers

Answers will vary.

The Digital Touch

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

- Students record their podcasts using a mobile phone, tablet or computer.
- Students add photos of their houses and families to accompany the recording of their podcast.

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

Wrap-up

Students show the photographs they used in their podcasts to their classmates and describe them.

|||▶ **Workbook p. 154, Activities 1 - 4**

Review

Objectives

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

Lesson 11

Student's Book p. 108

✓ Homework Check!

Workbook page 153, Activities 1 - 4

Answers

1 Match the rooms using numbers.

left to right 4, 6, 5, 2, 1, 3

2 Look and label.

shorts, jacket, T-shirt, skirt

3 Look and circle the correct options.

1. are, 2. 'm, 3. is, are, 4. are

4 Read and number.

1. Yes, he is., 2. No, I'm not., I'm skateboarding.
3. No, she isn't. She's walking to school. , 4. Yes, they are.

Warm-up

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: house rooms: *attic, bathroom, bedroom, dining room, kitchen, living room, study room*, house objects: *armchair, bath, bed, bookcase, chair, cooker, desk, sofa, table, television (TV), toilet, wardrobe*, clothing: *blouse, boots, coat, dress, gloves, hat, high heels, jacket, jeans, pyjamas, trousers, sandals, scarf (scarves), shirt, shoes, shorts, skirt, socks, sweater, tie, trainers, trousers, T-shirt*; Grammar: *present continuous, be + wear + ing*.

1 Unscramble the letters and write the names of the rooms in a house.

Students rearrange the words for rooms in the house.

Answers

1. living room, 2. dining room, 3. kitchen,
4. bathroom, 5. attic, 6. bedroom, 7. study room

2 What are they wearing? Look and describe.

Individually, students write three sentences about the pictures. Prompt students to share their sentences with the rest of the class.

Answers

Answers will vary.

3 What are they doing? Look at the pictures and write sentences.

Individually, students complete the sentences using the words in the box.

Answers

1. They're playing football., 2. She's running., 3. He's reading a book., 4. They're having a picnic.

Wrap-up

Some students mime different actions.

- Ask some volunteers to come to the front and mime actions in the present continuous for the rest of the class to guess what they are doing.
- The students who guesses, comes to the front and mimes the next action.

||| (No homework today.)

Lesson 12

Student's Book p. 109

Warm-up

Students remember what they reviewed in the previous lesson.

- Ask students to say what they've reviewed. Elicit *clothing vocabulary, house rooms and actions in the present continuous*.
- Ask students to say what they will be reviewing today. Elicit the *present continuous*.

4 Read and complete using is or are.

Students complete sentences with the correct forms of *be*.

Answers

1. is, 2. are, 3. are, 4. is, 5. is

5 Complete the sentences using the present continuous.

Students complete sentences with the present continuous forms of the verbs in parentheses.

Answers

1. is studying, 2. is not wearing, 3. are taking, 4. am not studying, 5. are listening to, 6. is watching

6 Unscramble and match.

Students unscramble questions and match them to the correct answers.

Answers

1. What are your friends doing? Playing tennis.
2. Is he watching a scary film? No, he isn't.
3. How are you doing? I'm fine, thanks. 4. Is Fiona wearing a new coat? Yes, she is. 5. Who is she texting? Her mum.

7 Write the complete questions.

Students write complete questions.

Answers

1. Are you playing video games?
2. Is Josh walking to school?
3. Is Ella playing football?
4. Are Tyler and Noah skateboarding?

Just for Fun Student's Book p. 110

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

 **Scorecard**

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

 **Study for the unit test.**

 **Big Question**

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

- Ask students to turn to the unit opener on page 97 and think about the question: *What are you doing?*
- Ask students to think about the discussions they've had about sharing activities online, the texts they've read and the podcasts they made.
- Students form small groups to discuss the following:
 - » *Do you post your activities online?*
 - » *Do you think it is safe to do so?*
 - » *Why? Why not?*

8 Unit Where were you yesterday?

Grammar

Past of be: was, were (+, -, ?): I was at the park yesterday afternoon. I wasn't at the cinema. Were you at the shopping centre?

