

# ENGLISH

## ON THE

### TEACHER'S BOOK



# 2



Richmond



## CONTENTS

Scope and Sequence .....	2
A Message to Teachers .....	4
Overview of the Series .....	4
Overarching Principles .....	4
Students as Protagonists .....	4
Students as Global Citizens .....	5
Students and Social and Emotional Learning .....	5
Students and Project Work .....	5
Students and the Scientific Method .....	6
Theoretical Background .....	6
Working with <i>English on the Go!</i> in the Classroom .....	7
Opening Pages .....	7
Get Ready! .....	7
Reading .....	7
Language 1 and 2 .....	7
Listening and Speaking .....	8
Pronunciation .....	8
Writing .....	8
Go Find Out! .....	8
Go Around! .....	8
Over to You! .....	8
Components of the Series .....	9
References .....	9
Structure of the Student's Book .....	10
Structure of the Workbook .....	11
Structure of the Units .....	13
Digital Components .....	16
Structure of the Teacher's Book .....	17
Units .....	18
Projects .....	114
Branch Out .....	116
Language Reference Answer Key .....	118

# SCOPE AND SEQUENCE

UNIT	TOPIC	VOCABULARY	GRAMMAR
<b>Welcome</b> p. 4		Simple present • Present continuous • Action verbs • Prepositions of place • Imperative • Verb <i>there be</i> • Vocabulary review	
<b>1</b> p. 8	<b>Connections</b>	• Colloquial language • Interjections	• Simple present vs. present continuous • Connectors ( <i>and, but, why, because</i> ) • Stative verbs
<b>2</b> p. 22	<b>Social and cultural identity</b>	• Clothes • Adjectives to describe style	• <i>Whose</i> + possessive pronouns • <i>Belong to</i> + object pronouns
<b>Review 1</b> p. 21 - <b>Review 2</b> p. 35			
<b>3</b> p. 36	<b>Talents and interests</b>	• Occupations • Action verbs related to occupations	• <i>Can</i> (ability)
<b>4</b> p. 50	<b>Life in the past</b>	• Food items • Adjectives to describe food	• <i>Used to</i> • Reflexive pronouns
<b>Review 3</b> p. 49 - <b>Review 4</b> p. 63			
<b>5</b> p. 64	<b>Travelling</b>	• Weather • Holiday activities • Tourist attractions	• Simple past (verb <i>to be</i> ) • Past continuous • Prepositions of time ( <i>at, on</i> )
<b>6</b> p. 78	<b>Idols and leaders</b>	• Adjectives to describe appearance • Ordinal numbers • Reading years • Verbs to describe life events	• Simple past (affirmative) • Connectors ( <i>then, so, before, after</i> )
<b>Review 5</b> p. 77 - <b>Review 6</b> p. 91			
<b>7</b> p. 92	<b>History of the world</b>	• Verbs to describe historical events • Verb <i>fight</i> + prepositions	• Simple past (affirmative, negative, interrogative) • Past time expressions
<b>8</b> p. 106	<b>Life stories</b>	• Adjectives and adverbs • Adjectives to describe people and situations	• Simple past and past continuous • Connectors ( <i>when, while</i> )
<b>Review 7</b> p. 105 - <b>Review 8</b> p. 119			

	PRONUNCIATION	LISTENING	SPEAKING	READING	WRITING	SEL
	• Informal contractions	• Audio message	• Audio message	• Comments on social media posts	• Comment on social media	• Ethical online communication
	• Connected speech	• Interview about clothes and style	• Interview about clothes and style	• Article on clothes	• Paragraph of an article	• Open-mindedness
	• <i>can vs. can't</i>	• Description of a film scene	• Role-play of a film director describing a scene	• Talent exchange ads	• Talent exchange ad	• Self-awareness
	• <i>used to</i>	• Description of a dish	• Time capsule of popular contemporary food items	• Photo essay	• Photo essay	• Perspective-taking
	• Rising or falling intonation in questions	• Social media videos	• Video for social media	• Blog post	• Blog post	• Openness to new experiences
	• <i>-ed</i> in past forms of regular verbs	• People playing forehead detective	• Game of forehead detective	• Timeline	• Timeline	• Leadership
	• /ə/	• Describing an event	• Description of an event	• Encyclopedia entry	• Encyclopedia entry	• Learning from past mistakes
	• /h/ vs. /ø/	• Interview about life stories	• Interview about life stories	• Biography	• Biography	• Empathy

## INTRODUCTION

### A Message to Teachers

#### Dear teachers,

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

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

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

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

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

### Overview of the Series

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

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

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

### Overarching Principles

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

#### Students as Protagonists

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

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

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

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

### Students as Global Citizens

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

### Students and Social and Emotional Learning

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

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

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

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

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

### Students and Project Work

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

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

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

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

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

### Students and the Scientific Method

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

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

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

## Theoretical Background

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

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

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

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

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

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

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

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

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

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

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

## Working with English on the Go! in the Classroom

### Opening Pages

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

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

### Get Ready!

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

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

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

### Reading

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

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

### Language 1 and 2

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

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

### **Listening and Speaking**

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

### **Pronunciation**

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

### **Writing**

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

### **Go Find Out!**

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

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

### **Go Around!**

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

### **Over to You!**

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

## Components of the Series

### For Students

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

### For Teachers

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

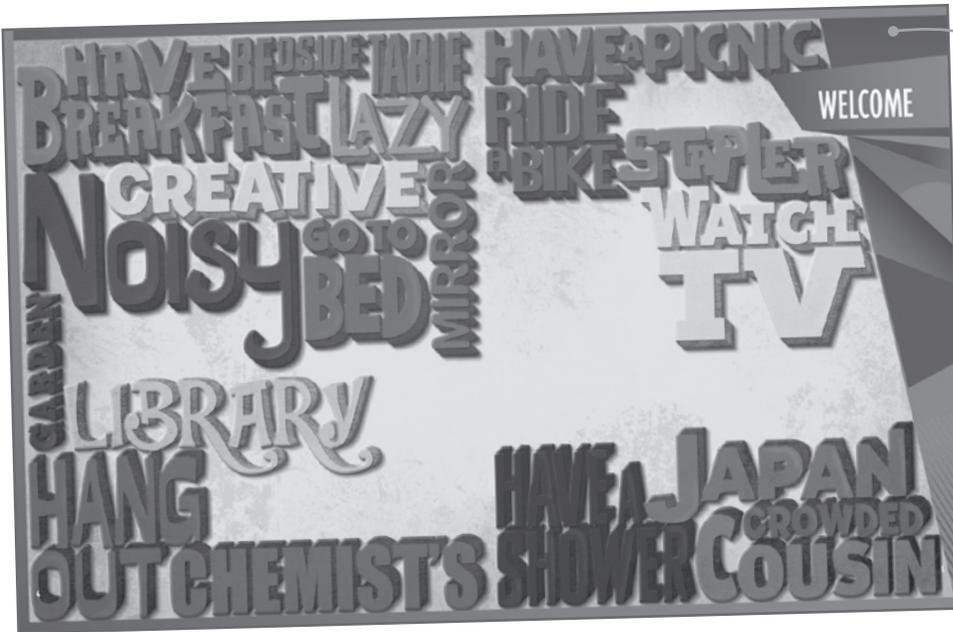
teachers guidance on how to conduct the activities in the classroom and use the series' resources, besides presenting extra activities. It also contains the answers to the activities and the audio transcripts. The **Audio CD** which comes with the **Teacher's Book** contains a variety of listening tasks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

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

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## STRUCTURE OF THE STUDENT'S BOOK



### Welcome

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

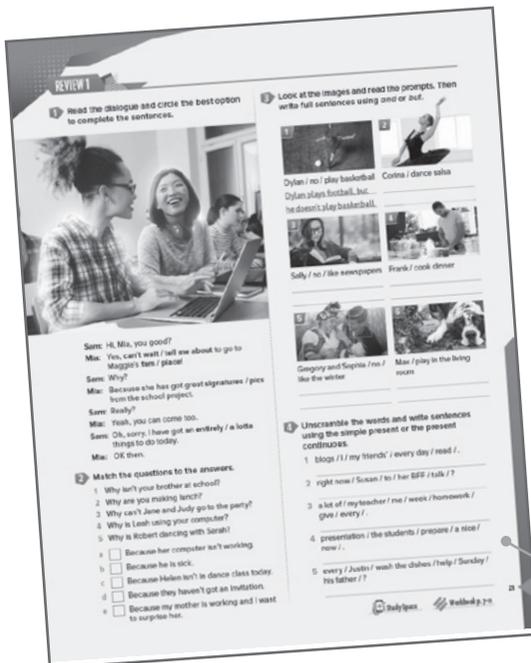
### Units

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



### Review

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



# STRUCTURE OF THE WORKBOOK

**WORKBOOK 7**

1 Read the text about ancient Rome and answer the questions.



Roman society was really strict and based on property. wealthy and slave women, for example, didn't really have a lot of independence. People wore different clothes depending on their social class: the emperor could wear a purple toga while the senators could wear a white toga. The relationship between classes was very clear. There were slaves, free men and freemen. Members of the upper classes offered protection to the plebeians. This included money, food and legal help. Many slaves were treated well and, after some years, they received their freedom. They became Roman citizens, but they could not vote. Early Rome was not a major centre of international trade. It was a local market town, where people bought and sold local goods. There were several wealthy merchants who sold grain at high prices.

2 Match the underlined words from the text with their definitions.

1 wealth	4 trade
2 citizenship	5 produce
3 slave	6 merchant

a  Person who is the legal property of another and is forced to obey them.  
 b  The action of buying and selling goods and services.  
 c  An abundance of valuable possessions or money.  
 d  A person who buys and sells goods, especially by farming.  
 e  The state of having the rights of a member of a certain society.

3 Match the phrases to make true statements.

1 The emperor and the senators wore  
 2 Plebeians couldn't  
 3 Wealthy merchants sold  
 4 Women didn't have  
 5 Early Rome wasn't

a  the main point of international trade.  
 b  vote.  
 c  much independence.  
 d  different coloured togas.  
 e  grain at high prices.

4 Write the verbs in the simple past to complete the sentences about the influence of ancient Rome in the present. Then match them to the pictures on page 30.

1 The Romans \_\_\_\_\_ (develop) spectacles.  
 2 They \_\_\_\_\_ (bring) Latin, the basis for Romance Languages such as Spanish, Italian, French and Portuguese.  
 3 They \_\_\_\_\_ (divide) the day into 12 equal hours, a.m. and p.m.  
 4 They \_\_\_\_\_ (introduce) a system of roads to connect places.  
 5 They \_\_\_\_\_ (design) a system to share daily news by carving a stone and showing it in public.  
 6 They \_\_\_\_\_ (decide) to begin the year on 1st January.

**WORKBOOK 7**

5 Complete the crossword with synonyms of the underlined words in the clues.

SHADE  
 S  
 T  
 O  
 P  
 P  
 R  
 E  
 C  
 I  
 A  
 T  
 E  
 Y

1 Past actions and events influence present and future situations.  
 2 Historical period drama films represent historical events and people.  
 3 Some cultures transmit their traditions orally.  
 4 Learning about the past can help anticipate what could happen in the future.  
 5 Historical facts are important to learn how societies evolve.  
 6 Documentaries help judge the impact of the past on everyday life.  
 7 Many objects that are used now were invented in Ancient times.

6 Complete the sentences with the verbs from the box in the simple past.

defeat	establish	fight
forsees	invade	win

1 Many people \_\_\_\_\_ against slavery in the 1820s.  
 2 More than 200 years ago, a British-led army \_\_\_\_\_ a French army at the battle of Waterloo.  
 3 Do you believe the ancient Greeks \_\_\_\_\_ the future?  
 4 In the past, women \_\_\_\_\_ many committees to discuss their rights.  
 5 Marie Curie \_\_\_\_\_ the Nobel Prize in 1903. She was the first woman to receive the award.  
 6 Armes \_\_\_\_\_ and conquered the enemy territory.  
 7 Choose the correct option to complete the sentences.

1 You lost one battle but you didn't lose the war. Don't give up now.  
 a  fight for  
 b  fight against  
 c  fight back

2 Nelson Mandela was a South African leader and he \_\_\_\_\_ racial segregation and discrimination.  
 a  fought against  
 b  fought back  
 c  fought for

3 In 1948 women started to \_\_\_\_\_ their right to vote.  
 a  fight for  
 b  fight against  
 c  fight back

4 The soldiers \_\_\_\_\_ their enemies in the battle field.  
 a  fight for  
 b  fight against  
 c  fight back

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

**UNIT 5 Creating Storage Bags for Luggage**

**Basic Supplies**



**Action**

- Think about a place you would like to travel to and when you would like to go there.
  - Research the place you would like to visit at the time of the year you would like to go, and find out what season it is, what the weather and the temperature are usually like.
- Find out how you would like to get there.
  - Public walking
    - Is the weather at that time of the year good for walking? If not, when is it good? Can you change your plans to make sure you get better weather?
    - How many appropriate clothes and shoes for that weather and temperature?
  - Public cycling
    - If you are travelling by car, how much space is there for your luggage in the car? (Remember you may be sharing the car with other people, so you might need to share luggage space too.)
    - If you are travelling by bus, how much luggage are you able to carry? Are there restrictions on what you can carry on the bus?
    - If you are travelling by plane, what are the restrictions for size, weight and number of pieces of luggage per person for your flight? (Remember the restrictions usually vary for domestic and international flights.)
- Decide how long you would like to spend travelling and what activities you would like to do during the trip.
  - Public walking
    - What kind of shoes and clothes do you need for the activities you want to do? Do you need any other special items or equipment?
    - What personal hygiene items do you need, considering the period of time you plan to spend travelling? Do you need to arrange some travel size containers?
  - Public cycling
    - Separate the luggage, the clothes, the shoes and personal hygiene items you are taking on your trip and spread them on your bed. Also, include other items you might need, for instance, electronic and photographic equipment, travel guides, etc.
    - Considering the items you are taking, count the number of storage bags you will need to separate electronics, shoes, toiletries, etc.
    - Choose the materials you want to use and make the storage bags.

**Assessment**

- Did your storage bags turn out the way you imagined?
- Did you have any problems that you couldn't solve?
- Do you think storage bags help you organise luggage?
- Will you do anything differently next time you make storage bags?

**Projects**

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

**Branch Out**

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

**UNIT 8 Our People Museum**

1 Look at the images and discuss the questions with a classmate.



- What can you say about these people's lives?
  - Do you think every person has got a story to tell about their life? Why?
  - Do you agree that "a picture is worth a thousand words"? Or do you need words to tell a story?
- Work in groups and collect information for the "Our People Museum".
  - Get together in groups of four.
  - Individually, choose three people to interview (school staff, parents/relatives or people you know from the neighbourhood).
  - Assign a role to each member of the group.
    - Video producer – one student will record the interview.
    - Audio producer – one student will record the audio of the interview.
    - Photographer – one student will take pictures of the interview.
    - Writer – one student will write the story told in the interview.
  - The role of the curator and the designer will be shared by all members of the group.
- Ask people to tell you a life story that is important to them. It can be about themselves or another person they know. Here are some questions that might help you.
  - What's the happiest/saddest moment of your life?
  - Why is this story so memorable?
  - What is something people will be surprised to know about this story?
  - How do you feel about your achievements?
- Share the stories you collected with the group.
- Organise an exhibition for the "Our People Museum".
  - Discuss the content you collected for the exhibition.
  - Decide on a name and on the design of the exhibition, according to where it is going to take place.
  - Exhibit the material: one space for the photos, another for the audio with the interviews, one more for the pictures and its captions and the last one for the written interviews.
  - Make sure all the material displayed is accessible and that the stories are presented in an appealing and memorable way.
  - Invite students, teachers, relatives and the school community to see the museum.
  - When the exhibition is over, organise the material and make it available at the school library.



# STRUCTURE OF THE UNITS

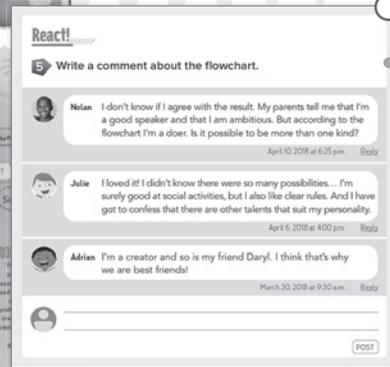
## Opening Pages

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



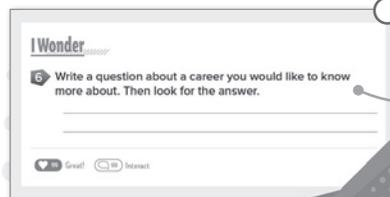
## React!

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



## I Wonder

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

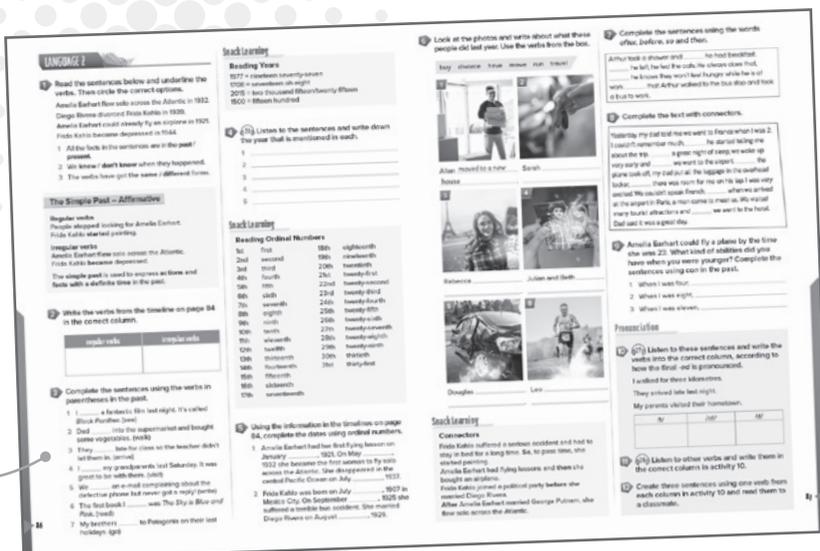


## Get Ready!

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

## Language 1 and Language 2

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



# STRUCTURE OF THE UNITS

## Reading

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

**READING**

Before Reading

1 Analyse the text below and tick all the correct options.

**Up and Away**

TRAVELING ALONE IN THAILAND

At first, I was a bit nervous about traveling alone in Thailand, but I was reassured when I found out that it was a very safe country. I had heard that it was a bit dangerous, but I was told that it was just a myth. I was also told that the people were very friendly and that the food was delicious. I was also told that the weather was perfect. I was also told that the people were very friendly and that the food was delicious. I was also told that the weather was perfect.

**THE READER'S**

Write a paragraph about the benefits of traveling alone in Thailand. Use the ideas in the text to help you. You should also mention the things you would like to do in Thailand.

**THE READER'S**

Write a paragraph about the benefits of traveling alone in Thailand. Use the ideas in the text to help you. You should also mention the things you would like to do in Thailand.

1 Why do people write this kind of text?

To advertise a travel company.  To inform about a country.

To persuade a friend to go there.  To give advice about what to do.

2 What are some characteristics of these texts?

They are divided into sections.  They are written in a simple style.

Each section has a clear title.  They talk about a specific topic.

There are images in it.  It's a factual story.

## Pronunciation

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

1 Read the text and write questions using the prompts in the table below. Use the prompts to write questions using the words in the table below. Use the prompts to write questions using the words in the table below.

2 Complete the table with a preposition. Then write a sentence about you and your family using the prepositions.

3 Match the adjectives to the images.

4 Write true sentences about yourself, your friends or family using the adjectives from the box.

**Pronunciation**

10 Listen to the questions and notice how the ending is pronounced in each one. Write # for falling intonation and \$ for rising intonation.

1 Where were you going?  
2 Were you swimming in the ocean?  
3 Where are you going next?  
4 Are you going to Europe?  
5 Do you like to travel?  
6 Where is your favourite place to go?

11 Listen again and practise the questions in activity 10.

12 Ask the questions from activity 5 to a classmate. Pay attention to the intonation in each question.

## Snack Learning

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

**Snack Learning**

Adverbs ending in -ly

adjective	adverb
beautiful	beautifully
quick	quickly
happy	happily
quiet	quietly

## Listening and Speaking

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

**LISTENING AND SPEAKING**

1 Look at the image and answer.

2 Listen to the conversation between the director and the actors again. Then circle the correct words to complete the sentences according to what happens in the show.

3 Listen to the conversation between the director and the actors of a new TV show. Match the actors to the roles they play.

4 Listen to the conversation between the director and the actors. Use the questions below to plan the scene.

5 Act out your conversation to the rest of the class. You can also make an audio or a video of your conversation and share it on a social network or your class/school blog.

**Buzzwords**

"He is looking after the kids who are very 'shook up'." What does "shook up" mean? Look it up!

## Buzzwords

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

## Social and Emotional Learning

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

**OVER TO YOU!** UNIT 8

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

2 Read the text. Then discuss the questions with a classmate.

3 What do you think of the museum's name?

4 Do you think this is a good way of learning more about the past?

5 Would you like to visit the museum?

6 Can you think of a museum and a pair of shoes you would donate to the museum?

7 How important is a project like this to promote equality in the world?

**#makersplaces EMPATHY MUSEUM**

Do you know what it is like to have spent years in prison? What about having a child growing up during a war? Or discovering how when you are angry? The Empathy Museum is an online museum that lets you experience these things. You can go to the museum and see the world through other people's eyes. The Empathy Museum is an online museum that lets you experience these things. You can go to the museum and see the world through other people's eyes. The Empathy Museum is an online museum that lets you experience these things. You can go to the museum and see the world through other people's eyes.

## Writing

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

**WRITING**

**A Travel Blog Post**

**Before Writing**

- Plan your text. Think about a memorable moment during a trip.
  - Where were you?
  - When was it?
  - How were you feeling?
  - What were you doing?
  - What was the weather like?
  - Who was with you?

**Drafting**

- Write a draft.

**Final Writing**

- Write the final version of your travel blog post. You can also publish it on a social network or your class/subject blog.

**GO FIND OUT!**

The most popular tourist attraction in my country is \_\_\_\_\_

**Research**

- Talk to your friends, parents, family members and classmates and get their opinion about the best place to travel in the country.
- Ask them to justify their opinion and take notes.
- If possible, ask them to show you photos of places they enjoyed visiting.

**Think**

- What was the most frequently mentioned place?
- What was the most common reason for people to like travelling there?
- Was there common for people to like travelling in their region/city or to another region/city?
- Have you been to any of the places mentioned? If so, do you share the opinions about the places?

**Discuss**

The most popular tourist attraction in my country is \_\_\_\_\_

- Reflect on the conclusion and discuss.
  - Have you supported by the result of the investigation? Why?
  - Why do you think people like to travel to these places?
  - What makes one trip more memorable than others?
  - Would you like to visit any of the places mentioned? When next?
  - Is your city/region a popular tourist destination? Why?
- Show your ideas with your classmates. You can also post them on a social network or your class/subject blog.

## Go Around!

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

**GO AROUND!**

Look at the chart below and answer the questions. Research to find out.

10 ESSENTIAL PHRASES IN GERMAN		
German (Engl.)	German (Mangese)	English (Mangese)
Guten Tag! Hallo!	Guten Morgen! Good morning!	Früh!...!Guten! Tag! Excuse me!
Danke, Thanks.	Vielen Dank, Thank you very much.	Bitte schön, You're welcome.
Ich verstehe nicht. I don't understand.	Ich spreche Englisch. I speak English.	Kein Problem, No problem.
Ich spreche nicht viel Deutsch. I don't speak much German.		

- Where are lists like this commonly found? What are they used for?
- What languages are used in the chart? Why is that?
- Besides the translation, what other elements can be used in lists like this to help people understand and use the phrases?
- Why are "essential travel phrases" important for travellers?
- Besides using basic phrases in the local language, what are other ways of showing respect for someone's culture when you are travelling?
- Think about a country you would like to visit where neither English nor your language is spoken. Research to find out.
  - a list of essential phrases for travellers,
  - the correct pronunciation of each phrase on the list,
  - if there is a certain gesture that needs to be followed when using the phrases (for instance hand gestures when saying hello).
- Talk to a classmate. Decide on the essential travel phrases for people who are travelling to your country and make a list with the English translation. Where should the list be published? Why?
  - What phrases from the lists got in contact? Why do you think these phrases are common in both languages?
  - Is there a certain phrase in one list but not in the other? Is the phrase related to a specific aspect of the culture?
  - Are there certain gestures associated to the phrases in both countries? Can different gestures confuse travellers? Why?
- Compare the lists from activities 2 and 3 and discuss the questions.

## Go Find Out!

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

## Over to You!

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

## Review

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

**REVIEW**

- Match the adjectives to their definitions.
 

1. accurate	A. peaceful
2. careful	B. quick
3. engaging	C. worried

  - excuses because of problems or potential problems
  - paying attention to what you are doing
  - doing something in a short time
  - a suggestion for "fast"
  - relaxed and tolerant
  - correct in all details
- Are the words in bold adjectives or adverbs? Tick the correct option.
  - Show us **boldly**.
    - adverb
    - adjective
  - Meet me at all of the bus stops **happily**.
    - adverb
    - adjective
  - Don't be **shy**! You have to take things seriously.
    - adverb
    - adjective
  - Fortunately, nobody was hurt in the accident.
    - adverb
    - adjective
- Put the words in the boxes with the correct adverb from the box.
 

carefully	happily	patiently
quickly	shyly	unfortunately

  - This is not a simple procedure. Do it \_\_\_\_\_.
  - I learned how to ride a bicycle and I can \_\_\_\_\_.
  - The teacher will collect the work in 5 minutes. We must finish it \_\_\_\_\_.
  - Wait \_\_\_\_\_ for your turn, please. We will call you in about 20 minutes.
  - My sister is very cautious. She likes to do everything \_\_\_\_\_.
  - I can't help you. \_\_\_\_\_ I've got to go now.
- Complete the sentences with the simple past or past continuous.
  - When I \_\_\_\_\_ at the station, I \_\_\_\_\_ a girl.
  - I \_\_\_\_\_ a letter when she \_\_\_\_\_ a loud noise.
  - While my grandfather \_\_\_\_\_ on the phone, he \_\_\_\_\_ an old friend.
  - When Sarah \_\_\_\_\_ a language course in England, she \_\_\_\_\_ painting.
  - I \_\_\_\_\_ and understood what they \_\_\_\_\_ about.
- Write sentences using while or when and the information from the chart. Use the simple past and the past continuous.
 

Carla	was	looking	at	her	parents	online.
Tom	and	Sue	_____	_____	_____	_____.
Gregory	_____	_____	_____	_____	_____	_____.
My brother	_____	_____	_____	_____	_____	_____.
Tom's best	_____	_____	_____	_____	_____	_____.
Maria	_____	_____	_____	_____	_____	_____.
- Use your imagination and finish the sentences.
  - While we were taking a city tour \_\_\_\_\_.
  - I was at home alone when \_\_\_\_\_.
  - Paula was cleaning the window when \_\_\_\_\_.
  - The teacher was explaining the lesson when \_\_\_\_\_.
  - While Daniela was cooking lunch with her granma \_\_\_\_\_.

## Workbook

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

**Workbook p. 42-46**

## Study Space

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

**OVER TO YOU!** UNIT 4

Can you imagine life without electricity?

- Research into the concept. Bring your research to be discussed in class.
- Read the text. Then discuss the questions with a classmate.
  - Would you like to try the "Survival" and "Hurry" for one month? Why?
  - What do you think you would miss the most if you had to live without electricity?

**MAKER NEWS**

### LIVING WITHOUT ELECTRICITY

Life without electricity can be impossible for some people, but not for Scott and Nancy, who decided to live without all the things that make life so much easier.

They planned away well all the details they needed to start a life without all the appliances they used to have—kitchen, hardware, toaster, blender. Once they got rid of everything, they built their house with their own hands.

By building the house themselves, they could have big windows to bring daylight and also place the kitchen near the trees so that the

sun could filter the sun and make the room less hot during summer. And during the winter, they use wood in the fireplace to keep the house warm and comfortable.

They say that the best part of a non-electrical house is that it is a wonderful quiet place. The appliances making noise all the time, the only sounds are the ones from their musical instruments.

When asked if they miss electricity, they said "We don't miss it at all!"

# DIGITAL COMPONENTS

## Study Space

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



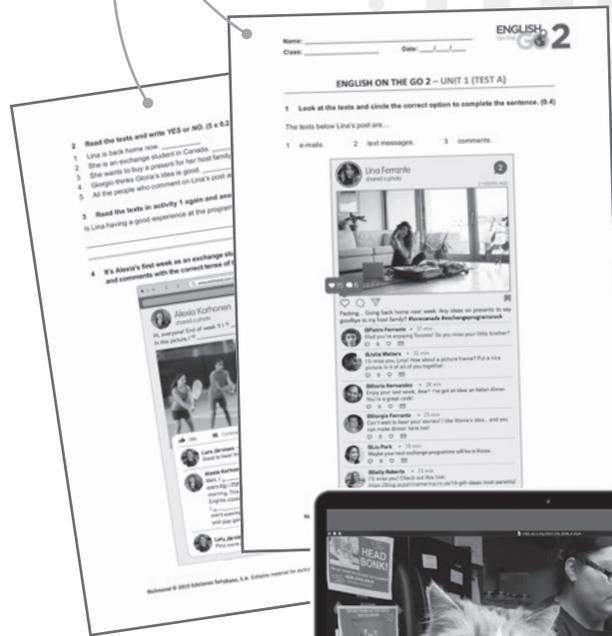
## Digital Book

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



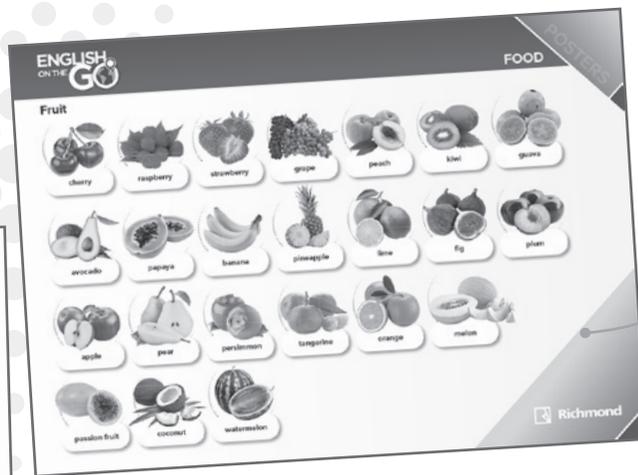
## Teacher's Resource Material

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



## Posters

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



## Videos and Audios

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



# STRUCTURE OF THE TEACHER'S BOOK

## Overview

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

## Notes

Indications and suggestions for carrying out the activities in the Student's Book are provided for every activity.

## Tip

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

**2. Am We What We Wear?**

**Objectives:**

- Identify items of clothing
- Describe what a person is wearing
- Talk about personal style
- Use phrases and lexis to ask and answer questions about possessions
- Understand the structure of an article and write a paragraph for one
- Reflect on style as an expression of identity

**Language:**

- Adjectives: adjectives (beach, hot, cool, dress, top, leggings, glasses, hoodies, jeans, trousers, sandals, scarf, shirt, shorts, vest, sweater, socks, tie, T-shirt)

**Pages 22 and 23**

**Activity 1**

**Structure:** Ask students to look at the images and describe it. Have them write a paragraph about the image. Encourage them to use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Product:** Students to read the paragraphs and discuss them in pairs. Then ask for volunteers to read their paragraphs with the whole class.

**Larger Version:**

- Give each student a card with an image of a person. Ask them to describe what they are wearing. They should use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Pages 24 and 25**

**Get Ready!**

**Activity 1**

- Draw a card for attention to the images and ask them if they know the clothes they are wearing or not. If they do, ask them to describe the item to the class. If they don't, ask them to describe the item to the class.

**Activity 2**

- Ask students to look at the images and describe what they are wearing. They should use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Activity 5**

**Objectives:** Organize students into pairs and have them match the paragraphs with the images. Then have them write a paragraph about the image. Encourage them to use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Structure:** Give each student a card with an image of a person. Ask them to describe what they are wearing. They should use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Product:** Students to read the paragraphs and discuss them in pairs. Then ask for volunteers to read their paragraphs with the whole class.

**Pages 27 and 28**

**Activity 1**

- Read the text and answer the questions. Then have them write a paragraph about the image. Encourage them to use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Activity 2**

- Ask students to look at the images and describe what they are wearing. They should use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Transcripts and Answer Key**

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

**Transcript 1**

Hi, I'm back in the office. I'm feeling much better. I've been to the doctor and he's given me some medicine. I'm taking it and I'm feeling much better. I've been to the doctor and he's given me some medicine. I'm taking it and I'm feeling much better.

**Transcript 2**

Hi, I'm back in the office. I'm feeling much better. I've been to the doctor and he's given me some medicine. I'm taking it and I'm feeling much better. I've been to the doctor and he's given me some medicine. I'm taking it and I'm feeling much better.

**Answer Key**

1. 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

## Further Information

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

## Extra Activity

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

## Setting the Pace

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

**Workbook - Pages 42-43**

**Unit 1**

**Activity 1**

**Structure:** Ask students to look at the images and describe what they are wearing. They should use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Product:** Students to read the paragraphs and discuss them in pairs. Then ask for volunteers to read their paragraphs with the whole class.

**Language Reference Answer Key**

**Unit 1**

**Activity 1**

**Structure:** Ask students to look at the images and describe what they are wearing. They should use the language from the page to describe the person. Ask them to compare their paragraphs with their classmates.

**Product:** Students to read the paragraphs and discuss them in pairs. Then ask for volunteers to read their paragraphs with the whole class.

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

# Welcome

## Objectives:

- ▶ Describe what the people in the images are doing.
- ▶ Talk about routine.
- ▶ Describe one's neighbourhood and one's personality using adjectives.
- ▶ Create signs using the imperative form.
- ▶ List countries and school objects.
- ▶ Describe a bedroom.

## Language:

- ▶ countries (Japan)
- ▶ school objects (stapler)
- ▶ adjectives to describe places (crowded, noisy)
- ▶ adjectives to describe personality (creative, lazy, noisy)

- ▶ prepositions of place, question words (how, how often, what, what time, when, where)
- ▶ free-time activities (hang out, have a picnic, ride a bike, watch TV)
- ▶ routine activities (brush one's teeth, do homework, get dressed, go to bed/school, have breakfast/lunch/dinner, have got English classes, have got football practice, play with one's dog, study, take a shower, text friends, wake up, wash up, watch TV shows)
- ▶ imperative
- ▶ present continuous
- ▶ simple present
- ▶ verb *there be*

**Workbook:** pages 2-6

## Page 6

### Activity 1

- ◆ Have students look at pages 4 and 5 and go over the words and phrases, clearing up any doubts they might have.
- ◆ Next, instruct them to identify some activities they could do in their free time on pages 4 and 5.
- ◆ Check their answers by having them pretend they are doing these activities at the present moment. Ask a student what he/she is doing and let the others answer, for example, "watching TV". Write some of their answers on the board and review the structure and usage of the present continuous. Make sure to review the use of this tense with all the subjects.
- ◆ Have students go to page 6, look at the images and identify what the people are doing in each of them. If they do not remember the free-time activities previously mentioned, encourage them to look back at pages 4 and 5.
- ◆ Ask for some volunteers to read their answers aloud to check.

### Answer Key

**1.** have a picnic; **2.** hang out; **3.** watch TV; **4.** ride a bike

### Extra Activity



- ▶ Organise students into pairs and ask them to make a list with as many free-time activities as they can in their notebooks.
- ▶ When time is up, explain that each student will mime one free-time activity from their list for the class to guess.

Explain that only guesses made using sentences in the present continuous, such as "He is playing football.", will be accepted. In order to encourage the use of the structure, ask "What is he/she doing?" while students mime.

- ▶ Based on the number of students, you may ask each of them to mime a different activity or allow them to repeat activities.
- ▶ If you have got plenty of time, after they guess the free-time activity, you can ask the student that has mimed it to write it on the board, so that all the pairs can complete their lists.

### Activity 2

- ◆ Draw students' attention to the free-time activities on the board and ask for some volunteers to mention their favourite. Then elicit more activities and add them on the board.
- ◆ Next, tell students to include their favourite activity on page 4 or 5.
- ◆ Finally, have students ask about their favourite activities to their classmates and answer by showing their words.

### Answer Key

Open answers

### Tip



Every time an activity requires students to write or draw something on pages 4 or 5, stimulate them to fill in the spaces creatively. In this activity, for example, tell them to write the letters as if they had to fit in a puzzle. They can also write a word by drawing the items related to its meaning.

### Activity 3

- ◆ Review the simple present use with students. Tell them the time you get up on weekdays. Then ask a few students what time they get up on Mondays and write one of the answers on the board—for example, “I get up at 6 o’clock on Mondays”. Next, ask the class about a student (e.g., “What time does Peter get up on Mondays?”) and write their answer on the board (e.g., “Peter gets up at 7:15 on Mondays.”) next to or under the previous sentence.
- ◆ Elicit the difference in the verb form in the two sentences and make sure they mention that we add an -s to the verb in the third person.
- ◆ Explain to students that they are going to read about Paul’s routine. Draw their attention to the icons in the text and tell them that the corresponding words or phrases are on pages 4 and 5.
- ◆ Allow students some time to do the activity. Then have them check their answers in pairs.
- ◆ Finally, have some students write their answers on the board.

#### Answer Key

- 1.** bedside table; **2.** mirror; **3.** has breakfast; **4.** library; **5.** garden; **6.** has a shower; **7.** goes to bed

### Activity 4

- ◆ Write on the board “What”, “Where”, “When”, “Why”, “Who”, “Which”, “How”, “How often” and “What time”. Then ask students what we want to know when we use each of these words in a question. Encourage them to answer freely.
- ◆ Elicit some questions from students using each of the *wh-* questions and write them on the board.
- ◆ Draw students’ attention to the fact that there are more words listed on the board than in the box in activity 4. Explain that they have to use the ones in the box to complete the questions.
- ◆ When correcting, take the chance to practise pronunciation and intonation using drills, in order to prepare the class for activity 6.

#### Answer Key

- 1.** What; **2.** What time/When; **3.** What; **4.** How often; **5.** How; **6.** When/What time; **7.** Where

### Activity 5

- ◆ Now tell students to answer the questions in activity 4.
- ◆ After answering the questions, have students write two words or phrases related to their routines on page 4 or 5. Remind students to be creative when adding their words.

#### Answer Key

Open answers

### Activity 6

- ◆ Explain to students that, in pairs, they are going to take turns asking and answering the questions in activity 4.

- ◆ Elicit from a few pairs what they found out about each other and what they have got in common.
- ◆ Ask the pairs to think of something they have both got in common and write a sentence about it on poster paper. Monitor and help as needed, stimulating them to interact and express themselves.
- ◆ Finally, tape the posters on the wall. You can also have the pairs take a selfie holding the poster and share it on a social network or their class/school blog.