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

Vocabulary

Text purposes: entertain, inform, persuade

Adverbs and adverbial phrases of time: (two) (days) ago, last (week), now, today, yesterday

Listening

Predicting information

Writing

Making a vacation scrapbook

Project

Writing a daily schedule or holiday plan

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



Teaching Tip

Allowing for Flexibility

Some students may not have much experience with holidays. To help these students feel more included, be sure to allow for some creativity and flexibility when talking about past holidays. Tell students that they can talk about made-up holidays, or imagine holidays they would like to take.

Vocabulary

Objective

Students will be able to **adverbials of time** and **was /were** to talk about the past. They will also be able to learn about the purpose of a text.

Lesson 1

Student's Book p. 112

Warm-up

Students activate previous knowledge about apps.

- Write the word *app* on the board and ask students *What is an app?*
- Tell them to look at the text and guess what app is being described and what it is for.

1 Read the article quickly. Tick (✓) the purpose of the text.

Students talk about the podcasts they recorded in unit 7. Draw students' attention to the text on the right.

Explain the text is a podcast interview. Students guess what the purpose of the text is.

- Draw attention to the **Glossary**. Read through the words and discuss their meaning. Make sure students understand the meaning of new words in the podcast interview.
- Students read and tick the correct option. Monitor and help with vocabulary when necessary.

Answers

2. To inform.

2 Read Lisa's profile and interview in Activity 1 again and write T (True) or F (False).

In pairs, students re-read the interview and Lisa's profile to say if the information is True or False. Check answers as a class.

Answers

1. T, 2. T, 3. F, (It can locate a maximum of 15 users: family members and friends.), 4. F, (It can also track where they were yesterday.), 5. T

Wrap-up

Students talk about the creation of apps.

- Ask students if they like the *WhereRU* app Lisa created and encourage them to discuss pros and cons.
- Now ask them if they would like to create an app. If so, what would that be?

Workbook p. 154, Activity 1

Lesson 2

Student's Book p. 113

✓ Homework Check!

Workbook p. 154, Activity 1

Answers

1 Match these words to their meaning.

1. amuse, keep interested, 2. tell facts, 3. convince, 4. follow

Warm-up

Students review the podcast interview with Lisa.

- Ask two volunteers to read the interview aloud. One should be the interviewer and the other should be Lisa.

3 ⁴⁹ Put the conversation in order using numbers. Then listen and check your answers.

- Students put the conversation in order.
- Give students time to read through the text before they listen.
- Draw attention to the *Adverbs of Time* box on the right. Explain when adverbs are used and what they mean.

- Play the audio once. Students write numbers in the correct order. Play the audio again and pause after each answer.

Answers

2, 6, 3, 5, 1, 4

Audio Script

LISA: Hi, Tom! I'm working on my new application and I need to check where you are now.

TOM: Hello, Lisa! Which location does your app show?

LISA: It shows you are near Wiltmore Lake.

TOM: That's right! I am at Wiltmore Lake. I'm fishing with my dad!

LISA: Great! One more question... Were you at Wiltmore Shopping Centre in the morning?

TOM: Yes! I was at the cinema...inside the shopping centre. Your application is terrific!

4 Lisa texts her friend Tania to check her location. Complete.

Individually, students complete the dialogue. They check in pairs before checking answers as a class.

Answers

1. Are, 2. am, 3. do, 4. 'm, 5. can, 6. can't, 7. Were, 8. was

5 Answer these questions using adverbs of time. Write full answers.

Students write the answers. Check answers as a class.

- Draw attention to the *Guess What!* box. Explain that adverbs of time usually come at the end of a sentence or, less often, at the beginning.

Answers

Answers will vary.

6 Think Fast! In pairs, ask and answers questions about your classmate's location at present and past times. Swap roles.

Students ask and answer questions about their location. Refer them to the previous activities for them to use questions in the dialogue as a model.

Answers

Answers will vary.

Wrap-up

Students practise using *was / were* to talk about the past.

- Ask students to write a text about where they were yesterday at different times of the day.

▶▶▶ **Workbook p. 154, Activities 2 and 3**

Grammar

Objectives

Students will be able to use the **verb *be* in the past** to talk about past holidays.

Lesson 3

Student's Book pp. 114 and 115

✓ Homework Check!