#### Answer Key

Open answers

#### Tip



When doing pairwork activities that require asking classmates for information, encourage students to communicate and interact, not simply alternate reading out the questions and answers to each other. Reinforce the objective of communication by telling them to look at each other when they speak, even if at first they need to memorise quickly what they are going to say from the activity in the book. If possible, have them change their positions so that they face each other and cannot read or copy their classmates’ notes.

### Activity 7

- ◆ On the board, draw a house and a person. Then ask students to describe both of them, encouraging creative answers.
- ◆ Have students look at the chart in activity 7. Tell them to go to pages 4 and 5 and find words that describe each category.
- ◆ Copy the chart on the board. Elicit students’ answers and write the words in the correct column. Next, have students work in pairs to think of three more words to add to each category.
- ◆ Finally, elicit students’ answers and add them to the columns accordingly. Clear up any doubts and practise pronunciation.

#### Answer Key

**Adjectives to describe places:** crowded, noisy;  
**Other suggested words:** quiet, busy, safe  
**Adjectives to describe personalities:** creative, lazy, noisy;  
**Other suggested words:** sociable, shy, funny

### Activity 8

- ◆ Refer students to the chart in activity 7 to do this activity. Then ask them to write the adjectives on pages 4 and 5.

#### Answer Key

Open answers

**Activity 9**

- ◆ Draw students' attention to the first sign and ask where it could be found. Encourage them to justify their answers by mentioning, for example, the green cross, the aisle full of medicine, etc. Tell them to look at pages 4 and 5 to find the name of the place where sign 1 can be found.
- ◆ Have them analyse the other signs to identify where they are and find the elements in the images to justify their answers.
- ◆ Correct orally and have them practise pronunciation.

**Answer Key**

1. chemist's; 2. restaurant; 3. hotel; 4. shop; 5. park; 6. museum

**Activity 10**

- ◆ Have students find the verb in one of the signs in activity 9 and ask them what verb form this is (imperative). Elicit and review the structure and usage of the imperative.
- ◆ Explain that they are going to draw a different sign for four places in activity 9 and elicit some ideas. Remind them to use the imperative and not to write the places they've chosen.
- ◆ Allow them some time to work. Monitor and help as needed.
- ◆ Have them work in pairs to say where the signs can be found.
- ◆ Finally, ask for volunteers to share their ideas with the class without naming the place, so that their classmates can guess it.

**Answer Key**

Open answers

**Activity 11**

- ◆ Write singular nouns on the board (e.g., "pen", "paintbrush", and "dictionary") and elicit the different plural forms from the class.
- ◆ Encourage students to identify the nouns on pages 4 and 5 and write them on the board. Ask students for the plural forms.
- ◆ Then tell the class to complete the question with the correct noun in the plural form and answer the questions.
- ◆ Finally, have some volunteers share their ideas with the class.

**Answer Key**

cousins, Open answers

**Activity 12**

- ◆ Tell students to identify the words on pages 4 and 5 and write them in the correct spidergram.
- ◆ Allow them some time to complete the rest of the spaces.
- ◆ Finally, ask for some volunteers to read their answers aloud.

**Answer Key**

**Countries:** Japan, Open answers

**School Objects:** stapler, Open answers

**Setting the Pace**

- ▶ You can make this activity more dynamic by turning it into a competition. Make sure none of the students starts the activity before you follow the steps below.
- ▶ Ask them to cover the activity with a notebook. Explain that this activity will be a competition and the first student to complete the spidergrams correctly (emphasise this requirement) will be the winner. Alternatively, the game can have a winner, a first runner-up and a second runner-up, if you consider this appropriate to the class.
- ▶ Explain that as soon as they finish, they must put their hand up and say the order of finishing (i.e., the first student to finish raises his/her hand and says "first" and so on). Also, they must complete the spidergrams from memory without copying or checking words anywhere.
- ▶ Tell them that you will check the answers to find out who wins.
- ▶ Count down to let them start and keep monitoring.
- ▶ Celebrate the winner(s) with symbolic actions/things (for example, a simple bookmark or a round of applause).



- ▶ You can make this activity more dynamic by turning it into a less challenging competition. Check nobody has started working before you follow the steps below.
- ▶ Organise students into small groups. Explain that this activity will be a competition and the first group to complete the spidergrams correctly (emphasise this requirement) will be the winner. Alternatively, the game can have a winner, a first runner-up and a second runner-up, if you consider this appropriate to the class.
- ▶ Allow students to rely on their previous knowledge or to flip through the book to complete the spidergrams.
- ▶ Explain that you will check the words to find out who wins.
- ▶ Count down to let them start and keep monitoring.
- ▶ Celebrate the winners with symbolic actions/things (for example, a simple bookmark or a round of applause).

**Activity 13**

- ◆ Ask the class to choose one of the words from the spidergrams and tell students to write it on page 4 or 5. Encourage them to create an original design of the letters or include a picture together with the word.
- ◆ Finally, have students work in pairs to compare their words on pages 4 and 5 and explain why they added these words.

## Answer Key

Open answers

### Activity 14

- ♦ Ask students some questions about objects in the classroom to review prepositions of place (e.g., “Where is Ana’s ruler? It’s under the desk.”, etc). Revise the prepositions “at”, “in”, “on”, “under”, “behind” and “next to”. If necessary, write them on the board for reference.
- ♦ Explain that they are going to listen to a boy describing a room. Allow them some time to read the sentences and check vocabulary.
- ♦ Play the audio and have them circle the correct words.

### Transcript 2



**Simon:** Hi! I’m Simon. Let me show you the guest room. It isn’t very big but it’s really comfortable. There is a bed next to the window. And there are a lot of decorative pillows on it. There is a bedside table between the bed and the desk. There is a computer on the desk. There are some pictures on the wall but there isn’t a mirror. I sometimes study in this room because it’s a quiet place.

## Answer Key

1. isn’t, T; 2. are, T; 3. bedside, F; 4. is, F; 5. wall, T

## Workbook 0

Pages 2-6

### Activity 1

### Transcript 2



**Sofia:** Hi Luke! I’m watching some series but I’m a bit bored at home. And everyone here is busy! My brother is studying for a test and my sister is editing some photos for her blog. My parents are preparing a surprise party to celebrate my grandad’s birthday. My mum is decorating the house and my dad is making a cake. What are you doing? Do you want to go to the sports centre? Ann and Kate are playing a football match. Let’s go and cheer them up!

## Answer Key

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

### Activity 2

## Answer Key

1. watching series;
2. Are Sofia’s parents playing football? No, they aren’t. They’re preparing a surprise party.
3. Is Sofia’s sister editing photos? Yes, she is.
4. Are Ann and Kate making a cake? No, they aren’t. They’re playing football.
5. Is Sofia’s brother studying for a test? Yes, he is.

### Activity 3

## Answer Key

1. ’m not doing; 2. ’m chatting; 3. ’m playing; 4. aren’t playing; 5. are riding

### Activity 4

## Answer Key

1. brush my teeth; 2. do my homework; 3. get dressed; 4. have breakfast; 5. wake up; 6. go to school

### Activity 5

## Answer Key

1. wakes up; 2. gets dressed; 3. has breakfast; 4. brushes her teeth; 5. go to school 6. doesn’t do (her) homework

### Activity 6

### Transcript 3



**David:** I like to do many different activities in my free time. So after school, I’m usually busy. I do my homework every afternoon. And I have got English classes at 4 p.m. three times a week. I study English on Mondays, Wednesdays and Fridays. I also take a photography course three times a week. I love this hobby and I never miss a class. On Mondays and Thursdays, the course starts at 7 p.m. but on Wednesdays, it starts at 8 p.m. When the course finishes, I go to my grandparents’ house and have dinner with them. I like sports too. I practise tennis twice a week. I have got practice at 5 p.m. on Tuesdays and Thursdays. At the weekend, I usually play matches with my friends.

## Answer Key

1. photography; 2. English; 3. grandparents; 4. tennis practice

### Activity 7

#### Answer Key

**1.** F, He does homework every week.; **2.** T; **3.** F, He has got English classes on Fridays.; **4.** T; **5.** F, He takes photography lessons at 8 p.m. on Wednesdays.

### Activity 8

#### Answer Key

Open answers

### Activity 9

#### Answer Key

**1.** How often do you practise sports?; **2.** When have you got English lessons?; **3.** What do you usually do after school?; **4.** What time do you usually go to bed?; **5.** Where do you have lunch on Sundays?

### Activity 10

#### Answer Key

**1.** kitchen; **2.** bathroom; **3.** living room; **4.** garden; **5.** dining room

### Activity 11

#### Answer Key

**1.** bedside table; **2.** bed; **3.** desk; **4.** chair; **5.** wardrobe; **6.** window; **7.** lamp; In the bedroom

### Activity 12

#### Answer Key

**1.** on; **2.** in front of; **3.** under; **4.** in; **5.** next to; **6.** on; **7.** behind; **8.** between

### Activity 13

#### Answer Key

Open answers

### Activity 14

#### Answer Key

**1.** Do not eat; **2.** do not disturb; **3.** Turn off; **4.** Do not take; **5.** Keep

### Activity 15

#### Answer Key

**1.** museum; **2.** hotel; **3.** cinema, library, bank, theatre; **4.** bank, museum; **5.** library, cinema, theatre

### Activity 16

#### Transcript 4



**Lucy:** I live in a quiet town so there isn't much traffic. That's great because I always ride my bike with my friends. There is a big park near my house. I usually hang out with my friends and I walk my dog there too. It's very beautiful and there are a lot of trees and plants. There aren't any cinemas or shopping centres in my town so when it's cold, my friends and I play games or watch films in our homes. We always have fun!

#### Answer Key

2, 4, 5

### Activity 17

#### Transcript 4



See Transcript 4 in activity 16.

#### Answer Key

**1.** noisy, Lucy lives in quiet a town.  
**2.** next to, There is a big park near Lucy's house.  
**3.** aren't, There are many trees in the park.  
**4.** are many, There aren't any cinemas.  
**5.** the shopping centre, Lucy gets together with her friends at home.

### Activity 18

#### Answer Key

Open answers

### Activity 19

#### Answer Key

Open answers

# 1 How do you stay connected?

## Objectives:

- ▶ Recognise different text types used online.
- ▶ Talk about exchange programmes.
- ▶ Research social networks used by preteens.
- ▶ Understand and use interjections.
- ▶ Listen to and understand audio messages.
- ▶ Talk about habits and routines.
- ▶ Describe what is happening at the time of speaking.
- ▶ Reflect on and write about a comment on a social network.

## Language:

- ▶ colloquial language (ain't, an entirely, amazing, awesome, BFF, can't wait, a lotta, pics, spots, (the) fam, u, ya, you tell me)
- ▶ interjections (gee, hey, huh, ouch, yay, yikes)
- ▶ simple present x present continuous
- ▶ stative verbs

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

**Workbook:** pages 7-11.

## Pages 8 and 9

### Opening Pages

#### Shorter Version

- ◆ Have students describe the image and explain how it relates to the title of the unit.
- ◆ Draw students' attention to the questions and discuss them with the whole group.

#### Longer Version

- ◆ Write "stay connected" on the board and draw a spiderweb. Elicit from students the ideas they associate with the phrase.
- ◆ Allow students to give their contributions, and if none comes up with the words "friends" or "social network", ask them if they would like to include these terms on the board with the others.
- ◆ Ask the class to open their Student's Book to pages 8 and 9 and observe how the terms on the board relate to the image.
- ◆ Organise students into small groups and have them discuss the questions on page 9. Then discuss with the whole class.

## Pages 10 and 11

### Get Ready!

- ◆ Ask students where the texts are found (on the internet) and what kind of texts they are (posts, tweets, comments).
- ◆ Invite students to look at the hashtags (#studyinLA, #exchangeprogramme, #missingLA, #backhome, #Santiago, #hometown), so they can have a general idea of what the texts are about. Ask them if they have ever been on an exchange programme and, if not, if they would like to and why.
- ◆ Call students' attention to the abbreviation "LA" and ask them what it means. Listen to their answers and say that these are the initials for the city of Los Angeles, in California, the United States. This abbreviation is used in oral and written speech.
- ◆ Elicit what places are shown in the images and ask what they know about them. Then invite them to read all the texts.

- ◆ Check if students have got vocabulary questions and help them with the meaning of any unknown words.

#### Activity 1

- ◆ Ask students to read the posts and answer the questions.
- ◆ Give them some time to work and have them check their answers with a classmate. Invite volunteers to give the complete answers and write them on the board to check.

#### Answer Key

**1.** They are using different social networks.; **2.** In Los Angeles, in the United States.

#### Activity 2

- ◆ Tell students that not all the people from the texts on page 10 were in Los Angeles at the time of the post.
- ◆ Invite students to check who really was in the city at that time.
- ◆ Finally, correct with the whole class, by saying the name of the person and asking the class if he/she was or was not in LA.

#### Answer Key

b, c

#### Activity 3

- ◆ Ask students to scan the posts and check the names of the preteens who included the information requested.

#### Answer Key

**1.** Hiro and Marie; **2.** Anna and Hiro; **3.** Miranda and Anna; **4.** Nina; **5.** Marie

#### Activity 4

- ◆ Ask students what they know about Los Angeles, as a way to activate their previous knowledge.

- ◆ Have them go back to the texts about LA, read the sentences and underline the ones that are true according to the texts.
- ◆ Invite volunteers to say the answers and ask them to identify where in the texts the information that confirms their answers is.

### Answer Key

**1.** Miranda is back home.; **2.** Hiro thinks the programme is awesome.; **3.** Nina can't wait to go to LA.; **4.** Marie is enjoying her stay in LA.

### Activity 5

- ◆ Have students work in small groups and discuss the questions.
- ◆ Monitor their work and then ask them which post would be more similar to the one they could write. Allow students to give their ideas and justify them.
- ◆ Ask students which of the preteens from the texts they would like to be friends with. If none of the names is mentioned, ask students why and have them share their points of view.

### Answer Key

Open answers

### Activity 6

- ◆ Explore the text genre with students and ask them if they are usually part of online conversation groups. Have students read the comments and clear up any vocabulary doubts.
- ◆ Encourage students to leave a comment, by imagining that they are on the exchange programme. Elicit what kind of feelings people have usually got when they are away from home, family and friends, when they are in a place where people speak another language, when they are eating different food, etc.
- ◆ Ask for volunteers to read their comments. If other students have got different ideas, have them also share their comments.

### Answer Key

Open answers

### Activity 7

- ◆ Elicit the social networks students saw in this section.
- ◆ Tell them that they are going to write a question about how preteens use social networks. Elicit what kind of information would be useful to know if they were going to live in another country for an exchange programme, for example. And suggest that they could look for: the minimum age required to use different networks; the most popular social network in a specific country; the countries where preteens spend more time on social networks than interacting face to face, etc.
- ◆ Have them write their questions and monitor their work. Then assign the research into the answer as homework.

- ◆ In the following class, organise students into groups of four and have them share their questions and talk about their findings. Then encourage students to discuss what they believe the answers to their questions would be in their own country.

### Answer Key

Open answers

## Page 12

### Language 1

#### Activity 1

- ◆ Draw students' attention to the expressions and words in bold. Explain that some of them appear in the posts on page 10.
- ◆ Have students match the phrases to the synonyms and check their answers in pairs. Then correct orally with the class.

### Answer Key

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

#### Activity 2

- ◆ Explain that the excerpt is part of a text message and was written in colloquial language, that means, language that is used in very informal situations.
- ◆ Instruct them to read the text and underline the words that are examples of colloquial vocabulary.
- ◆ Check the answers with the whole class.

### Answer Key

Ain't, u, a lotta, ya, pics, the fam

#### Activity 3

- ◆ Call students' attention to the words and phrases in the box and explain that they are more common in situations that are not so informal.
- ◆ Ask students to rewrite the message in activity 2. Then ask for a volunteer to read the message to check.

### Answer Key

Isn't it crazy? Can you call me? I've got a lot of things to tell you. And you need to see the pictures too! I'm calling our friends. I hope everyone can come tonight!

#### Activity 4

- ◆ Tell students that they are going to learn some interjections in English and explain that they are very common in speech and are also used on social networks.

- ◆ Ask students to look at the images and write in the speech bubbles the interjection that best matches each situation.
- ◆ Have students check their answers in pairs and then tell them they are going to listen to the interjections in the correct order.
- ◆ Finally, say the interjections one by one, making a facial expression to represent each, and have students repeat. You can also ask them to make facial expressions to guarantee that they understood what each interjection means.

### Transcript 3



1 Gee! 2 Ouch! 3 Hey! 4 Huh? 5 Yay! 6 Yikes!

### Answer Key

1. Gee!; 2. Ouch!; 3. Hey!; 4. Huh?; 5. Yay!; 6. Yikes!

### Activity 5

- ◆ Ask students to complete each message with an interjection.
- ◆ Tell them to go back to activity 4 and review the words they have just learned.
- ◆ Ask for volunteers to read the complete sentences and have them make a facial expression to represent each interjection.

### Answer Key

1. Yikes!; 2. Ouch!; 3. Yay!; 4. Hey!; 5. Huh?

Page 13

## Listening and Speaking

### Activity 1

#### Setting the Pace



- ▶ Tell students to keep the book closed and explain that they are going to listen to three audio messages.
- ▶ Play the audio and ask them to take notes of the most important words in each message. Then have them compare their notes to a classmate's.
- ▶ Ask students to open the book to page 13 and read the replies to the messages. Invite them to match each reply to an audio message, according to the words/ notes they have written down.
- ▶ Play the audio again to check their answers.



- ▶ Explore the images, asking students what they represent. Confirm that they show audio messages.
- ▶ Have the class read the messages and explain that they are the replies to the audio messages they are going to hear.

- ▶ Elicit the words that will probably appear in each audio message, to help them match them. Read the first sentence as an example: "Sorry, but today I can't. Tomorrow OK?". Ask what words related to "today" could appear in the audio.
- ▶ Allow students to work in pairs, writing down possible words to help them understand the recording.

### Transcript 4



#### Message 1

**Jack:** Hey, Jo, you good? I can't believe that CNO is going to give a concert in our town! Thanks for sharing the news, made my day. By the way, what are you doing now? We could go to the shopping centre and see if there are student tickets! I'd love to see them live. How does that sound?

#### Message 2

**Billy:** Hi, Bert, how's it going? Listen, I need your help to get tickets for the concert. Can you come over and bring your computer? I don't know what happened to my laptop, it just doesn't turn on! I'm worried about not getting those tickets on time, pal. They have got a lotta fans and the tickets are selling fast! Can you help me, please? Thanks in advance, buddy!

#### Message 3

**Mia:** Julie, hi. CNO is coming to town! I'm so excited, I've just won two tickets for the concert. Backstage tickets! Do you know what I mean? Backstage tickets! Do you wanna go with me? Their website says that they'll take photos with fans. And as you're my best friend, I hope you can go with me. Can't wait to see them! Just gimme a call, OK?

### Answer Key

a. 2; b. 3; c. 1

### Activity 2

- ◆ Tell students to listen to the messages again to answer the questions. Allow them some time to read the questions and focus on the information they need to hear.
- ◆ Play the audio and pause after each message so that students can write their answers down.
- ◆ Have them compare their answers in pairs. Then ask for volunteers to read their answers and write them on the board.

### Transcript 4



See transcript 4 in Activity 1.

### Answer Key

1. CNO.; 2. To the shopping centre.; 3. Because he can't get tickets for the concert.; 4. It doesn't turn on.; 5. Two.; 6. Because Julie is her best friend.

### Activity 3

- ◆ Have students read the sentences and tick the correct option.

#### Answer Key

1. a; 2. b; 3. c

### Buzzwords

- ▶ Call students' attention to the box and ask them if they can infer the meaning of the words "pal" and "buddy" based on the messages they have listened to. Listen to their contributions but do not give them the correct answer yet.
- ▶ Have them look up the words in a dictionary to check answers.
- ▶ Call students' attention to the fact that "pal" can also be used as a form of address that indicates anger (e.g., "Back off, pal."). Also, tell them that "buddy" can be used to address a man whose name is unknown (e.g., "I'm making a call, buddy.").
- ▶ Then ask if they know other words that are used to say "friend". Check their suggestions and write them on the board. Some possible words are: mate, BF, fellow, bud, partner.

#### Answer Key

**Suggested answers:** Friend, partner.

### Activity 4

- ◆ Call students' attention to the colloquial language in the extracts. Then have students listen to the sentences and practise them.

#### Transcript 5



**Billy:** They have got a lotta fans.

**Mia:** Just gimme a call, OK?

**Mia:** Do you wanna go with me?

#### Answer Key

Open answers

### Activity 5

- ◆ Have students match the forms with the colloquial language.

#### Answer Key

a. 2; b. 3; c. 1

#### Tip



Explain to students that as some TV programmes have got the CC (closed captions) option that brings the written form of what is being said, it is very common to see these abbreviations, especially on programmes that are geared to preteens, teens and young adults.

If students pay close attention to these captions, they may see many other abbreviations, such as **whatcha** (what are you), **gotcha** (got you), **lemme** (let me).

### Activity 6

- ◆ Ask students to work in small groups and discuss the questions.
- ◆ Monitor their work and help if necessary. Then invite a group to share their conclusion and examples of abbreviations in their L1. The abbreviations may vary depending on where students live, so make sure they give proper examples.

#### Answer Key

**Suggested answers:** Because abbreviations speed up the conversation.; Open answers

### Activity 7

- ◆ Read the message and clear up any vocabulary doubts.
- ◆ Explain to students that they are going to use the messages in activity 1 as models to come up with an answer and ask them to use the colloquial language from **Language 1**, on page 12, and one of the expressions from activity 3.
- ◆ Give them some time and monitor their work, helping if necessary. Then have volunteers read their replies. Make sure all students have got a chance to show you their production.

#### Answer Key

Open answers

### Activity 8

- ◆ When students have finished, invite them to read their replies. They can also record their reply using a smartphone and post it on a social network or their class/school blog.

#### Answer Key

Open answers

### Pages 14 and 15

## Reading

### Activity 1

- ◆ Call students' attention to the text and read the question aloud. Elicit the answer and encourage students to justify their ideas.

#### Answer Key

**Suggested answers:** On the internet. / On social networks/apps

### Activity 2

- ◆ Tell students that every text genre has got its own characteristics and that they can notice them if they scan the text.

- ◆ Have students scan the text in activity 1 to identify its features. Then read each sentence and have them tick the answers.
- ◆ Check with the class, making sure all students understood the characteristics of this text, and clear up any vocabulary doubts.

### Answer Key

a, b, e, f, g

### Activity 3

- ◆ Students might know by now that the text in activity 1 is a comment to a post on the internet, but ask them to read the options and tick the correct answer.
- ◆ Check the activity with the whole class and encourage students to say why the text is not a blog, a wiki nor an online forum.

### Answer Key

b

### Further Information



**Blog** – short form of “web log”, it is a list of entries posted on a web page, as a journal.

**Post** – a message or image that is published on a social media website.

**Comment** – a message or image that is a reply to a post on a social media website.

**Wiki** – a website that allows users to add and update content from their own browser. It is a collaborative tool, and the most famous wiki is *Wikipedia*. The term comes from the Hawaiian phrase “*wiki wiki*”, which means “very fast”.

**Forum** – also known as web forum, it is a website or a section of a website in which visitors can post comments on a particular topic and reply to other visitors’ posts.

Based on <<https://techterms.com/definition/blog>>;  
<<https://techterms.com/definition/wiki>>;  
<[https://techterms.com/definition/web\\_forum](https://techterms.com/definition/web_forum)>;  
<<https://dictionary.cambridge.org/dictionary/english/post>>. Accessed on August, 30, 2019.

### Activity 4

- ◆ Ask students to read the post and comments and answer the questions.
- ◆ Have them compare their answers in pairs. Then ask for volunteers to share their answers to check.

### Answer Key

**1.** Santiago and Los Angeles.; **2.** Carlitos Garcia.; **3.** Homemade pizza.; **4.** He’s feeling homesick.; **5.** She thinks it’s great.

### Activity 5

- ◆ Have students read the text again and decide if the sentences are true or false.

- ◆ Ask for volunteers to share their answers and encourage them to correct the wrong information.

### Answer Key

**a.** T; **b.** F; **c.** T; **d.** F; **e.** T

### Activity 6

- ◆ Have students identify the images and say how they are usually used. Then ask them if they use emojis.
- ◆ Tell them to match the emoji that describes each sentence.
- ◆ Allow students to check their answers in pairs and then correct with the whole class. Or you may draw the emojis on the board and ask students for the correct answer.

### Answer Key

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

### Extra Activity



- ▶ Organise students into groups of three and tell them to come up with other sentences that they could write in messages using the emojis listed in activity 6.
- ▶ Ask the groups to write their sentences down on a separate piece of paper and draw the corresponding emoji next to it.
- ▶ Set a time limit for the groups to write as many sentences as possible. When time is up, have them exchange papers.
- ▶ Tell the groups to write replies to the messages they receive and then give the papers back.

### Activity 7

- ◆ Read the instruction aloud and make sure students understand the meaning of “kind”, “rude” and “neutral”. Explain that they have to identify the types of comments people leave on another person’s post.
- ◆ Give students some time to work and then ask them to check their answers with a classmate.
- ◆ Have volunteers read the sentences and answers. Make sure all students understood the three different kinds of comments.

### Answer Key

**a.** R; **b.** K; **c.** N; **d.** K; **e.** K

### Activity 8

- ◆ Have students work in pairs or small groups to discuss the questions.
  - ◆ Monitor and interfere if necessary, telling students that they must always respect other people’s opinions.
- Ethical Online Communication** – “Ethical” means acceptable behaviour. When communicating online, the same ethical behaviour

expected in other areas of life should be applied. Students must know that they should be honest and respect other people's points of view, as well as avoid spreading fake news or improper content.

- ◆ Call students' attention to the different types of comments left on the post on page 14.
- ◆ Tell students to think about the discussion in this activity and remember the different ideas. Ask them to reflect on what they could have said to people who left a rude comment for them and how they could have addressed the issue differently. Also, ask them to analyse how often they make nice comments to posts and how people react to them.

### Answer Key

Open answers

### Activity 9

- ◆ Invite students to mention what they know about each of the places in the photos.
- ◆ Ask them to choose a place and write down why they would like to visit it.
- ◆ Tell students to compare their answers with their classmates. Then have some volunteers share their ideas with the class.

### Answer Key

Open answers

### Activity 10

- ◆ Have students work in small groups to discuss the question.
- ◆ Monitor their work and, after some time, allow students to share their opinions with other groups. Then check with the whole class what they think the best way to keep in touch is.
- ◆ Ask students if they have got relatives or friends in other countries or cities and how they communicate with them. If time allows, ask students how often they talk, for how long they talk, if they use video and audio or just text message, etc.

### Answer Key

Open answers

## Pages 16 and 17

### Language 2

#### Activity 1

- ◆ Ask students to read the posts and comments and choose the options that correctly complete the sentences.
- ◆ Have them check their answers in pairs and then proceed with the correction with the whole class.
- ◆ Call students' attention to the grammar box with structures and examples of the simple present versus the present continuous

and check if students can understand the difference between the two verb tenses. Draw their attention to the form *-ing* in the present continuous tense. If necessary, elicit other examples and have students write them in their notebook.

- ◆ If necessary, refer students to **Unit 1 Language Reference** on page 53 in their **Workbooks**.

### Answer Key

1. present; 2. now; 3. a permanent situation

#### Activity 2

- ◆ Instruct students to look at the photos to describe what the people and dog are doing and use the prompts to write about the frequency in which the activities are done. Read the example aloud to make sure they understand the activity.
- ◆ Have students work in pairs. Finally, invite volunteers to write the sentences on the board to check.

### Answer Key

2. George is cooking. He cooks twice a week.; 3. Marcus and Joe are playing video games. They play video games at the weekend.; 4. Toby is sleeping. He sleeps every afternoon.; 5. Liv and Julia are singing. They sing every Saturday.; 6. Gloria is eating Japanese food. She eats Japanese food almost every day.

#### Activity 3

- ◆ Tell students to complete the sentences with the correct form of the verbs in parentheses. Instruct them to pay attention to the adverbs of frequency and phrases in the sentences.
- ◆ Invite volunteers to read and write their answers on the board.

### Answer Key

1. is writing; 2. likes; 3. sends; 4. is talking; 5. go

#### Activity 4

- ◆ Ask students to read the prompts given and then explain that they are going to listen to an interview.
- ◆ Play the audio once and have students listen to it. Then play it again and give them some time to write the sentences.
- ◆ Play the audio for a third time, pausing after each sentence, and check by asking for volunteers to say the complete sentences.

### Transcript 6



**Interviewer:** What's your name and what do you do?

**John:** My name's John and I'm a DJ.

**Interviewer:** Do you work every day?

**John:** No, not every day. I work every weekend. .

**Interviewer:** Do you like your job?

**John:** I love my job!

**Interviewer:** What are you doing right now?

**John:** Right now, I'm choosing the songs for tonight. It's hard work, but it's fun too.

**Interviewer:** Are you eating and working at the same time?

**John:** Yes, I'm eating a banana now. I sometimes eat while I'm working, it helps me think!

**Interviewer:** What do you want to be in the future?

**John:** My plan is to become a songwriter, so I have to learn how to play a musical instrument first. That's why I take guitar lessons three times a week and study music theory every day.

### Answer Key

**2.** He is choosing the songs for tonight.; **3.** He is eating a banana.; **4.** He sometimes eats while he is working.; **5.** He takes guitar lessons three times a week.

### Activity 5

- ◆ Draw students' attention to the **Snack Learning** box about stative verbs. Explain that these verbs are not used in the continuous form, but some verbs can have more than one meaning. For example, the verb "to smell" can be used in the continuous form if it is describing an action (and not the sense): "He's smelling the fish.". The verb "to think" can be used as an opinion and as an action: "I think I can help mum tonight." / "I'm thinking of helping mum tonight."
- ◆ Tell students that the verbs in the box in activity 5 are stative verbs, so they should not be used in the present continuous.
- ◆ Ask them to complete the sentences with the appropriate form of the verbs from the box and check with the whole class.

### Answer Key

**b.** like; **c.** smells; **d.** understand; **e.** believes; **f.** see

### Activity 6

- ◆ Ask for volunteers to read the explanations and examples in the grammar box and clear up any doubts.
- ◆ Write more examples on the board and encourage the class to connect the ideas using "and" or "but" (e.g., "I like to eat pasta, ... I don't eat it very often."; "My brother can play the guitar very well ... his friend can play the drums."). Call students' attention to the use of comma before "but". Then ask questions to some volunteers so that they answer using "because" (e.g., "Why are you so tired?"; "Why do you get up early during the week?"). If necessary, refer students to the **Unit 1 Language Reference** on page 55 in their **Workbooks**.
- ◆ Explain that the photos show the reasons why the people can't go online. Allow students some time to write their answers. Then ask for volunteers to read the sentences to check.

### Answer Key

**1.** Because he's playing tennis.; **2.** Because she's dancing.; **3.** Because he's cooking.; **4.** Because they're playing football.

### Activity 7

- ◆ Invite students to complete the sentences using "and" or "but".

### Answer Key

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

## Page 18

### Writing

#### Activity 1

- ◆ Ask students to read the question and plan their comment.
- ◆ Tell them to reflect on the comments they usually write on the internet and say that if they are not very comfortable with the way they leave comments, they can start fresh in this activity.

### Answer Key

Open answers

#### Activity 2

- ◆ Tell students to write a draft of their comment and monitor their work, helping them whenever necessary. Remind them to use emojis or icons to make their comments more realistic.

### Answer Key

Open answers

#### Activity 3

- ◆ Instruct students to share their comment with a classmate and listen to his/her opinions. They can then correct or make any changes they think are necessary and appropriate.

### Answer Key

Open answers

#### Activity 4

- ◆ Tell students to write the final version of their comment, incorporating the feedback they have received from their classmates. Students can also publish their comments on a social network or their class/school blog.

### Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ♦ Ask students which social media they use and how often they use them. Encourage them to say how much time they spend on social media per day and if they usually leave comments on other people's posts. Elicit what kind of comments they can make and call their attention to the words in the box.
- ♦ Have students fill in the blanks so that the sentence is true about them. Tell them that there is no right or wrong answer.
- ♦ Explain that this is a hypothesis and it needs to be examined: they may think they leave more compliments, for example, but they can find out that they leave more comments agreeing with someone/ something. Tell them that this is what they are going to do next.

### Research

- ♦ As homework, ask students to observe the comments they leave on posts for a week and write down how many are agreements, disagreements, compliments and criticisms.
- ♦ Tell them to record up to fifty comments, in case they leave more than that, so that it is easier for them to analyse the data.
- ♦ Ask students if the difference between the kinds of comments is clear, especially between criticisms and disagreements.

### Think

- ♦ Read the questions with students and have them analyse the information they collected to answer the questions individually.
- ♦ Organise students into groups and ask them to compare their results. Monitor and help as necessary. Finally, invite some volunteers to share their ideas.

### Discuss

- ♦ Tell students to go over their data and have them complete the conclusion with the results of the investigation.
- ♦ Ask students if they are surprised by the conclusion or if it matches their hypothesis.

### Answer Key

Open answers

### Activity 1

- ♦ Organise students into pairs and have them discuss the questions. Monitor and help as needed.
- ♦ Invite volunteers to share their answers with the group and encourage the others to listen and contribute if their ideas are different. Remind students to be polite when disagreeing.
- ♦ Discuss the importance of being nice and of respecting other people's views. Also, explain that we need to pay attention to our comments on social media, as they can be misunderstood.

### Answer Key

Open answers

### Activity 2

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

### Answer Key

Open answers

## Page 19

## Go Around!

### Activity 1

- ♦ Explain to students that even within the same country, some things can have different names. Have them look at the images and the captions and discuss the questions in pairs.
- ♦ Tell students that there is no right or wrong answer, as all these words are used in different parts of the United States.
- ♦ Elicit from students how they would say these words in their L1.

### Answer Key

Open answers

### Further Information



The examples in the activity were taken from the article "The Cambridge Online Survey of World Englishes", which is available at [http://www.tekstlab.uio.no/cambridge\\_survey/](http://www.tekstlab.uio.no/cambridge_survey/) (accessed on August 30, 2019).

Here is where the words presented are mainly found in the United States:

- ▶ **Soda** – on the east, from Maine to Delaware; on the west, from San Francisco to San Diego. **Soft drink** – in New Orleans and most of East Texas. **Pop** – mainly to the north of the country, from Washington to Ohio..
- ▶ **Roundabout** – in all the country, it takes 50% of the results. **Traffic circle** – in Oklahoma, Louisiana and South Carolina. **Rotary** – in Massachusetts and Connecticut..
- ▶ **Trolley** – mainly in Oregon. **Cart** – many results all over the country, but it takes only 12% of the answers. **Buggy** – from the mid-center (Arkansas) up to the north (Kentucky) and the east (South Carolina). The most common word is **shopping cart**, with 50% of the results and used all over the country.

### Activity 2

- ♦ Explore with students different names given to the same things in their L1. For example, in Argentina, one popular example

is *niños*, who can also be called *gurises*, *changos* or *pibes*, depending on the region. Another example is the way people call the bus: *colectivo*, *micro*, *bondi*.

- ◆ Tell students to look for examples and make a list of five words with their varieties. They can work in groups to search on the internet and then share their lists with the class. If possible, take students to the computer lab for this research. Otherwise, ask them to bring their phones/tablets if they have got one or do it at home and bring their results.

### Answer Key

Open answers

### Activity 3

- ◆ Talk to students about the different words that refer to the same thing and ask why they think it is important to learn these variations in English.
- ◆ Allow them to discuss in small groups and then open the discussion to the whole class.
- ◆ Ask students how they can improve their regional vocabulary. Make sure all of them participate in the discussion. If there is a student from another state or region, this might be a good opportunity to explore more variations in their L1, thus providing a good learning environment and helping students make the new knowledge more meaningful.

### Answer Key

Open answers

### Activity 4

- ◆ Ask students to search for examples of things with different names in English the previous class.
- ◆ In the following class, have students glue or draw pictures illustrating the examples and instruct them to write the captions.
- ◆ Finally, invite students to share the examples with the class. Ask them if the things have also got different names in their L1.

### Answer Key

Open answers

## Page 20

### Over to You!

#### Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Instruct them to react to the concept by circling the emoji that best describes their feelings towards it.
- ◆ Organise students into small groups and have them compare their responses to the concept.

- ◆ Encourage them to discuss how they imagine a life without social media would be: **nice** or **boring**. Ask them to justify their ideas and monitor their discussions. Remind students that they have to respect other people's opinions. After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

### Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- ◆ In the following class, have students work in pairs and groups and present what they found out. If time allows, have them write a summary and share it with other groups in class.

### Answer Key

Open answers

### Activity 2

- ◆ Explain to students that they are going to read an article in a blog about the concept they have just discussed.
- ◆ Ask students if there are similarities between the text and the information they found. Ask them to justify their opinions.
- ◆ Tell students to discuss the questions in pairs. Have volunteers share their answers with the class and justify them.
- ◆ Talk to students about how life without social media can be exciting. Elicit what they can do if they are not always looking at a screen. Write some ideas on the board and challenge students to try them for a day.
- ◆ Finally, have students share their experience and ask them if the text helped them think about other activities they can do if they are not always connected to their mobiles or computers.

### Answer Key

Open answers

## Page 21

### Review 1

#### Activity 1

- ◆ Have students complete the dialogue with the correct options.

### Answer Key

1. can't wait; 2. place; 3. pics; 4. a lotta;

#### Activity 2

- ◆ Invite students to match the questions to the answers.

### Answer Key

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

### Activity 3

- ◆ Have students use the prompts to write complete sentences.
- ◆ Call their attention to the example and reinforce that the sentences will only use *but* if the word *no* is in the prompts.

### Answer Key

**2.** Corina dances ballet and salsa.; **3.** Sally likes (to read) books, but she doesn't like (to read) newspapers.; **4.** Frank cooks breakfast and dinner.; **5.** Gregory and Sophia like spring/summer, but they don't like winter.; **6.** Max plays in the garden and in the living room.

### Activity 4

- ◆ Tell students to order the words to make sentences using the correct tense.

### Answer Key

**1.** I read my friends' blogs every day.; **2.** Is Susan talking to her BFF right now?; **3.** My teacher gives me a lot of homework every week.; **4.** The students are preparing a nice presentation now.; **5.** Does Justin help his father wash the dishes every Sunday?

## Workbook 1

Pages 7-11

### Activity 1

#### Answer Key

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

### Activity 2

#### Answer Key

**a.** awesome; **b.** sis; **c.** beautiful; **d.** dear

### Activity 3

#### Answer Key

Open answers

### Activity 4

#### Answer Key

**1.** Yes, she has.; **2.** She has got History classes on Wednesdays.; **3.** Yes, she does.; **4.** She visits the city.; **5.** She goes to the cafeteria.

### Activity 5

#### Answer Key

**1.** She's having a break (in the cafeteria).; **2.** She's having lunch.; **3.** She's visiting the city.; **4.** She's meeting foreign students from other classes (in the schoolyard).

### Activity 6

#### Answer Key

**1.** bestie; **2.** awesome; **3.** wait; **4.** spots; **5.** lotta; **6.** u / the fam; **7.** the fam / u

### Activity 7

#### Transcript 5



##### Message 1

**Liam:** Hi, Bob! I've got two tickets for the premiere of "Strange World", the new sci-fi film. The reviews are awesome, and I can't wait to see all the special effects! Do you wanna go with me? Just gimme a call, pal.