Workbook p. 154, Activities 2 and 3

Answers

2 Complete the sentences.

1. now, 2. yesterday, 3. ago, 4. last, 5. today

3 Put the mobile phone conversation in order using numbers.

6, 3, 1, 2, 8, 9, 4, 5, 7, 10

Warm-up

Students preview the topic of the lesson: holiday places.

- Ask them to try to identify the places in the pictures: Egypt, Paris, London, amusement park.

1 Listen to the comic story.

Have students listen to the comic story and follow along with the pictures on page 114. Play the audio twice. Then ask *Where was the girl?* Elicit answers from the class.

Audio Script

- GIRL: Hey, Dan, do you want to see some holiday pictures?
BOY: Sure, Ann!
- BOY: Wow! You look scared! Were you in Egypt?
GIRL: Yes, and I was really afraid.
- BOY: Were you in Paris with your parents?
GIRL: Yes, we were, but I wasn't in this picture. I was in another, uh, place.
- BOY: Wow, were you with the British Royal Family?
GIRL: Yes, I was... They weren't very active.
- BOY: And where were you here?
GIRL: I was at an amusement park in the US. I was all wet after a water ride.
- BOY: That's fantastic! You were in Egypt, France, the UK and the US!
GIRL: Not really! We were at the Round the World Park in Florida!
BOY: Oh, I thought you were really on a trip around the world!

2  ⁵¹ **Number the dialogues of the story. Then listen again and check.**

Students number the dialogues of the story to match the order they occur in the audio.

Answers

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

Audio Script

See Audio Script 50.

Extension

Students rate the attractions in the comic.

- Students form small groups.
- Tell the groups to rate the attractions in the comic from five stars (best) to one star (worst).
- Ask each group to share their star ratings and write them on the board.
- Ask the class *Do you agree or disagree? Why?* Discuss as a class.

Wrap-up

Students discuss the comic in more detail.

- Ask students questions about the comic to invite students to discuss what was happening in each scene: *Why do you think Ann was afraid in Egypt? Why does she say the British Royal Family wasn't very active? Did Ann enjoy the water ride?*

Workbook p. 155, Activity 3



Teaching Tip

Organising Group Work Tasks

When asking students to do group work, have students assign roles for themselves.

For example, there could be a note taker or a presenter. The note taker should take notes on the group's conversation and decisions. The presenter will share the group's notes and ideas with the class.

LESSON 4

Student's Book pp. 114 and 115

✓ Homework Check!

Workbook p. 155, Activity 3

Answers

1 In your notebook, answer the questions.

Answers will vary.

Warm-up

Students review the comic story using the verb *be* in the past.

- Tell students to turn to p. 114 in their books.
- Ask *Where did the girl go? What did she see?*
- Invite student volunteers to describe what happened in each comic picture: *Ann was on a camel. Ann was afraid.*

3 Circle the correct verbs.

Students choose the correct form of the verb *be* in the past to complete the sentences.

- Draw students' attention to the **Present → Past** box and read the information aloud. Explain the difference between present and past in the verb forms.

Answers

1. were, 2. wasn't, 3. were, 4. weren't, 5. was, 6. were

4 Match the questions to the answers.

Students match the questions about the comic to the answers.

Answers

1. Yes, she was but not in Egypt., 2. No, she wasn't., 3. She was in Florida., 4. Yes, they were., 5. No, he wasn't. He was laughing.

5 Think Fast! In your notebook, write two more questions about the comic using was and were.

Students do a two-minute timed challenge: they write two questions about the comic using *was* and *were*.

- Tell students that they can use the questions in Activity 4 as a model.
- After two minutes, ask volunteers to write their questions on the board.
- Correct the questions as necessary and ask the class if they can answer the questions.

Answers

Answers will vary.

6 Unscramble these sentences.

Students put the words in order to make sentences.

Answers

1. I was in Madrid last week., 2. Where were your parents on holidays last summer?, 3. We were not at the shopping centre yesterday.

7 In pairs, write your own comic story in the past.

Students make up their own comic story.

Answers

Answers will vary.

Wrap-up

Students correct sentences to review the forms of the verb *be* in the past.

- Write the following sentences on the board and ask students to correct them. The first student to correct all the sentences wins.

» *I weren't in Mexico last week.*

» *Ann were on holidays in May.*

» *Joe and Tina wasn't at school yesterday.*

Answers

wasn't, was, weren't

Workbook p. 155, Activities 1 and 2

Listening & Writing

Objectives

Students will be able to identify specific information in an audio clip. They will also be able to use **places** vocabulary, **adjectives** and the **verb *be* in the past** to create a holiday scrapbook.

Lesson 5

Student's Book pp. 116 and 117

✓ Homework Check!

Workbook p. 155, Activities 1 and 2

Answers

1 Rewrite the sentences using the information in brackets.

1. Were you at the park yesterday?
2. The old art museum wasn't on Baker Street.
3. The beach wasn't polluted last year.
4. The tigers at the City Zoo were hungry.
5. Was Alyssa interested in the historic centre?
6. The tourists were happy at the street market.

4 In your notebook, write sentences using information from the table.

1. In the past, it wasn't open on Mondays.
2. In the past, it was terrible.
3. In the past, they were polluted.
4. In the past, it was bad for kids.
5. In the past, it was not a tourist attraction.

Warm-up

Students review the verb *be* in the past by completing sentences.

- Write the following sentences on the board with gaps for students to fill:

» *Jessica _____ in China last year. (+)*

» *Darren _____ in Egypt last month. (-)*

» *Maria and Ann _____ in London last week. (+)*

» *They _____ in Scotland. (-)*

Answers

was, wasn't, were, weren't

1 Think Fast! List the countries in the scrapbook.

Students do a one-minute timed challenge: they list all the countries included in the scrapbook.

Answers

China, Egypt, Australia

2  ⁵² Listen to Isabella’s presentation and confirm your answers.

Students listen to an audio presentation of a holiday and follow along with the photos in the scrapbook. They listen for names of countries to check their answers to Activity 1.

Audio Script

In the second part of my trip, I was in three countries. First stop: Egypt—a very interesting country. The street markets were so noisy! Look at the picture of Cairo in my scrapbook: can you see the pyramids in the background?

The plan was to go to Thailand, but there was no time.

So then, China! The places were beautiful. The only problem in China was eating insects: they were terrible! Yuck!

And finally, Australia. I was at the beaches—Bondi Beach was great! My two little sisters were with kangaroos at the Sydney Zoo. The zoo was really fun!

3  ⁵³ Read the sentences and predict the words. Then listen and complete the sentences.

Students preview the sentences in the Activity to predict words they will hear when they listen to the audio again. They complete the sentences with adjectives and one noun from the audio.

Audio Script

See Audio Script 52.

Answers

1. interesting, 2. noisy, 3. beautiful, 4. terrible, 5. great, 6. sisters

Wrap-up

Students discuss the countries included in the trip presentation.

- Write *China*, *Egypt* and *Australia* on the board and tell students to vote for the country they would like to visit most.
- Tally students’ votes and ask *Why did you vote for China / Australia / Egypt?* Elicit ideas from students.

Workbook p. 156, Activity 1

Lesson 6

Student’s Book pp. 116 and 117

✓ Homework Check!

Workbook p. 156, Activity 1

Answers

1 Read the blog post and number the pictures.

top to bottom 1, 3, 6, 5, 4, 2

Warm-up

Students describe the places in the scrapbook on pages 116 and 117 using adjectives.

- Write each country name on the board (*China*, *Australia*, *Egypt*) and tell students to describe each country using adjectives and the information in the scrapbook.
- As students share adjectives, write them next to each country and ask the class if they agree or disagree.

4 Circle the correct words.

Students choose the correct words to complete sentences about scrapbooks.

Answers

1. personal, 2. special moments, 3. pictures

5 Now write a page for a holiday scrapbook—print or digital. Follow the steps below.

Students create a scrapbook page for a real or imaginary holiday.

Answers

Answers will vary.

Wrap-up

Students ask each other about their scrapbook pages using the verb *be* in the past.

- Have students think of questions using the verb *be* in the past that they could ask each other about the holiday scrapbook pages they made in Activity 5.
- Provide some example questions: *Was the country beautiful? Was the historic centre noisy?*
- Give students a few minutes to write questions, then tell them to walk around the room and ask and answer questions with their classmates.