##### Message 2

**Tom:** Hey, Lily! How are you? I need your help! I'm in the shopping centre trying to buy the tickets for tomorrow's concert but there are a lotta people and the ticket office is about to close. Can you buy the tickets online? Thanks!

##### Message 3

**Daisy:** Hello, Nicole! Great news! Next Saturday, I'm going to the theatre with my grandma and she says I can invite a friend. I know you love musical plays so I hope you can join us. It's gonna be great! How does that sound? Let me know!

##### Message 4

**Jason:** Hi, Emma! How's it going? I'm so excited about the singles final. My uncle is going to see the match and he's got two extra tickets. The tennis club is going to be crowded and there's going to be a lively atmosphere. Do you wanna go with us?

#### Answer Key

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

## Activity 8

### Transcript 5



See transcript 5 in Activity 7.

### Answer Key

**1.** It's a sci-fi film.; **2.** He's in the shopping centre.; **3.** Because there are a lot of people and the ticket office is about to close.; **4.** Next Saturday.; **5.** He's got two extra tickets.

## Activity 9

### Transcript 6



**1.** Just gimme a call, pal. **2.** There are a lotta people. **3.** It's gonna be great! **4.** My uncle is going to see the match. **5.** Do you wanna go with us?

### Answer Key

**1.** gimme; **2.** lotta; **3.** gonna; **4.** going to; **5.** wanna

## Activity 10

### Answer Key

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

## Activity 11

### Answer Key

Open answers

## Activity 12

### Answer Key

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

## Activity 13

### Answer Key

Open answers

## Activity 14

### Answer Key

**1.** am finishing; **2.** have got; **3.** am leaving; **4.** am taking;  
**5.** miss; **6.** am texting

## Activity 15

### Answer Key

**1.** cooks; **2.** are dancing; **3.** leaves; **4.** is teaching; **5.** is enjoying

## Activity 16

### Answer Key

Open answers

## Activity 17

### Answer Key

**1.** studying hard?; **2.** Why is Steve recording his friends?;  
**3.** Why are Jess and Alice packing a suitcase?; **4.** Why is Julia making a video call?

## Activity 18

### Answer Key

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

## Activity 19

### Answer Key

**1.** Gee; **2.** Ouch!; **3.** Hey!; **4.** Yay!; **5.** Huh?; **6.** Yikes!

## Activity 20

### Answer Key

**1.** remembers; **2.** like/love; **3.** smells; **4.** see; **5.** believes;  
**6.** understand

## Activity 21

### Answer Key

Open answers

## Activity 22

### Answer Key

Open answers

## 2 Are we what we wear?

### Objectives:

- ▶ Identify items of clothing.
- ▶ Describe what a person is wearing.
- ▶ Talk about personal style.
- ▶ Use *whose* and *belong to* to ask and answer questions about possessions.
- ▶ Understand the structure of an article and write a paragraph for one.
- ▶ Reflect on style as an expression of identity.

### Language:

- ▶ clothes and accessories (boots, cap, coat, dress, flip-flops, glasses, hoodie, jeans, trousers, sandals, scarf, shirt, shorts, skirt, trainers, socks, top, T-shirt)

- ▶ adjectives to describe style (casual, chic, classy, edgy, hip, laid-back, preppy, stylish, trendy)
- ▶ questions with *whose*
- ▶ possessive pronouns
- ▶ *belong to*
- ▶ object pronouns

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

Project: **Workbook**, page 47

Branch Out: **Workbook**, page 51

**Workbook**: pages 12-16.

items, accessories and other things people wear on their body, such as “perfume”, “contact lenses”, etc., whereas “use” is to put something into your service. If you see fit, have students form sentences with these verbs.

### Pages 22 and 23

#### Opening Pages

##### Shorter Version

- ◆ Ask students to describe the image. Have them explain how the image connects to the title of the unit. Guide them to notice that it may suggest that a person's appearance doesn't always correspond to their essence.
- ◆ Have students read the questions and discuss them in pairs. Then ask for volunteers to share their answers with the class.

##### Longer Version

- ◆ Write: “We are what we wear.” and ask what it means. Help them realise that it means the clothes and accessories we choose express our personality. Add that, in social situations, we are many times judged by what we wear.
- ◆ Read the title of the unit and explain that it's the same expression that is on the board, but in the interrogative form. Elicit the reason why. Help them realise that the title may suggest that the saying is not necessarily true.
- ◆ Ask students to describe the image and help with vocabulary if necessary. Have them explain how the image connects to the title of the unit. Guide them to notice that the image may suggest that a person's appearance doesn't always correspond to who they are.
- ◆ Based both on the title and the image, elicit possible topics they are going to study in this unit.
- ◆ Organise students into small groups and have them discuss the questions. Then open the discussion to the whole class.

#### Tip



A common mistake students of English as a second language make is to mix up the verbs “wear” and “use”. It may be useful to explain that “wear” comes before clothing

### Pages 24 and 25

#### Get Ready!

##### Activity 1

- ◆ Draw students' attention to the images and ask them if they think the preteens have got similar or different styles.
- ◆ Tell them that the words in the box refer to different fashion styles. Clear up any vocabulary doubts.
- ◆ Have pairs discuss their ideas. Finally, ask for volunteers to share their opinions.

#### Answer Key

Open answers

##### Activity 2

- ◆ Allow students some time to discuss the questions in pairs. Then open the discussion to the whole class.

#### Answer Key

Open answers

##### Activity 3

- ◆ Instruct pairs to write the names in the blanks. Explain that there are no right or wrong answers as long as they can justify them.
- ◆ Invite volunteers to share their opinions.

### Answer Key

Open answers

#### Activity 4

- ◆ Read the comments with students and clear up any doubts.
- ◆ Tell students to look at the images on page 24 again and choose their favourite outfit. Tell them to think of a comment they would like to make about that outfit and write a draft of it in their notebook.
- ◆ Have students correct each other's comments if necessary. Encourage them to give positive feedback and suggestions.
- ◆ Tell students to write their comment in the blank box after incorporating their classmates' corrections.
- ◆ Invite volunteers to share their comments with the class.

### Answer Key

Open answers

#### Activity 5

- ◆ Ask students what they are curious about in relation to fashion for kids and preteens around the world.
- ◆ In case they seem out of ideas, write a few keywords and phrases on the board for inspiration; e.g.: "comfort(able)", "design(er)", "sustainable fashion", "material(s)", "manufacture", "industry", etc.
- ◆ Ask students to write a question in their notebook about fashion for preteens around the world. Have them copy the question in the space provided in their book after incorporating any necessary corrections. Assign the research for the answer as homework.
- ◆ The following class, have students share their information in small groups. Discuss their findings and tell them to keep on asking questions—and looking for answers—about the topic.

### Answer Key

Open answers

Page 26

## Language 1

#### Activity 1

- ◆ Have pairs complete the sentences with clothing items. Advise them to use a dictionary if necessary.
- ◆ Correct by having volunteers write the answers on the board and practise the pronunciation of the words with students.

### Answer Key

**a.** top, shorts; **b.** T-shirt, socks, trainers; **c.** dress, sandals;  
**d.** jeans; **e.** cap, hoodie, trousers; **f.** glasses, boots; **g.** jeans;  
**h.** shirt

#### Activity 2

- ◆ In pairs, have students identify what Samuel, Sophia and Lauren are wearing. Advise them to keep using the dictionary.
- ◆ Tell students to use the descriptions in activity 1 as models.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

**Suggested answers:** Samuel is wearing a dark grey T-shirt, white shorts, grey socks and blue trainers.  
Sophia is wearing a dress and flip-flops.  
Lauren is wearing a black T-shirt, jeans, black socks and black trainers.

#### Activity 3

- ◆ Still in pairs and using the dictionary, tell students to help each other identify the items of clothing and accessories they are wearing. Instruct them to take notes in their notebooks.
- ◆ Based on their notes, have students describe what they are wearing in the space provided in activity 3.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

Open answers

#### Activity 4

- ◆ Individually, students use a dictionary to find the synonyms for the underlined words. Monitor and help as needed.
- ◆ Check the activity with the class and clear up any doubts.

### Answer Key

**1.** informal; **2.** elegant; **3.** cool; **4.** relaxed

#### Activity 5

- ◆ Have students match the adjectives to the definitions. Tell them to use a dictionary to check the meanings of the words.
- ◆ Check the answers with the class and have them practise the pronunciation of the adjectives.

### Answer Key

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

#### Extra Activity



- ▶ Organise students into pairs. Tell them to go back to the images on page 24 and describe the outfits using the adjectives from activities 4 and 5. Then have them describe the images in activity 1 on page 26.
- ▶ Ask for volunteers to describe some outfits for the class.

## Activity 6

- ♦ Have students choose a style and imagine an outfit for it.
- ♦ Instruct them to write a description of the outfit, completing the sentence in the activity. Tell them to include at least 4 items of clothing or accessories in their descriptions.
- ♦ Ask for volunteers to read their descriptions so that the class can guess which style they chose.

### Answer Key

Open answers

Page 27

## Listening and Speaking

### Activity 1

- ♦ Read the question and draw students' attention to the options.
- ♦ Play the audio and have them write down words that support their answer.
- ♦ Check with the class and ask them to mention the keywords.

### Transcript 7



**Chloe:** Hi there! If you've heard any of my podcasts you probably know that I go to an international school, and hmm... today I've decided to talk to some of the kids from my school about what they wear... Hmm, so, let's check it out...

So... I'm gonna start with my outfit ... Today I'm wearing this dark blue dress that I love 'cause I'm going to my friend's birthday party after class, so I'm, like, very chic today... And I've got my cute trainers too. So, all dressed up!

Hey! Tell me about what you're wearing today...

**Olivia:** OK. I've got on my white trainers, these cropped trousers, a jean jacket and this T-shirt that I borrowed from my sister... That's it!

**Jacob:** Today I'm wearing this red polo T-shirt, jeans and my favourite trainers. They're really comfy...

**Thomas:** Hmm... I'm wearing what I usually wear: a T-shirt, jeans and trainers... And I've got this shirt and these sunglasses just to look kinda cool.

**Emily:** Well, I'd thought the weather was going to be, like, much warmer today, so I put on these shorts and a white top, but my mum told me to bring this flannel shirt too. It's OK in the school, but the wind's kinda cold outside, so... thanks, Mum!

**William:** I like to keep it casual, you know, so I'm wearing a cap, a blue jacket, a blue T-shirt, baggy jeans and the brand new trainers that I got as a birthday gift.

### Answer Key

c

## Activity 2

### Setting the Pace



- ▶ Tell students not to look at the images. Challenge them to take notes of the descriptions in their notebook as they listen to the audio. Advise them not to write everything down, just keywords.
- ▶ Play the audio and have students compare their notes to the photos and number them in the correct order.
- ▶ Check the activity with the whole class.



- ▶ Have students describe the outfits the preteens are wearing in the images.
- ▶ Play the audio pausing after each speaker so that students can identify him or her and number the image.
- ▶ Check the activity with the whole class.

### Answer Key

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

### Activity 3

- ♦ Allow students some time to complete the sentences. Tell them to look at the images in activity 2 for visual aid.
- ♦ Play the audio again to check and clear up any doubts.

### Answer Key

**1.** trainers; **2.** shorts, top, shirt; **3.** T-shirt, jeans, trainers; **4.** trainers, trousers, T-shirt; **5.** T-shirt, jeans, trainers, shirt, sunglasses; **6.** cap, T-shirt, jeans, trainers

### Buzzwords

- ♦ Refer students to the **Buzzwords** box and read the sentence. Draw their attention to the word "comfy" and ask them what they think it means. Instruct students to look up the word in the dictionary and check their guesses.
- ♦ Check the activity with the whole class. Ask students what kinds of clothes they wear when they want to "get comfy".

### Answer Key

**Suggested answers:** comfortable, a good fit.

### Activity 4

- ♦ Play the audio while students read the sentences silently; paying attention to how the words in bold are pronounced.
- ♦ Ask if the words in bold are pronounced separately (No.). Guide them to notice that when we speak, we naturally connect some words so that our speech gets more fluid.

- ♦ Play the audio again and pause it after each sentence, so that students can repeat them.

### Transcript 8



**Chloe:** Hi there! If you've heard any of my podcasts you probably know that I go to an international school, and hmm... today I've decided to talk to some of the kids from my school about what they wear... Hmm, so, let's check it out...

### Answer Key

The words in the phrases are connected.

### Activity 5

- ♦ Play the audio and pause it after each sentence, so that students can repeat it.
- ♦ Organise students into pairs and have them take turns repeating the sentences to each other.

### Transcript 9



- 1 Why are you all dressed up today?
- 2 This hoodie was a gift from my dad.
- 3 It's cold outside, so put on your coat.
- 4 What are you wearing to the party?
- 5 It's OK, just keep it simple.

### Answer Key

Open answers

### Activity 6

- ♦ Have students discuss the question in the same pairs.
- ♦ Ask for volunteers to share their answers. Guide them to notice that most languages have got sound connections. In Spanish, for example, people tend to connect sounds when a word ends in a consonant and the next one begins with a vowel, such as in *el abuelo*, and in some cases, when a word ends in the same letter as the next one begins, e.g. *hacer ruido*.

### Answer Key

Open answers

### Activity 7

- ♦ Organise students into new pairs and elicit the question word they should use in each question. If necessary, do the first item with them.
- ♦ Allow them some time to work. Ask for volunteers to write the questions on the board and clear up any doubts.

### Answer Key

**Suggested answers:** **1.** What are you wearing?; **2.** What do you usually like to wear?; **3.** What's your favourite thing to wear?; **4.** Why do you like it so much?

### Activity 8

- ♦ Have students interview each other using the questions in activity 7. Ask them to take down notes in their notebooks.

### Answer Key

Open answers

### Activity 9

- ♦ Ask students to write in their notebooks a script for their presentation based on their notes. Remind them to use third-person pronouns and conjugate the verbs accordingly.
- ♦ Set some time for them to practise their presentation in pairs. Monitor and help as needed, but do not overcorrect students, since the focus of this activity is on fluency.
- ♦ Finally, have them share their presentations with the class. They can also record their presentation using a smartphone and post it on a social network or their class/school blog.

### Answer Key

Open answers

## Pages 28 and 29

### Reading

#### Activity 1

- ♦ Tell students to scan the text. Organise them into pairs and instruct them to tick the correct options. Clarify that some questions have got more than one possible answer.
- ♦ Check the activity with the whole class. Guide students to notice that the text is an article because it has got a title (and a subtitle), an introduction, a body and a conclusion. Add that articles are usually found in periodic publications, since they are short and address topics that are relevant at the moment. They provide information and are written in an entertaining style. This kind of publication may also bring the author's opinion and personal experience, but it has usually got an impersonal style. Unlike academic articles—which may contain very specific information that relies on the reader's background knowledge to be interpreted—, this kind of article is aimed at people in general.

### Answer Key

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

## Further Information



**Black Panther** – 2018 film produced by Marvel Studios. In the film, T'Challa (Black Panther) rises to the throne of Wakanda, an isolated and technologically advanced nation in Africa. However, he is challenged by an aggressive outsider.

**Maasai** – Seminomadic tribe that lives off herding cattle around the border between Kenya and Tanzania. They are known for their bright red clothing and beaded jewellery, as well as for their warrior-centred cultural rituals.

**Ndebele** – Divided into Northern Ndebele and Southern Ndebele due to historical events, this South African tribe has maintained its cultural essence over time. The women's typical neck rings are related to marital and social status.

**Turkana** – This nomadic Kenyan tribe's lifestyle is relatively similar to the Maasai tribe's, basically involving herding livestock. Their clothes and accessories also resemble the Maasai's, and the type and amount of jewellery a Turkana woman wears is determined by social status.

Based on <<https://www.imdb.com/title/tt1825683/>>; <<http://www.kenya-information-guide.com/maasai-tribe.html>>; <[http://www.krugerpark.co.za/africa\\_ndebele.html](http://www.krugerpark.co.za/africa_ndebele.html)>; <<http://www.kenya-information-guide.com/turkana-tribe.html>>. Accessed on September 16, 2019.

### Activity 2

- ♦ Instruct students to scan the text and write in which paragraph the requested information can be found.
- ♦ Ask for volunteers to share their answers and justify them with evidence from the text.

### Answer Key

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

### Activity 3

- ♦ Have students read the sentences and decide if they are right or wrong. Advise them to underline the excerpts in the text that confirm or contradict the sentences.
- ♦ Invite volunteers to share their answers and justify them.

### Answer Key

**Right:** 2, 5; **Wrong:** 1, 3, 4

### Activity 4

- ♦ Allow students some time to do the activity and check it orally with the class. Guide them to notice that, in the second paragraph, the author mentions “tights”, “capies” and “masks”, but not “gloves” nor “socks”.

### Answer Key

3, 4

### Activity 5

- ♦ Allow students some time to find the information in the text.
- ♦ Ask for volunteers to share their answers and justify them.

### Answer Key

**1.** To stimulate the reader's imagination.; **2.** The futuristic society of Wakanda.; **3.** Turkana, Maasai and Ndebele.; **4.** In Kenya and in South Africa.; **5.** The typical neck rings from the Ndebele tribe.

### Activity 6

- ♦ Write “costume design” on the board and ask students if they know what it means. Explain this professional area creates the clothes and accessories actors wear in films, series, plays, etc.
- ♦ Have students discuss the questions in small groups. Finally, open the discussion to the whole class.

### Answer Key

Open answers

### Activity 7

- ♦ In the same groups, have students discuss the question.
- ♦ After some time, open the discussion to the whole class. Guide students to notice that clothes and accessories are a way of expressing personality. However, such as in the case of superheroes, people may “hide” behind clothes and accessories, “selling” an image that does not necessarily correspond to their personality. Add that social traditions and pressure are also very strong, so people may be consciously or unconsciously driven to wear items that are fashionable or part of their community's tradition and do not express their personality. Encourage students to engage in conversation.

### Answer Key

Open answers

## Pages 30 and 31

### Language 2

#### Activity 1

- ♦ Draw students' attention to the images and elicit from them the superhero to whom each item belongs.
- ♦ Read item 1 with them and, based on it, ask them how they would answer item 2. Write the answer on the board.
- ♦ Allow students some time to work. Then ask for volunteers to write the answers on the board.

### Answer Key

**2.** It is Wonder Woman's.; **3.** It is Batman's.; **4.** It is Superman's.

## Activity 2

- ◆ Have students discuss and answer the questions in pairs.
- ◆ Check the activity with the class and clear up any doubts.

### Answer Key

**1.** They're about possessions.; **2.** Question 1 is in the plural form and the other three questions are in the singular form.

## Activity 3

- ◆ In the same pairs, have students circle the correct options.
- ◆ Check the activity with the whole class.
- ◆ Write "Possessive Adjectives" on the board and elicit the possessive adjectives from students, writing them under the heading. Elicit and write some example sentences as well.
- ◆ Draw students' attention to the grammar box and read its content with them. Explain that the difference between possessive adjectives and possessive pronouns is that possessive adjectives are followed by the noun they refer to, whereas possessive pronouns are not.
- ◆ If you see fit, rewrite the sentences on the board using possessive pronouns. Clear up any doubts students may have.

### Answer Key

**1.** their costumes; **2.** aren't

## Activity 4

- ◆ Have students write the possessive pronouns.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

**1.** yours; **2.** his; **3.** mine; **4.** hers; **5.** ours

## Activity 5

- ◆ Do item 1 with students and ask why we should use "ours" and not "our". Guide them to notice that we could only use "our" if it was followed by the word "room". Clear up any doubts.
- ◆ Allow students some time to work and check with the class.

### Answer Key

**1.** our; **2.** your; **3.** your, My; **4.** hers

## Activity 6

- ◆ Elicit the names of the clothing items and write them on the board. In case no one knows a word, encourage them to look it up in a dictionary.
- ◆ Allow students some time to do the activity. Finally, ask for volunteers to write their answers on the board.

### Answer Key

**2.** Whose flip-flops are these? They're Alice's. They're hers.; **3.** Whose hoodie is this? It's Daniel's. It's his.; **4.** Whose trainers are these? They're Mia's and Grace's. They're theirs.

## Activity 7

- ◆ Read the grammar box with students and clear up any doubts.
- ◆ Write the following sentences on the board and have students help you rewrite them using pronouns:  
The cat belongs to the man. (It belongs to him.)  
The car belongs to the woman. (It belongs to her.)  
The comic books belong to the boys. (They belong to them.)  
The smartphones belong to the girls. (They belong to them.)

### Answer Key

Ndebele tribe.

## Activity 8

- ◆ Tell students to follow the example given, paying attention to the conjugation of the verb "belong". Monitor and help as necessary.
- ◆ Ask for volunteers to write the answers on the board.

### Answer Key

**2.** Microsoft belongs to Bill Gates.; **3.** The Amazon Rainforest belongs to Brazil.; **4.** The Beatles' songs belong to Sir Paul McCartney.; **5.** The Great Wall belongs to China.; **6.** The Eiffel Tower belongs to France.

## Activity 9

- ◆ Have students work individually and compare answers in pairs.
- ◆ Ask for volunteers to read the complete sentences aloud.

### Answer Key

**1.** me; **2.** you; **3.** her; **4.** them; **5.** us

## Page 32

### Writing

#### Activity 1

- ◆ Write: "Are first impressions important?"; "How do clothes and accessories influence first impressions?"; "Have you ever had a wrong first impression about someone due to their clothes?"
- ◆ Read the questions with students and check they understand them. Have students discuss the questions in small groups.
- ◆ After some time, open the discussion to the whole class. Guide students to notice that clothes and accessories play an important role in first impressions, because people's appearance is usually the first thing we have got access to.

However, as we get to know someone better, we may confirm or deny our first impressions. That's why it is important to keep an open mind and try to see beyond appearances.

- ♦ Read the text with students and clear up any doubts.
- ♦ Instruct them to think of how they could complete the text based on their own ideas and on the previous discussion.

### Answer Key

Open answers

### Activity 2

- ♦ Have students make a first draft in their notebooks.

### Answer Key

Open answers

### Activity 3

- ♦ Organise students into pairs. Ask them to read each other's paragraphs and make suggestions on how to improve them.
- ♦ Tell students to pay attention to spelling, accuracy and clarity of ideas when proofreading someone's text.
- ♦ Ask students to give their feedback to their classmates. Advise them to give positive feedback first and to be respectful.

### Answer Key

Open answers

### Activity 4

- ♦ Tell students to write the final version of their paragraphs, incorporating the feedback they have received from the teacher and their classmates. Students can also publish their article on a social network or their class/school blog.

### Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ♦ Read the sentence and draw students' attention to the blank. Tell them to reflect on the sentence and choose one of the options to fill in the blank.
- ♦ Have a show of hands to see what percentage of the class chose each option and write the figures down.

### Research

- ♦ Tell students that they will have to collect some data to test their hypothesis.
- ♦ Read the instructions with them and check understanding.

### Think

- ♦ Ask a few volunteers to share their impressions with the class.
- ♦ Read the instructions with students and clear up any doubts.
- ♦ Instruct them to respectfully approach the person they observed and explain the situation before showing their hypothesis.

### Discuss

- ♦ After students have talked to the people they observed, ask them if their first impressions were right or wrong and why.
- ♦ Tell students to complete the sentence based on the analysis of the data they have collected.
- ♦ Have a show of hands to see what percentage of the class reached each possible conclusion and compare it with the figures from the hypothesis stage. Discuss the (lack of) variation with the whole class.

### Answer Key

Open answers

### Activity 1

 **Open-mindedness** – Open-mindedness can be defined as a willingness to consider new ideas, specially those that might oppose one's beliefs and values. It leads to awareness and empathy, which are essential for harmonious relationships. It also prevents prejudice. Globalisation has put people all over the world in touch, which has exposed us to massive cultural diversity. Moreover, science and technology have been developing quickly and changing paradigms. Therefore, open-mindedness has become extremely significant in the field of education. When it comes to fashion and identity, for example, open-mindedness is necessary to avoid biased attitudes towards others based on stereotypes.

- ♦ Organise students into pairs to discuss the questions.
- ♦ Open the discussion to the whole class, encouraging students to share their opinions and personal experiences. Ask students why most schools and some companies institutionalise uniforms. Guide them to notice that uniforms are a fast way to identify people and—as the name says—they uniform people, “erasing” differences. Discuss the advantages and disadvantages of this with them.

### Answer Key

Open answers

### Page 33

## Go Around!

### Activity 1

- ♦ Explore the images with students, eliciting what they can see. Urge them to be respectful and help them with vocabulary.

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

### Answer Key

Open answers

### Activity 2

- ◆ Read the questions with the class and check understanding.
- ◆ If possible, have them research the answers at school. If not, assign the research as homework.
- ◆ Have students share their findings in small groups. Finally, open the discussion to the whole class.

### Answer Key

Open answers

### Activity 3

- ◆ Discuss the question with students and have them share their ideas and personal experiences. Guide them to notice that we may not like someone's appearance, but it is essential to respect them. Respect is the basis for a peaceful society.

### Answer Key

Open answers

### Activity 4

- ◆ Have students look for an image that shows preteens' style and describe it.
- ◆ Invite the class to share their ideas and discuss how the styles are related to their culture.

### Answer Key

Open answers

## Page 34

### Over to You!

#### Concept

- ◆ Ask students if they enjoy shopping for clothes and why. Ask them if they ever feel stressed when doing that.
- ◆ Read the concept with them and make sure they understand it.
- ◆ Instruct students to circle the emoji that represents their reaction to the concept.
- ◆ Organise them into pairs or small groups and have them compare and justify their reactions.

### Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed the following class.
- ◆ The following class, have students work in pairs and groups and present what they found out in the research. If time allows, have them write a summary of their discovery.

### Answer Key

Open answers

### Activity 2

- ◆ Tell students that they are going to read an article about the concept they have discussed. Clear up any doubts they may have.
- ◆ Ask students if there are any similarities between the text and the information they found and have them justify their ideas.
- ◆ Have students discuss the questions in the same pairs or groups as in the previous activity.
- ◆ Open the discussion to the whole class. Guide students to notice that the fashion industry has a great global impact both socially and environmentally. Although this industry employs millions of people, many of them are underpaid and work in bad conditions. Moreover, the fast fashion industry consumes many resources and generates a lot of waste. Implementing 3-D printing would impact positively and negatively on both these aspects. Encourage students to engage in conversation.

### Answer Key

1. 3-D printing technology.; 2. Open answers

## Page 35

### Review 2

#### Activity 1

- ◆ Have students read the words in the box.
- ◆ Play the audio and tell them to circle the words.
- ◆ Play the audio again and have them answer the questions. Ask for volunteers to read the answers to check.

#### Transcript 10



I think my style is essentially preppy, because I like to look very feminine, you know. So, I really love to wear dresses and skirts in vivid colours or florals. And when I wear trousers and shirts, or casual T-shirts and shorts, they're usually more classic, not hip or edgy... Then I put on some cute trainers or sandals and a pretty accessory, and I just feel beautiful and classy.

### Answer Key

casual, classic, edgy, hip, preppy  
**a.** casual, classic, preppy; **b.** hip, edgy

### Activity 2

♦ Have students listen to the audio again to tick the correct clothes.

### Answer Key

3, 4, 5

### Activity 3

♦ Tell students to complete the sentences with the correct word.

### Answer Key

**1.** Whose, hers; **2.** his; **3.** Whose, hers; **4.** his; **5.** Whose, yours, mine

### Activity 4

♦ Tell students to describe one of the preteens in activity 3.

### Answer Key

Open answers

### Activity 5

♦ Ask students to circle the correct word.

### Answer Key

**1.** me; **2.** your; **3.** his; **4.** theirs, us

## Workbook 2

Pages 12-16

### Activity 1

### Answer Key

**1.** jacket; **2.** dress; **3.** boots; **4.** scarf; **5.** socks; **6.** coat

### Activity 2

### Answer Key

**1.** laid-back; **2.** preppy; **3.** classy; **4.** trendy

### Activity 3

### Answer Key

**1.** hoodie; **2.** glasses; **3.** socks; **4.** shirt; **5.** trainers; **6.** dress; **7.** skirt; **8.** trousers

### Activity 4

### Answer Key

**1.** black shirt, jeans, red shoes, sunglasses; **2.** is wearing a grey coat, skirt, boots, bag; **3.** is wearing, jacket, trousers, black, sunglasses

### Activity 5

### Transcript 7



**Mike:** I like the style of the trendy couple. I like how they combine the colours. The people look really cool and relaxed. And this style is comfy too.

**Rose:** I prefer the classy style. The couple looks elegant and tidy. It's a formal style and it never goes out of fashion.

### Answer Key

**Mike:** trendy, cool, relaxed; **Rose:** classy, elegant, tidy

### Activity 6

### Transcript 8



Hi! I'm Sarah and my style is quite casual. I love to skate with my friends and I usually wear T-shirts and jeans. I love to wear trainers because they're comfy. Today, I'm wearing sunglasses, but I sometimes wear a cap. My friends and I have all got different styles. David loves to wear shirts and their colours always match his caps. I think he has got a collection of them! He usually wears jeans and dark trainers. I think he's cool!

James has got a laid-back style and he always wears T-shirts. He's very conscious about our impact on the planet and tries to recycle his clothes whenever he can. So, he usually cuts his old jeans into shorts. And they look awesome! James loves sports and he has got a lot of trainers. Today he's wearing his black pair.

And Zoe likes to wear trendy clothes. She usually wears dresses and skirts. Today, she's wearing a black top, a floral skirt and black trainers. She looks delicate. Her favourite colour is black. There's no doubt about it! Her glasses and accessories are black and her skate too!

### Answer Key

1. James's; 2. Sarah's; 3. David's; 4. Zoe's

### Activity 7

### Transcript 8



See transcript 8 in Activity 6.

### Answer Key

1. F. She loves to wear trainers.; 2. T; 3. T; 4. F. He tries to recycle his clothes whenever he can.; 5. F. He's wearing his black trainers. 6. F. She's wearing a floral skirt.

### Activity 8

### Answer Key

**Suggested answers:** 1. Annie is wearing a flannel shirt, a white T-shirt, green trousers and red and white trainers.; 2. Open answers; 3. Luke is wearing a grey hoodie, a white T-shirt, blue jeans and white trainers. He has got a hat and glasses. 4. Open answers

### Activity 9

### Answer Key

Open answers

### Activity 10

### Answer Key

1. my; 2. yours; 3. mine; 4. his; 5. hers; 6. belongs; 7. him; 8. his; 9. your; 10. them

### Activity 11

### Answer Key

1. it; 2. hers; 3. Whose; 4. them; 5. me; 6. Mine

### Activity 12

### Answer Key

Open answers

### Activity 13

### Answer Key

1. This computer belongs to her.; 2. Charlotte is waiting for him.; 3. Jason walks to school with them every day.; 4. These dresses belong to us.

### Activity 14

### Answer Key

1. mine; 2. his; 3. hers; 4. ours; 5. yours

### Activity 15

### Answer Key

Open answers

### Activity 16

### Answer Key

2, 3, 4, 5

### Activity 17

### Answer Key

1. It requires the use of toxic products that contaminate the soil and pollute the water, and it also generates a lot of textile waste.; 2. The use of toxic products causes many health problems for workers. They don't get decent payment and because of this they live in poverty and terrible conditions.; 3. By not buying items that we do not really need; knowing where our clothes come from and who are making them; and looking for producers that recycle or reuse materials.

### Activity 18

### Answer Key

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

### Activity 19

### Answer Key

Open answers

### 3 What kind of person are you?

#### Objectives:

- ▶ Talk about talents, careers and interests.
- ▶ Identify personal interests, abilities, strengths and weaknesses.
- ▶ Express opinions on different professions.
- ▶ Identify characteristics of exchange ads and understand their purpose.
- ▶ Use *can* to talk about abilities.
- ▶ Write an exchange ad.
- ▶ Investigate how many people students know whose careers match their teenage interests and talents.
- ▶ Reflect on the importance of self-knowledge when choosing a career.

#### Language:

- ▶ professions (accountant, actor, bus driver, director, doctor, dog walker, engineer, firefighter, lawyer, nurse, police officer, salesperson, software developer, teacher, tutor)
- ▶ abilities (analyse (data, information), create (stories), design (clothes, software), develop (computer programmes), look after (children, pets, sick people), sell, speak in public)
- ▶ *can* (affirmative, negative and interrogative forms)

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

Workbook: pages 17-21

Pages 36 and 37

### Opening Pages

#### Shorter Version

- ◆ Instruct students to look at the image and explain in their own words how it connects to the title of the unit. Guide them to notice that many different interests can occupy a person's mind.
- ◆ Organise students into small groups and set some time for them to discuss the questions.
- ◆ Open the discussion to the whole class.

#### Longer Version

- ◆ Ask students to look at the image and describe what they see. Help them with vocabulary if necessary.
- ◆ Draw students' attention to the title of the unit and ask them how it relates to the image. Guide them to notice that we can have many different interests.
- ◆ Based both on the title and the image, elicit what topics students imagine they are going to study in this unit.
- ◆ Have students think for a while and write a definition for the word "talent". Next, organise them into pairs or small groups and have them compare their definitions. Invite volunteers to read their definitions aloud and encourage some discussion about their talents, interests and abilities.
- ◆ Still in pairs or small groups, have students discuss the questions. Monitor and help as needed. Then open the discussion to the whole class.

Pages 38 and 39

### Get Ready!

#### Activity 1

 **Self-awareness** – Self-awareness is the ability to recognise one's own character, emotions and desires and to assess one's qualities and limitations. Developing self-awareness helps students adjust their expectations, be more self-confident and more compassionate towards themselves and others. Some strategies to develop self-awareness are creating a personal space, reflecting on one's actions, listening to others and being open to feedback and positive criticism. Although they are not decisive, aptitude tests—like the one in this activity—and personality quizzes may help students become more aware of their own characteristics.

- ◆ Draw students' attention to the image and elicit from them what it is (An aptitude test.). Ask them where it is possible to find a test like this (On the internet, in magazines and newspapers.) and what its purpose is (To help people find out information about themselves.).
- ◆ Ask students if they have ever taken an aptitude test and if they agreed with its result.
- ◆ Encourage them to read the information in the image. Monitor and help as needed.
- ◆ Instruct them to answer the questions individually based on the flowchart.
- ◆ Invite volunteers to share their answers and justify them by mentioning things they are good—or bad—at doing.

#### Answer Key

Open answers

## Activity 2

- ◆ Have students ask five different classmates about their results in the aptitude test to fill out the chart. Monitor and help as needed.

### Answer Key

Open answers

## Activity 3

- ◆ Allow some time for students to carry out the activity. Monitor and help as needed.
- ◆ Open a class discussion about different talents and aptitudes.

### Answer Key

Open answers

## Activity 4

- ◆ Allow some time for students to answer the questions. Monitor and help as needed.
- ◆ Ask for volunteers to share and justify their answer.

### Answer Key

Open answers

## Extra Activity



- ▶ Organise students into pairs.
- ▶ Write the following criteria on the board. Instruct students to discuss and rank the criteria for choosing a career in order of importance, according to their opinion.
  - ( ) being famous
  - ( ) being proud of oneself
  - ( ) being creative
  - ( ) enjoying oneself
  - ( ) having a rewarding job
  - ( ) having the same job as one's father/mother
  - ( ) helping other people
  - ( ) making a difference in the world
  - ( ) making a lot of money
- ▶ Ask for volunteers to share their answers.
- ▶ Guide students to notice that self-awareness helps people choose a career since it allows them to get to know their own values and what makes them happy.

## Activity 5

- ◆ Ask for volunteers to read the comments made by different people about the aptitude test. Clear up any doubts students may have.
- ◆ Instruct students to write a comment about the flowchart in the blank space. Monitor and help as needed.

- ◆ Have students compare their comments in pairs and invite volunteers to read theirs aloud or write them on the board.

### Answer Key

Open answers

## Activity 6

- ◆ Elicit from students which career they would like to pursue and if they would like to talk to a professional who works in that field.
- ◆ Instruct them to write a question about a career they would like to know more about. Monitor and help as needed.
- ◆ Have students share their question with some classmates, who can try to answer it.
- ◆ Assign the research of the answer as homework.
- ◆ The following class, organise students into small groups and have them share what they have found out in their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.
- ◆ If possible, promote a Career Day at school, inviting professionals from different areas to talk to students.

### Answer Key

Open answers

## Page 40

## Language 1

### Activity 1

- ◆ Draw students' attention to the images and go over the list of professions with them.
- ◆ Organise them into pairs and allow a few minutes for them to label each image.
- ◆ Correct the activity orally with the whole class.
- ◆ Encourage students to name more professions they are familiar with. Help them with vocabulary as needed.

### Answer Key

**1.** engineer; **2.** software developer; **3.** lawyer; **4.** accountant; **5.** nurse; **6.** salesperson

### Activity 2

- ◆ Still in pairs, instruct students to choose the best option to complete each sentence.
- ◆ Have them search for the meaning of unknown words in the dictionary if necessary.
- ◆ Correct the activity orally. Clear up any doubts students may have.

### Answer Key

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

### Activity 3

- ◆ Do item 1 with students and write the answer on the board. Make sure students understand what they are supposed to do.
- ◆ Allow them some time to carry out the activity. Monitor and help as needed.
- ◆ Ask for volunteers to write the answers to the other items on the board. Clear up any doubts students may have.

### Answer Key

1. The engineer is designing a new car.
2. The nurse is looking after the patient/lady.
3. The salesperson is selling clothes.
4. Suggested answers: The accountant/lawyer is speaking in public.

### Activity 4

- ◆ Organise students into new pairs and allow a few minutes for them to discuss the questions. Monitor and help as needed.
- ◆ Invite volunteers to share their answers with the class.

### Answer Key

Open answers

### Activity 5

- ◆ Have students discuss the question in the same pairs as in the previous activity. Encourage them to consider the pros and cons of each profession and guide them to notice that it is OK not to be interested in any of the professions listed. Monitor and help as needed.
- ◆ Open the discussion to the whole class.

### Answer Key

Open answers

Page 41

## Listening and Speaking

### Activity 1

- ◆ Organise students into pairs and allow them some time to speculate on the image. Monitor and help as needed.
- ◆ Open the discussion to the whole class.

### Answer Key

1. A director and an actor.
2. **Suggested answers:** They are making a film/TV show. / They are preparing to film a scene.

### Activity 2

- ◆ Have students read the names of the actors and the roles.
- ◆ Play the audio so that students match the people to the occupations.
- ◆ Play the audio again for students to check or complete the activity.
- ◆ Ask for some volunteers to read the answers aloud to check with the class.

### Transcript 11



**Director:** Well, in the first episode of the TV show, we are in the town centre, in the middle of a crowd. It is a very busy day and there is an accident between a school bus and a car. Susan, you come from the right into the scene, OK?

**Susan:** OK. So, I am a salesperson and I am working at the shoe shop across the street when I hear a loud noise and run to the street, right?

**Director:** Right! Thomas, you are a police officer and you are working near the shoe shop. Hurry to help the people from the bus. You look worried because there are a lot of people in the street...

**Thomas:** Worried police officer. Got it.

**Emily:** And I am the school bus driver. I am helping the kids get off the bus while Bobby, the teacher, is holding one of the kids.

**Director:** Exactly, Emily. Simon is a doctor and he is looking after the kids, who are very shook up. He is ashamed because he is the car driver who was responsible for the accident.

**Simon:** So I stand here, near the kids?

**Director:** Yes, you do.

**Roger:** Am I getting to the accident scene in a hurry?

**Director:** Yes, Roger! You're the firefighter, so you are running to get here soon because people are in danger. The bus is on fire, it might explode.

**Roger:** OK, I got it!

**Director:** So, let's start. Everyone ready? On your marks. Lights, camera, action!

### Answer Key

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

## Setting the Pace



- ♦ Instruct students to read the names of the actors, but not the roles in the options.
- ♦ Play the audio and have them write the roles they hear next to the images of the actors.
- ♦ When the track is over, tell students to read the options and see if they match their notes.
- ♦ Correct the activity with the whole class.



- ♦ Read the names of the actors and the roles with students. Clear up any doubts they may have.
- ♦ Play the audio, stopping after each important piece of information.
- ♦ If necessary, play the whole audio one more time.
- ♦ Allow students to compare their answers in pairs.
- ♦ Correct the activity with the whole class.

### Activity 3

- ♦ Allow students some time to read the sentences and circle the options they believe are correct.
- ♦ Play the audio again for them to confirm their answers.
- ♦ Ask for volunteers to read the complete sentences aloud.

#### Answer Key

1. day; 2. street; 3. worried; 4. kids; 5. accident scene; 6. bus

### Buzzwords

- ♦ Refer students to the **Buzzwords** box and read the sentence with them.
- ♦ Draw their attention to the expression “shook up” and ask them what they think it means.
- ♦ Instruct students to look up the expression in the dictionary and check their guesses.
- ♦ Ask them if there is any equivalent expression to “shook up” in their L1. In Spanish, for example, “*en shock*” may be used similarly.
- ♦ Organise students into pairs and encourage them to form sentences or dialogues using the newly learned expression.
- ♦ Invite pairs of volunteers to share their sentences or dialogues with the class.

#### Answer Key

**Suggested answers:** shocked, disturbed, upset.

### Activity 4

- ♦ Read the instructions with students and make sure they understand what they are supposed to do.
- ♦ Organise them into small groups and allow them some time

to carry out the activity. Advise them to write a script that they can follow when acting out or recording their conversation in activity 5. Monitor and help as needed.

#### Answer Key

Open answers

### Activity 5

- ♦ Instruct students to rehearse their role-play. Monitor and help as needed.
- ♦ When students feel more confident, have them act out their conversation to the rest of the class. They can also record the audios or videos using a smartphone or a camera and post it on a social network or their class/school blog.
- ♦ Listen to the groups and give them feedback on their production.

#### Answer Key

Open answers

## Pages 42 and 43

### Reading

#### Activity 1

- ♦ Instruct students to look at the text but not to read it in detail yet.
- ♦ Tell them to read the questions and tick the correct options. Clarify that more than one option is possible in each item. Monitor and help as needed.
- ♦ Correct the activity with the whole class.
- ♦ Ask students if they have ever exchanged objects or talents and, if so, what their experience was like.

#### Answer Key

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

#### Tip



The purpose of an exchange ad is to persuade the reader to exchange an object or a service, so the target audience is very specific—a potential consumer of that product or service. Therefore, the style of the language is usually direct and informal, with few words and simple sentences.

#### Activity 2

- ♦ Allow students some time to do the activity individually. Advise them not to worry about words they do not understand at the moment. Monitor and help as needed.
- ♦ Correct the activity with the whole class.

### Answer Key

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

### Activity 3

- ◆ Allow students some time to do the activity individually. Advise them to underline the information in the text that led them to the answers. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

1. Dog walker.; 2. In the evenings.; 3. She's good at Maths.; 4. No, she hasn't. She has got evenings available.; 5. Spanish.; 6. Yes, she has.; 7. To play the guitar.; 8. In the evenings.

### Activity 4

- ◆ Elicit the matches from students. Have them justify their answers.

### Answer Key

a, f

### Activity 5

- ◆ Have students read the text to find the corresponding words.
- ◆ Allow them some time to compare their answers in pairs.
- ◆ Ask for volunteers to read the answers aloud to check.

### Answer Key

a. fit; b. expert; c. hurry up; d. performance; e. a deal; f. hit

### Activity 6

- ◆ Invite the class to mention the services they are interested in and encourage students to give reasons for their choices. Write keywords on the board.
- ◆ Allow students some time to write their answers down. Then, in pairs, have them compare their ideas.
- ◆ Invite some volunteers to share their answers and ask the rest of the class if they have similar or different ideas.

### Answer Key

Open answers

### Activity 7

- ◆ Organise students into pairs and have them discuss the question. Monitor and help as necessary.
- ◆ Open the discussion to the whole class. Make sure all of them participate in the discussion.

### Answer Key

Open answers

### Activity 8

- ◆ Allow students some time to reflect on their talents and think about how they could use them to help others.
- ◆ Ask them to write their answers down and exchange them with their classmates to compare their ideas.
- ◆ Finally, ask for some volunteers to share their answers. Encourage students to mention who they would like to exchange talents with and justify their answers.

### Answer Key

Open answers

## Pages 44 and 45

### Language 2

#### Activity 1

- ◆ Allow a few minutes for students to read the ads again and do the activity.
- ◆ Refer them to the grammar box and ask for volunteers to read it out aloud. Clear up any doubts students may have.

### Answer Key

a. can; b. can't

#### Activity 2

- ◆ Read the example with students and make sure they understand what they are supposed to do.
- ◆ If necessary, do item 2 with them.
- ◆ Organise students into pairs and have them do the other items. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

2. can't operate on patients.; 3. can't eat by himself.; 4. can't solve this Maths problem.; 5. can analyse a lot of data (very) quickly.; 6. can sell (absolutely) anything.

#### Activity 3

- ◆ Allow students some time to do the activity. Monitor and help as needed.
- ◆ Ask for volunteers to share the questions and the answers with the class.

### Answer Key

2. Can they play football? Yes, they can.
3. Can she cook? No, she can't.
4. Can he understand Chinese? No, he can't.
5. Can she play the piano? Yes, she can.
6. Can they walk? No, they can't.

### Activity 4

- ♦ Play the audio and have students match the names to the images. Remind them that not all images will be used.
- ♦ Correct the activity with the whole class.

### Transcript 12



**Joshua:** My name's Joshua and I'm a doer. I prefer hands-on activities and I'm always doing new things, especially in the kitchen. I love to cook. I can make delicious dishes!

**Madison:** I'm Madison and I'm a persuader. I'm the class president now and I'd love to be a lawyer one day. People say I can negotiate well and I think I can speak well in public too.

**Nathan:** My name's Nathan and I'm a helper. I love to look after animals. My mum is a veterinarian and she is teaching me a lot of things. I can help her in many activities in the vet's.

**Tiana:** I'm Tiana and I'm a doer too. But, unlike Joshua, I prefer the computer instead of the kitchen. In fact, I can't cook anything! But I can create and develop simple computer programmes. I want to work with technology when I grow up.

### Answer Key

2. Madison; 4. Joshua; 5. Tiana; 6. Nathan

### Activity 5

- ♦ Guide students to notice that the difference between the pronunciation of *can* and *can't* is perceptible in British English. Basically, the pronunciation of *can* is smoother, whereas the pronunciation of *can't* is stronger, and with a long sound (/kɑ:nt/). In sentences, the vowel sound in *can* is usually reduced to almost nothing, whereas the vowel sound in *can't* is never reduced.

### Transcript 13



I can create and develop simple computer programmes.  
I can't cook anything!

### Answer Key

Open answers

### Activity 6

- ♦ Play the audio, pausing after each sentence, and allow students time to circle the correct option.
- ♦ Play the audio one or two more times, according to students' needs.
- ♦ Ask for volunteers to write the correct sentences on the board.

### Transcript 14



- 1 Martha can play football.
- 2 My parents can't understand Japanese.
- 3 Juliet can't sing very well.
- 4 Louis can dance ballet.
- 5 The students can write in English.

### Answer Key

1. can; 2. can't; 3. can't; 4. can; 5. can

### Activity 7

- ♦ Model the activity with a volunteer and make sure students understand what they are supposed to do.
- ♦ Organise students into pairs and have them ask and answer the questions. Encourage them to ask for and give more information about their abilities when possible. Monitor and help as needed.
- ♦ Ask for pairs of volunteers to role-play their dialogue for the whole class.

### Answer Key

Open answers

### Activity 8

- ♦ Write some model sentences about students' abilities on the board, such as "Pedro can play the harmonica."
- ♦ Instruct students to write sentences about their classmates' talents. Monitor and help as needed.
- ♦ Ask for volunteers to write some sentences on the board.

### Answer Key

Open answers

### Activity 9

- ♦ Have students describe the image and go over the verbs in the box.
- ♦ Allow a few minutes for them to do the activity. Monitor and help as needed.
- ♦ Correct the activity orally with the whole class.

### Answer Key

1. can draw; 2. can create; 3. can't write; 4. can play; 5. can't run

### Activity 10

- ◆ Instruct students to think of three things they can do and two they cannot.
- ◆ Tell them to think of good and bad consequences of their abilities or lack of abilities. For instance, if a student can speak in public, he/she can be an actor in a school play.
- ◆ Have students write their paragraph. Monitor and help as needed. Alternatively, assign the writing as homework.

### Answer Key

Open answers

Page 46

## Writing

### Activity 1

- ◆ Instruct students to take notes in their notebooks answering the questions. Advise them to use the paragraph they wrote in activity 10, page 45, for inspiration. Monitor and help as needed.

### Answer Key

Open answers

### Activity 2

- ◆ Tell students to write a draft based on their notes in their notebooks. Advise them to use the ads on page 42 as models. Monitor and help as needed.

### Answer Key

Open answers

### Activity 3

- ◆ Organise students into pairs and instruct them to exchange notebooks, so that they can read each other's exchange ads.
- ◆ Tell them to give positive feedback and respectfully point out their classmates' mistakes. Encourage them to also give suggestions for improvement. Monitor and help as needed.

### Answer Key

Open answers

### Activity 4

- ◆ Tell students to write the final version of their ads, incorporating the feedback they have received from their

classmate in activity 3. Students can also publish their comments on a social network or their class/school blog.

### Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ◆ Read the sentence with students and draw their attention to the missing word. Explain that they should use one of the three options in the box to fill it in.
- ◆ Ask for some volunteers to share their hypotheses with the class.
- ◆ Tell students that now they need to test their hypotheses.

### Research

- ◆ Tell students that they will have to collect some data to check their hypotheses.
- ◆ Instruct them to reproduce the chart in their notebooks, sparing at least a blank page, so that they can take notes on their interviewees' answers.
- ◆ Model on the board the way in which students should fill in the chart. Clear up any doubts they may have.
- ◆ Set some time (two days, a week etc.) for them to carry out the activity. Clarify that they may conduct the interviews in L1 if necessary.

### Think

- ◆ When the time is up, have students analyse the data they have collected. Tell them to check how many of the people they interviewed have careers that match their teenage interests.
- ◆ Organise students in pairs and allow them a few minutes to answer the two questions and compare their findings. Monitor and help as necessary.

### Discuss

- ◆ Tell students to complete the sentence with "Most", "Some" or "Few", according to the data they have collected and analysed. Ask them if their initial hypothesis was confirmed.

### Activity 1

- ◆ Read the questions with students and clear up any doubts they may have.
- ◆ Organise them into small groups and have them discuss the questions. Monitor and help as needed.
- ◆ Open the discussion to the whole class. Encourage students to reflect on the reasons why some people have got careers that match their teenage interests while others have got careers that are different.
- ◆ Guide students to reflect on how self-awareness changes over time and its importance when choosing a career.

### Answer Key

Open answers

### Activity 2

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

### Answer Key

Open answers

Page 47

## Go Around!

### Activity 1

- ◆ Draw students' attention to the images. Ask them if they have ever taken or heard of vocational courses. Encourage them to share their experiences.
- ◆ Allow students time to read the text and the questions. Clear up any doubts they may have.
- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed. After a few minutes, open the discussion to the whole class.

### Answer Key

Open answers

### Activity 2

- ◆ Read the questions with students and clear up any doubts they may have.
- ◆ If possible, have them research the answers to the questions at school. If not, assign the activity as homework.
- ◆ After the research, organise students into groups and have them share their findings. Monitor and help as needed.
- ◆ Open the discussion to the whole class.

### Answer Key

Open answers

### Activity 3

- ◆ Still in groups, instruct students to discuss the questions and come up with ideas.
- ◆ Ask for volunteers to share their ideas with the class. Discuss the feasibility of their ideas and, if appropriate, encourage them to talk to the headteacher about them.

### Answer Key

Open answers

### Activity 4

- ◆ Have students work in the same groups as in the previous activity and decide on one of the vocational courses they suggested in activity 3.
- ◆ Remind them to make a draft first and make sure they include the necessary information. Monitor and help if necessary.
- ◆ Set some time for students to create the final version of the ad.
- ◆ Ask for the groups to share their ads to the rest of the class.

### Answer Key

Open answers

Page 48

## Over to You!

### Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Encourage them to react to the concept by circling the emoji that best describes their feelings towards it.
- ◆ Organise students into groups and have them compare and justify their responses to the concept. Monitor and help as needed.

### Activity 1

- ◆ Instruct students to research into the concept at home.
- ◆ Organise students into small groups and have them compare their findings.

### Answer Key

Open answers

### Activity 2

- ◆ Tell students that they are going to read an article about the concept they have discussed. Have them read the text and clear up any doubts they may have.
- ◆ Ask students if the content of the text is somehow similar to what they have researched.
- ◆ Instruct students to discuss the questions in the same groups as in the previous activity.
- ◆ Open the discussion to the whole class. Encourage students to say whether they were surprised by the information in the text and justify their answers.
- ◆ As a follow-up, ask them if they have already got any insights about their careers. Have them justify their answer based on their self-awareness.

### Answer Key

Open answers

## Review 3

### Activity 1

- ◆ Allow students some time to read the options for each dialogue before playing the audio.
- ◆ Play the audio and pause after each dialogue so that students tick the corresponding answers.
- ◆ Play the audio one more time for students to check or complete the activity.
- ◆ Ask for some volunteers to read the complete sentences aloud to check with the class.

### Transcript 15



1

**Mark:** Hey, Corina.

**Corina:** Hi, Mark.

**Mark:** Listen... Do you know anyone who can look after my cats next weekend? I'm gonna be away for two nights.

**Corina:** How about Daniela? She lives nearby, doesn't she?

**Mark:** Yes, she does. But she can't look after pets. She can't even take care of plants.

**Corina:** OK, let me think... Hmm, I know! My cousin Douglas!

**Mark:** Is he good with cats?

**Corina:** Oh yes, definitely. He does volunteer work for an animal rescue organisation. He loves animals. I'm sure he can take care of your cats.

**Mark:** That's great. Send me his contact number, please. I'm calling him now.

2

**Ginny:** I want to learn how to sing, Jack. Do you know any good music schools?

**Jack:** Hmm... let me think, Ginny. You know, I think Lorelai goes to a music school around here.

**Ginny:** Oh, yes, that's right. And she can play the piano very well, so the school must be good!

**Jack:** And her brother Jamie is a musician too, isn't he? I think he can play the drums and the guitar. The whole family can play something, I guess.

**Ginny:** What a lucky family. I'll ask Lorelai for the address of her school.

3

**Louise:** I'm so hungry.

**Bill:** Why don't you make something to eat?

**Louise:** I can't cook.

**Bill:** I can teach you, if you want.

**Louise:** Really, Bill?

**Bill:** Sure. What do you want to eat?

**Louise:** Hmm... some Beef Wellington, a soufflé and baked Alaska for dessert.

**Bill:** Those dishes are too complicated, Louise! I can't make that. How about some spaghetti with tomato sauce?

**Louise:** That'll be great, thanks.

### Answer Key

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

### Activity 2

- ◆ Have students answer about their abilities and lack of abilities.
- ◆ Ask for some volunteers to share their answers with the rest of the class.

### Answer Key

Open answers

### Activity 3

- ◆ Tell students to use the words from the box and add "can" or "can't" to complete the dialogue.
- ◆ Ask for some volunteers to read the dialogue aloud to check.

### Answer Key

1. Can, design; 2. can; 3. can organise; 4. can, type; 5. can type; 6. can, speak; 7. can communicate; 8. can't say; 9. can't speak; 10. can solve; 11. can, do

### Activity 4

- ◆ Brainstorm the abilities related to each profession with the class. Write keywords on the board.
- ◆ Have students write sentences and compare their ideas in pairs.
- ◆ Invite some volunteers to read their ideas aloud.

### Answer Key

Open answers

## Workbook 3

Pages 17-21

### Activity 1

### Answer Key

1. organiser; 2. thinker; 3. persuader; 4. helper

## Activity 2

### Transcript 9



**Nick:** I'm not surprised by the result. I definitely like to create ideas. I love to draw and I make my own comics. I post them on my blog once a week. So, yes, I'm a creator! That's how I express my ideas.

**Sofia:** I can't believe it! I like to investigate, and many people tell me that I can become a biologist. But after reading the description, there's no doubt I'm a doer. I like to repair electronic gadgets at home and even innovate them. I like the idea of becoming an engineer in the future.

### Answer Key

**Nick:** a creator; agree  
**Sofia:** a doer; agree

## Activity 3

### Transcript 9



See transcript 9 in Activity 2.

### Answer Key

**1.** He loves to draw and make his own comics.; **2.** Once a week.; **3.** People tell her that she can become a biologist.; **4.** She wants to be an engineer.

## Activity 4

### Answer Key

**1.** bus driver; **2.** doctor; **3.** firefighter; **4.** teacher; **5.** police officer; **6.** musician

## Activity 5

### Answer Key

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

## Activity 6

### Answer Key

**1.** nurse; **2.** salesperson; **3.** accountant; **4.** engineer;  
**5.** software developer; **6.** lawyer

## Activity 7

### Answer Key

Open answers

## Activity 8

### Transcript 10



**Joe:** I help my family and friends to manage their finances. I'm very organised and practical. I love to solve Maths riddles and I can do rapid calculations in my head.

**Theresa:** I love to help people and defend their rights. I'm good at speaking and I can persuade others to take my side. I take an acting course twice a week and it helps me to feel more confident now. I also think that I can express myself and connect with others more easily.

### Answer Key

**1.** J; **2.** T; **3.** J; **4.** J; **5.** T; **6.** T

## Activity 9

### Answer Key

**1.** teacher; **2.** packing; **3.** quiet; **4.** librarian; **5.** shook;  
**6.** checking; **7.** can't; **8.** worried; **9.** can; **10.** are

## Activity 10

### Answer Key

Open answers

## Activity 11

### Answer Key

c

## Activity 12

### Answer Key

**1.** close to; **2.** make; **3.** hasn't got much; **4.** isn't; **5.** generally;  
**6.** cooking, organisation

### Activity 13

#### Answer Key

c, e

### Activity 21

#### Answer Key

Open answers

### Activity 14

#### Answer Key

**a.** run; **b.** frequently; **c.** sorts; **d.** chores; **e.** give a hand; **f.** tidy;  
**g.** available; **h.** a deal

### Activity 15

#### Answer Key

Open answers

### Activity 16

#### Answer Key

**1.** can play basketball, can't sing; **2.** can cook, can't play tennis; **3.** can speak Spanish, can't paint; **4.** can play the piano, can't ride a bike

### Activity 17

#### Answer Key

Open answers

### Activity 18

#### Answer Key

Open answers

### Activity 19

#### Answer Key

**1.** Yes, they can.; **2.** No, he can't; **3.** Yes, he can.; **4.** Yes, she can.; **5.** Yes, she can.

### Activity 20

#### Answer Key

**1.** Can your best friend design online games?; **2.** Can your English teacher sing well?; **3.** Can you write science-fiction stories?; Open answers

## 4 What was life like in the past?

### Objectives:

- ▶ Talk about life in the past.
- ▶ Talk about things people used to do as a baby or a child.
- ▶ Identify and write a photo-essay.
- ▶ Identify food items.
- ▶ Talk about people's food preferences.
- ▶ React to other people's food preferences.
- ▶ Reflect on English words recently incorporated into students' language.

### Language:

- ▶ food (beans, bread, butter, cheese, chicken, chili pepper, coffee, egg, fish, meat, milk, pasta, potato, rice, water)
- ▶ adjectives to describe food (bitter, delicious, hot, OK, salty, sour, sweet, tasty, weird)
- ▶ *used to* (affirmative and negative forms)

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

**Project:** Workbook, page 48

**Workbook:** pages 22-26

Pages 50 and 51

### Opening Pages

#### Shorter Version

- ◆ Ask students to describe the image and explain how it connects to the title of the unit.
- ◆ Instruct them to discuss the questions in small groups. Then ask for volunteers to share their answers.

#### Longer Version

- ◆ Ask students to describe the image and have them explain how the title of the unit relates to the image. Ask them if they know what "time travel" is. Have students discuss how their lives would be different if they lived in another time. Point out that although time travel may refer to the past and to the future, this unit focuses on the past, especially on habits in the past.
- ◆ Have students discuss the questions in pairs or in small groups. Then open the discussion to the whole class.

Pages 52 and 53

### Get Ready!

#### Activity 1

- ◆ Read the questions and check students understand they have to name the objects in question 1, and if they do not know them, they can guess. Also, encourage them to think of modern objects to answer questions 2 and 3.
- ◆ Discuss with the whole class and write the ideas on the board.

#### Answer Key

1. typewriter; 2. photograph viewer; 3. floppy disk; 4. telephone; 5. washing machine
2. The telephone and the washing machine.
3. Yes, there are: computer and printer (typewriter), flash drive (floppy disk) and mobile phone (telephone).

#### Activity 2

- ◆ Play the audio/video and have students compare their answer in pairs. If needed, play the audio/video again to check information.
- ◆ Check with the class, encouraging students to refer to keywords and phrases to justify their answers.

#### Transcript 16



**Narrator:** Following in the footsteps of the original Windrush arrivals, the Irwin family's first stop will be the Clapham bunker. And just like so many other Caribbean immigrants, they've left their youngest child behind. Families would send for them later, once settled.

**Giles:** Hi, guys. I'm Giles (people greeting). You had to leave Romane behind, I gather.

**Family:** Yes!

**Giles:** Sorry about that.

**Janice:** How sad!

**Giles:** But it's nice to have you here anyway, the five of you. Let's go to where people spent their first night after arrival.

**Janice:** OK.

**Narrator:** With a hundred and eighty steps to the bottom, the bunker was home to many of the Windrush arrivals. Some for four weeks. They were crammed into tiny bunks in a five-metre wide tunnel and had to put up with a constant noise of underground trains.

**Giles:** So this is where people spent their first night.

**Janice:** Oh, wow!

**Brienne:** Is that a bucket to pee?

**Janice:** Yeah.

**Giles:** You don't wanna lose that.

**Weininger:** What is this?

**Janice:** It's just horrible. It's awful. Imagine sleeping onto this. I thought I knew what I was going to experience and I never knew about this.

**Historian:** Well, the arrival of the Windrush caused something of a panic with the authorities. They didn't know where to place all of you guys. They thought "Oh, we've got those empty bomb shelters, that will do as temporary accommodation".

**Brienne:** That is just horrible. I'm coming from somewhere with so much space and air, and light, straight down into a damp, just cold...

**Giles:** Would you be regretting coming?

**Brienne:** Yeah. I would. It's almost like a slap in the face. You've come to help our motherland and whatnot. And then you come down here and this is your life. I just, I can't even imagine it.

**Giles:** So, look, the good news is that you're not actually living here, but if you were living here, you wouldn't spend that much time down here, because, you know, you gotta earn a living.

**Weinger:** Oh, I'll be happy to work after living here.

**Janice:** Yeah, that's right. I'll be glad to be out of the bunker.

**Weinger:** Yeah, absolutely.

**Narrator:** Not only did they need somewhere to stay, all new arrivals needed feeding too. Even though Britain was still under strict rationing, the Women's Voluntary Service stepped in to lay on a proper British dinner, served in a tent near the bunker.

**Giles:** Hi, guys. Welcome to your first meal in England.

**Narrator:** The Irwins are having the exact same meal.

**Giles:** It was rationed. You've got a very, very small piece of beef. Potatoes are not so short supplied, you can have two of those.

**Weinger:** Is there any chance of seconds, maybe?

**Giles:** Not until 1954, I'm afraid. If you stick around.

**Weinger:** All right.

**Giles:** How does your lunch look?

**Shelasah:** Very... bland.

**Giles:** For many, this would've been their first ever taste of Great British Cuisine.

**Weinger:** This is good!

**Janice:** What do you think, Shesh?

**Weinger:** C'mon, Shelasah, it's not that bad.

**Janice:** Whatever you leave, I eat. 'Cause you wouldn't waste it.

**Narrator:** There's even dessert: sweet pudding and custard.

**Weinger:** Thank you, Emma.

**Janice:** I'm in heaven... 3, 2, 1...

**Tiana:** It is not that bad, actually.

**Weinger:** No, it's quite good.

**Breanne:** It's OK.

**Giles:** If you think about this, we set this up as an experiment. But it's quite hard not to feel guilty, as an English person, for what it must have looked like to people like the Irwins. When it came to serving the puddings, I knew they were supposed to get small portions, because it was rationing,

and I felt so bad now, I gave them bigger portions of pudding, as I thought "It's the least I can do". I think Mum and Dad are going to be absolutely fine, you know, they grew up in the seventies, fighting harder times, and now the kids are gonna find it harder.

### Answer Key

It's a reality show about a modern family experimenting what life was like in the 1940s.

### Further Information

**Back in Time for Brixton** – documentary about a modern family who agreed to experience what life was like for Caribbean immigrants in Britain in the post-World War II period.

Based on <<https://www.bbc.co.uk/programmes/b083xysq>>. Accessed on September 30, 2019.

**Caribbean immigration into the UK** – the SS Empire Windrush arrived in London in 1948. On the ship there were 492 passengers from Jamaica, Trinidad and Tobago and other islands, most of which had fought for Britain during the war and were seeking work. These passengers were invited to come to the UK after World War II because of the local labour shortage.

Based on <[http://www.bbc.co.uk/caribbean/news/story/2008/06/080620\\_windrush2.shtml](http://www.bbc.co.uk/caribbean/news/story/2008/06/080620_windrush2.shtml)>. Accessed September 30, 2019.

### Activity 3

- ♦ Allow students some time to complete the columns. Play the audio again for students to check their ideas.

### Answer Key

**Has got access:** beds, bunkers, dessert, food, mattresses;  
**Hasn't got access:** bathroom, big houses, TV, windows

### Activity 4

- ♦ Have students answer and then compare their notes in pairs. Finally, check answers with the class.

### Answer Key

A small piece of beef, two potatoes, peas, cabbage. For dessert, sweet pudding and custard.

### Activity 5

**Perspective-taking** – Perspective-taking is the ability to assume a different view from one's own to understand others' views. The TV show from the audio gives a modern family an opportunity to live like people lived 70 years ago, which makes their perspective-taking easier. But it is not often possible to live a cultural immersion experience like that. So, we should try to develop perspective-taking based on our

own knowledge, imagination and empathy. Travelling, reading, watching films and talking to other people can help strengthen this ability, essential to avoid misconceptions and prejudice.

- ◆ Encourage students to think of the audio/video to answer. Then open the discussion to the whole group.

### Answer Key

**1.** The father is asking if he can have another plate of food.; **2.** The parents seem to like the food. The kids, however, don't seem to like it that much.; **3.** Open answers

### Further Information



**Food rationing in the United Kingdom** – began on January 8, 1940, four months after the outbreak of World War II. A black market soon developed, while queueing outside shops and bartering for extra food became a way of life. Restrictions started to be gradually lifted three years after the war ended, ending completely in September of 1950.

Based on <<https://www.youtube.com/user/TheWorkingGroup/about>>. Accessed on September 30, 2019.

### Activity 6

- ◆ Ask students if they agree with the comments or not and why.
- ◆ Then tell them to write their own comment about the audio.

### Answer Key

Open answers

### Activity 7

- ◆ Encourage students to write a question. Assign the research for the answer as homework. The following class, have students share their findings.

### Answer Key

Open answers

## Page 54

### Language 1

#### Activity 1

- ◆ Have students match the words with the images.
- ◆ Ask for some volunteers to read the answers aloud to check.

### Answer Key

**2.** H; **3.** D; **4.** I; **5.** B; **6.** F; **7.** G; **8.** J; **9.** C; **10.** A

### Activity 2

- ◆ Tell students to write the food items in activity 1 in the groups.
- ◆ Check the answers and have students add more food items.

### Answer Key

**1.** cheese, fish, meat, milk; **2.** beans, bread\*, chili peppers, pasta\*, potatoes, rice (\*as long as they don't include eggs, milk or butter in the recipe)

### Tip



You may consolidate spelling and vocabulary related to food items by playing "Hangman" using words from activity 2.

### Activity 3

- ◆ Ask students to complete the descriptions in pairs.

### Answer Key

**1.** sour; **2.** salty; **3.** hot; **4.** bitter; **5.** sweet

### Activity 4

- ◆ Organise students into pairs to talk about their meals. Then ask for pairs of volunteers to perform their dialogues for the class.

### Answer Key

Open answers

## Page 55

### Listening and Speaking

#### Activity 1

- ◆ Have students mention traditional and international food.
- ◆ Finally, invite students to share their ideas with the class.

### Answer Key

Open answers

#### Activity 2

- ▶ Play the audio for students to answer the questions. Then have them compare their notes in pairs. Check the activity orally.

### Transcript 17



**Laura:** Hi! My name is Laura and I am British, but my grandmother was Jamaican, which is pretty cool, huh? So, do you think I eat British or Jamaican food at home? Well... like most of my friends, I love hot dogs, burgers and chips,

and pizza... Oh, pizza is definitely one of my faves... but, at home, we eat healthy food. And because of my family's origin, we sometimes eat Jamaican food. You won't believe this, but I really love a soup my grandma used to make on Saturdays. And now my dad cooks it exactly the same way. It is chicken foot soup.

To make it, you only need one pot. You cook it with pumpkin, carrots, yam, chayote, sweet potatoes, and some other stuff to add flavour, like garlic, onions and pepper... and chicken feet, of course.

It is very easy and fast to make. First, you boil water. Then add garlic and onion and boil for 5 minutes. After that, you add the chicken feet and salt and boil it for 10 minutes more. Peel all the vegetables and cut them in big pieces, like cubes, and after those 10 minutes, put all the vegetables in the pot and boil everything until they are all soft and cooked. It takes about 30 or 45 minutes more. There are so many other ways of making it, but this is how my grandmother used to make it and it is the way I like it. Kids are often afraid of the appearance of it... It is kind of weird if you think of it, and ugly, because it is made with real chicken feet.

Well... to me, it tastes like home and it reminds me of my grandmother.

### Answer Key

1. UK/Britain.;
2. Jamaica.;
3. Hot dogs, burgers, chips and pizza.;
4. Chicken feet.

### Activity 3

- ◆ Tell students to tick the corresponding food items.
- ◆ Play the audio again and have students confirm their answers. Finally, check with the whole class.

### Answer Key

1, 2, 3, 5, 6

### Activity 4

- ◆ Ask students to complete the sentences.
- ◆ Play the audio for students to check their answers. Finally, invite volunteers to read and write the answers on the board.

### Answer Key

1. easy, fast, 5, 10;
2. vegetables, big, 10, 45;
3. weird, home, grandmother

### Activity 5

- ◆ Read the question and the options and clear up any doubts.
- ◆ Allow students some time to work and check with the class.

### Answer Key

b

### Buzzwords

- ◆ Ask students if they remember the part of the audio in which Laura uses "faves". If needed, play the first part of the audio again.
- ◆ Ask students to look the word up in the dictionary and answer.

### Answer Key

**Suggested answer:** Fave is short for favourite.

### Activity 6

- ◆ Read the example and check understanding. Ask students to write about their favourite food and share their ideas in pairs.

### Answer Key

Open answers

### Activity 7

- ◆ Ask about the most popular dishes in their country and write them on the board. Elicit the main ingredients of these dishes.
- ◆ Organise students into pairs and ask them to take notes. If possible, tell them to do some research about the dishes. Then have students write a script based on their notes.

### Answer Key

Open answers

### Activity 8

- ◆ Have students find images of the dishes they wrote about in activity 7. Instruct them to rehearse their scripts aloud.
- ◆ Ask them to describe the dishes to the rest of the class. They can also make a video using a smartphone or a camera and publish it on a social network or their class/school blog.

### Answer Key

Open answers

## Pages 56 and 57

## Reading

### Activity 1

- ◆ Ask students to analyse the elements and tick the options.

### Answer Key

a, b, d, e

### Activity 2

- ◆ Have students notice that in this type of text, images are as important as—or more important than—the written text. Each image is informative on its own, but it is also part of the greater narrative. Finally, elicit the purposes of the text.

### Answer Key

1. d; 2. c

### Activity 3

- ◆ Have students discuss the questions in pairs. Then ask for volunteers to share their ideas with the class.
- ◆ Guide students to notice that all the images and captions talk about things that were common in the past, but are not any more, at least not in the same way.

### Answer Key

**1. Suggested answers:** They are from the past; they are toys; they represent means of transport.  
**2. Suggested answers:** They have got objects from the past; they both show women; they contain food.

### Activity 4

- ◆ Have students discuss the question in pairs. Then open the discussion to the whole class.

### Answer Key

**Suggested answers:** It's about some things that were common in the past.

### Activity 5

Ask students to read the photo-essay and tick the correct answer.

### Setting the Pace



- ◆ If students have difficulty with item 3, reread the caption to image 1 and have them notice that its first part is directly connected to the image depicting a rocking horse: “Many children used to play with rocking horses made of wood...”. The second part of the caption contains information about the topic, but it is not visually represented in the image: “... and people used to ride horses as a means of transport. Just like in the present, in the past toys also imitated adult life in a smaller scale.”.

### Answer Key

1. a; 2. c; 3. a

### Activity 6

- ◆ Instruct students to tick the right sentences.

### Answer Key

a, b, e

### Activity 7

- ◆ Instruct students to answer the questions.

### Answer Key

1. Horse, bicycle and tricycle.; 2. Wood and iron.; 3. A camera with a film inside.; 4. Hours, days or weeks.; 5. No, they didn't.

### Activity 8

- ◆ Have students scan for specific information in the photo-essay.
- ◆ Ask volunteers to write their answers on the board. Have students notice that when we do not know a word in English, we can try to infer its meaning from context.

### Answer Key

b. tricycle; c. rocking horse; d. analogue camera; e. photos;  
f. beach; g. cooker

### Activity 9

- ◆ Ask small groups to come up with as many toys as possible.
- ◆ When the time is up, have the groups read their lists aloud.

### Answer Key

Open answers

### Activity 10

- ◆ Have students answer the questions in small groups.

### Answer Key

Open answers

### Activity 11

- ◆ Have students discuss the questions in the same groups.

### Answer Key

Open answers



### Tip

This may be a good opportunity to discuss if girls naturally prefer some types of toys and boys prefer others. Have them notice that society tends to offer different types of toys to girls and boys, which may strongly influence their preferences not only regarding toys, but life choices, such as careers and roles in society. Help students reflect on the impact of offering mostly dolls, clothes, make-up, kitchen utensils, etc. to girls; and offering model heroes, model cars, tools, building blocks, etc. to boys. Encourage them to share their experiences.

### Activity 12

- ◆ Have students choose the best option. Guide them to notice that in the image students are in uniforms and one of them is holding a ball, so the second caption would be the best.

### Answer Key

b

Pages 58 and 59

## Language 2

### Activity 1

- ◆ Have students read the example sentences. Ask them if it is common for people to ride horses as a means of transport nowadays. Tell them that people who live in rural areas may still ride horses to move around, but there are other options of transport nowadays. Repeat the same procedure with the example of analogue cameras. Explain that these sentences describe habits that most people had in the past, but not now.
- ◆ Ask students to circle the correct options in the sentences.

### Answer Key

1. past; 2. frequently; 3. a verb; 4. only one form; 5. a negative

### Activity 2

- ◆ Instruct students to underline the sentences with “used to” and discuss the questions in pairs.
- ◆ Ask for volunteers to share their answers with the class. Then refer students to the grammar box and clear up any doubts.

### Answer Key

Play, ride, take, be, see, make, wait. They are all verbs.

### Activity 3

- ◆ Have students complete the sentences and check orally.

### Answer Key

b. used to take; c. used to be; d. didn't use to see; e. used to make

### Activity 4

- ◆ Have students do the activity and then compare their answers.
- ◆ Tell volunteers to share their answers and clear up any doubts.

### Answer Key

1. B; 2. A; 3. F; 4. E; 5. F, H; 6. C, D; 7. D; 8. G; 9. F.; 10. E

### Activity 5

- ◆ Tell students to write sentences using the phrases in activity 4.
- ◆ Ask for some volunteers to share their ideas.

### Answer Key

Open answers

### Activity 6

- ◆ Have students describe the image and complete the sentences.

### Answer Key

2. used to live; 3. used to cook; 4. didn't use to help; 5. didn't use to be; 6. used to play; 7. used to have; 8. didn't use to smile; 9. used to be; 10. used to go

### Activity 7

- ◆ Write the phonetic transcription /'ju:st tu:/ and help students read it aloud. Elicit the words phonetically transcribed (Used to.) and explain that the *u* is pronounced like “you”. Then play the audio and encourage students to repeat the sentences.
- ◆ Have students work in pairs and circle the correct options.

### Transcript 18

I used to sleep during the day.  
I used to wake up late.

### Answer Key

1. one word; 2. S; 3. T

### Activity 8

- ◆ Play the audio and have students repeat the sentences. Remind them to pay attention to the pronunciation of “used to”.

## Transcript 19



- 1 I used to ride a tricycle.
- 2 I used to play with toy cars.
- 3 I used to eat baby food.

### Answer Key

Open answers

### Activity 9

- ♦ Have students work in pairs and say the sentences that are true for them, providing more information using “used to”.

### Answer Key

Open answers

### Activity 10

- ♦ Write on the board “When I was 3 years old, I didn’t use to pick clothes for myself. My parents picked them for me.”. Underline *myself* and elicit from students what it means (The reflexive form of “I”) and when it is used (When the subject and the object of a sentence are the same.). Then have the class study the words in the **Snack Learning** box.
- ♦ In pairs, instruct students to circle the correct options.

### Answer Key

a. herself; b. ourselves; c. itself; d. themselves; e. myself

### Activity 11

- ♦ Ask students to write five sentences about their past habits and have them compare their ideas in small groups.

### Answer Key

Open answers

Page 60

## Writing

### Activity 1

- ♦ Previously, ask students to choose a topic and bring two or three representative images. Tell them to decide on the order of the images, as they also communicate their ideas. Have them write sentences for the images using “used to”.

### Answer Key

Open answers

### Activity 2

- ♦ Ask students to make a first draft and use the sentences they wrote in activity 1 as a starting point and develop them.