Workbook p. 156, Activity 2

Preparing for the Next Lesson

Ask students to look for information about Tanzania on the web.



Teaching Tip

Guiding Students

If students have trouble thinking of real or imaginary places to describe in their scrapbooks, give them some suggestions. They could describe a trip to some of the places they have learned about in other units: London, Spain, Japan, etc.

Culture

Objectives

Students will be able to explore what a linguistic community is through a reading about volunteering abroad.

Lesson 7

Student's Book pp. 118 and 119

✓ Homework Check!

Workbook p. 156, Activity 2

Answers

1 Write a blog post about a tourist attraction using *was* and *were*.

Answers will vary.

Warm-up

To preview the content of this lesson, have students look at the pictures on pages 118 and 119.

- Ask students to describe the things they see.
(Answer: *a desert, friends, traditional clothing, a map of Africa, etc.*)
- Ask *Where is Tanzania? What is Swahili?*

1 Read about a girl's experience in Tanzania. Tick (✓) the best title for the text.

Students read the text and choose the best title. Elicit answers from students and ask them why they chose their answers.

Answer

3

2 Complete the information with words from the text.

Students scan the text for specific information and use it to complete the luggage tag.

Answers

1. Chloe, 2. Tanzania, 3. Serengeti National Park

Extension

Students write about a trip.

- Have students write about a trip they took. This could be in another country, or even near home.
- Students may use the text on page 118 as a model.
- Tell students to describe the places they saw, the people they met, and the things they learned.
- Encourage volunteers to share their stories with the class.
- Note: Students may make up their stories if they can't think of a place they have visited.

Wrap-up

Students respond to the text with a personalisation activity.

- Ask students what they thought the most interesting part of the text was. Ask them what they would like to see in Tanzania.

▶▶▶▶ (No homework today.)

Lesson 8

Student's Book pp. 118 and 119

Warm-up

Students scan the text for place names.

- Ask students to review the text on page 118.
- Have students underline the different places mentioned in the text.
- Elicit answers from students.

🔊⁵⁴ Listen and write the English words on the map.

Students match Swahili and English words in a listening activity.

- Play the audio and have students write the English words for places in nature on the map.

Answer

ziwa lake, simba lion, tembo elephant, mlima mountain, ufukoni beach, jiji city

Audio Script

JAMBO! I'm Chloe.

People in Tanzania speak 125 different languages. People speak a local language. Swahili is for communication with people who don't speak the local language.

I learned some words in Swahili. Listen:

ZIWA is lake.

SIMBA is lion.

TEMBO is elephant.

MLIMA is mountain.

UFUKONI is beach.

And JIJI is city.

4 Read and answer the questions with a partner.

Students work with a partner to discuss the topic of the reading in relation to their own countries.

- Elicit answers from the class and discuss their answers and reasoning.

Answers

Answers will vary.

5 Stop and Think! How do languages connect people?

- Tell students to think about how their culture and native language connect them to each other.
- Additionally, ask students *How does learning English bring you together as a community?*

Answers

Answers will vary.

Wrap-up

Students do a timed memory challenge.

- Have students close their books and notebooks.
- Ask *How many Swahili words can you remember? What are the English translations?*
- Give students 2 minutes to respond. (Use your *Stopwatch* app to time it.)
- The first student to raise his or her hand and give the most Swahili words and translations from the article wins.
- Now ask *Is it easier for you to remember new English words or new Swahili words? Why?*

▶▶▶▶ (No homework today.)

Project

Objectives

Students will be able to write a daily schedule or holiday plan.

Lesson 9

Student's Book pp. 120 and 121

Warm-up

Students review vocabulary for places by playing a game of Hangman. Then ask students to give an example of each word in real life. For example, a real beach, a real amusement park, etc.

1 Look at Lisa's schedule and write T (True) or F (False).

Students read about Lisa's schedule. Ask students to read the sentences. Individually, they write *T* (True) or *F* (False).

- Draw attention to the **Guess What!** box. Read the example sentences. Explain when *see* and *watch* are used. Elicit more examples from stronger students.

Answer

1. F. (It's her Saturday schedule.), 2. T, 3. F. (She has lunch at her grandma's.), 4. T, 5. F. (She watches a series at home.)