### Answer Key

Open answers

### Activity 3

- ♦ Organise students into pairs and have them read each other’s photo-essays and make suggestions on how to improve them. Elicit elements students should pay attention to when proofreading a text, i.e. spelling, accuracy and clarity of ideas. Then have students give their feedback to their partners.

### Answer Key

Open answers

### Activity 4

- ♦ Tell students to write the final version of their photo-essays, incorporating the feedback they have received from the teacher and their classmates. Students can also publish their photo-essay on a social network or their class/school blog.

### Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ♦ Write: “In the past, girls used to get married at the age of 18.”. Ask students if they agree with your sentence and have them guess at what age women/girls used to have children.
- ♦ Go through the box with students and have them come up with different sentences as hypotheses based on the prompts given.

### Research

- ♦ Tell students they have to interview people they know that are 55 years old or more to collect data to test their hypotheses.
- ♦ Advise students that perspective-taking is really important when interviewing older people because they may have a totally different life experience.

### Think

- ♦ Invite students to discuss the questions in small groups. Finally, ask for some volunteers to share their answers.

### Discuss

- ♦ Tell students to complete the sentence with the data they got.

### Activity 1

- ♦ In the same groups, have students discuss the questions. Then ask for volunteers to share their ideas.

### Answer Key

Open answers

### Activity 2

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

### Answer Key

Open answers

Page 61

## Go Around!

### Activity 1

- ◆ Ask students to describe the images and answer in pairs.
- ◆ Open the discussion to the whole class. Challenge students to mention words in English we use daily, such as “delivery”, “airbag”, “check-in”, and words that were common in the past but that are hardly ever used today, such as “fax”, “VCR”, etc.

### Answer Key

Open answers

### Activity 2

- ◆ Have students do some research and answer in pairs.
- ◆ Ask for volunteers to share their ideas. Have students notice that languages change as reality changes: people of different cultural backgrounds get in touch, technology evolves, etc.

### Answer Key

Open answers

### Activity 3

- ◆ Have students discuss the questions in groups.
- ◆ Ask for volunteers to share their ideas with the class. Guide them to notice that it is important to keep up to date with changes in language so that our speech sounds more natural.

### Answer Key

Open answers

### Activity 4

- ◆ Have students brainstorm words related to the topics.
- ◆ Copy the chart on the board and elicit the words from the class.

### Answer Key

Open answers

Page 62

## Over to You!

### Concept

- ◆ Instruct students to react to the concept by circling the emoji. Have them compare and justify their answers in small groups.
- ◆ After a few minutes, open the discussion to the whole class.

### Activity 1

- ◆ Ask students to research into the concept at home and bring their research to be discussed the following class.
- ◆ The following class, have them present what they found out.

### Answer Key

Open answers

### Activity 2

- ◆ Tell students to read a text about what they have discussed and mention if there are any similarities with their information.
- ◆ In pairs, have students discuss the questions.

### Answer Key

Open answers

Page 63

## Review 4

### Activity 1

- ◆ Have students complete the sentences.

### Answer Key

1. Coffee; 2. burgers; 3. yoghurt; 4. pudding; 5. chili peppers

### Activity 2

- ◆ Tell students to complete the sentences with their ideas.

### Answer Key

Open answers

### Activity 3

- ◆ Tell students to match the parts. Check orally with the class.

### Answer Key

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

### Activity 4

- ◆ Have students write complete sentences.

### Answer Key

1. Most women didn't used to work outside the home.; 2. Most men used to have jobs and provide for their families.; 3. Children didn't use to play video games.; 4. Families used to have a lot of children.; 5. Teenagers used to start work at a very young age.

### Activity 5

- ◆ Ask students to write the names under the images.

### Transcript 20



**Debbie:** When I was a baby, I used to play with our cat Kinder. He was very cute.

**Jake:** I don't remember much, but my mum always says that I used to throw tantrums frequently.

**Kris:** My parents love the outdoors, so we used to go to the park a lot.

**Stuart:** Well, I was always hungry, I remember that! I used to eat with my hands and make a mess!

**Tiffany:** My mother used to work a lot, so my neighbour used to babysit me. Her son was also a baby, so I used to play with him a lot.

### Answer Key

1. Kris; 2. Debbie; 3. Stuart; 4. Tiffany; 5. Not used; 6. Jake

### Activity 6

- ◆ Invite students to write about their habits as babies.

### Answer Key

Open answers

## Workbook 4

Pages 22-26

### Activity 1

### Answer Key

(top, from left to right) bread, meat, potatoes, milk  
(bottom, from left to right) pasta, eggs, fish, cheese

### Activity 2

### Answer Key

1. breakfast; 2. recipe; 3. faves; 4. beans; 5. dish; 6. eat;  
7. juice; 8. coffee

**Correct image:** last image

### Activity 3

### Answer Key

Open answers

### Activity 4

### Transcript 11



**Kim:** My mum is a great cook and she makes tasty food. She cooks delicious Italian dishes but my faves are Japanese. I love Miso soup! Miso is a paste made from soybeans and it is salty. I usually eat Miso soup with potatoes.

**Chris:** I love Italian food. I usually eat pizza but my favourite dish is pasta. My grandma cooks different recipes and I like all of them. On cold days, I prefer pasta with sauce and on warmer days, I eat it with vegetables.

**Victoria:** I like American food. My mum can cook very well and she makes different dishes like burgers, pizza and hot dogs, but chicken wings are her specialty. I think they're delicious with spicy sauce. When I invite my friends to have lunch, we usually eat this dish with chips.

### Answer Key

**Kim:** Miso soup; **Chris:** pasta; **Victoria:** chicken wings  
**From left to right, top to bottom:** 1, not used, 3, 2

### Activity 5

### Transcript 11



See Transcript 11 in Activity 4.

### Answer Key

1. mum cooks Miso soup.; 2. sour, Miso soup is salty;  
3. vegetables, Chris prefers pasta with sauce on cold days.;  
4. sweet, Victoria likes chicken wings with spicy sauce.;  
5. rice, She eats wings with chips.

## Activity 6

### Transcript 12



**Chris:** I usually help my grandma to cook and I'm learning how to make pasta with vegetables. It's not very difficult and the ingredients are easy to get. All you need is pasta, carrots, tomatoes, broccoli and pepper. First, you cook the pasta in boiling water. Then peel the carrots and cut them. Heat oil in a pan and cook the carrots until they are crispy. After that, add the rest of the vegetables and, when they boil, cook them for ten minutes. When the vegetables and pasta are ready, put them together in a pot and add salt and parmesan cheese. It's so tasty you are gonna want to eat it every day!

### Answer Key

a, c, f, g, i, j

## Activity 7

### Transcript 12



See Transcript 12 in Activity 6.

### Answer Key

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

## Activity 8

### Answer Key

Open answers

## Activity 9

### Answer Key

Open answers

## Activity 10

### Answer Key

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

## Activity 11

### Answer Key

1. hard; 2. be very close; 3. draw; 4. believe; 5. tools

## Activity 12

### Answer Key

d

## Activity 13

### Answer Key

1. used to paint; 2. used to move; 3. used to cook; 4. didn't use to live; 5. used to wear; 6. used to have; 7. didn't use to make; 8. didn't use to wear

## Activity 14

### Answer Key

Caption A: 1, 5; Caption B: 1; Caption C: 2, 3, 6

## Activity 15

### Answer Key

1. used to throw tantrums; 2. didn't use to take selfies; 3. used to play with his dog; 4. used to make a mess; 5. didn't use to play with a smartphone; 6. used to go to the park

## Activity 16

### Answer Key

1. itself; 2. yourself; 3. themselves; 4. myself; 5. ourselves

## Activity 17

### Answer Key

Open answers

## Activity 18

### Answer Key

Open answers

## Activity 19

### Answer Key

Open answers

## Activity 20

### Answer Key

Open answers

## 5 What's your travel style?

### Objectives:

- ▶ Talk about travelling.
- ▶ Identify the characteristics of travel blogs and understand their purpose.
- ▶ Infer information from a text.
- ▶ Write a personal travel blog post.
- ▶ Investigate the most popular tourist destinations in their country.
- ▶ Reflect on the use of “basic sentences for travellers” in different languages.
- ▶ Reflect on the possibility of volunteering during holidays.

### Language:

- ▶ adjectives to describe the weather (cloudy, cold, cool, freezing, hot, rainy, snowy, stormy, sunny, warm, windy)

- ▶ tourist attractions (amusement park, beach, historic centre, mountains, sports arena, street market)
- ▶ holiday activities (go on a tour, go shopping, go snorkelling, go sightseeing, hike in the mountains, sunbathe, surf, try the local food)
- ▶ simple past of the verb *to be*
- ▶ past continuous
- ▶ prepositions *on* and *at*

### Digital Content: Unit 5 Video, Study Space and Teacher's Resource Material

Project: Workbook, page 49.

Workbook: pages 27-31.

## Pages 64 and 65

### Opening Pages

#### Shorter Version

- ◆ Invite students to describe the image and explain how it relates to the title of the unit. Guide them to notice that the image shows paper boats, which relate to travel. Help them realise that the red paper boat is going a different direction from the other ones, which suggests independence.
- ◆ Draw students' attention to the questions and discuss them with the whole class.

#### Longer Version

- ◆ Write “travel” on the board and ask students what comes to mind when they think about it. Write their answers on the board around the word “travel”.
- ◆ Organise students into small groups to discuss how the image relates to the title of the unit. Then open the discussion to the whole class. Guide students to notice that the image shows paper boats, which relate to travel. Help them realise that the red paper boat is going a different direction from the other ones, which suggests independence.
- ◆ Allow students some time to discuss the questions on page 65. Then ask for volunteers to share their answers with the class.

## Pages 66 and 67

### Get Ready!

#### Activity 1

- ◆ Explore the images with students and encourage them to say what they have got in common. Ask them how they relate to the title of the unit.

- ◆ Go over the questions with students and clarify any vocabulary doubts they may have.
- ◆ Then tell them to discuss the questions in pairs before opening the discussion to the whole group. Encourage students to expand their answer in question 1, for example: “Why do you think you have never seen a person travelling in a motor home in your region?”. In question 2, ask students to give examples of types of accommodation and where they saw them, for example: “I've got a friend who stayed in a tent at the beach”.

### Answer Key

Open answers



### Tip

If you want to add a kinaesthetic touch to your activity, print large images of the types of accommodation and spread them around the room. Next, ask students to write the best characteristics for each type of accommodation on sticky notes, one characteristic on each sticky note. Then have students go to the image and stick their notes around it. To wrap up, ask them to look at all the group's ideas about the types of accommodation and organise the different notes to analyse patterns (e.g.: Most students agree that a hotel is comfortable, but only one student thinks it's practical.).

#### Activity 2

- ◆ Ask possible answers for the three alternatives in the activity.
- ◆ After students brainstorm their ideas, play the audio/video to check.

- ◆ Finally, ask them if they know anyone whose job is to travel and what they think about it (if they would like to do it or not and why).

### Transcript 21



**Theo:** What's going on, guys? So today we are going to answer one of the most-asked questions that we get, and that is: how do you make money and travel full-time?

**Bee:** So a little bit about us if you're new to the channel. I'm Bee, this is Theo, and we have been travelling since 2014. We started off in our camper-van and then got a narrow boat as well.

**Theo:** So, today we are going to talk to you about the ways that we create an income and travel around the world. And one of the important things about being successful is working from where you are happy, and for me that is in this beautiful tree.

**Bee:** That looks so comfortable!

**Theo:** So, there's loads of different things that we do to make money online and, basically, they are all in the creative field, so it's to do with photography, filmmaking, social media... So the first thing to do is always create a really nice-looking website. This is basically the first thing that people see about you. We had our website up and running within two days. The first thing that I do that brings in a little bit of money is stock photography. Once they're on there, people can go on, buy your images, and you haven't got to do anything. It's the same for video clips, so you can take drone video clips and put them on as stock. So the fact that I can make money from doing something that I love is just brilliant.

**Bee:** Having a shop on our website was the perfect place to be able to sell prints. With Theo's photography, so many people wanted to buy prints all the time, but we just had no place to actually do that. Having the shop has been a fantastic way to have an income as we are travelling full-time.

**Theo:** So a couple of years ago we had a really cool idea where we were going to record a podcast. We wanted to go around and interview people who were living alternative lifestyles. It's really simple to do and it's super enjoyable recording the podcast. So, yeah, thanks for watching and we'll see you on the next video.

### Answer Key

b

### Activity 3

- ◆ Encourage students to reflect upon the different possibilities of making money through social media and the internet, and their effectiveness.
- ◆ Allow students some time to think about their answer and to take notes.
- ◆ Then play the audio/video again for them to check if their ideas are mentioned.

- ◆ Have them compare their answers in pairs before opening the discussion to the whole group.

### Answer Key

**Suggested answers:** Create a website, sell photographs and video clips, sell prints, have got an online shop, record podcasts.

### Activity 4

- ◆ Ask students to think about the advantages and disadvantages of travelling around like Theo and Bee do.
- ◆ Allow them some time to make a list and then ask them to share their ideas in pairs or small groups. Alternatively, organise them into groups of four or five students and state how many new ideas they need to have for each column. For example, tell the group they need to come up with at least five reasons for each. Then encourage them to share their answers and vote for the most creative one.
- ◆ Finally, have students come to the board and write their ideas.

### Answer Key

Open answers

### Activity 5

- ◆ Direct students to the images on page 66 again and ask them which of the accommodation types would be more adequate for Theo and Bee's lifestyle.
- ◆ Tell them to share and justify their opinion in pairs.

### Answer Key

Open answers

### Activity 6

- ◆ Have students read the comments and ask them if they agree or disagree with any of them and why.
- ◆ Then tell students to write their own.
- ◆ Have students share their answers in pairs or in small groups.

### Answer Key

Open answers

### Activity 7

- ◆ Ask what they have learned about people who live on the road and encourage them to share their ideas with the class.
- ◆ Ask them what other information they would like to know about families who live on the road (in their country or in other countries).
- ◆ Encourage students to write a question and then share it with some classmates, who can try to answer.
- ◆ Assign the research for the answer as homework.

- ◆ The following class, organise students into small groups and have them share what they have found out during their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—on the topic.

### Answer Key

Open answers

Page 68

## Language 1

### Activity 1

- ◆ Write “weather” and “temperature” on the board and elicit from students the difference between the two words. Guide them to notice that weather involves characteristics beyond temperature, such as wetness and the wind.
- ◆ Organise students into pairs and instruct them to write the words from the box in the correct columns. Encourage them to use a dictionary if necessary.
- ◆ Correct the activity with the whole class, clearing up possible doubts.

### Answer Key

**Words to describe weather:** cloudy, rainy, snowy, stormy, sunny, windy  
**Words to describe temperature:** cold, cool, freezing, hot, warm.

### Activity 2

- ◆ Have students circle the words according to the images.
- ◆ Ask for volunteers to share their answers to check.

### Answer Key

1. freezing; 2. sunny; 3. cloudy; 4. stormy; 5. warm

### Activity 3

- ◆ Do the activity orally with students, clearing up any doubts they may have.
- ◆ Ask them which of these places they like going to when they are on holiday.

### Answer Key

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

### Activity 4

- ◆ Organise students into pairs and instruct them to complete the sentences with the holiday activities from the box. Encourage them to use a dictionary if necessary. Monitor and help as needed.
- ◆ Ask for volunteers to read the complete sentences aloud.

- ◆ Allow students some time to tell each other which of those holiday activities they like doing. Finally, open the discussion to the whole class.

### Answer Key

1. sunbathe; 2. go snorkelling; 3. go sightseeing; 4. hike in the mountains; 5. try the local food; 6. go shopping

### Activity 5

- ◆ Tell students to imagine they are going to travel to Miami Beach on holiday. Instruct them to brainstorm, in pairs, what they would like to do there.
- ◆ Have students list the three activities (one each day) they would most like to do there.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

Open answers

### Extra Activity



- ▶ Before the class, search for images of different holiday destinations, such as a snowy place, the mountains, etc.
- ▶ Show the images to students and allow them some time to brainstorm, in pairs, activities they could do there. Encourage them to use a dictionary if necessary.
- ▶ Ask for volunteers to share their ideas with the class.

Page 69

## Listening and Speaking

### Activity 1

- ◆ Organise students into pairs or trios. Instruct them to analyse the images and discuss the questions. Allow students to resort to L1 if necessary.
- ◆ Ask for volunteers to share their ideas with the class. Help students with vocabulary as needed.

### Answer Key

Open answers

### Activity 2

- ◆ Play the audio once so that students can identify what kind of trip Zack is taking.
- ◆ Correct the activity orally. Encourage students to justify their answers. Guide them to notice that Zack mentions “fellow explorers”, “visiting the islands”, “studying the animals” and a “teacher”.



**1 Zack:** I'm so excited to be here! I've just landed at the airport in Panama. I'm waiting for people to leave the plane so I can meet my fellow explorers at the arrival gate. I'm going on an expedition cruise to the islands of Panama with other students from all over the world! We're going to spend a week sailing, visiting the islands and studying the animals we find here. I'll keep you all posted while I'm here! Let the adventure begin!

**2 Zack:** First day on the boat! Today is a good day for sailing because it's sunny and warm! Perfect sailing weather. These are my new friends. Say hello, guys. We're staying on the boat and we are sailing together. This is my teacher, Mr Jones. Mr Jones, tell everyone what we're going to do today, please.

**Mr Jones:** Hey, so, we're getting ready to leave the continent and explore the islands. We're checking if everything is ready for our journey and we should be ready to go in a few minutes. Oh, OK. I've got to go, Zack. Bye!

**Zack:** All right! Can't wait to see everything Panama has to offer!

**3 Zack:** We're on the boat now, and today we're exploring Kuna Yala, our first island. This is a typical craft that the people here make. It's called *mola*. It's really beautiful and colourful and I obviously have to take it home with me. But they're all so beautiful! Do you think I should buy them all or pick just one? Let me know!

**4 Zack:** Best part of the trip so far! Snorkelling is so much fun and in this blue sea, it's even better! The fish were swimming very close to us! It was awesome! The Caribbean Sea is so cool! It is like seeing a different world.

**5 Zack:** Can't believe this is our last day in Panama. I've had such a great time here and I've made great friends. We're having a farewell party. I'll miss you guys so much!

**Answer Key**

b

**Activity 3**

- ◆ Tell students to read the questions and the options.
- ◆ Play the audio more than once for students to complete and check the activity.
- ◆ Ask for some volunteers to read the answers to check.

**Answer Key**

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

**Activity 4**

- ◆ Allow students some time to write an answer to the question.
- ◆ Organise students into small groups and have them share their answers. Finally, ask for volunteers to share their answers with the class.

**Answer Key**

Open answers

**Activity 5**

- ◆ Have students answer the questions in their notebook.
- ◆ Organise them into pairs and have them share their ideas.
- ◆ Encourage students to suggest improvements or things their classmates can add to their notes.

**Answer Key**

Open answers

**Activity 6**

- ◆ Instruct students to complete the script using their notes and their classmate's feedback. Monitor and help as needed.

**Answer Key**

Open answers

**Activity 7**

- ◆ Tell students to draw a picture or glue a photo to use as a still. Ask them to rehearse their script aloud in pairs. Monitor and help as needed.
- ◆ Have them talk about their trip to the rest of the class. They can also use a camera or a smartphone to record their video.

**Answer Key**

Open answers

**Pages 70 and 71**

**Reading**

**Activity 1**

- ◆ Instruct students to skim the text to tick the correct options.
- ◆ Correct the activity with the whole class and clear up any doubts.
- ◆ Finally, ask students if they usually read or write blog posts.

**Answer Key**

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



**Tip**

“Hands down” is an expression that means “effortlessly”. It is believed to have originated in the 19th century, in horse

racing. When a jockey was too far ahead of his competitors, he could put his “hands down”, relaxing his grip on the reins.

### Activity 2

- ◆ Have students describe the images. Help them with vocabulary as needed.
- ◆ Instruct them to read the text and underline the passages in which the activities in the images are mentioned. Tell students to tick the activity that was not mentioned in the text. Have them compare answers in pairs.
- ◆ Correct the activity orally.

#### Answer Key

b

### Activity 3

- ◆ Have students read the text again to identify the places.
- ◆ Check orally with the class.

#### Answer Key

**a.** Ayutthaya; **c.** Koh Phi Phi/Maya Bay; **d.** Bangkok; **e.** Koh Phi Phi/Maya Bay

### Activity 4

- ◆ Tell students to decide if the sentences are correct or not and have them correct the wrong information.

#### Answer Key

**1.** C; **2.** I, Bangkok is a big, modern but traditional city.; **3.** I, Pad Thai was her favourite food in Thailand.; **4.** C; **5.** I, She wants to try a different destination next year.

### Activity 5

- ◆ Instruct students to write the names of the sections. Then check orally with the class.

#### Answer Key

**1.** The Learning Experience; **2.** Bangkok; **3.** The Beaches; **4.** Ruins and Temples; **5.** The Learning Experience

### Activity 6

- ◆ Elicit from students the meaning of “infer” (deduce something that is not obvious). Explain that, in this activity, the information they need is not explicit in the text, so they need to infer it.
- ◆ Allow students some time to do the activity. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class and explain why they think that.

#### Answer Key

**1.** usually; **2.** isn't; **3.** wants; **4.** would

### Activity 7

 **Openness to new experiences** – Openness to new experiences refers to not refuting ideas and opportunities just because they are different from what one is used to. This competence is important because it can lead someone to live richer experiences, be less prejudiced and be more creative. Students should be exposed to cultural diversity and be stimulated to overcome the initial awkwardness they may feel. They should also be taught always to be respectful. However, it is important that they respect their own limits and not force themselves to try things they do not feel comfortable with or prepared for.

- ◆ Ask students how they would define “traveller” and “tourist”.
- ◆ Have students discuss the question. Finally, ask for volunteers to share their answers with the class.

#### Answer Key

Open answers

### Activity 8

- ◆ Allow students some time to discuss the question in pairs.
- ◆ Open the discussion to the whole class.

#### Answer Key

Open answers

### Buzzwords

- ◆ Read the sentence with students and ask them to try to infer the meaning of the expression “hit the road”.
- ◆ Instruct them to look the expression up in a dictionary to check their guesses.

#### Answer Key

**Suggested answers:** leave a place; start a trip; begin an adventure.

### Activity 9

- ◆ Allow students some time to do the activity.
- ◆ Ask for volunteers to read the complete sentences aloud, substituting the underlined words by “hit the road” when possible. Clear up any doubts students may have.

#### Answer Key

c

## Language 2

### Activity 1

- ◆ Organise students into pairs to find the sentences in the text.
- ◆ Ask for volunteers to write the sentences on the board.
- ◆ Elicit from students what the underlined sentences have got in common (the verb *to be* in the past).

#### Answer Key

**a.** I was a bit scared to travel alone.; **b.** The guides were very organised and helpful.; **c.** ...there weren't many options of exotic foods in that specific market!; **d.** I wasn't brave enough to try them...

### Activity 2

- ◆ Still in pairs, instruct students to choose the correct options. Refer them to the grammar box for support. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class. Clear up any doubts students may have.
- ◆ If necessary, refer students to **Unit 5 Language Reference** on pages 61 and 62 in their **Workbooks**.

#### Answer Key

**1.** past; **2.** was; **3.** were; **4.** was; **5.** weren't

### Activity 3

- ◆ Read the instructions with students and elicit the answers of item 1. Ask them how they know which sentences are in the present and which are in the past. Guide them to notice that sentences such as "Edward is from Paris" refer to permanent situations, which are expressed in the present. However, "Maria and Paula were born in different cities" refers to events that happened in the past, so they should be expressed in the past.
- ◆ Allow students some time to complete the other items in pairs.
- ◆ Correct the activity with the whole class, encouraging students to justify their answers.

#### Answer Key

**1.** is, were, is, was; **2.** are, is; **3.** am, are, were, are

### Activity 4

- ◆ Have students complete the sentences.
- ◆ Ask for volunteers to read the sentences to check.

#### Answer Key

**1.** were; **2.** Were, was, weren't; **3.** was, was, were; **4.** Were, wasn't, were, was

### Activity 5

- ◆ Review the present continuous with students by pointing at some images of the unit and asking, "What is/are he/she/they doing?". Write their answers on the board.
- ◆ Ask students how they would describe these same actions in the past. Guide them to notice that all they need to do is put the verb *to be* in the past and have them help you put all the sentences on the board in the past.
- ◆ Explain to them that this verb tense is called past continuous and that we use it to refer to actions that were in progress for some time in the past. Refer them to the grammar box, and clear up any doubts they may have.
- ◆ Tell students to complete the paragraph and correct the activity with the whole class.
- ◆ If necessary, refer students to **Unit 5 Language Reference** on pages 63 and 64 in their **Workbooks**.

#### Answer Key

**1.** was travelling; **2.** were visiting; **3.** was shining; **4.** were wearing; **5.** was using; **6.** was having

### Activity 6

- ◆ Organise students into pairs and allow them some time to do the activity. Monitor and help as needed.
- ◆ Correct the activity with the whole class. Clear up any doubts they may have.

#### Answer Key

**1.** is not working; **2.** am using; **3.** were walking; **4.** were exploding; **5.** were taking; **6.** was freezing; **7.** was having; **8.** am waiting; **9.** am looking

### Activity 7

- ◆ Write on the board "We were visiting the ruins on that day." and underline the preposition "on".
- ◆ Ask students why we use "on" in this situation, and not "at" or "in".
- ◆ After listening to their answers, write "collocation" on the board and explain that collocations are words that usually go together, and that it feels wrong for the native speakers of a language if these words are combined with different ones. Elicit some collocations in students' L1 if possible.
- ◆ Read the contents in the **Snack Learning** box with students and clear up any doubts they may have.
- ◆ Go over the instructions to the activity with students and make sure that they understand what they are supposed to do.
- ◆ Allow students some time to do the activity and have them compare their answers in pairs.
- ◆ Ask for volunteers to share their answers with the class.

#### Answer Key

**2.** on; **3.** at; **4.** on; **5.** at; **6.** on; Open answers

### Activity 8

- ♦ Ask students what question will be formed in item 1. Write it on the board and clear up any doubts.
- ♦ Allow students some time to do the activity and ask for volunteers to write the questions on the board.

#### Answer Key

**1.** When were you born?; **2.** What were you doing at this time last Saturday?; **3.** Were you studying before the class today?; **4.** Who was the first person to arrive to class today?; **5.** Were you paying attention in class yesterday?; **6.** What were you doing yesterday at 11:00 p.m.?

### Activity 9

- ♦ Have students write their answers and discuss the questions in pairs.
- ♦ Invite volunteers to share their answers with the class.

#### Answer Key

Open answers

### Activity 10

- ♦ Play the audio, pausing after each sentence, so that students can decide if the intonation rises or falls. If necessary, play it again.
- ♦ Correct the activity with the whole class.
- ♦ Ask students what the falling intonation questions have got in common (They are *wh*- questions.) and what the rising intonation ones have got in common (They are *yes/no* questions.). Explain to them that intonation is essential to communicate clearly.

#### Transcript 23



- 1 Where were you going?
- 2 Were you swimming in the ocean?
- 3 Where are you going next?
- 4 Are you going to Europe?
- 5 Do you like to travel?
- 6 Where is your favourite place to go?

#### Answer Key

**1.** falling; **2.** rising; **3.** falling; **4.** rising; **5.** rising; **6.** falling

### Activity 11

- ♦ Play the audio again, pausing after each sentence, so that students can repeat it.

#### Answer Key

Open answers

### Activity 12

- ♦ Have students ask the questions to each other. Monitor and help as needed.

#### Answer Key

Open answers

### Page 74

## Writing

### Activity 1

- ♦ Before class, ask students to bring pictures—either printed or on their devices—of themselves on holidays. Instruct students to choose one to write about.
- ♦ Tell students to take notes in their notebook, answering the questions about the moment represented in the picture. Monitor and help as needed.

#### Answer Key

Open answers

### Activity 2

- ♦ Instruct students to write a draft combining their notes from the previous activity. Monitor and help as needed.

#### Answer Key

Open answers

### Activity 3

- ♦ Organise students into pairs and explain that they are going to read each other's drafts and make suggestions on how to improve them.
- ♦ Elicit elements students should pay attention to when proofreading someone's text, such as spelling, accuracy and clarity of ideas.
- ♦ Ask students to tell their classmates what they have noticed in their drafts. Advise them to give positive feedback first and to be respectful.

#### Answer Key

Open answers

### Activity 4

- ♦ Tell students to write the final version of their texts, incorporating the feedback they have received from the teacher and their classmates. Students can also publish their posts on a social network or their class/school blog.

## Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ◆ Elicit from students tourist attractions in their country and write their ideas on the board. Ask them which ones they have visited and which they like the most.
- ◆ Read the sentence with students and draw their attention to the blank. Instruct them to fill it in with the tourist place they believe is the most popular one in their country.

### Research

- ◆ Tell students that they will have to collect some data to test their hypotheses.
- ◆ Set some time (e.g., a week, two days) for them to interview friends and family members and take note of their answers. Explain that they should try to conduct the interview in English, but that they can do it in L1 if necessary.

### Think

- ◆ Read the questions with students and make sure they understand what they mean.
- ◆ Have small groups discuss the questions based on their findings. Monitor and help as needed.
- ◆ Open the discussion to the whole class.

### Discuss

- ◆ Have the class reach a conclusion about the most popular tourist attraction in their country, based on their investigation.
- ◆ Instruct them to complete the sentence with the name of the tourist attraction.
- ◆ Ask them if the conclusion is similar or different from their hypotheses.

### Activity 1

- ◆ Organise students into new groups and tell them to discuss the questions. Monitor and help as needed.
- ◆ Open the discussion to the whole class.

## Answer Key

Open answers

### Activity 2

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

## Answer Key

Open answers

## Go Around!

### Activity 1

- ◆ Ask students if they have ever visited a country whose language they did not speak. If so, ask them what the experience was like and what helped them communicate with the locals. Finally, ask them if they learned any basic sentences in the country's language.
- ◆ Draw students' attention to the chart and ask them if they have ever seen something like that. If so, ask them in what situation.
- ◆ Organise students into pairs and have them discuss the questions. Monitor and help as needed. Finally, open the discussion to the whole class.

## Answer Key

- 1. Suggested answers:** In travel books, travel guides and travel blogs. They are used to help people when they travel. To help them speak the language from the country they are travelling to.
- 2. Suggested answers:** German and English. They are used so the speaker knows the translation of the word/expression. They translate it into English because it is a universal language and it is possible for more people to understand it.
- 3. Suggested answers:** Images, to help people understand the message, and phonetic symbols, to help people pronounce the words correctly.
- 4. Suggested answers:** They are important so travellers can try and communicate in the language used in that place, and this way, try to show more respect for the culture they are in.
- 5. Suggested answers:** Before travelling somewhere you should check the place's customs and traditions, for example: women shouldn't wear shorts and skirts in certain countries. By doing so, you show respect for the people's traditions even if they are different from yours.

### Activity 2

- ◆ Elicit from students countries they would like to visit whose official language is not English or their own.
- ◆ Read the questions and if possible, have them research the answers at school. If not, assign the research as homework.
- ◆ After the research, organise students into groups and have them share their findings. Monitor and help as needed.
- ◆ Ask for volunteers to share their findings with the class.

## Answer Key

Open answers

### Activity 3

- ◆ Ask students to decide on the essential phrases for people who are visiting their country. Instruct them to write the sentences down and to translate them into English. Advise them to use a dictionary for support. Monitor and help as needed.

- ◆ Ask for volunteers to share some of their sentences and discuss with the class where the list should be published.

### Answer Key

Open answers

### Activity 4

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

### Answer Key

Open answers

### Page 76

## Over to You!

### Concept

- ◆ Have students mention activities they do on holiday.
- ◆ Read the concept with them and make sure they understand it.
- ◆ Instruct students to circle the emoji that represents their reaction to the concept.
- ◆ Organise them into pairs or small groups and have them compare and justify their reactions.

### Activity 1

- ◆ Instruct students to research into the concept at home.
- ◆ Organise students into small groups and have them compare their findings.

### Answer Key

Open answers

### Activity 2

- ◆ Tell students that they are going to read an article about the concept they have discussed. Clear up any doubts they may have.
- ◆ Ask students if the content of the text is somehow similar to what they have researched.
- ◆ Instruct students to discuss the questions in the same groups as in the previous activity.
- ◆ Open the discussion to the whole class. Guide students to notice that voluntourism can be a very enriching experience and help people in need. However, anyone who intends to try it should be responsible and emotionally prepared to deal with a very different reality from their own. It is also important to find a trustworthy and well-meaning organisation that will promote a safe trip and help people.

### Answer Key

Open answers

### Page 77

## Review 5

### Activity 1

- ◆ Before playing the audio, tell students to pay attention not only to what people say, but also to the background noises.

### Transcript 24



1

**Kate:** And now, the weather with Susan Mills. Susan, what can we expect for the weather today?

**Susan:** Well Kate, right now the sun is not so strong and it's very cloudy, but we haven't got any signs of rain today. Temperatures will be nice and warm.

**Kate:** Well, at least the temperature will be nice today. Thank you, Susan.

2

**A:** Oh no! What happened to you?

**B:** I forgot my umbrella and had to walk home today.

**A:** You're all wet!

3

**A:** Bye, Mum! I'm going to Tim's house to play in his pool.

**B:** Take some sunscreen! You don't want a sunburn.

**A:** OK, Mum, you're right.

4

**A:** Oh no! My umbrella was turned inside out!

**B:** Oh no! It's because of the wind! It's very strong today.

5

**A:** Look, Claudia! First snow of the year! Come, let's make snow angels!

6

**A:** Oh my! This doesn't seem like it's going to be a light rain.

**B:** Yeah, this is going to be quite a storm apparently.

### Answer Key

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

### Activity 2

- ◆ Have students match the words to the explanations.

### Answer Key

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

### Activity 3

#### Setting the Pace



- ▶ Write the answers on the board at random and instruct students to use them to complete the sentences. Monitor and help as needed.
- ▶ Ask for volunteers to read the complete sentences aloud.

#### Answer Key

1. hike, shopping; 2. try; 3. sunbathe; 4. snorkelling

### Activity 4

- ◆ Tell students to complete the text with the correct past form of the verb to be.

#### Answer Key

1. were; 2. weren't; 3. was; 4. wasn't; 5. wasn't; 6. were; 7. was; 8. were; 9. were; 10. was; 11. was; 12. were

### Activity 5

- ◆ Ask students to complete the sentences with the words from the box in the past continuous.

#### Answer Key

1. was looking; 2. was going, was going, were talking; 3. was riding, were standing, wasn't going

### Activity 6

- ◆ Have students write the sentences with the correct preposition.

#### Answer Key

1. She was sitting on the couch reading a book at 7:00 p.m.;  
2. My cousin and I were born on the same day.; 3. On Sunday morning, the sun wasn't shining.; 4. I was studying all afternoon on Monday.

## Workbook 5

Pages 27-31

### Activity 1

#### Answer Key

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

### Activity 2

#### Answer Key

1. sightseeing; 2. shopping; 3. surfing; 4. snorkelling; 5. scuba diving; 6. sailing  
Left column: 2, 1, 6; Right column: 5, 3, 4

### Activity 3

#### Answer Key

1. hostel; 2. motor home; 3. hotel

### Activity 4

#### Answer Key

1. expedition; 2. tent; 3. sunny; 4. mountains; 5. adventure

### Activity 5

#### Answer Key

1. markets; 2. arena; 3. amusement, historic; 4. mountains;  
Open answers

### Activity 6

#### Transcript 13



I'm Vanesa and I'm from Mendoza, Argentina. Three years ago, when I finished my studies, I was lucky to get my working holiday visa and travel to Australia. My experience was incredible! It was a great opportunity to practise English, learn about a new culture and meet people from all over the world. My first job was in a souvenir shop where I talked to customers in English and Spanish. This was a part-time job in the afternoon so I applied as a waitress in a coffee shop to work in the morning. My workmates were very sociable and they are now my friends. We travelled a lot together and visited big cities and we were also at the best beaches in Australia. On one of our first free days, my friends and I were sunbathing and relaxing at the beach while there was a surf competition. The surfers were having so much fun that I wanted to learn to surf. Some days later, I started to practise and I was quickly standing on the board. I will always remember that amazing day. I was very excited and while I was surfing, my friends were taking me photos. After that, there wasn't a day when I wasn't surfing at the beach. But, at that time, I wasn't aware that this activity would change my life. Now, I'm a professional surfer and I have got my own surf academy. I continue travelling to different parts of the world giving courses and competing. And, today, Australia is my new home. I highly recommend having a working holiday experience. It's a life-changing event.

**Answer Key**

2

**Activity 7****Answer Key**

**1.** Argentina; **2.** two; **3.** wasn't; **4.** were; **5.** sunbathing; **6.** wasn't; **7.** were; **8.** wasn't; **9.** usually; **10.** Australia

**Activity 8****Answer Key**

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

**Activity 9****Answer Key**

**1.** were, doing; **2.** was flying; **3.** Are, training; **4.** was reading; **5.** am having; **6.** are, doing; **7.** am waiting; **8.** are coming; **9.** was looking; **10.** am making

**Activity 10****Answer Key**

**1.** No, she wasn't.; **2.** Yes, she is.; **3.** Yes, she is.; **4.** No, she wasn't.; **5.** No, they weren't.

**Activity 11****Answer Key**

**1.** first; **2.** shy; **3.** friends; **4.** Lima; **5.** food; **6.** stormy; **7.** free

**Activity 12****Answer Key**

1, 4, 5, 6

**Activity 13****Answer Key**

**1.** This was a valuable experience for Colleen.; **2.** Colleen was in Peru for three weeks.; **3.** Colleen's favourite activity in the countryside was to hike in the mountains.; **4.** It was possible to sunbathe in the countryside.; **5.** You can write a comment if you're interested in this type of experience.

**Activity 14****Answer Key**

Open answers

**Activity 15****Answer Key**

**1.** was; **2.** were; **3.** were; **4.** was climbing; **5.** were walking; **6.** were having; **7.** weren't; **8.** was raining; **9.** were; **10.** was; **11.** was; **12.** was looking; **13.** were

**Activity 16****Answer Key**

**1.** What were you doing at 8:00 p.m. on Monday?; **2.** Were you at the cinema last Saturday afternoon?; **3.** Was it raining yesterday?; **4.** Was your mother driving yesterday at 5 p.m.?; **5.** Where were you on Sunday evening?; **6.** What were you doing one hour ago?

**Activity 17****Answer Key**

Open answers

**Activity 18****Answer Key**

**1.** on; **2.** on; **3.** At; **4.** on; **5.** at

**Activity 19****Answer Key**

Open answers

**Activity 20****Answer Key**

Open answers

## 6 What makes an icon?

### Objectives:

- ▶ Learn about world idols and leaders.
- ▶ Describe people's physical characteristics.
- ▶ Compare the timelines of two icons.
- ▶ Write a timeline.
- ▶ Use the simple past and connectors.
- ▶ Reflect on whether boys and girls have got similar idols.
- ▶ Reflect on a world without leaders.

### Language:

- ▶ adjectives to describe physical appearance (bald, blond, chubby, curly, dark, elegant, fit, gorgeous, long, short, straight, strong, tall, thin, trendy, wavy)

- ▶ nouns to describe physical appearance (a beard, a moustache, braces, glasses)
- ▶ verbs to describe physical appearance (*be, have got, wear*)
- ▶ simple past (regular and irregular verbs)
- ▶ *could* (ability)
- ▶ connectors (*then, so, before, after*)

**Digital Content: Unit 6 Study Space and Teacher's Resource Material**

**Workbook:** pages 32-36.

Pages 78 and 79

### Opening Pages

#### Shorter Version

- ◆ Write the word "icon" and elicit its meaning (a person or thing that represents something). Ask students to name some icons.
- ◆ Invite students to describe the image and explain how it relates to the title of the unit. Have them identify Charles Darwin and Albert Einstein, icons in their knowledge areas. Then discuss the questions with the whole group.

#### Longer Version

- ◆ Write the word "icon" and elicit its meaning (a person or thing that represents something). Ask students to name some icons.
- ◆ Refer the students to the image and help them describe it.
- ◆ Read the title of the unit and ask them how it relates to the image. Guide them to notice that the image shows Charles Darwin and Albert Einstein, icons in their knowledge areas.
- ◆ Invite students to mention characteristics iconic people share.
- ◆ Organise students into small groups to discuss the questions. Finally, open the discussion to the whole class.

Pages 80 and 81

### Get Ready!

#### Activity 1

- ◆ Draw students' attention to the text and elicit what type of text it is (a blog entry).
- ◆ Ask students what they suppose the topic of the blog entry is about and if they know the people in the images.
- ◆ Explain that they should identify correct and incorrect sentences, and rewrite the incorrect ones.
- ◆ Invite volunteers to share their answers with the class.

#### Answer Key

- b** The blogger is optimistic, he thinks there are nice people around.
- c** The blogger wants people to write about their idols.

#### Activity 2

- ◆ Instruct students to find and underline information in the text that helps them match the famous people to the facts.
- ◆ Check the activity with the whole class.

#### Answer Key

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

#### Activity 3

- ◆ Advise students to find a different way to highlight the information to help them do activity 3.
- ◆ Invite volunteers to share and justify their answers.

#### Answer Key

**1.** Louise Ballard; **2.** Flora Johnson; **3.** Robson Briggs;  
**4.** Valéria Souza

#### Activity 4

- ◆ Organise students into pairs to discuss the question.
- ◆ Check with the whole class. Students may mention more characteristics in common between Michael Jordan and Bill Gates—such as they are both men, they are American, etc., and more characteristics in common between Malala Yousafzai and Emma Watson—such as they are both women, they are role models for girls, etc.

### Answer Key

**1.** They are/were both businesspeople.; **2.** They both support education.

### Activity 5

- ◆ Invite volunteers to read the comments aloud and ask students if they agree or disagree with any of them and why.
- ◆ Tell students to write their own comments about the blog entry. They can comment on the icons mentioned or different ones.
- ◆ Select volunteers to read their comments to the class.

### Answer Key

Open answers

### Activity 6

- ◆ Ask students what other information they would like to know about the icons mentioned on page 80.
- ◆ Encourage them to write a question and then share it with some classmates, who can try to answer it. Assign the research of the answer as homework.
- ◆ In the following class, organise students into small groups and have them share what they've found out in their research.

### Answer Key

Open answers

## Page 82

### Language 1

#### Activity 1

- ◆ Have students describe the famous people on page 80. Write some keywords on the board.
- ◆ Allow students some time to complete the sentences.
- ◆ Invite volunteers to read the complete sentences aloud.

### Answer Key

**1.** tall, bald; **2.** glasses; **3.** short hair

#### Activity 2

- ◆ Elicit from students what collocations are (words that usually go together). Explain that words related to physical characteristics collocate with some verbs.
- ◆ Copy the chart on the board and ask students which verb collocates with "a beard". If they have got difficulty, write "Charles Darwin had a long beard.". Write "a beard" under "have got" and have students complete the chart in their book. Then organise students into pairs to complete the chart.

- ◆ Invite volunteers to write the words under the correct categories on the board.

### Answer Key

**be:** bald, chubby, fit, short, strong, tall; **have got:** a beard, a moustache, black hair, blond hair, blue eyes, braces, brown eyes, brown hair, curly hair, green eyes, long hair, red hair, short hair, straight hair, wavy hair; **wear:** braces, glasses

#### Activity 3

- ◆ Allow students some time to do the activity. Advise them to refer to the chart in activity 2 for support. Monitor and help as needed.
- ◆ Invite volunteers to share their answers with the class.

### Answer Key

**1.** has got, is; **2.** has got, is; **3.** is, has got, has got; **4.** has got, always wears, is; **5.** has got, has got; **6.** has got, is

#### Activity 4

- ◆ Instruct students to match the images to the descriptions.
- ◆ Correct the activity with the whole class.

### Answer Key

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

#### Activity 5

- ◆ Draw students' attention to the first image. Guide them to formulate a description together and write it on the board.
- ◆ Tell students to do the same with the other images.
- ◆ Invite volunteers to share their descriptions with the class.

### Answer Key

Open answers

#### Extra Activity



- ▶ Before class, print images of some famous people familiar to students.
- ▶ Organise students into groups and give each student a picture. Tell them to take turns describing the people they got.
- ▶ The first student to guess gets the image. In each group, the winner will be the student with more pictures.

## Listening and Speaking

### Activity 1

- ♦ Read the questions and ask students if they know the game.
- ♦ Play the audio and check the activity with the whole class.

#### Transcript 25



**Beverly:** Hey guys, who wants to play a game?

**Manoel:** Me! I'm always up for some fun!

**Charlie:** Hmmm... What game, Beverly?

**Beverly:** OK, how about we play Forehead Detective?

**Manoel:** The *what* detective?

**Beverly:** Forehead. It's... oh never mind, you guys probably know it as The Post-it game.

**Manoel:** Oh, sure! Let's play!

**Beverly:** OK, how about we each write the name of a famous person on a Post-it note and stick it on the forehead of the person sitting on your left?

**Manoel:** OK. And then we ask questions. OK, like ...

**Beverly:** No, no, no, Manoel. We can only ask Yes-No questions.

**Manoel:** Oh, yes, you're right. Hmmm...

**Beverly:** Ready everyone?

**Manoel:** Yep. Let's go.

**Charlie:** Whatever.

**Beverly:** OK, stick your note on the forehead of the person sitting on your left. That's it. Who would like to start?

**Manoel:** Me! Hmm... Am I dead or alive?

**Charlie:** C'mon man, only Yes-No questions. Pay attention, Manoel!

**Manoel:** Ops! Sorry. Am I alive?

**Beverly, Charlie:** Yes.

**Beverly:** OK. Me now. Am I a singer?

**Charlie, Manoel:** Yes.

**Charlie:** Have I got dark hair?

**Beverly, Manoel:** No.

**Manoel:** Am I a man?

**Beverly, Charlie:** Yes.

**Beverly:** Have I got blond hair?

**Manoel, Charlie:** Sometimes...

**Beverly:** Yes or no?

**Manoel:** Let's put it this way, your hair changes colour a lot.

**Beverly:** I see.

**Charlie:** Am I chubby?

**Beverly, Manoel:** NO!!!

**Charlie:** Hmm... Judging by the NOs, I'm very thin.

**Manoel:** Hmmm... I am alive, I am a man. That's not a lot. Am I a politician?

**Beverly, Charlie:** YES!

**Manoel:** Oh, I know! Donald Trump?

**Beverly, Charlie:** Nooooooooooooo...

**Beverly:** I'm a singer, my hair changes colour... hmm... Am I African-American?

**Charlie:** Yes!

**Manoel:** NO! She's dark-skinned, but not American.

**Beverly:** Oh, SHE! Oh, HER! So I'm a woman. Hmmm... I think I know, am I Rihanna?

**Manoel, Charlie:** No.

**Charlie:** I'm blond and I'm thin. OK. Am I an actress?

**Beverly, Manoel:** No.

**Manoel:** I'm a man, a politician and I'm alive. OK. Am I African-American?

**Beverly, Charlie:** Yes!!!

**Beverly:** OK, so I'm a woman, a singer, my hair changes colour a lot, I'm dark-skinned, but not American. Was I a judge in American Idol?

**Manoel, Charlie:** Yes!!!

**Beverly:** Oh, I know! I'm [beep]!

**Manoel, Charlie:** Yes!!!

**Charlie:** And she's from Trinidad and Tobago, not North America.

**Beverly:** YAY!!! I win!!! But let's carry on. I'll only answer questions now. Go, Charlie.

**Charlie:** OK. Blond, thin, not an actress. Am I a singer?

**Beverly, Manoel:** Yes!

**Charlie:** OK. Am I Katy Perry?

**Beverly, Manoel:** No!!!

**Manoel:** I'm a man, alive, a politician, African-American. Right. Hmmm... Was I the president before Trump?

**Charlie, Beverly:** Yes.

**Manoel:** Oh, easy, I'm [beep].

**Charlie:** OK, only I don't know who I am. Let's see... I'm a woman, a singer, I'm blond and thin. Hmmm... I'm not Katy Perry... Have I got blue eyes?

**Manoel, Beverly:** Yes!

**Charlie:** Oh, I know. I'm [beep]!

**Manoel, Beverly:** Correct!

**Manoel:** C'mon guys, let's play another round. I love playing...

#### Answer Key

1. The Post-it Game.;
2. Yes-No questions.

## Further Information



**Nicki Minaj** – Rap and hip-hop artist who moved to the United States as a child and overcame a difficult childhood. Minaj is the first female solo artist to have simultaneously seven singles on the Billboard 100 chart.

**Barack Obama** – Born in Hawaii, Obama became the first African-American president of the United States in 2008. His presidential term lasted until 2017, and was followed by the election of Donald Trump.

**Taylor Swift** – Singer and songwriter who became known for her country hits such as “Love Story” and “You Belong with Me”. Swift won a Grammy Award in 2018 for her album *Fearless*.

Based on <<https://www.biography.com/people/nicki-minaj-579574>>;  
<<https://www.biography.com/people/barack-obama-12782369>>;  
<<https://www.biography.com/people/taylor-swift-369608>>;  
Accessed on October 12, 2019.

## Answer Key

1. b; 2. a; 3. a

## Further Information



**Katy Perry** – American pop star, singer and songwriter who topped the charts with her albums *Teenage Dream*, *Prism* and *Witness*.

**Martin Luther King Jnr** – Baptist minister and social activist who led the Civil Rights Movement in the United States from the mid-1950s until his death by assassination in 1968.

**Ariana Grande** – Actress and singer, Grande first became popular because of her role in Nickelodeon’s series *Victorious*. In 2013, she launched her first album, *Yours Truly*, becoming a pop sensation.

Based on <<https://www.biography.com/people/katy-perry-562678>>;  
<<https://www.biography.com/people/martin-luther-king-jr-9365086>>;  
<<https://www.biography.com/people/ariana-grande-02152015>>;  
Accessed on October 12, 2019.

## Activity 2

### Setting the Pace



- ▶ Ask students to close their book and take note of each person’s characteristics in their notebook as they listen to the conversation.
- ▶ Play the audio.
- ▶ Ask students to reopen their book and circle the characteristics they wrote down.
- ▶ Invite volunteers to share their answers with the class.



- ▶ Make sure students understand what they are supposed to do.
- ▶ Play the audio, pausing after each sentence that contains a relevant piece of information.
- ▶ If necessary, play the audio again.
- ▶ Check the activity with the whole class.

## Answer Key

1. singer, Caribbean; 2. alive, man, politician, president;  
3. woman, thin, blond hair

## Tip



We can say that Nicki Minaj is Caribbean because Trinidad and Tobago are Caribbean islands. The official nationality of people born in these islands is Trinidadian and Tobagonian, but informal words used to refer to them are “Trini” or “Trinbagonian”.

## Activity 3

- ◆ Have students tick the correct photo. Check orally with the class.

## Activity 4

- ◆ Invite students to describe Kate Perry’s image in activity 3. Write their answers on the board, developing a collective description.
- ◆ Have students describe the other two famous people. Finally, invite volunteers to share their answers with the class.

## Answer Key

Open answers

## Activity 5

- ◆ Tell students to tick the questions and pay attention to how the word “whatever” is used in the conversation.
- ◆ Check the activity with the whole class.

## Answer Key

1, 3, 5, 6, 7

## Buzzwords

- ◆ Draw students’ attention to the **Buzzwords** box and ask them what they suppose Charlie meant when he used this expression. Then instruct them to look the expression up in a dictionary and invite volunteers to share their findings.

## Answer Key

**Suggested answers:** expressing a little annoyance, as if what is being said or done is not important.

### Activity 6

- ◆ Point at Katy Perry's image in activity 3 and elicit possible questions so that they guess the secret person is Katy Perry.
- ◆ Write their questions on the board. Some suggestions are: "Is this person a singer?"; "Is this person American?"; "Has this person got blue eyes?"; Does this person sing "Firework"?, etc.
- ◆ Have students write questions about Martin Luther King Jnr and Ariana Grande. In case they do not know much about these people, read the contents of the **Further Information** box in activity 3 aloud or allow them to do some research.
- ◆ Invite volunteers to share their questions with the class.

#### Answer Key

Open answers

### Activity 7

- ◆ Organise students into groups and have them sit in circles. Give each group some adhesive notes.
- ◆ Instruct each student to write the name of a famous person on an adhesive note, without anyone see it, and stick the note on the forehead of the classmate who is on their left.
- ◆ Tell students to take turns asking questions to guess whose name is on their forehead. Monitor and help as needed.

#### Answer Key

Open answers

### Activity 8

- ◆ After all the groups have played, have students write about the famous person they got. They can also publish their descriptions on a social network or their class/school blog.

#### Answer Key

Open answers

## Pages 84 and 85

### Reading

#### Activity 1

- ◆ Ask students to look at the text and tick the correct options.
- ◆ Check the activity with the class and elicit the function of this type of text (To provide information on someone's life in an objective and visually interesting way.). Timelines are usually found on websites, magazines and newspapers.

#### Answer Key

1. a; 2. a, b, d, f, g; 3. a, d, e

### Activity 2

- ◆ Have students read the timelines and label each image.
- ◆ Invite volunteers to share their answers with the class. Elicit the information that allowed them to identify each image.

#### Answer Key

1. Amelia; 2. Amelia; 3. Frida; 4. Frida; 5. Amelia; 6. Frida

### Activity 3

- ◆ Allow students some time to do the task.
- ◆ Check with the class and have them justify their answers.

#### Answer Key

1. Yes, it is.; 2. No, it isn't.; 3. Yes, it is.

### Activity 4

- ◆ Instruct students to answer. Tell them that most of the information they need is not explicitly written in the text and must be inferred.
- ◆ Check the activity with the whole class.

#### Answer Key

1. 6; 2. 4; 3. Amelia Earhart; 4. 18; 5. San Francisco, U.S.

### Activity 5

- ◆ Have students tick the answers.
- ◆ Invite volunteers to share and justify their answers.

#### Answer Key

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

### Activity 6

- ◆ Have small groups discuss the question.
- ◆ Invite volunteers to share their ideas with the class.

#### Answer Key

Open answers

## Pages 86 and 87

### Language 2

#### Activity 1

- ◆ Organise students into pairs to do the activity. In case they have got difficulty with item 3, ask them if all the verbs end in *-ed* (No.).
- ◆ Check the activity with the whole class. Then draw students' attention to the grammar box and read it with them.

### Answer Key

flew, divorced, could, became; **1.** past; **2.** know; **3.** different

### Activity 2

- ♦ Ask students to circle all the verbs in the past form in the timeline and then write them in the corresponding categories.
- ♦ Reproduce the chart on the board and write the answers on it.

### Answer Key

**Regular verbs:** participated, married, disappeared, diagnosed, suffered, started, joined, moved, divorced, remarried, died  
**Irregular verbs:** was, bought, set, became

### Activity 3

- ♦ Refer students to the verb list in **Language Reference** on page 69 in their **Workbooks**, and advise them to use it to complete the sentences, if necessary. Monitor and help as needed.
- ♦ Invite volunteers to share their answers on the board.
- ♦ For further practice, refer students to **Units 6 and 7 Language Reference** on pages 67 and 68 in their **Workbooks**.

### Answer Key

**1.** saw; **2.** walked; **3.** arrived; **4.** visited; **5.** wrote; **6.** read; **7.** went

### Activity 4

- ♦ Ask students when Amelia Earhart was born (1897) and check if they know how to say this year. If not, teach them to do so.
- ♦ Draw students' attention to the **Snack Learning** box and read it. Practise the pronunciation of the years with students.
- ♦ Play the audio twice so that they can write down the years.
- ♦ Invite volunteers to write their answers on the board.

### Transcript 26



- 1 My sister was born in 2010.
- 2 My grandparents immigrated in 1945.
- 3 In 2005 I went to England.
- 4 I had my first job in 1997.
- 5 My great-grandmother came to the U.S. in 1904.

### Answer Key

**1.** 2010 / two thousand ten/twenty ten; **2.** 1945 / nineteen forty-five; **3.** 2005 / two thousand and five; **4.** 1997 / nineteen ninety-seven; **5.** 1904 / nineteen oh four

### Activity 5

- ♦ Write on the board: "Amelia Earhart was the 1st woman to fly solo across the Atlantic Ocean."
- ♦ Elicit what "1st" stands for (First.) and explain that we add *st* after "1" for the ordinal form because the word "first" ends in *st*.
- ♦ Write "second" and "2" on the board and elicit from students what should be added after "2" to make its ordinal form (*nd*).
- ♦ Draw their attention to the **Snack Learning** box about ordinal numbers. Read it and practise pronunciation with students.
- ♦ Explain that we use the ordinal form of the numbers to say the days of the month. Write the date and ask how to say it.
- ♦ Instruct students to complete the paragraphs accordingly. Finally, check the activity with the class.

### Answer Key

**1.** third, twentieth, second; **2.** sixth, seventeenth, twenty-first

### Activity 6

- ♦ Allow students some time to complete the sentences.
- ♦ Invite volunteers to share their answers with the class.

### Answer Key

**2.** bought a car; **3.** travelled to Paris; **4.** divorced; **5.** had an accident; **6.** ran a marathon

### Activity 7

- ♦ Read the **Snack Learning** box with students. Draw their attention to the words in bold and explain that they are connectors. Ask students why we use connectors and help them realise that these words connect sentences and parts of sentences, making a text more fluid and sophisticated.
- ♦ Go through the sentences in the box once more and guide students to understand each of the connectors' function and use.
- ♦ If necessary, have students work in pairs to help each other.
- ♦ Check the activity with the whole class.

### Answer Key

**1.** then; **2.** Before; **3.** so; **4.** After

### Activity 8

- ♦ If necessary, allow students to remain in pairs to do this activity.
- ♦ Invite volunteers to share their answers with the class.

### Answer Key

**1.** so; **2.** After; **3.** then; **4.** Before; **5.** so; **6.** so; **7.** then

### Activity 9

- ◆ Have students complete the sentences and compare them in pairs. Then invite volunteers to share their sentences.

#### Answer Key

Open answers

### Activity 10

- ◆ Have students listen to the sentences and pay attention to the way the final *-ed* of the verbs is pronounced.
- ◆ Ask if the differences were noticed. Guide them to notice that the pronunciation of *-ed* depends on the final sound of the infinitive form. When the infinitive form of the verb ends in a voiceless sound, such as in “walk”, *-ed* sounds like /t/. Have students practise saying “walked”. Add that when the infinitive ends in sounds /t/ or /d/, such as in “visited”, *-ed* is pronounced like /ɪd/. Practise the pronunciation of “visited” with them. And when the infinitive ends in a voiced sound, such as in “arrive”, *-ed* is pronounced like /d/. Have them practise saying “arrived”.
- ◆ Play the audio again, pausing after each sentence for students to repeat. Have them write each verb in the correct column.

#### Transcript 27



- 1 I walked for three kilometres.
- 2 They arrived late last night.
- 3 My parents visited their hometown.

#### Answer Key

/t/: walked; /ɪd/: visited; /d/: arrived

### Activity 11

#### Setting the Pace



- ▶ Organise students into pairs and explain that they are going to listen to more verbs and decide in which column they should go.
- ▶ Play the audio, pausing after each verb. Advise them to analyse the infinitive form of each verb, say their past form aloud and write it in the correct column.
- ▶ Copy the chart on the board and invite volunteers to write the answers in it. Finally, have students practise saying each verb.



- ▶ Instruct students to close their books for a moment and copy the verbs they are going to hear in their notebook.
- ▶ Play the audio, pausing after each verb for students to write it down.
- ▶ Draw the chart on the board and have the class complete it together. Analyse each verb with students

and ask in what column it should go. If necessary, ask them to look the verb up in a dictionary to see its phonetic transcription.

- ▶ Invite a volunteer to write the verb in the correct column of the chart on the board. Do the same with the other verbs.
- ▶ When the chart on the board is complete, instruct students to fill in their own chart and practise saying each verb.

#### Transcript 28



Participated; disappeared; diagnosed; suffered; started; joined; moved; divorced; waited; needed; stopped; dreamed; ended; cooked; called; kissed.

#### Answer Key

/t/: divorced, stopped, cooked, kissed; /ɪd/: participated, started, waited, needed, ended; /d/: disappeared, diagnosed, suffered, joined, moved, dreamed, called

### Activity 12

- ◆ Have students write their sentences.
- ◆ Organise them into pairs and have them read their sentences to each other, paying attention to the pronunciation of *-ed* in each verb. Encourage students to give each other respectful feedback on their pronunciation. Monitor and help as needed.
- ◆ Invite volunteers to read the sentences aloud.

#### Answer Key

Open answers

## Page 88

### Writing

#### Activity 1

- ◆ Ask students to think of whose timeline they would like to make. Take them somewhere they can use the internet or assign the research as homework. Tell them to take notes on the information they need in their notebook.
- ◆ Have students decide if they are going to add images to their timeline and print them at school or at home. Encourage them to choose few images, since they are only for visual support.

#### Answer Key

Open answers

#### Activity 2

- ◆ Have students make a draft of their timelines in their book. Remind them that they should add only the most important information and write short, objective sentences.

### Answer Key

Open answers

### Activity 3

- ◆ Organise students into pairs to read each other's timelines and make suggestions on how to improve them.
- ◆ Elicit elements students should pay attention to when proofreading someone's text, such as spelling, accuracy and clarity of ideas.
- ◆ Have students read each other's timelines and take notes in their own notebook, pointing out good aspects and aspects that need to be improved.
- ◆ Ask students to tell their partners what they have noticed in their timelines. Remind them to be respectful.

### Answer Key

Open answers

### Activity 4

- ◆ Instruct students to produce the final version of their timelines on a poster, incorporating the feedback from their classmates. Encourage them to make it visually interesting, using the pictures they have printed, coloured pens, etc. They can also take a photo and post it on a social network or class/school blog.

### Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ◆ Read the sentence with students and explain that they should complete the first blank with the word "men" or "women", and the second one with the word(s) "entertainment", "sports", "education", "politics" or "science and technology". Allow them some time to reflect on how to fill in the blanks.
- ◆ Invite volunteers to share their hypotheses with the whole class.

### Research

- ◆ Tell students to collect some data to test their hypotheses.
- ◆ Reproduce the following chart on the board and have students copy it in their notebook:

	Men	Women
Entertainment		
Sports		
Education		
Politics		
Science and Technology		

- ◆ Explain that they should interview their family and friends and fill in the chart with tally marks; e.g., if a person says that their idol is Emma Watson, the student can add a tally mark to the Woman/Entertainment cell and to the Woman/Politics cell.
- ◆ Assign the data collection as homework.

### Think

- ◆ The following class, tell students to analyse their data.
- ◆ Have small groups discuss the questions, using their information. Then open the discussion to the class.

### Discuss

- ◆ Instruct students to complete the sentence once more, according to the results.
- ◆ Have them compare their conclusions to their initial hypotheses to check if they were confirmed.
- ◆ Ask for some volunteers to share their conclusions.

### Activity 1

- ◆ Organise students into groups to discuss the questions.
- ◆ Invite volunteers to share their ideas with the whole class.

### Answer Key

Open answers

### Activity 2

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

### Answer Key

Open answers

## Page 89

## Go Around!

### Activity 1

- ◆ Ask students if they know the people in the images. If necessary, have students do a quick search about them or read the **Further Information** box aloud for them.
- ◆ Organise students into groups to discuss the questions. Then open the discussion to the whole class.

### Answer Key

**1.** Open answers; **2.** India, the United States, Canada, Germany; **3.** Open answers

## Further Information



**Mahatma Gandhi** – Leader of India’s independence movement against Great Britain, Gandhi also advocated for the civil rights of Indians. He organised boycotts against British institutions in peaceful forms of civil disobedience.

**Angelina Jolie** – One of Hollywood’s leading actresses, Jolie is also known for her humanitarian activism. She was made a Goodwill Ambassador for the United Nations Refugee Agency in 2001 and received the Global Humanitarian Action Award from the United Nations Association of the United States in 2005 for her activism on behalf of refugee rights. The actress has also adopted three children from Cambodia, Ethiopia and Vietnam.

**Justin Trudeau** – 23rd Prime Minister of Canada and Minister of Intergovernmental Affairs. Trudeau is known for his commitment to youth and has innovated by appointing Canada’s first gender-balanced Cabinet.

**Angela Merkel** – First female Federal Chancellor of Germany and one of the main leaders of the European Union. Merkel is said to believe in budgetary discipline and cooperation. After the Fukushima nuclear disaster, she announced the phasing out of nuclear energy in Germany and committed to renewable energy generation.

Based on <<https://www.biography.com/people/mahatma-gandhi-9305898>>; <<https://www.biography.com/people/angelina-jolie-9356782>>; <<https://www.thesun.co.uk/tvandshowbiz/1820882/brad-pitt-angelina-jolie-children-names-divorce-family/>>; <<https://pm.gc.ca/eng/prime-minister-justin-trudeau>>; <<https://www.biography.com/people/angela-merkel-9406424>>; <[https://www.bundeskanzlerin.de/Webs/BKin/EN/AngelaMerkel/Profile/profile\\_node.html](https://www.bundeskanzlerin.de/Webs/BKin/EN/AngelaMerkel/Profile/profile_node.html)>. Accessed on October 12, 2019.

### Activity 2

- ◆ Ask students about a few local leaders and what they know about them.
- ◆ Have each student choose a local leader to do some research about him/her.
- ◆ Organise students into small groups to share their findings. Then open the discussion to the whole class.

### Answer Key

Open answers

### Activity 3

 **Leadership** – Leadership is a complex competence composed of different abilities. It involves communicating well, considering other people’s opinion, managing one’s own emotional response, making smart decisions, managing conflict, etc. By encouraging students to achieve good results both individually and collectively, we can help shape active citizens and future leaders.

- ◆ Brainstorm ideas that could improve the students’ community.

- ◆ Ask them to think of suggestions they could give their local leaders. Guide them to notice that a feasible and concrete suggestion has got more chances to be accepted.
- ◆ Before the class, do some research on how it is possible to communicate with your local leaders. Ask students if they know any means to communicate with local leaders and tell them what you have found out.

### Answer Key

Open answers

### Activity 4

- ◆ Organise students into small groups and have them suggest ways to implement one of their previous ideas.
- ◆ Ask the groups to present their ideas to the rest of the class. If possible, have students transmit their suggestions to the leaders of their community.
- ◆ Encourage them to keep track of local leaders’ actions and try to find out if something has been done about their suggestions.

### Answer Key

Open answers

## Page 90

### Over to You!

#### Concept

- ◆ Read the concept with students and make sure they understand what it means.
- ◆ Encourage them to react to the concept by circling the emoji that best describes their feelings towards it.
- ◆ Organise students into groups to compare their responses. Finally, open the discussion to the whole class.

#### Activity 1

- ◆ Instruct students to research into the concept at home. Tell them to look for texts (written or in audio/video format) that will support, challenge or invalidate the concept. Explain that they should take notes and bring them to be discussed the following class.
- ◆ In the following class, have students work in pairs and groups and present what they have found out in the research.

### Answer Key

Open answers

#### Activity 2

- ◆ Tell students they are going to read an article about the concept they have just discussed.
- ◆ Organise students into new groups to discuss the questions.

- ♦ Open the discussion to the whole group and ask if there are similarities between the text and the information they have found in their research. Tell them to justify their opinions.

### Answer Key

1. Yes, at least for a while.;
2. Open answers

Page 91

## Review 6

### Activity 1

- ♦ Ask students to look at the people and check vocabulary.
- ♦ Play the audio more than once for students to tick and check their answers. Finally, check orally with the class.

### Transcript 29



1

**Marion:** Hmm... Who's this gorgeous man?

**Bella:** That's my brother Kevin. He lives in France.

**Marion:** He kind of looks like your father.

**Bella:** Do you think so? A little, I guess.

**Marion:** He's tall and has got a moustache and a beard, like your father.

**Bella:** Yes, but my father has got straight hair. Kevin has got curly hair.

**Marion:** Oh, that's true.

2

My cousins are so lovely. They love wearing my sunglasses and posing for pictures. They're both tall and thin. They have got straight long hair, but Sandra's hair is brown. Here. Let me show you a picture.

3

**Carol:** Hey, George! I think I saw your sister yesterday.

**George:** Oh, yeah?

**Carol:** I think so. Tall, thin, dark short hair...

**George:** Doesn't sound like her. My sister has got long straight hair, she wears braces and isn't very tall...

**Carol:** Oh... so I guess it wasn't her.

4

This is my brother-in-law, Jackson. He's tall and strong and he's bald too! He wears glasses and he's very funny. We always have a good time together.

### Answer Key

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

### Activity 2

- ♦ Have students write the verbs in the correct form.

### Answer Key

1. started;
2. taught;
3. went;
4. wrote;
5. composed;
6. had;
7. survived

### Activity 3

- ♦ Have students complete the timeline with the information.

### Answer Key

1760: started writing his first melodies; 1765: wrote his first symphony; 1768: composed his first opera

### Activity 4

- ♦ Ask students to complete the sentences with the words.

### Answer Key

1. cooked;
2. saw, was;
3. waited, walked;
4. kissed;
5. dreamed;
6. moved

### Activity 5

- ♦ Tell students to connect the sentences.

### Answer Key

1. After Malala was shot, she went to live in England. / Malala went to live in England after she was shot.;
2. Before Michael Jordan retired, he won two Olympic medals. / Michael Jordan won two Olympic medals before he retired.;
3. Eugene is a curious person, so he wants to know what people think about lots of things.;
4. Emma Watson finished shooting Harry Potter and then she changed her hairstyle.

## Workbook 6

Pages 32-36

### Activity 1

### Answer Key

**BE:** bald, chubby, strong, short; **WEAR:** braces, glasses; **HAVE GOT:** blue eyes, black hair, wavy hair, straight hair, long hair, curly hair, a beard, braces

### Activity 2

### Answer Key

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

### Activity 3

#### Answer Key

Open answers

### Activity 4

#### Answer Key

**1.** had; **2.** was, is, has got; **3.** wear; **4.** has got, has got/wears; **5.** have got

### Activity 5

#### Transcript 14



**Sarah:** I'm tired of this bad weather. We can't play outside!

**Gina:** Yes, it's stormy! I'm tired of playing with the same board games all the time.

**Frank:** Why don't we play Forehead detective?

**Leo:** Yes! I love that game! Have you got Post-it notes, Gina?

**Gina:** Sure! I've got them in my schoolbag. And I'll bring some pens. Meanwhile, think of famous people.

**Leo:** Well, have you got the names ready on your notes?

**Frank:** Wait a second! I've got two people in mind.

**Gina:** Come on, Frank! We're all ready!

**Frank:** Ok, done! Let's stick the notes on our foreheads. Sarah, you're first.

**Sarah:** Am I alive?

**Leo, Gina, Frank:** Yes!

**Gina:** Am I a woman?

**Leo, Sarah, Frank:** No.

**Frank:** Am I a singer?

**Leo, Gina, Sarah:** Yes!

**Leo:** Have I got short hair?

**Frank, Gina, Sarah:** Yes!

**Sarah:** Am I a sportsperson?

**Leo, Gina, Frank:** Yes.

**Gina:** Did I create a successful invention?

**Leo:** Yes, something very important!

**Frank:** Shhh! Just answer "yes" or "no".

**Gina:** Thanks, Leo!

**Frank:** Am I young?

**Leo, Gina, Sarah:** Yes.

**Leo:** Am I from the USA?

**Frank, Gina, Sarah:** Yes!

**Sarah:** Am I dark-skinned?

**Gina:** Yes!

**Sarah:** I think I know! Tiger Woods!

**Leo:** Noooo! You aren't a man!

**Gina:** Stop helping Leo!

**Leo:** I'm sorry! It's difficult to answer just "yes" or "no".

**Gina:** Am I dead?

**Leo, Sarah, Frank:** Yes!

**Gina:** OK, so I'm dead, I'm a man and I invented something very important. Am I Steve Jobs?

**Frank:** Correct!

**Gina:** That was easy! I know Leo admires Steve Jobs! Let's see if you can guess now...

**Frank:** OK, let's ask one last question and try to guess. Have I got a beard?

**Leo, Gina, Sarah:** No!

**Frank:** I'm a young singer and I haven't got a beard. Am I Justin Bieber?

**Sarah:** Not even close! I'll give you a clue. You aren't a man.

**Frank:** Am I Miley Cyrus?

**Gina:** No, you're Selena Gomez. But Miley and Selena worked together in the past so your guess isn't that bad. Leo, your turn...

**Leo:** Hmm, am I strong?

**Sarah:** Yes.

**Leo:** So I've got short hair, I'm from the USA and I'm strong. I need more information. One more question please!!!

**Frank:** OK, it's fair. Gina and I got some help.

**Leo:** Thanks! Am I a sportsperson?

**Sarah:** No. So, who do you think you are?

**Leo:** I don't know! I think the actor Dwayne Johnson is strong.

**Gina:** No, but nice try! Dwayne Johnson is known as "The Rock" because he's very muscular!

**Frank:** You're Robert Downey Jnr. He's strong but he's not so tall.

**Leo:** Sarah, it's your time to guess.

**Sarah:** OK, I'm a sportswoman and I'm dark-skinned. Have I got brown eyes?

**Gina:** Yes, you've got dark brown eyes.

**Sarah:** I know! Serena Williams.

**Leo:** Right! Do you want to play another round?

**Frank:** OK, but don't give extra information this time.

#### Answer Key

**1.** Serena Williams; **2.** Steve Jobs; **3.** Robert Downey Jnr; **4.** Selena Gomez; Not used: Miley Cyrus and Dwayne Johnson

### Activity 6

#### Answer Key

short hair, dark-skinned, beard, strong, young, muscular, dark brown eyes, tall

## Activity 7

### Answer Key

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

## Activity 8

### Answer Key

Open answers

## Activity 9

### Answer Key

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

## Activity 10

### Answer Key

Radiotherapy, an important treatment against cancer, and X-rays.

## Activity 11

### Answer Key

1867: was born; 1891: went; 1895: married; 1898: discovered;  
1903: became; 1906: started; 1911: won; 1934: died

## Activity 12

### Answer Key

1. After Marie moved to France, she met Pierre.; 2. Pierre worked in his projects before he worked with Marie.; 3. Marie and Pierre discovered polonium. Then they discovered radium.; 4. Pierre died in 1906, so Marie was terribly sad.

## Activity 13

### Transcript 15



1  
Florence Nightingale was born on May 12<sup>th</sup>, 1820.  
2  
She started training as a nurse in 1850.  
3  
On 21<sup>st</sup> October, 1954, she left England to treat soldiers in the Crimean War and reduced death rates by improving sanitary conditions.  
4  
In 1859, she wrote *Notes on Nursing*.

5

In 1907, she became the first woman to receive the Order of Merit.

6

On August 13<sup>th</sup>, 1910, she died in London.

### Answer Key

1. 1820; 2. 1850; 3. 21<sup>st</sup>; 4. 1859; 5. 1907; 6. 13<sup>th</sup>

## Activity 14

### Answer Key

became (I), died (R), left (I), reduced (R), started (R), wrote (I)

## Activity 15

### Answer Key

1. became; 2. used; 3. founded; 4. introduced

## Activity 16

### Answer Key

1. could, was; 2. started; 3. went; 4. spent; 5. wrote;  
6. became; 7. participated; 8. divorced

## Activity 17

### Answer Key

1. Then; 2. so; 3. before; 4. After

## Activity 18

### Answer Key

Open answers

## Activity 19

### Answer Key

Open answers

## 7 What's the value of history?

### Objectives:

- ▶ Learn and talk about world history.
- ▶ Talk about past events.
- ▶ Say when things happened in the past.
- ▶ Ask questions about past events.
- ▶ Write an encyclopedia entry.
- ▶ Make an oral presentation about the role of women today.
- ▶ Reflect on the importance of students' family history.
- ▶ Learn about oral history.
- ▶ Make an artefact that has got historical value to learners' family history.

### Language:

- ▶ appreciate, defeat, depict, develop, establish, fight against, fight back, fight for, foresee, invade, win
- ▶ simple past (affirmative, negative and interrogative forms)
- ▶ time expressions in the past

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

**Project: Workbook** page 50.

**Workbook:** pages 37-41.

Pages 92 and 93

### Opening Pages

#### Shorter Version

- ◆ Ask students to look at the image and describe what they see. Then have them explain, in their own words, how the image relates to the title of the unit. Guide them to notice that the image shows a never-ending clock.
- ◆ Invite students to read the questions and discuss them in pairs. Then ask for volunteers to share their answers with the whole group.

#### Longer Version

- ◆ Write the word "history" on the board and ask students what ideas come to mind, helping them out with vocabulary if necessary. Allow them to share how they feel about the topic and encourage contributions from all students.
- ◆ Start a quick discussion on how history is important and elicit some examples from students, asking them to justify their answers. Encourage them to think of micro and macro levels, for instance their family history and the world history. Ask them for some examples of remarkable historical facts in the world. Next, organise students into pairs and have them discuss how these events have shaped the way some societies live nowadays. After a few minutes, regroup students so that they share their findings with other classmates. Then open the discussion to the whole class and list students' ideas on the board.
- ◆ Have students open the book to pages 92 and 93 and look at the image. Encourage them to think of how it relates to the ideas written on the board, making sure they justify their answers. Guide them to notice that the image shows a never-ending clock, which illustrates the history of the world itself and how everything is connected.
- ◆ Finally, invite students to discuss the questions in the box in pairs. Clarify any vocabulary doubts they may have. Then open the discussion to the whole group.

Pages 94 and 95

### Get Ready!

#### Activity 1

- ◆ **Learning from past mistakes** – Learning from past mistakes means looking back at history to understand the successes and failures from the past and learn from them. Ideally, this way we learn from past mistakes and do not repeat them any more, disproving the idea that "history repeats itself". Also, it can provide us with insights into our culture and others, increasing cross-cultural awareness, understanding and empathy. Explain to students that this principle is also valid for our actions and daily lives, not only for historical events. Guide them to realise the importance of analysing what went right and wrong in their own actions, so they can make better-informed future decisions.
- ◆ Have students look at the text and images and say where they can find them (*On the internet*). Next, encourage them to explore the images more attentively, describing what they see and how they relate to the title of the text. Then have them predict what the text is about.
- ◆ Ask students to read the text and answer the questions in activity 1.
- ◆ Then ask for volunteers to share their answers with the whole group. You can have students expand on their answers by getting them to hypothesise why such a campaign was created.