2 It's Sunday 11th today. Where was Lisa yesterday?

Students write about what Lisa did yesterday.

- Refer students to Lisa's schedule again. Ask them to write sentences about Lisa's schedule the previous day.

Answers

1. At eight in the morning Lisa was at home with her mum. 2. At eleven in the morning, she was at the club., 3. At one in the afternoon she was at her grandma's house., 4. At five in the afternoon she was at the cinema., 5. At nine in the evening she was at Tony's resto., 6. At eleven in the evening she was in bed.

Wrap-up

Ask students to write their own daily schedule for any day last week. Then ask them to write where they were that day.



Teaching Tip

Giving Instructions

When doing group work, split students into their groups before giving instructions for an activity. Students will be less distracted once they are settled into their groups and will understand the instructions much more easily.

Lesson 10

Student's Book pp. 120 and 121

Warm-up

Students read the schedules they wrote last lesson.

- Ask some volunteers to read the schedules they wrote last lesson as a preparation for the project they will have to write.

3 Write your own daily schedule or holiday plan and present it to your classmates.

Students talk about their routines or holiday plans in a personalisation activity.

- Ask students questions to guide the discussion. Elicit ideas from the class.
- Refer students to the **Glossary**. Discuss the meaning of new words.
- Students read the instructions. Make sure they understand the different steps.
- Students follow the steps to write the schedule / holiday plan. They present it to the rest of the class.

Answers

Answers will vary.

The Digital Touch

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

- Students prepare their daily schedule or holiday plan using a mobile phone, tablet or computer.
 - Students find photos on the Internet of their holiday destination to accompany their schedule.
- Note that students should have the option to do a task on paper or digitally.

Wrap-up

Students discuss the two or three holiday destinations that were the most popular.

- Ask students *Did you decide to write about your daily schedule or holiday destination? Which two (or three) holiday destinations did you choose?*
- Then ask *What is the location of each destination? and What attractions does each destination have?*
- Finally, ask *What do the most popular holiday destinations have in common?* Elicit ideas from the class.

▶▶▶ **Workbook p. 157, Activities 1 - 3**

Review

Objectives

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

Lesson 11

Student's Book p. 122

✓ Homework Check!

Workbook p. 157, Activities 1 - 3

Answers

1 Unscramble these letters and write the locations.

1. market, 2. beach, 3. park, 4. lake, 5. cinema, 6. restaurant

2 Complete the sentences using *was* or *were*.

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

3 Mark the sentences correct (✓) or incorrect (X). Rewrite the incorrect sentences.

1. X (I was at the shopping centre on Sunday.),
2. ✓, 3. X (Mel and Julia weren't at the beach on Saturday.), 4. X (We weren't at the street market on Monday.), 5. X (The tourists were interested in the art museum.), 6. X (Was Alex at school on Tuesday?), 7. ✓

Warm-up

Students review vocabulary for tourist attractions in a personalisation activity. Ask students *Where were you on holidays last summer / winter? What tourist attractions were the most popular?* Elicit ideas from the class.

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1 Where are these people? Label their locations.

In pairs, students study the pictures. Then they complete with the correct location. They check in pairs before checking answers as a class.

Answers

1. art museum, 2. shopping centre, 3. park, 4. beach, 5. cinema, 6. lake, 7. restaurant, 8. market

2 Look at Alan's schedule and fill in the blanks with one or more words.

Students read information about Alan's schedule. In pairs, they complete the dialogue. They check in pairs before checking answers as a class.

Answers

1. home, 2. school, 3. street market, 4. Paul's house, 5. Maths exam

Wrap-up

Students practise using adjectives to describe destinations explored in the unit.

- Write the words *China*, *Australia* and *Egypt* on the board.
- Have students work in small groups. Tell them to describe these places using adjectives.

▶▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 123

Warm-up

Students write sentences to review the verb *be* in the past.

- Write *was*, *were*, *wasn't* and *weren't* on the board.
- Have students write a sentence using each word correctly in their notebooks.
- Have students exchange notebooks and check their sentences.

3 Look at the table. Then complete the sentences with *was*, *were*, *wasn't* or *weren't*.

Students use the information in the table to complete the sentences with *was*, *were*, *wasn't* or *weren't*.