#### Answer Key

1. To help people appreciate how history contributes to our life.;
2. Because we can understand who we are by having a better idea of who we were.;
3. It has got the power to help us establish connections.

## Activity 2

- ◆ Have students analyse the images and tick the correct option.
- ◆ Check orally with the class.

### Answer Key

1, 3, 5

## Activity 3

- ◆ Ask students to read the options and tick the ones that are correct.
- ◆ Then have them read the text again to check their answers. Encourage them to underline the extracts of the text that justify their answers.
- ◆ Finally, invite volunteers to share the answers with the whole group, making sure they refer to the underlined passages of the text to justify them.

### Answer Key

1, 3, 4

## Activity 4

- ◆ Organise students into pairs and have them discuss whether a campaign like the one in the text would be popular in their country. Allow them some time to discuss, making sure they come up with ideas on how this campaign would help their country.
- ◆ Elicit students' ideas as a group, fostering an atmosphere of respect towards different opinions.

### Answer Key

Open answers

## Activity 5

- ◆ Have students read the comments and ask if they agree or disagree with any of them and why.
- ◆ Elicit from students what the comments are about (History and its importance.) and instruct them to write their own comment on the topic. Monitor and help as needed.
- ◆ Have students compare their comments in pairs and invite volunteers to read theirs aloud. Make sure the group is respectful towards different opinions.

### Answer Key

Open answers

## Activity 6

- ◆ Elicit from students how they have learned about history so far, encouraging them to mention History classes, museums, campaigns, films, songs, the internet, etc.

- ◆ Ask students if they think people learn about history the same way around the world, making sure they justify their answers. It is important that they realise that each country has got a different culture and values different aspects of their own history, so what and how people learn these facts may vary.
- ◆ Instruct students to write a question about how preteens in other countries learn about history. If possible, elicit several different countries from students and list them on the board, so that they can ask their question thinking about a specific place and culture. Then have them share it with some classmates, who can try to answer.
- ◆ Assign the research question as homework.
- ◆ The following class, organise students into small groups and have them share what they have found out in their research. Finally, encourage them to discuss their findings and to keep on asking questions—and looking for answers—about the topic.

### Answer Key

Open answers

### Extra Activity



- ▶ Organise students into pairs or small groups and have them discuss which historical moments are often ignored by people and why they should be remembered.
- ▶ Encourage students to think of a campaign that would shed light on a historical moment of their choice and write a short paragraph to explain why it is important.
- ▶ Have them create their campaign by coming up with a slogan, the visual and audio aids they would use, etc.
- ▶ Have each group present their campaign to the class by mentioning its slogan, the aids they would use and why they consider such topic important.

## Page 96

### Language 1

#### Activity 1

- ◆ Ask for volunteers to read the sentences taken from the text on page 94.
- ◆ Draw students' attention to the words in bold and encourage them to guess their meaning. Tell them to refer to the context of the sentences to guess what these words mean. Write their guesses on the board.
- ◆ Go over the synonyms with students, having them explain what these words mean. Draw their attention to the fact that these words are more common than the ones in bold, which tend to appear more frequently in written texts. Then have students match the words in bold to the correct synonym.
- ◆ Correct the activity with the whole class. Ask for some volunteers to reread the sentences aloud, this time replacing the words in bold with their synonyms.



- ▶ Before students do the activity, write the following words at random on the board: “depict”, “understand”, “appreciate”, “foresee”, “learn”, “describe”, “predict” and “accept”.
- ▶ Ask for a few volunteers to read the words aloud and elicit from the whole group the words they know.
- ▶ Write the following definitions on the board or read them aloud to students: “give a detailed account of something in speech or writing” (**describe/depict**), “recognise the quality of something, be grateful for something” (**appreciate/accept**), “realise how something works or someone feels” (**understand/learn**), “anticipate something” (**foresee/predict**).
- ▶ Explain to students that each definition refers to two of the words on the board, which are synonyms, and they are supposed to match both words to the correct definition.
- ▶ To make this activity more dynamic, you can turn it into a game. Organise students into groups and read the definitions, so that they have to listen and say the correct words. In this case, do not write the definitions on the board.
- ▶ Then have them do the activity in the book.



- ▶ Start the activity by drawing students’ attention to the words “learn”, “describe”, “predict” and “accept” and have them explain what they mean. If necessary, say or write on the board the following sentences so students can hear or see these words in context: “This video may help you learn how electricity is generated.”; “Let’s describe to him what happened yesterday.”; “Fortune tellers can predict the future.”; “We should accept that our team may lose the championship.”.
- ▶ Once students understand these words, draw their attention to sentences 1-4 and explain that in pairs, they have to find the synonyms of the words a-d.
- ▶ Encourage them to analyse the whole sentences to do so. Also, tell them to try to replace the words in bold with all of the options and check which makes more sense in context.
- ▶ Finally, check students’ answers as a group.

### Answer Key

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

### Activity 2

- ◆ Go over the sentences with students, helping them analyse the context to check if they really understood the meaning, form and pronunciation of the lexical items. Then instruct them to do the activity individually.
- ◆ Tell students to compare their answers in pairs.
- ◆ Next, check the answers with the whole group.
- ◆ Ask students what these sentences have got in common, making sure they notice they are about historical events. Draw

students’ attention to the verbs in the sentences and elicit which verb tense is used (Simple past.) and why (Because the sentences are talking about historical events, which means they have already happened.).

- ◆ Finally, encourage students to expand on one of the sentences with their own knowledge about the historical event.

### Answer Key

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

### Activity 3

- ◆ Have students look at the image and say what it is about. Allow them to rely on their L1 to do so if necessary.
- ◆ Draw their attention to the prepositions in the box, eliciting their meaning. Next, instruct them to guess how the words in the box might be related to the image, encouraging them to make short sentences with their guesses. Students will probably mention expressions such as “fight against” and “go back”.
- ◆ Organise students into pairs and have them fill in the blanks with the correct preposition. Allow them some time to do so.
- ◆ Check answers with the whole group. Explain that when these prepositions are used after a verb, they might change the meaning of the verb.

### Answer Key

**1. against; 2. for; 3. back**

### Activity 4

- ◆ Ask students to look back at activity 3, identify the verb used before each preposition (Fight.) and say whether it has got the same meaning in all cases. Make sure they understand that even though the same verb is used before all the prepositions, its meaning changes according to the preposition added.
- ◆ Have them work in the same pairs before checking their answers.

### Answer Key

**2. fight back; 3. fight for**

### Activity 5

- ◆ Have students look at the first image and describe what they see. Encourage them to rely on their previous knowledge and imagination to create a story for it. Repeat this procedure with the other image.
- ◆ Instruct students to write a sentence for each image using one or more verbs from the previous activities. Monitor and help as needed.
- ◆ Organise students into pairs and have them read and correct each other’s sentences.
- ◆ Finally, ask for some volunteers to read their sentences aloud and/or write them on the board.

## Answer Key

Open answers

## Answer Key

a

Page 97

## Listening and Speaking

### Activity 1

- ◆ Instruct students to describe the images.
- ◆ Draw their attention to the fact that all of these images are related to the life of women in medieval times and have them guess how they are related. Next, ask them what they can infer about women's lifestyle at the time based on the images. Take notes of their guesses on the board, but do not correct them at this point.

## Answer Key

Open answers

### Activity 2

- ◆ Tell students that they are going to listen to a TV show about the life of women in medieval times.
- ◆ Instruct them to read the options and clarify any doubts they might have.
- ◆ Play the audio once or twice for them to tick the correct option.
- ◆ Read one option at a time and have students who chose them raise their hands. As they do so, ask for volunteers to justify such choice. Then play the audio once more so that students can check their answers. Finally, check orally with the class.

## Transcript 30



In today's episode "Women in Medieval Times", we are going to look at some of the social roles that women had in the past and their lifestyles. Like most people in medieval times, most women lived in small rural communities and made their living from the land. They had many domestic duties. They took care of the children, prepared food and were responsible for the farm animals. Sometimes women joined their husbands in the field to bring in the crops. There were women who participated in industries, such as baking and manufacturing textiles.

Women living in towns had similar responsibilities to those in the countryside. They helped their fathers and husbands with a whole bunch of activities, including the production of textiles, metal work, and also worked in shops and hotels.

However, even though they worked very hard, they didn't have any autonomy. Men's authority over women was emphasised and women could not teach and had to be silent. Women had very little control over their lives. The two main alternatives for a medieval woman were: either they married or they became nuns. After the break we are going to learn more about these incredible women and their fight to be respected.

### Activity 3

- ◆ Instruct students to read the words in the box and the sentences to try to guess which words can be used to fill in the blanks. Allow them some time to think and analyse the meaning of the words, their form and the statements.
- ◆ Play the audio again and have students check if they were right.
- ◆ Check students' answers by asking for some volunteers to read the full sentences. Then highlight the strategies they used to do this kind of activity (e.g.: identifying what kind of word each blank needs to have—an adjective, a verb, a noun, etc.).
- ◆ Draw students' attention to the guesses made in activity 1 listed on the board and have them check whether they were right or wrong, justifying their answers.
- ◆ Finally, ask students if any of the pieces of information about women in medieval times has surprised them and why.

## Answer Key

1. rural, towns; 2. children; 3. teachers; 4. hotels; 5. nun

### Activity 4

- ◆ Tell students to tick the activities that they remember from the audio. If necessary, play it again for them to check their answers.
- ◆ Organise students into pairs and have them discuss how these activities have changed. Meanwhile, walk around the classroom taking note of some of the students' statements and write them on the board. When the discussion is over, draw their attention to the statements for possible grammar and/or lexical correction. Finally, have them say whether they agree with the propositions or not.

## Answer Key

a, c, d, f

### Buzzwords

- ◆ Read the sentence with students and draw their attention to the expression "a whole bunch of".
- ◆ Ask them if they remember the context in which this expression was used in the audio ("They helped their fathers and husbands in **a whole bunch** of activities, including the production of textiles, metal work, and also worked in shops and hotels."). If necessary, play this sentence again for students to recall the context.
- ◆ Elicit from them what this expression might mean and list their guesses on the board.
- ◆ Have them look the expression up in the dictionary and answer the question.

- ♦ Ask for some volunteers to share their answers with the class. Encourage students to check if their guesses on the board were right or not.
- ♦ Ask students if they can think of a similar expression in L1.

### Answer Key

**Suggested answers:** an expression meaning “a lot of things”.

### Activity 5

- ♦ Tell students to read the words in the box and ask them why both letters *a* and *o* are in bold.
- ♦ Encourage them to say the words aloud as they think they should be pronounced. Then play the audio for them to check their guesses.

### Transcript 31



about; develop; American; important; celebration

### Answer Key

Open answers

### Activity 6

- ♦ Play the audio once more. Then ask students again why both letters *a* and *o* are in bold. This time, they are expected to say that, in these words, both letters are pronounced the same.
- ♦ Tell them that this sound is the most frequent vowel sound in the English language, and it is called a schwa. It is a weak, unstressed sound that occurs in many words and can be represented by different vowels, such as *a* and *o*. Its phonemic symbol is /ə/. The schwa goes with the syllabic consonants *l*, *m*, *n* and *r*, which means that when followed by one of these consonants, the sound gets absorbed by the next sound.
- ♦ To make sure they understand the difference between a stressed and unstressed vowel, say the words “man” and “postman”. Explain to them that in “man” the letter *a* is stressed and has got a full sound. However, in “postman” the syllable “man” is not stressed, therefore the letter *a* is pronounced as a schwa.
- ♦ Demonstrate the physicality of the sound to them by positioning your mouth to say *u* (as in “butter”); then drop your jaw slightly to make the sound. Use some of the words in the box to illustrate the presence of this sound (the vowels in bold show where the sound is to be used).
- ♦ Then play the audio once or twice more and have students repeat each of the words.

### Answer Key

Open answers

### Activity 7

- ♦ Say the sentences yourself first, drawing students’ attention to your u-shaped mouth and the relaxed pronunciation of the vowels.
- ♦ Play the audio and have students practise the sentences in chorus a few times.
- ♦ After that, ask them to practise the sentences in pairs.

### Transcript 32



It is important to study about American history and their celebrations to understand how society has developed.

### Answer Key

Open answers

### Activity 8

- ♦ Organise students into small groups and tell them that they are going to prepare an oral presentation on the role of women in their country.
- ♦ Explain that they will start by choosing one of the topics listed in the activity. In case there are many students in your classroom, you can organise them into ten groups and assign each topic to two different groups.
- ♦ Instruct them to think of at least one example of the topic chosen per group member and organise them in a paragraph. Explain that they are going to prepare their presentation by referring to the listening in activity 2 as a model. Then elicit how the listening was organised, which ideas were covered and the kind of language that was used.

### Answer Key

Open answers

### Activity 9

- ♦ Explain that each student in the group is going to read one of the examples they wrote. Help them practise by rehearsing their paragraphs in their group. Monitor and help as needed.
- ♦ When they feel confident, ask them to give their presentation to their classmates. They can also make a video and publish it on a social network or their class/school blog.
- ♦ Listen to students’ productions and give them feedback.

### Answer Key

Open answers



## Tip

It can be stressful for some students to record themselves doing a presentation or talking in public. To help them feel more comfortable in such situations, encourage them to prepare and make their presentations to each other, so they can give and receive feedback on what can be improved. Then have them rehearse a second improved version and present it again before recording their videos. Another strategy is encouraging them to record themselves and listen to their recordings to check on how they sound, if the ideas are clear, and if they need to change any parts to communicate their messages more clearly.

Pages 98 and 99

## Reading

### Activity 1

- ◆ Instruct students to look at the text in activity 2. Draw their attention to the title and the images illustrating it, as well as to the length of the text itself.
- ◆ Have students identify what type of text it is and where they can find it, encouraging them to justify their answers by mentioning some characteristics of the image and text.
- ◆ Ask students if they have ever used a printed or a digital encyclopedia and what they use it for.

### Answer Key

1. It's an encyclopedia entry; 2. Online.

### Further Information



**Parthenon** – built in the mid-5th century B.C., the Parthenon is considered one of the world's greatest cultural monuments. It is a former temple on the Athenian Acropolis in Greece and dedicated to the goddess Athena Parthenos ("Athena the Virgin"), the patron of Athens.

**Alexander the Great** – king of the ancient Greek kingdom of Macedonia, Alexander the Great (356 B.C.-323 B.C.) was also known as Alexander III or Alexander of Macedonia. During his reign, he overthrew the Persian empire and expanded the Greek empire to India, creating one of the largest empires of the ancient world.

**Persian warrior** – the Immortals, Persian Immortals or Persian Warriors were the army of the Achaemenid Empire, based in Western Asia and founded by Cyrus the Great. They are called the Immortals because they were formed by exactly 10,000 men, which meant that if a soldier got sick, hurt or killed, he would be immediately replaced by another soldier. This way, the strength of the army was always a constant.

**Ancient Olympic Games** – held in honour of Zeus, the ancient Olympic Games took place every four years from 776 B.C. to at least 393 A.D. The games lasted five days and

included running, throwing, jumping, boxing, wrestling and chariot racing, among others. Besides, only free Greek men could take part, as women could not compete nor attend.

Based on <<http://www.britannica.com/topic/Parthenon>>; <<http://www.britannica.com/biography/Alexander-the-Great>>; <<https://www.realmofhistory.com/2015/09/26/10-facts-achaemenid-persian-empire-army/>>; <<https://www.olympic.org/ancient-olympic-games>>. Accessed on October 14, 2019.

### Activity 2

- ◆ Elicit from students what kind of information they can find in an encyclopedia and how this information is usually organised. Help them explore the image to highlight specific features of this genre.
- ◆ Have students go through the options in activity 2 and tick the characteristics of an encyclopedia entry. Encourage them to circle the elements in the encyclopedia entry that support their choices.
- ◆ Ask for some volunteers to share and justify their answers.

### Answer Key

1, 3, 4

### Activity 3

- ◆ Have students look back at the encyclopedia entry to do the activity.
- ◆ Check the activity by asking for some volunteers to share their answers.
- ◆ Instruct students to go back to the entry once more to say when each period happened. Then ask if they know something else about these periods.
- ◆ After checking, ask them if they carefully read the whole text or if they just scanned it by looking for keywords that would help them do the activity. Encourage them to think of each of these strategies and in which situations they use them.

### Answer Key

1. The Archaic; 2. Classical Greece; 3. Golden Age of Athens; 4. The Classical Era

### Activity 4

- ◆ Organise students into pairs to match the parts of the sentences.
- ◆ Have volunteers read the full sentences aloud.
- ◆ Finally, instruct them to identify in the text where they found the answers. It is important to keep in mind that even though answers 2-5 are clearly stated in the text, the answer of the first item is not so obvious. Therefore, students need to infer meaning from the sentence "We know about the history of Greece because of their temples, sculptures, pottery and the archaeological discoveries." and notice that these are all artefacts.

### Answer Key

2, 5, 1, 3, 4

### Activity 5

- ◆ Have students answer the questions.
- ◆ Ask for some volunteers to read the answers and write them on the board to check.

### Answer Key

**1.** Their temples, sculptures, pottery and the archaeological discoveries.; **2.** As a continuation of the Greek civilisation.; **3.** In hundreds of independent city states.; **4.** They competed in the Olympic Games.

### Activity 6

- ◆ Go over the statements with students, clarifying any doubts.
- ◆ Explain that they have to go back to the encyclopedia entry to check whether the statements are correct or not. Also, instruct them to underline elements to support their answers.
- ◆ Encourage students to check their answers in pairs.
- ◆ Finally, have students share their answers, as well as the elements that support them.

### Answer Key

a, b, e

### Activity 7

- ◆ Tell students to find the words in the text to label the images.
- ◆ Check orally with the class and write the answers on the board to check spelling.

### Answer Key

**1.** pottery; **2.** Roman Empire; **3.** temple; **4.** sculpture; **5.** valley

### Activity 8

- ◆ Organise students into small groups to encourage collaborative learning, so that they can work together and help one another.
- ◆ Encourage them to rely on the encyclopedia entry and on their previous knowledge to answer the question.
- ◆ Check with the class and invite students to provide information they know about the Olympic Games.

### Answer Key

The Olympic Games.

## Language 2

### Activity 1

- ◆ Allow some time for students to do the activity.
- ◆ Correct it orally and elicit how they know the first sentence is a question (it ends with a question mark) and the second one is negative (the use of “n’t” after “did”).
- ◆ Draw their attention to the grammar box about the negative form of the verbs in the simple past and ask for volunteers to read the sentences aloud. Make sure students notice that the auxiliary verb “didn’t” is the same for all the subjects.
- ◆ Repeat this procedure with the interrogative form of the verb in the simple past, making sure students notice that its construction is similar to the one in the simple present, as we place the auxiliary verb “did” before the subject. Also, the auxiliary verb in the simple past does not vary; it is always “did”.
- ◆ Then have volunteers read the short answers.
- ◆ Finally, refer students back to all of the sentences, making sure they understand that all of them refer to events that happened at a specific time in the past.

### Answer Key

**a.** past; **b.** question; **c.** negative statement

### Activity 2

- ◆ Explain to students that all statements have to be corrected.
- ◆ Refer them to the example and ask them to do the others in pairs or small groups. If students have got access to their mobile device or a computer lab, they can research the events to find out what the correct information is.
- ◆ Check answers with the whole class.

### Answer Key

**2.** No, he didn’t. He arrived in America.; **3.** No, it didn’t. It killed millions of people in the 14th century.; **4.** No, she didn’t. She ruled Egypt for 21 years.

### Further Information



**John F. Kennedy** – the 35th president of the United States (1961-1963), John F. Kennedy (1917-1963) was a very popular leader who was assassinated while riding in a motorcade in Dallas.

**Christopher Columbus** – the Italian explorer (1451-1506) was the first European to arrive in the “New World” of the Americas in 1492.

**Renaissance** – period between the 14th and 17th centuries in European history that followed the Middle Ages. It was during the Renaissance that the “New World” was “discovered” and

explored, as well as powerful innovations, such as paper, printing, gunpowder and the marine's compass were invented or applied.

**Black Death** – also known as the Plague, this epidemic of infectious disease devastated Eurasia and Europe from 1347 to 1351, killing 75 to 200 million people.

**Cleopatra** – Egyptian queen that ruled from 51 B.C. to 30 B.C., Cleopatra (70 B.C.-30 B.C.) was famous for her love affair with Julius Caesar and marriage to Mark Antony.

Based on <<https://www.britannica.com/biography/John-F-Kennedy>>; <<https://www.biography.com/people/christopher-columbus-9254209>>; <<https://www.britannica.com/event/Renaissance>>; <<https://www.britannica.com/event/Black-Death>>; <<https://www.britannica.com/biography/Cleopatra-queen-of-Egypt>>. Accessed on October 16, 2019..

### Activity 3

- ◆ Ask students what they know about the Women's Suffrage Movement and explain that its objective was to enable women to vote.
- ◆ Go over the verbs in the box with them, make sure students know what they mean and their past form, eliciting which verbs are regular (receive, start, want, work) and which ones are irregular (be, have).
- ◆ Allow students some time to fill in the blanks with the verbs in the correct forms and then ask them to compare answers in pairs.
- ◆ After asking for some volunteers to read the full sentences of the text, ask students why they think that women could not vote in the past and what they know about women's right to vote in their own country. It is possible to assign this research as homework and have them share what they have found out next class.

### Answer Key

**1.** started; **2.** was; **3.** didn't have; **4.** didn't want; **5.** worked; **6.** received

### Activity 4

- ◆ Ask students to complete the dialogue with the verbs in parentheses in the correct form.
- ◆ Invite some volunteers to read the answers aloud to check.

### Answer Key

**1.** When did the movement/it start?; **2.** Did women have the right to vote?; **3.** Did the politicians listen to them?; **4.** Where did women receive the right to vote in 1920?

### Activity 5

- ◆ Tell students to analyse the photos and read the options.
- ◆ Play the audio once for students to do the activity.
- ◆ Have students compare their answers in pairs. Finally, check orally with the class.

### Transcript 33



**Marcie:** Did you go to the cinema last weekend, Richard?

**Richard:** I didn't. I had to study for the English test. What about you, Marcie?

**Marcie:** Yes, I saw the new *Star Wars* film. It was amazing!

**Richard:** Cool! I'll go next weekend.

**Marcie:** And how's Pepper? Did you take her to the vet?

**Richard:** Yes, I did. I took her yesterday.

**Marcie:** What did the vet say?

**Richard:** The vet examined her and said that she probably hurt her leg while she was playing. But she didn't break it. She'll be fine soon.

**Marcie:** That's great.

**Richard:** Yes! We were so relieved. My mother bought her a new bed after we got the news. Pepper loved it.

**Marcie:** Awnnn! She's such a cute dog.

### Answer Key

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

### Activity 6

- ◆ Go over the sentences with students and encourage them to write the name of the subjects based on their answers to activity 5.
- ◆ Then explain that they are going to listen to the audio again. This time, however, they should focus on the verb mentioned and the time reference.
- ◆ Play the audio as many times as necessary for students to do the activity.
- ◆ Elicit the answers from students and write them on the board for visual support.
- ◆ Ask for some volunteers to come to the board and circle the time expressions in the sentences (last weekend, yesterday). Next, draw their attention to the grammar box for more examples of time expressions and how they can be used.
- ◆ Finally, elicit other possibilities from students (three days ago, last month, last night, etc.) and ask a few volunteers to try to use them in a sentence.

### Answer Key

**b.** Richard studied, last weekend; **c.** Richard took, yesterday; **d.** The vet examined, she probably hurt her leg while she was playing; **e.** Pepper hurt, but she didn't break it; **f.** Richard's mother bought, and she loved it

### Activity 7

- ◆ Have students tick the correct options.
- ◆ Ask for some volunteers to read the sentences aloud.

### Answer Key

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

### Activity 8

- ◆ Go over the expressions in the box with students, clarifying any doubts.
- ◆ Demonstrate the activity by using one of the expressions to give an example about yourself.

### Answer Key

Open answers

### Activity 9

- ◆ Have students work in pairs to do the activity orally. Remind them to use time expressions and to expand on their answers in case they are negative, as they did in activity 2. For example, "Did you go to the dentist yesterday? No, I didn't. I went to the dentist last week." Monitor and help as needed.

### Answer Key

Open answers

### Setting the Pace



- ▶ After students do the activity orally, ask them to write five sentences about themselves, but three sentences should be true and two should be false.
- ▶ Organise them into pairs. Have them read the sentences to each other so that his/her classmate has to guess which sentences are true and which are false.



- ▶ Before students do the activity orally, ask them some Yes-No questions in the simple past, so that they can review short answers. Write a question and the two possible short answers on the board.
- ▶ Have students follow the model to prepare their questions. Organise them into pairs and have them write all the questions they are going to ask each other.
- ▶ Instruct them to take turns asking and answering the questions. Remind them to use the appropriate short answer.

Page 102

## Writing

### Activity 1

- ◆ Remind students that they have read an encyclopedia entry about ancient Greece. Elicit the common features of this genre and list their contributions on the board.

- ◆ Organise students into pairs and explain that they are going to produce a similar piece of writing, and they should plan their texts by answering the questions in the activity. Remind them that many websites are collaborative digital encyclopedias (e.g. Wikipedia), so they might make real contributions about the people, events and places they like.
- ◆ Go through the questions with students and make sure they understand all they are supposed to do. If you think they could use some extra support, make sure you bring some extra entries to show them.

### Answer Key

Open answers

### Activity 2

- ◆ Ask students to make a first draft using the ideas they wrote in activity 1. Monitor and help as needed.

### Answer Key

Open answers

### Activity 3

- ◆ Have two pairs work together, forming groups of four students. Explain that they are going to read each other's encyclopedia entries and make suggestions on how to improve them.
- ◆ Elicit elements students should pay attention to when proofreading someone's text, such as spelling, accuracy and clarity of ideas.
- ◆ Have the pairs exchange books, read each other's encyclopedia entries and take notes about them in their notebook, pointing out good aspects and aspects that need to be improved. Monitor and help as needed.
- ◆ Ask students to tell their partners what they have noticed in their encyclopedia entries. Remind them to be respectful.

### Answer Key

Open answers

### Activity 4

- ◆ Instruct students to write the final version of their encyclopedia entries on a separate sheet of paper or in their notebook. They can also publish it on a social network or their class/school blog.

### Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ◆ Ask students how much they know about their family history and traditions. To exemplify and build further rapport with them, you can share where your own family came from, as well as some traditions.
- ◆ Refer students to the sentences and draw their attention to the blanks. Instruct them to fill in the first one with one of the expressions on top, and the second, with a personal answer they believe to be accurate.
- ◆ Have students share their hypotheses in pairs.

### Research

- ◆ Tell students that they will have to collect some data to test their hypotheses and go over the instructions with them.
- ◆ Draw their attention to the chart and instruct them to fill the first column with some names of family members that they can interview (either face to face, by telephone, text message, e-mail, etc.).
- ◆ Next, draw their attention to the other columns and have them prepare the questions they are going to ask their family members when collecting data. Explain that they should fill in the second column with the origin of the person who is being interviewed, and the third, with the family cultural aspects that this person believes to derive from the culture of his/her place of origin.

### Think

- ◆ Explain to students that they are going to analyse the data they have collected to support or refute their hypotheses.
- ◆ Read the questions and the instructions with them, making sure they understand what they are supposed to do. Then ask them to analyse the data they have collected and answer the questions individually. Monitor and help as needed.
- ◆ After a few minutes, open the discussion to the whole class and elicit their impressions.

### Discuss

- ◆ Tell students that they are going to draw a conclusion based on the data analysis.
- ◆ Go over the sentences with them again and instruct students to complete them accordingly.
- ◆ Then have them compare their conclusion to their hypotheses, checking whether they have got similar or different results and why.
- ◆ Ask for volunteers to share their conclusions with the class and ask if their hypotheses were confirmed.

### Activity 1

- ◆ Read the questions with students and clear up any doubts they may have.
- ◆ Organise students into small groups and have them discuss the questions. Monitor and help as needed.
- ◆ After a while, open the discussion to the whole class. Encourage students to observe some patterns, for instance, the most frequently mentioned origins and traditions.

### Answer Key

Open answers



### Tip

You might want to talk about the fact that it is possible today to learn where your family is from by studying your DNA. If possible, show them a video explaining the process (if you go online and search for “Family Tree DNA”, you will find many videos to use with your class) to generate further discussion about the topic. Also, ask them if they would like to do this kind of research and why.

### Activity 2

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

### Answer Key

Open answers

## Page 103

## Go Around!

### Activity 1

- ◆ Elicit from students what the core aspect of a historical event is (i.e. the people involved in it) and encourage them to think of how their ancestors have contributed to making history. After that, ask learners to think of how world history has impacted their families (i.e. emigration/immigration during war times) and where they came from.
- ◆ Have them read the information about migration and clear up any doubts.
- ◆ Instruct students to read the questions, and if necessary, help them with the meaning of unknown words. Then ask them to discuss the questions in pairs.
- ◆ Ask for some volunteers to share their conclusions with the whole class.

### Answer Key

Open answers

### Activity 2

- ◆ Go over the questions with students, clarifying any doubts.
- ◆ Have them refer to the discoveries they've made in **Go Find Out!** to reflect on and answer the questions individually. Alternatively, have students ask these questions to their family members as homework and bring their findings the following class. If they feel like doing so, learners can bring pictures and personal belongings from their relatives to illustrate the facts they are going to share.

- ◆ Organise students into the same pairs from activity 1 so they can share their answers.
- ◆ Ask for some volunteers to share their answers with the whole class.

### Answer Key

Open answers

### Activity 3

- ◆ Ask students whether past events can influence next generations' lives and stories. Based on their findings, they are expected to answer affirmatively.
- ◆ Organise students into small groups and have them discuss whether future events influence people's lives and stories, and if so, how. Monitor and help as needed.
- ◆ After a while, open the discussion to the whole class and elicit the groups' ideas. Have the groups who answer affirmatively exemplify their answer.

### Answer Key

Open answers

### Activity 4

- ◆ Have students work in the same groups as in the previous activity. Tell them to think about the different aspects and write down contributions immigrants have made.
- ◆ Invite some volunteers from the groups to share their answers and write all the ideas on the board. Open the discussion to the whole class.

### Answer Key

Open answers

Page 104

## Over to You!

### Concept

- ◆ Read the concept with students and clear up any doubts.
- ◆ Encourage them to react to the concept by circling the emoji that best displays their feelings about it.
- ◆ Organise students into small groups and have them compare their reactions. Encourage them to justify their reactions and remind them to be respectful towards other opinions.
- ◆ Ask for volunteers to share their reactions and justify them.

### Activity 1

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

- ◆ The following class, have students work in pairs and groups and present what they have found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

### Answer Key

Open answers

### Activity 2

- ◆ Ask students where people usually learn history from and where historical events are usually recorded. Also, ask if they have heard about oral history before and what they know about it (Oral history is the collection and study of historical information based on recorded interviews with people that have got personal knowledge of past events.). Do not correct them at this point.
- ◆ Tell students they are going to read a text related to what they have discussed.
- ◆ Have them discuss the questions with the same groups they worked with in **Concept**.
- ◆ Discuss with students if there are any similarities between the text and the information they have found in their research. Ask them to justify their opinions.

### Answer Key

Open answers

Page 105

## Review 7

### Activity 1

- ◆ Have students match the words to the definitions.

### Answer Key

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

### Activity 2

- ◆ Tell students to complete the sentences with the verbs in the correct form.

### Answer Key

1. established; 2. invaded, defeat; 3. appreciate

### Activity 3

- ◆ Ask students to complete the dialogue with the verbs in parentheses in the correct form.

## Answer Key

**1.** did; **2.** live; **3.** came; **4.** travelled; **5.** didn't know; **6.** studied; **7.** developed; **8.** invited; **9.** did; **10.** go; **11.** met; **12.** didn't enjoy; **13.** visited; **14.** got

## Activity 4

- ♦ Ask students to answer the questions using the correct tenses.

## Answer Key

Open answers

## Activity 5

- ♦ Explain to students that they are going to listen to two different conversations.
- ♦ Play the audio once for them to identify what is happening in each image.
- ♦ Explain that they are going to listen to it again. However, this time they have to pay attention to when the actions happened. If necessary, review time expressions in the past with them before playing the audio again.

## Transcript 34



1

**A:** When did you last talk to Vivian?

**B:** Hmm... I think she called me the day before yesterday. Yes, she did, she asked me about the History project. But the last time I actually saw her was a while ago... We met at the coffee shop across from school. Why?

**A:** I was curious, because she wasn't at school last week.

**B:** Oh... Maybe she is sick. Let's text her and ask.

2

**Cynthia:** Paul, is that you?

**Paul:** Cynthia? Oh, wow! Long time no see!

**Cynthia:** Yes! When was the last time we saw each other?

**Paul:** Oh... I think it was at Margaret's birthday party... A long time ago!

**Cynthia:** Right! And how's your brother?

**Paul:** He's great! You know, he started working at a new job the other day. He's very excited.

**Cynthia:** That's great! Congrats!

## Answer Key

**Dialogue 1:** **2.** a while ago; **3.** last week; **Dialogue 2:** **1.** a long time ago; **2.** the other day

## Workbook 7

Pages 37-41

## Activity 1

### Answer Key

1. It depended on their fathers' or husbands' social status.;
2. They wore different clothes to communicate their social status.;
3. They received money, food and legal help.;
4. Yes, they could.;
5. No, it wasn't.

## Activity 2

### Answer Key

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

## Activity 3

### Answer Key

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

## Activity 4

### Answer Key

1. developed; 2. spoke; 3. divided; 4. built; 5. designed;
  6. decided
- Left column:** 1, 5, 4; **Right column:** 2, 3, 6

## Activity 5

### Answer Key

**2.** depict; **3.** pass on; **4.** predict; **5.** develop; **7.** today

## Activity 6

### Answer Key

1. fought; 2. defeated; 3. foresaw; 4. established; 5. won;
6. invaded

## Activity 7

### Answer Key

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

## Activity 8

### Answer Key

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

## Activity 9

### Transcript 16



In today's podcast, we're going to refer to the beginning of the Women's Suffrage Movement, which started in 1848. Seventy years after the American Revolution, women were still not treated equally as men. So, a group of women decided to organise a Women's Rights Convention. They presented the "Declaration of sentiments", a list that illustrated the ways in which women didn't have the same rights as men. Among the points that depicted the unfair treatment were the following: Women didn't vote.; When women worked, they didn't earn the same amount of money as men.; Women didn't own their properties when they were married; and Women didn't have access to higher education because universities and colleges didn't accept female students. After this convention, there were other meetings to continue discussing those issues. Women representatives travelled across the USA to intensify the campaign and get more people involved. At that time, having the right to vote became the main purpose since it would be a way to get the other rights. But to achieve this, they had to campaign for seventy-two years and they finally got the right to vote in 1920.

### Answer Key

1, 2, 3, 5

## Activity 10

### Answer Key

**1.** Women couldn't vote.; **2.** Women earned less than men.; **3.** Women weren't owners of their properties.; **4.** Women didn't have access to higher education.

## Activity 11

### Answer Key

**1.** In 1848.; **2.** Because they didn't have the same rights as men.; **3.** In the U.S.; **4.** The right to vote.; **5.** They had to campaign for seventy-two years.

## Activity 12

### Answer Key

**1.** No, they didn't.; **2.** Yes, they did.; **3.** No, they didn't.; **4.** No, she didn't.; **5.** Yes, it did.

## Activity 13

### Answer Key

**1.** The Chesters went to the beach.; **2.** They had ice cream.; **3.** They didn't make a cake.; **4.** They didn't play board games.; **5.** They didn't ride their bikes.; **6.** They watched TV.

## Activity 14

### Answer Key

**2.** Did you visit your grandmother yesterday?; **3.** My relatives didn't come from Latvia.; **4.** Why did you contribute to her project?; **5.** Theo didn't lose his glasses.; **6.** Karen didn't study about Ancient Rome for the test.

## Activity 15

### Transcript 17



**Karen:** Hi John! How was your weekend?

**John:** Hello, Karen! It was great but a bit tiring.

**Karen:** Why? What did you do?

**John:** I had a swimming competition on Saturday. I got up very early and swam the whole morning. And it was my brother's birthday party in the afternoon.

**Karen:** Right! I forgot about your competition, but I couldn't go anyway. I travelled to visit my grandparents.

**John:** It's OK, don't worry. How was your trip?

**Karen:** It was fun! I went to the park with my family and then we had dinner at a restaurant. I ate delicious food. And we came back yesterday afternoon.

**John:** Lucky you! I studied for my English test yesterday. I was at home all day.

**Karen:** When do you have the test?

**John:** I had it earlier today. I passed it.

**Karen:** Congratulations! Why don't we go to the cinema now that you're free?

**John:** Sounds great! My brother watched Toy Story 4 last week and he loved it!

### Answer Key

**1.** F. He swam on Saturday morning.; **2.** T; **3.** F. She forgot that John had a competition.; **4.** F. She had dinner at a restaurant.; **5.** T; **6.** F. He passed his English test. **7.** T

### Activity 16

#### Answer Key

**1.** last; **2.** ago; **3.** the; **4.** time; **5.** while

### Activity 17

#### Answer Key

**1.** did you watch last night; **2.** did you go last Saturday; **3.** did you start studying English; **4.** did you have for breakfast; **5.** did you do yesterday

### Activity 18

#### Answer Key

Open answers

### Activity 19

#### Answer Key

Open answers

## 8 How do you keep your memories alive?

### Objectives:

- ▶ Talk about memories and life experiences.
- ▶ Identify the characteristics of a biography and understand its purpose.
- ▶ Infer information from a text.
- ▶ Write a short biography.
- ▶ Explore biography books in the school library.
- ▶ Reflect on different ways of keeping memories alive.
- ▶ Reflect on the possibility of knowing someone else's story and memories.

### Language:

- ▶ adjectives (accurate, careful, concerned, easygoing, fast, laid-back, peaceful, precise, prudent, quick, quiet, worried)
- ▶ adverbs (beautifully, carefully, happily, patiently, quickly, quietly, slowly)
- ▶ simple past and past continuous
- ▶ “when” and “while”

**Digital Content:** Unit 8 Video, Study Space and Teacher's Resource Material.

**Branch out:** Workbook, page 52.

**Workbook:** pages 42-46.

Pages 106 and 107

### Opening Pages

#### Shorter Version

- ◆ Explore the image with students. Invite them to describe what they see and to explain how the image relates to the title of the unit. Guide them to notice that the image shows a typewriter—a symbol of writers—and the question “What’s your story?”. Therefore, the image invites the viewer to tell his/her story.
- ◆ Draw students’ attention to the questions and discuss them with the whole group.

#### Longer Version

- ◆ Instruct students to look at the image and describe what they see.
- ◆ Tell them to read the title of the unit and explain how it relates to the image. Guide them to notice that the image shows a typewriter—a symbol of writers—and the question “What’s your story?”. Therefore, the image invites the viewer to write his/her story.
- ◆ Based on both the title and the image, have students predict what they will study in this unit.
- ◆ Organise students into small groups. Instruct them to read the questions in the box and discuss them.
- ◆ Open the discussion to the whole group.