Answers

1. weren't, 2. was, 3. weren't, 4. was, 5. was

4 Complete the conversation.

Students complete the conversation about the information in Activity 3 with the correct forms of the verb *be* in the past.

Answers

1. were, 2. were, 3. were, 4. were, 5. was, 6. was, 7. was, 8. Was, 9. was, 10. Were, 11. weren't, 12. were

Just for Fun Student's Book p. 124

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

? Big Question

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

- Ask students to turn to the unit opener on page 111 and look at the question: *Were were your yesterday?*
- Have students work in small groups. Ask them to discuss the question based on their work in this unit.
- Tell students to think about the places and attractions they have read about this unit and the daily schedule / holiday plan they made in Lesson 10.
- Ask students to think about why it is important for them to tell their family about their location. But at the same time, ask them to reflect on social networking and the possible dangers about telling people where they are all the time, as discussed in the previous unit.

★ Scorecard

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

▶▶▶▶ Study for the unit test.



Verb List

| Base Form | Present Simple: 3rd Person Singular | Verb + <i>-ing</i> |
|-----------|-------------------------------------|--------------------------------|
| be | is ¹ | being |
| brush | brushes ² | brushing |
| call | calls | calling |
| check | checks | checking |
| circle | circles | circling ⁴ |
| climb | climbs | climbing |
| cook | cooks | cooking |
| dance | dances | dancing ⁴ |
| delete | deletes | deleting ⁴ |
| do | does ² | doing |
| eat | eats | eating |
| e-mail | e-mails | e-mailing |
| exercise | exercises | exercising ⁴ |
| get | gets | getting ⁵ |
| go | goes ² | going |
| have | has ¹ | having ⁴ |
| jump | jumps | jumping |
| lift | lifts | lifting |
| listen to | listens to | listening to |
| live | lives | living ⁴ |
| look | looks | looking |
| make | makes | making ⁴ |
| open | opens | opening |
| play | plays | playing |
| print | prints | printing |
| read | reads | reading |
| relax | relaxes ² | relaxing |
| reply | replies ³ | replying |
| save | saves | saving ⁴ |
| send | sends | sending |
| share | shares | sharing ⁴ |
| shop | shops | shopping ⁵ |
| sit | sits | sitting ⁵ |
| sleep | sleeps | sleeping |
| study | studies ³ | studying |
| surf | surfs | surfing |
| swim | swims | swimming ⁵ |
| take | takes | taking ⁴ |
| text | texts | texting |
| use | uses | using ⁴ |
| wake up | wakes up | waking ⁴ up |
| watch | watches ² | watching |
| wear | wears | wearing |
| write | writes | writing ⁴ |

¹These are irregular verbs. ²Add *-es* with third person singular.

³The *-y* becomes *-ies* with third person singular. ⁴The *-e* is removed in verb + *-ing*.

⁵The consonant doubles in verb + *-ing*.



Audio CD Track List

| Track | Listening Activity |
|-------|--|
| 02 | Unit 0. How are you? Page 8. Activity 1. Match the dialogues with the pictures. Then listen and repeat. |
| 03 | Unit 0. Page 9. Activity 3. Listen and repeat. |
| 04 | Unit 0. Page 9. Activity 5. Label the following colours. Then listen and repeat. |
| 05 | Unit 0. Page 9. Activity 6. Complete the patterns. Then listen and check. |
| 06 | Unit 0. Page 10. Activity 9. Circle the correct option. Then listen and check. |
| 07 | Unit 0. Page 11. Activity 10. Listen and number. |
| 08 | Unit 0. Page 11. Activity 11. Look at the picture and number the items. Then listen and repeat. |
| 09 | Unit 0. Page 12. Activity 2. Listen and check your answers. |
| 10 | Unit 1. How important is technology to you? Page 14. Activity 1. Listen and number. |
| 11 | Unit 1. Page 14. Activity 3. Listen and write T (True) or F (False). |
| 12 | Unit 1. Page 15. Activity 6. Match the countries and the nationalities. Then listen and repeat. |
| 13 | Unit 1. Page 15. Activity 8. Listen and complete the profiles. |
| 14 | Unit 1. Page 21. Activity 2. Listen and number the cities. |
| 15 | Unit 1. Page 21. Activity 3. Listen again and match. |
| 16 | Unit 2. What makes a good friend? Page 28. Activity 2. Listen and tick the correct option. |
| 17 | Unit 2. Page 29. Activity 6. Listen and number. |
| 18 | Unit 2. Page 32. Activity 1. Label the pictures. Then listen and check. |
| 19 | Unit 2. Page 35. Activity 3. Listen and answer. Why does Midori like cosplay? |
| 20 | Unit 3. How do you get around? Page 42. Activity 1. Listen and number the places on the map. |
| 21 | Unit 3. Page 43. Activity 5. Listen and circle the correct option. |
| 22 | Unit 3. Page 46. Activity 1. Listen to the directions and follow the route on the map. Write the places below. |
| 23 | Unit 3. Page 48. Activity 1. Look at the map. Listen and answer the questions. |
| 24 | Unit 4. What do you like eating? Page 56. Activity 2. Listen and check. |
| 25 | Unit 4. Page 56. Activity 3. Listen again and complete the sentences. |
| 26 | Unit 4. Page 57. Activity 2. Listen and tick what they like eating and drinking. |
| 27 | Unit 4. Page 59. Activity 4. Listen and mark (✓) (There is / are some) or ✗ (There isn't / aren't any). |
| 28 | Unit 4. Page 61. Activity 3. Listen and number the speakers. |
| 29 | Unit 4. Page 63. Activity 2. Listen to the months of the year and repeat. |
| 30 | Unit 4. Page 63. Activity 5. Listen and match. What are the visitors' opinions? |



Audio CD Track List

| Track | Listening Activity |
|-------|---|
| 31 | Unit 4. Page 63. Activity 6. Listen again and tick (✓) the ideas you hear. |
| 32 | Unit 5. What can you do? Page 70. Activity 1. Listen and number five sports. |
| 33 | Unit 5. Page 70. Activity 2. Listen and write the sports on the map. |
| 34 | Unit 5. Page 74. Activity 1. Listen and number the professions. |
| 35 | Unit 5. Page 74. Activity 2. Complete the sentences with the corresponding professions. Then listen again to check your answers. |
| 36 | Unit 5. Page 75. Activity 5. Listen to two friends talking about sports and sportspeople. Circle the correct option. |
| 37 | Unit 6. How do you spend your free time? Page 85. Activity 6. Listen and circle the correct emoticon. Then complete the sentences. |
| 38 | Unit 6. Page 86. Activity 1. Listen and write Aiden and / or John. |
| 39 | Unit 6. Page 87. Activity 4. Listen and correct Aiden's schedule. |
| 40 | Unit 6. Page 87. Activity 6. Listen to Lucy describing her daily routine and write T (True) or F (False). |
| 41 | Unit 6. Page 89. Activity 4. Listen and read along. |
| 42 | Unit 7. What are you doing? Page 99. Activity 5. Put the dialogue in the correct order using numbers. Then listen and check your answers. |
| 43 | Unit 7. Page 100. Activity 2. Listen and number the scenes. |
| 44 | Unit 7. Page 100. Activity 3. Listen again and label the characters in the comic. |
| 45 | Unit 7. Page 102. Activity 2. Listen and write the photo captions. |
| 46 | Unit 7. Page 102. Activity 3. Listen again and complete. |
| 47 | Unit 7. Page 104. Activity 2. Listen to the rap and read along. |
| 48 | Unit 7. Page 106. Activity 1. Listen to a podcast and complete the information. |
| 49 | Unit 8. Where were you yesterday? Page 113. Activity 3. Put the conversation in order using numbers. Then listen and check your answers. |
| 50 | Unit 8. Page 114. Activity 1. Listen to the comic story. |
| 51 | Unit 8. Page 114. Activity 2. Number the dialogues of the story. Then listen again and check. |
| 52 | Unit 8. Page 117. Activity 2. Listen to Isabella's presentation and confirm your answers. |
| 53 | Unit 8. Page 117. Activity 3. Read the sentences and predict the words. Then listen and complete the sentences. |
| 54 | Unit 8. Page 119. Activity 3. Listen and write the English words on the map. |