Pages 108 and 109

### Get Ready!

#### Activity 1

- ◆ Ask students to describe the images on page 108.
- ◆ Organise them into small groups and instruct them to discuss the questions. Monitor and help as needed.

- ◆ Open the discussion to the whole class. Guide students to notice that as a wildlife photographer, Mark probably spends a long time outdoors, which he enjoys doing since he was a child. His liking of animals must also have influenced his choice of career. However, help students realise that Mark needs to know about wild animals’ habits, which means he needs to study too. The fact that he likes reading probably helps with that.

#### Answer Key

Open answers

#### Activity 2

- ◆ Tell students that they are going to listen to an audio about a woman called Lynea, who lives an unusual life.
- ◆ Play the audio.
- ◆ When it is over, ask students to explain in their own words what is unusual about Lynea’s way of life. Ask them if they would like to live like her. Encourage them to engage in conversation.

#### Transcript 35



**Narrator:** Lynea has a problem. A big problem. She has turned her own house into a business that looks after cats. Over 1,000 of them! Lynea’s business is called The Cat House on the Kings. It is California’s largest cat home. It opened 30 years ago with just 15 cats. Today, Lynea has more than 800 adult cats and more than 300 kittens! They’re everywhere.

**Lynea:** See? Under the trees? All those are cats, over there.

**Narrator:** Because she has so many, Lynea had to find somewhere else to live.

**Lynea:** I went from a 42-hundred-square-foot, five-bedroom home with a pool and a view of the river, to a 1,600, 1,800-square-foot mobile home with a view of a rusty metal shed.

**Narrator:** Looking after so many animals takes a lot of time and a lot of work. Because there are too many for Lynea to look after on her own, she has some help. Teresa is a member of staff here. She is one of the first people to arrive in the morning.

**Teresa:** We come in about four o'clock in the morning. And we always start by feeding and it usually takes us thirty... thirty minutes to an hour to feed everyone.

**Narrator:** Some cats don't know when to stop eating.

**Lynea:** He is so fat.

**Narrator:** There is a lot to do every day, so a lot of people work here.

**Lynea:** Hello!

**Narrator:** Some didn't even like cats when they started!

**Member of staff:** I wasn't really a cat person, but after that, you know, you work with them five days a week and you get to know 'em and they get to know you... Pretty cool, uh?

**Narrator:** The Cat House on the Kings even has its own vet.

**Lynea:** We have a vet that comes once a week to check our animals. We take animals into him every day for a check.

**Narrator:** But these cats are not pets, and Lynea doesn't want to keep them. She makes sure that they are happy and healthy, then gives them away to families who contact her online.

**Lynea:** There's 500 that are friendly and ready to go.

**Narrator:** It may be an unusual way of life, but Lynea loves every single cat.

**Lynea:** This is my boy. So cute.

**Narrator:** And wouldn't change a thing.

### Further Information



**The Cat House on the Kings** – Its mission consists in providing sanctuary for wild and abandoned cats in the State of California; facilitating the adoption of cats (primarily), dogs and other rescued animals; educating the public on how to improve the quality of animal welfare; and recommending low-cost spay and neuter surgery.

Based on <<https://www.cathouseontheKings.com>>. Accessed on June 25, 2019.

### Answer Key

Open answers

### Activity 3

- ◆ Invite students to think about their answers and take notes.
- ◆ Organise them into small groups to discuss the questions.
- ◆ Open the discussion to the whole group.

### Answer Key

Open answers

### Activity 4

- ◆ Read the questions with students and clear up any doubts.
- ◆ Allow them some time to think and take notes.
- ◆ Have students share their notes with the same groups from the previous activity.

### Answer Key

Open answers

### Activity 5

- ◆ Ask for volunteers to read the comments aloud.
- ◆ Ask students if they agree with any of the comments and why.
- ◆ Instruct them to write their own comment about the audio in the blank space. Explain that they can comment on the content of the audio, make a suggestion or write about their own experience with pets. Monitor and help as needed.
- ◆ Ask for volunteers to share their comments with the class.

### Answer Key

Open answers

### Activity 6

- ◆ Ask students if they know anyone who works or volunteers at an animal sanctuary or shelter and what they know about these people's routine.
- ◆ Encourage students to reflect on what (else) they would like to know about working at a place like this.
- ◆ Instruct them to write a question about the topic.
- ◆ Tell students to search for answers to their question at home.
- ◆ The following class, have them share their findings. Encourage them to keep asking questions and looking for answers about the topic.

### Answer Key

Open answers

### Page 110

## Language 1

### Activity 1

- ◆ Invite students to describe the images in detail.
- ◆ Tell them to read the words and clarify any doubts.
- ◆ Instruct students to match the words to the images.

- ◆ When checking, ask students what led them to their answers.

### Answer Key

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

### Activity 2

- ◆ Have the class define synonyms: Words with similar meanings.
- ◆ Instruct them to complete the chart by matching the adjectives in activity 1 to their synonyms. Advise them to use a dictionary for support. Monitor and help as needed.
- ◆ Correct the activity with the whole class.

### Answer Key

**peaceful:** quiet; **accurate:** precise; **fast:** quick; **laid-back:** easygoing; **prudent:** careful

### Activity 3

- ◆ Do item 1 with students and make sure they understand what they are supposed to do.
- ◆ Tell students to do the other items. Advise them to use a dictionary for support. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

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

### Activity 4

- ◆ Elicit from students the difference between an adjective and an adverb. Explain that adjectives usually characterise people, animals, objects, food, etc., whereas adverbs characterise actions. Write on the board:  
The boy's voice is beautiful.  
The boy sings beautifully.
- ◆ Draw students' attention to the fact that "beautiful" characterises the boy's voice, whereas "beautifully" characterises the way in which the boy sings.
- ◆ Read the contents of the **Snack Learning** box with students and clear up any doubts they may have.
- ◆ Ask them to do the activity. Then have them compare their sentences in pairs.
- ◆ Ask for volunteers to share their sentences with the class.

### Answer Key

Open answers

## Listening and Speaking

### Activity 1

- ◆ Invite students to describe the images and speculate about who the people are, where they are, what they are doing, etc.
- ◆ Explain to students that the images represent moments in Moira Stevens' life.
- ◆ Ask them to number the images in the order they believe they were taken. Then have them compare their guesses in pairs.
- ◆ Play the audio so that students can check their guesses.
- ◆ Correct the activity with the whole class.

### Transcript 36



**Presenter:** Hello and welcome to our Interview Corner, here at KTWC. Today I'm going to talk to an NGO founder, Moira Stevens. Welcome, Moira.

**Moira:** Thank you. It's great to be here.

**Presenter:** So, Moira, can you tell us a little bit about your NGO for foster children?

**Moira:** Sure! Well, I was born in the state of New York and I grew up in the foster care system. That's why I founded the NGO: to help other children that needed more support in the system.

**Presenter:** And how was your experience in foster homes? Was it good?

**Moira:** No, not really! I mean, I had good times and stayed with very nice families, but I've had very bad experiences as well. Between five and sixteen years of age, I had been placed in five different states. It was difficult having to move so often.

**Presenter:** What was one memorable moment for you as a foster child?

**Moira:** I think it was when I was emancipated at 17, because I could make my own decisions for once and settle down in one place, get friends, study and get a career. I graduated and founded the NGO with partners I'd met in college.

**Presenter:** I understand you have recently become a foster parent yourself. Can you talk more about this experience?

**Moira:** Of course. When I was 30, I had the chance to foster for my 13-year-old cousin, Christopher, and this has been an amazing experience. I have now adopted him and we are a really happy family. Being a single mother isn't easy, but it's such a great experience for him that I decided to face this challenge.

**Presenter:** Does he agree with your work with other foster children?

**Moira:** Of course! He is very supportive.

**Presenter:** Does he help you with the NGO?

**Moira:** Yes, as much as possible. He has still got responsibilities at school, but he spends a lot of time at the NGO helping us. One day, while I was talking on the phone

with a foster family, he interrupted me to say that one of the children was feeling lonely. I asked him to go talk to the child and, minutes later, they were playing basketball in the car park. It was a beautiful moment.

**Presenter:** Are you two very similar? Have you got a lot in common?

**Moira:** No! He is very adventurous and I'm very cautious. I'm always worried about things and he's much more laid-back. He likes everything that is modern and I am more traditional. I love quiet places and he loves noisy places. But our differences work really well together. We are having a blast together!

**Presenter:** And what can we expect next from Moira Stevens?

**Moira:** Well, I think everyone can expect me to keep helping foster children all over and that's what I plan to do. I also want to find other ways to bond with the kids at the NGO. A couple of months ago we started scheduling film afternoons and it's been a success. The kids have so much fun. And besides taking care of the NGO I'm writing a children's book about the journey of a foster child. I hope it comes out this year.

**Presenter:** Thank you very much, Moira. It was great having you here!

**Moira:** Thank you!

**Presenter:** Stay tuned for our music selection with our DJ, Miranda York.

### Answer Key

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

### Activity 2

- ◆ Encourage students to remember the information and complete the sentences in pairs.
- ◆ Play the audio so that they can complete and check their answers.
- ◆ Ask for some volunteers to write the answers on the board to check.

### Answer Key

**1.** NGO; **2.** single; **3.** cousin; **4.** book; **5.** basketball

### Activity 3

#### Setting the Pace



- ▶ Instruct students to close the book. Explain that you are going to play the interview again and that they should write down, in their notebook, all the numbers they hear.
- ▶ Play the audio.
- ▶ When the audio is over, tell students to reopen the book and match the numbers they wrote down to the questions.
- ▶ Correct the activity with the whole class.



▶ Write on the board:

17 x 70

13 x 30

- ▶ Emphasise the differences in pronunciation of the pairs of numbers.
- ▶ Make sure students understand what they are supposed to do.
- ▶ Play the audio, pausing it after each number is mentioned.
- ▶ Correct the activity with the whole class.

### Answer Key

**1.** 5; **2.** 17; **3.** 30; **4.** 13

### Activity 4

- ◆ Tell students to tick the adjectives Moira uses to describe her cousin and adopted son. If necessary, play the audio again.
- ◆ Correct the activity with the whole class.
- ◆ As an extension to this activity, ask students which of the adjectives they would use to describe themselves and why.

### Answer Key

a, c, d

### Activity 5

- ◆ Advise students to use a dictionary to do the activity if necessary. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

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

### Activity 6

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

### Answer Key

Open answers

### Buzzwords

- ◆ Refer students to the **Buzzwords** box and read the sentence.
- ◆ Draw their attention to the expression "having a blast" and ask them what they think it means.
- ◆ Instruct students to look up the expression in a dictionary and check their guesses.
- ◆ Ask students in what situations they usually have a blast.

### Answer Key

**Suggested answers:** To have an amazing fun time.

### Activity 7

- ◆ Tell students that they are going to interview someone about his or her life.
- ◆ Go through the instructions with them and make sure they understand what they are supposed to do.
- ◆ Brainstorm some questions students can ask for each topic.
- ◆ Allow students some time to write the questions in their notebook. Monitor and help as needed.

### Answer Key

Open answers

### Activity 8

- ◆ Instruct students to plan their interview. Advise them to think of how they are going to start and end the interview and what questions they are going to ask.
- ◆ Tell them to take notes in their notebook.
- ◆ Organise students into pairs and have them proofread each other's plan.

### Answer Key

Open answers

### Activity 9

- ◆ Organise students into new pairs so that they can interview each other. Advise them to rehearse the interview before roleplaying it in front of the class. You can alternatively ask them to record their interview. In that case, make sure they have all got the materials they need, such as a smartphone, to do the activity. Alternatively, assign the interview and the recording as homework. In this case, tell students to interview a family member or an acquaintance who speaks English.
- ◆ Listen to students' interviews and give them feedback. They can also share their audios on a social network or their class/school blog.

### Answer Key

Open answers

Pages 112 and 113

## Reading

### Activity 1

- ◆ Instruct students to look at the text, reading the title and observing the image that illustrates it, but not to read it yet.

- ◆ Have the class read the questions and elicit the answers, encouraging students to justify them.
- ◆ Help students see that we know the text is a biography because this type of text is an account of an individual's life. In this case, the title explicitly tells us that the text is an account of Alice Burel's life. Moreover, the image shows an individual, who we suppose is Burel herself. Draw students' attention to the fact that biographies are usually about famous people—in other words, people who excel at their occupations and get publicly noticed for that. So, it is very common for a biography to include professional information about the person whose life is being narrated.
- ◆ Ask students if they like reading biographies and why. If so, ask them whose biographies they have read recently.

### Answer Key

**1. a;** **2.** It is about Alice Burel and her life.; **3. Suggested answers:** Personal and professional information about someone.

### Activity 2

- ◆ Allow students some time to do the activity.
- ◆ Correct it with the whole class. Guide students to notice that a biography usually covers a person's life from the beginning, so it tends to mention events that happened a long time ago. It is generally about a famous person, but not always. In fact, it is possible to write a biography about anyone. A biography is usually organised in paragraphs and written in the third person—unless it is an autobiography, in which someone accounts for his or her own life. The facts are frequently ordered chronologically, since the narrative follows the sequence of events in the person's life.

### Answer Key

c, e, f

### Activity 3

- ◆ Elicit the answer from students. Help them realise that shorter biographies are often published in newspapers, magazines or websites, whereas longer biographies become books.

### Answer Key

On the internet. / In a magazine.

### Activity 4

- ◆ Instruct students to read the text and find the necessary information to do the activity.
- ◆ Ask for volunteers to read the complete sentences aloud.

### Answer Key

**a.** writer; **b.** doctor; **c.** exams; **d.** universities; **e.** women

### Activity 5

- ◆ Tell students to read the biography more carefully and find the information to decide if the statements are true or false.
- ◆ Ask for volunteers to share their answers and justify them with excerpts from the text.

#### Answer Key

1. F. They came from France.; 2. T; 3. T; 4. F. She works as a doctor and a writer.; 5. F. She loved the experience.; 6. T

### Activity 6

- ◆ Have students underline the required information in the text.
- ◆ Correct the activity with the whole class.

#### Answer Key

b. She helped her family in the grocery shop.; c. Because of her parents' influence and her curiosity on how she would react to blood.; d. Journalism.

### Activity 7

- ◆ If you see fit, challenge students to answer the questions without rereading the text. Then instruct them to find the information in the text to check their answers.
- ◆ Ask for volunteers to share their answers with the class.

#### Answer Key

1. In Buenos Aires, Argentina.; 2. They had a small grocery shop.; 3. While she was walking around in the university campus.; 4. Writer.; 5. She's a doctor and a journalist/blogger/writer.

### Activity 8

- ◆ Explain to students that inferring the meaning of unfamiliar words and expressions is an important skill, since they may not have a dictionary at hand in real-life communicative situations. Instruct them to find the words and expressions in the text and try to infer their meaning through context. If necessary, advise them to substitute the words and expressions in each item with the ones in the options and check if the meaning remains the same.
- ◆ Correct the activity with the whole class and clear up any doubts.

#### Answer Key

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

### Activity 9

- ◆ Have students discuss the questions in pairs.
- ◆ Open the discussion to the whole class. Guide them to notice that everybody's story has got special moments. The way we tell a story is very significant and may make it more meaningful to readers or listeners.

#### Answer Key

Open answers

### Page 114

## Language 2

### Activity 1

- ◆ Read the sentence with students and ask them how many actions there are in it (Two.) and in what tense they are (Past.).
- ◆ Elicit from them the difference between the actions. Guide them to notice that one of the actions ("was walking") took a longer time to be completed than the other one ("saw").
- ◆ Allow students some time to do the activity. Monitor and help as needed. Alternatively, read the instructions with them and elicit the answers.
- ◆ Correct the activity with the whole class.

#### Answer Key

1. she was walking around in the university campus; 2. she saw a flyer advertising a course for nurses; 3. while; 4. while she was walking around in the university campus.

### Activity 2

#### Setting the Pace



- ▶ Read the contents of the grammar and **Snack Learning** boxes with students. Clear up any doubts.
- ▶ Organise students into pairs and have them decide whether to use "when" or "while" in each case. Tell them that in some cases both might fit.
- ▶ Ask for volunteers to share and justify their answers.
- ▶ Challenge each student to make at least one sentence about themselves using "when" and another using "while". Invite volunteers to share their sentences with the class.



- ▶ Read the contents of the grammar and **Snack Learning** boxes with students. Clear up any doubts they may have.
- ▶ Have them underline the actions in all the sentences.
- ▶ Read the first sentence with them and ask them to identify which action is longer and which is shorter. Then, have them recognise if one action happened after the other, interrupted the other or happened at the same time as the other. Based on that, have students choose the best conjunction.
- ▶ Follow the same procedure for all the sentences.

### Answer Key

1. when; 2. while; 3. while/when; 4. when; 5. When; 6. while;  
7. While; 8. When

### Activity 3

- ◆ Read the instructions and the model sentence with students and make sure they understand what they are supposed to do.
- ◆ If necessary, complete the sentence in item 2 with them. Then allow students some time to do the activity.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

2. was riding; 3. were working; 4. was walking; 5. were watching; 6. was sleeping; Open answers

### Activity 4

- ◆ Tell students that in this activity they should decide which action took more time to be completed—and therefore needs a verb in the past continuous—and which took less time to be completed—and thus needs a verb in the simple past. If necessary, do item 1 with students. Allow them some time to do the activity. Monitor and help as needed.
- ◆ Ask for volunteers to share their answers with the class.

### Answer Key

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

### Extra Activity



- ▶ Before the class, prepare two sets of cards with a random word on each one.
- ▶ Have students sit in a circle and invite a volunteer to start. He or she should take two cards and make a sentence using the words on them. One part of the sentence should be in the simple past and the other one, in the past continuous. Encourage students to be creative and try to make funny sentences.

### Activity 5

- ◆ Instruct students to read the text, ignoring the blanks, to get its gist. Then ask them to retell the story in their own words.
- ◆ Explain that they should decide which actions in the text are longer and which are shorter, and then fill in the blanks.
- ◆ If necessary, complete the first sentence with them. Allow students some time to do the activity.
- ◆ Correct the activity with the whole class.

### Answer Key

1. was; 2. were going; 3. got / were getting; 4. were talking;  
5. stopped; 6. changed; 7. asked; 8. started; 9. talked;  
10. was speaking; 11. started; 12. played; 13. was; 14. felt;  
15. drove; 16. were talking

### Tip



Stative verbs describe states rather than actions. They are hardly ever used in the continuous form. That is why the text in activity 5 begins with “*It was a beautiful sunny morning in May...*”. “Was”, in this case, describes a state—the weather—, not an action. Therefore, it remains in the simple form.

### Activity 6

- ◆ Read the instructions and sentence 1 with students. Elicit from them whether the sentence is correct.
- ◆ Read sentence 2 with them and elicit whether it is correct. Ask students to justify their answers and write the correct sentence on the board. Make sure they understand that many times there is more than one correct way of writing a sentence. Then elicit from them the other correct way of writing sentence 2.
- ◆ Allow students some time to do the activity. Finally, ask for volunteers to write their answers on the board.

### Answer Key

**Correct:** 1, 4, 5; **Incorrect:** 2. I saw a famous celebrity when/ while I was dropping my parents at the airport.; 3. The kids were playing hide-and-seek when they heard a noise.;  
6. My parents were living in Italy when they met each other. / While my parents were living in Italy, they met each other.

### Activity 7

- ◆ Write the words “hair” and “heir” on the board and elicit from students how to pronounce them.
- ◆ Ask students which sound differs in the pair “hair” and “heir” and guide them to notice that it is the first one.
- ◆ Have them repeat the words, paying attention to the difference in the first sound.
- ◆ Tell students that they are going to listen to some sentences and that they should complete them with the missing words.
- ◆ Play the audio, pausing it after each sentence. If necessary, play it one more time.
- ◆ Ask for volunteers to write their answers on the board.

## Transcript 37



- 1 It took us three hours to get home from work!
- 2 I had a blast last night at the party.
- 3 I have got a bad habit: I binge-watch TV shows on weekends.
- 4 I honestly don't know what happened!

### Answer Key

1. hours; 2. had; 3. habit; 4. honestly

### Further Information



“Binge-watch” means to watch several—or all—episodes of a TV show in rapid succession.

### Activity 8

- ♦ Draw students' attention to the fact that the word “honestly” is in the first column of the chart. Based on this, elicit the sound /ə/.  
♦ Write “had” on the board and ask students where they suppose this word should be written. Based on this, elicit the sound /h/.  
♦ Allow students some time to do the activity. Finally, ask for volunteers to write their answers on the board.

### Answer Key

/ə/: hours; /h/: had, habit

### Activity 9

- ♦ Read the instructions and the first sentence with students. Elicit in which column the words in bold should be written.  
♦ Allow them some time to do the same with the words in bold in the other sentences. Monitor and help as needed.  
♦ Correct the activity with the whole class and have students repeat the sentences after you.  
♦ Organise them into pairs to practise saying the sentences.

### Answer Key

/ə/: honour, honest; /h/: happy, help, him, hope; Open answers

Page 116

## Writing

### Activity 1

- ♦ Tell students they will write a short biography about the person they interviewed in the **Listening and Speaking** section.

- ♦ Ask them to return to their notes, select the most interesting pieces of information and take note of them in their notebook.

### Answer Key

Open answers

### Activity 2

- ♦ Tell students to write the sentences about their classmate in their notebooks in chronological order.  
♦ If necessary and possible, instruct them to talk to the person they interviewed again and make further questions about topics that are not clear enough.  
♦ Have students combine the sentences into paragraphs in the space provided in the book, forming a text. Help them organise their text and make it flow better using connectors.  
♦ If you see fit, refer students to Alice Burel's biography on page 112 and advise them to use it as a model.

### Answer Key

Open answers

### Activity 3

- ♦ Organise students into pairs and have them read each other's biographies and make suggestions on how to improve them.  
♦ Elicit elements students should pay attention to when proofreading someone else's text, such as spelling, accuracy and clarity of ideas.  
♦ Have students exchange books, read each other's biographies and take notes about them in their notebook, pointing out good aspects of the text and aspects that need to be improved. Monitor and help as needed.  
♦ Ask students to tell their classmates what they have noticed in their biography. Remind them to be respectful.

### Answer Key

Open answers

### Activity 4

- ♦ Instruct students to write the final version of their biography on a separate sheet of paper.  
♦ Students can also publish their biographies on a social network or their class/school blog.

### Answer Key

Open answers

## Go Find Out!

### Hypothesis

- ◆ Read the sentence and draw students' attention to the blank.
- ◆ Encourage them to think of their school library and speculate how many biography books they can find there.
- ◆ Tell students to fill in the blank with one of the options from the box.

### Research

- ◆ Explain to students that they will have to collect some data to check their hypotheses.
- ◆ Go through the instructions with the class and make sure students understand what they mean.
- ◆ Read the questions in the **Think** section with students and elicit how they can find information to answer them. Some suggestions are: by reading the books' title, by checking the library system—if there is one—and by talking to the librarian.
- ◆ Tell students to go to the school library, collect the required data and take notes in their notebook. Before they go, remind them not to make too much noise in the library, since it is a place for concentration.

### Think

- ◆ Have students answer the questions in their notebook based on the data they have collected.

### Discuss

- ◆ Tell students to complete the sentence with “many”, “some” or “few” according to the data they collected and analysed.
- ◆ Encourage them to share their findings and check if all students reached the same conclusion.

### Activity 1

- ◆ Organise students into small groups to discuss the questions.
- ◆ Open the discussion to the whole class. Ask students if they believe there should be more biographies in the library. If so, encourage them to make suggestions to the school librarian or the headteacher about that.

#### Answer Key

Open answers

### Activity 2

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

#### Answer Key

Open answers

## Go Around!

### Activity 1

- ◆ Ask students to describe the images and discuss what culture they believe the depicted elements relate to.
- ◆ Instruct them to read the text, check their guesses and answer the questions. Monitor and help as needed.
- ◆ Have students compare their answers in pairs. Then invite volunteers to share their answers with the class.
- ◆ Ask students if their family also worries about keeping memories and traditions alive.

#### Answer Key

**1.** They are about keeping Chinese memories.; **2.** See Lion Dance performances, read Chinese myths, put up red decorations for New Year, get together with Chinese friends and cook traditional Chinese food.; **3.** Open answers

### Activity 2

- ◆ Explain to students that they are going to do some research to find out how people of different cultures retain their memories. If possible, have them do the research at school. If not, assign it as homework.

#### Answer Key

Open answers

### Activity 3

- ◆ Have students share their findings in pairs.
- ◆ After some time, open the discussion to the whole class and encourage students to engage in conversation.

#### Answer Key

Open answers

### Activity 4

- ◆ Brainstorm with students ways in which their family could keep traditions alive.

#### Answer Key

Open answers

### Activity 5

- ◆ Encourage students to ask their families about their traditions and answer the questions.
- ◆ Have some volunteers share their ideas and check if students have got any tradition in common.

### Answer Key

Open answers

Page 118

## Over to You!

### Concept

- ◆ Read the concept with students and make sure they understand it.
- ◆ Instruct them to circle the emoji that represents their reaction to the concept.
- ◆ Organise students into pairs or small groups and have them compare and justify their reactions.

### Activity 1

- ◆ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed the following class.
- ◆ The following class, have students work in pairs or small groups and present what they have found out in their research. If time allows, have them write a summary of their findings and share it with other groups in class.
- ◆ If no one comes up with it, write the saying “Walk a mile in someone’s shoes before judging them.” on the board and ask students what they believe it means. Guide them to notice that the saying means that we should not judge someone without trying to understand what that person has been through and thinking that it could have been us instead. Encourage students to express their thoughts on the saying.

### Answer Key

Open answers

### Activity 2

 **Empathy** – Empathy is the ability of recognising and understanding feelings and emotions of other people. Emphasise that it is not simply a synonym to “sympathise”, which can be described as feeling bad for someone due to something that has happened to them. Further than that, emphasise that it means trying to imagine what it would feel like if we were in a similar situation. It helps people be more understanding and compassionate, and less judgemental and prejudiced.

- ◆ Ask students if they have ever heard of the Museum of Empathy. Tell them they are going to read an article about it. Monitor and help as needed.
- ◆ Organise students into pairs or small groups and have them discuss the questions. Monitor and help as needed.
- ◆ Open the discussion to the whole class.

### Answer Key

Open answers

Page 119

## Review 8

### Activity 1

- ◆ Have students match the words to the definitions.

### Answer Key

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

### Activity 2

- ◆ Tell students to identify the category of the words and tick the correct option.

### Answer Key

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

### Activity 3

- ◆ Have students complete the sentences with the right adverb.

### Answer Key

1. carefully; 2. Fortunately; 3. quickly; 4. patiently; 5. slowly; 6. Unfortunately

### Activity 4

- ◆ Instruct students to complete the sentences with the correct tense of the verbs in parentheses.

### Answer Key

1. was doing, broke; 2. was having, heard; 3. was walking, met; 4. was taking, visited; 5. didn't understand, were talking

### Activity 5

- ◆ Tell the class to make sentences in the past using the information from the chart and the correct conjunction.

### Answer Key

Open answers

### Activity 6

- ◆ Ask students to finish the sentences with their own ideas.

## Answer Key

Open answers

## Workbook 8

Pages 42-46

### Activity 1

#### Transcript 18



**Vicky:** I'm an adventurous person. I enjoy practising extreme sports. When I was a child, I used to climb up trees and ride a BMX bike and do some tricks. I love being active but I'm also very careful. I always wear protection when I ski or skate. A helmet is a must and elbow and knee pads are important too!

**Alan:** I think I'm very laid-back. I like to be surrounded by people and socialise. I lived in different countries during my teenage years and I loved learning about the culture and history of the places. Now, I must be precise when I give information but I'm always very relaxed and people enjoy the tours.

**William:** I lead a busy life, partly because of my job, but I've always been energetic. I'm the eldest of four children and I used to look after my brothers and my sister. As a child, I did a first aid course at school and that was a memorable moment. I'm very active and, when I'm at work, I must be prudent and supportive too, especially with children.

**Ema:** I grew up in a rural area so my childhood was very quiet. I went to a school near my house with only ten other kids from other farms. We were really happy at school and I remember how the teacher made us feel special. That had an impact on me. Oh! I'm very patient and I enjoy being in a classroom. I can't imagine doing something different today.

## Answer Key

**Left column:** Alan, Ema, William; **Right column:** Extra image, Vicky, Extra image

### Activity 2

#### Answer Key

**a.** 3; **b.** 1, 5; **c.** 3, 6; **d.** 2

### Activity 3

#### Answer Key

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

### Activity 4

#### Answer Key

**1.** peaceful; **2.** quick; **3.** concerned; **4.** easygoing; **5.** precise

### Activity 5

#### Answer Key

**1.** quiet; **2.** slowly; **3.** slow; **4.** beautifully; **5.** quietly

### Activity 6

#### Answer Key

**1.** was; **2.** migrated; **3.** stayed; **4.** were; **5.** could; **6.** became; **7.** missed; **8.** had; **9.** loved; **10.** drew; **11.** didn't feel; **12.** could; **13.** encouraged; **14.** didn't have; **15.** practised

### Activity 7

#### Answer Key

**1.** She lived in Spain.; **2.** They stayed with Antonia's uncle.; **3.** She liked Art.; **4.** No, it wasn't.; **5.** No, she didn't.

### Activity 8

#### Transcript 19



One day, I entered an Art competition organised by the local government to celebrate the anniversary of the city. I already had some sketches and I decided to improve my pictures to participate. I will never forget the day the winners were announced. It was a Saturday morning and my mother woke me up with a smile on her face and gave me the newspaper with the results. I quickly sat on the bed and read my name in a short list. I didn't win the first prize but I got the third place. I won Art materials and one free year to study at the Art Academy. I made new friends at the academy and many of them were immigrants like me. We were united by art and we had a blast together.

I never stopped drawing and painting and I entered contests whenever I could. When I grew up, I worked to finance my studies and continue training at the Art Academy. Fortunately, I succeeded in my career and had a lot of exhibitions of my artwork. I later founded an institution with the aim to make art accessible to everyone. Today, there are more than one hundred students of all ages and we organise contests and exhibitions to promote the arts.

### Answer Key

1. competition; 2. Saturday; 3. happy; 4. quickly; 5. third;  
6. made; 7. Antonia; 8. could; 9. academy; 10. 100

### Activity 9

#### Answer Key

2, 4

### Activity 10

#### Answer Key

1. The local government organised an Art competition.;  
3. Antonia's name appeared in the newspaper.; 5. The students who attend the academy are of all ages.

### Activity 11

#### Answer Key

1. He was very sad.; 2. His family and close friends.; 3. Some were crying, others were carrying their luggage and going into the ship.; 4. He started to look for his cabin.; 5. Because he didn't know anyone in his destination, he was all alone.

### Activity 12

#### Answer Key

b, d, e

### Activity 13

#### Answer Key

c

### Activity 14

#### Answer Key

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

### Activity 15

#### Answer Key

Open answers

### Activity 16

#### Answer Key

1. got; 2. was shining; 3. was cycling; 4. appeared; 5. started;  
6. was cycling; 7. saw; 8. were picking; 9. was playing;  
10. invited; 11. had; 12. thanked; 13. cycled; 14. came

### Activity 17

#### Answer Key

2. What did Jamie do while it was raining?; 3. Was the sun shining when Jamie woke up?; 4. What were the man and the woman doing when Jamie cycled past their house?; 5. What was the granddaughter doing while her grandparents were picking fresh herbs?

### Activity 18

#### Answer Key

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

### Activity 19

#### Answer Key

Open answers

### Activity 20

#### Answer Key

Open answers

## Workbook - Pages 47-50

### Unit 3 Making a Superhero Costume

- ◆ This activity can be done at any point after you have covered the **Reading** section. It requires appropriate space and materials, so be sure to provide them in advance.
- ◆ Have students look at page 47 in their **Workbooks** and explain that they are going to make a superhero costume.
- ◆ Go through the basic supplies with them and clear up any doubts they may have.
- ◆ Read the first five steps in the **Action** section with students and check if they understand how to go about them.
- ◆ Allow students some time to plan their costume's design and instruct them to make a draft in their notebooks. Monitor and help as needed.
- ◆ Organise students into small groups and have them discuss the questions in the first **Problem-solving** box.
- ◆ Read instructions 6-10 with students and make sure they understand them.
- ◆ Tell students to follow the steps. Monitor and help as needed, but allow them to work independently as much as possible. Encourage them to make the most of the materials and be mindful of waste.
- ◆ When their costumes are ready, have them discuss the questions in the second **Problem-solving** box with the same classmates they talked to in the first time.
- ◆ Ask students if the discussion has motivated them to make any changes to their costumes and allow them to do it.
- ◆ Have students put their costumes on, helping each other as needed. Make sure they are comfortable and properly dressed.
- ◆ Have students present their superheroes to the class, saying their names and describing their superpowers.
- ◆ Take pictures or record videos of students' presentations.
- ◆ Finally, have students discuss the questions in the **Assessment** section in groups. Ask volunteers to share their impressions and experiences with the class.

### Unit 4 A New Sport from the Past

- ◆ The previous class, instruct students to search for sports people used to do in the past, especially those that no longer exist, such as cuju, chariot racing, bladderball, club swinging, etc.
- ◆ Organise students into small groups and have them share their findings. Take the opportunity to make them aware that some

sports were considered acceptable in the past, but have been banned due to violence or animal abuse (such as fox tossing).

- ◆ Tell students that they are going to recreate a sport from the past. Instruct them to choose a sport and help them come up with new rules for it.
- ◆ Advise students to look at the equipment in the **Basic Supplies** as inspiration for their ideas.
- ◆ Instruct students to follow the steps in the **Action** section and monitor their work closely. Help as needed, but remember to let students work autonomously as much as possible.
- ◆ As students get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in their groups before coming up with practical solutions. Help students figure out how the sport may be practised by different people in different positions, including someone who is physically impaired.
- ◆ Make sure students have got a suitable environment to carry out this activity. You may choose to take students to the school gym, for example. If this is the case, talk to the headteacher in advance.
- ◆ Finally, have students discuss the questions in the **Assessment** section in their groups. Ask for volunteers to share their ideas with the class and encourage them to justify their answers.

### Unit 5 Creating Storage Bags for Luggage

- ◆ Tell students to pick a place they would like to visit and explain that they are going to make storage bags to help them organise their luggage.
- ◆ Instruct students to do some research on what the weather is like in the place they chose and what the best time of the year to visit is.
- ◆ Have them follow the steps in the **Action** section and monitor their work closely. Help as needed, but let students work autonomously as much as possible.
- ◆ As they go through the **Problem-solving** boxes, encourage students to reflect on the questions and discuss them in pairs or small groups to come up with practical solutions.
- ◆ Once they finish packing using their storage bags, instruct them to take pictures or record themselves unpacking it. If they wish, they can use a time-lapse app to make dynamic videos. Encourage them to share their pictures or videos with the whole class. If possible, post the pictures or videos on the school blog/website or send them to students' parents or guardians, along with a short explanation of the objectives and the process of the activity.

- ◆ Organise students into small groups and have them discuss the questions in the **Assessment** section. Encourage them to justify their answers and ask for volunteers to share their ideas with the whole class.

## Unit 7

### Making a Model of a Historical Building

- ◆ Since students are going to make a model of a historical building, make sure they have got a suitable environment to do so. Depending on your classroom, you might want to do this activity in another place, such as the Art classroom.
  - ◆ Ask students what historical buildings are and have them give some examples. Explain that they are going to make the model of a historical building found in their town or region. Elicit the buildings they know, so they can have a reference.
  - ◆ Have them analyse the **Basic Supplies** and check if they know all the materials.
  - ◆ Ask students to follow the steps in the **Action** section. Monitor their work closely.
  - ◆ Help as needed, but remember to let them work autonomously as much as possible.
  - ◆ As students get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in pairs to come up with practical solutions. If necessary, help them redo any work that had been wrongly done and remind them that making mistakes is not a problem, since it is a natural part of the process. However, it is important to be able to identify these mistakes and find ways to correct them.
- ◆ When students finish making their historical building models, instruct them to observe their classmates' productions and come up with a way to classify and group the models—for example, architecture, materials used, what it is used for, etc.
  - ◆ Explain that they are going to place their historical building models around the school and remind them that in order to do so they need to ask the school head for permission in advance. They should also explain how they came up with those buildings, pointing out the needs they detected and how they thought these issues could be solved.
  - ◆ Once students have placed their models around the school, take a picture of them beside their work. If possible, post the pictures on the school website or send them to students' parents/guardians, along with a short explanation of the objectives and the process of the activity.
  - ◆ Finally, organise students into pairs and have them discuss the questions in the **Assessment** section. Encourage them to justify their answers and ask for volunteers to share their ideas with the whole group.

## Workbook - Pages 51-52

## Unit 2

## Who Am I?

## Activity 1

- ◆ Invite students to work in pairs and discuss the questions.
- ◆ Open the discussion to the whole class by asking students the first question to check that they understood the meaning of the expression. Allow them to give their opinions and then confirm that it means that we must not judge a person by his/her physical appearance.
- ◆ Then, check the second question, encouraging them to share their answers, making sure they respect each other's points of view.
- ◆ Expand the discussion by asking students if they usually judge a book by its cover and, if so, whether they have been proved wrong. Let students share their experiences with the whole class.

## Extra Activity



- ▶ This might be a nice opportunity to teach students some more idioms. Here are some examples that can be used in a situation when talking about people:

"All that glitters is not gold." (Someone may not be as valuable or good as he/she first appears.)

"Empty vessels make the most sound." (Foolish people are the ones who talk the most.)

"Birds of a feather flock together." (People who have got things in common tend to associate with each other.)

"Beauty is only skin deep." (Beauty has got no relation to substance or character.)

"Looks can be deceiving." (Things can look different from what they are.)

- ▶ Ask students to get in pairs to try to explain the meaning of these expressions and then find the appropriate version in their own language.

## Activity 2

- ◆ Explain to students that they are going to listen to six people talking about themselves.
- ◆ Draw their attention to the chart and say that the information about physical description and clothing will not be in the audio. Explain that they are supposed to imagine how the people look like and the kind of clothes they wear, according to what they say about themselves.
- ◆ Play the audio once, pausing after each speaker so students have got time to complete the first two columns of the chart as they listen. Then, play it once more so they can get any piece of information that is missing.
- ◆ Next, ask students to complete the last two columns with their own opinion, justifying their answers.

- ◆ Organise them into pairs and have them check the information, but do not correct them at this point.

## Transcript 20



**Woman 1:** Hi, I'm Sheila. I'm 33 years old and I have got two kids. They're five years old, twins, and I really like cooking for them. I have got a part-time job in a restaurant, so I can spend more time with my family.

**Woman 2:** Hey, I'm Debra. I love sports! My favourite is swimming, I go to the pool five times a week. I also like to spend time outdoors and meet my friends for some coffee and good conversation. At the weekends, I go dancing or to the cinema.

**Woman 3:** Hello, I'm Amina. I'm a businesswoman, I'm in the fashion industry. I love fashion and the way people can feel more confident when they are wearing good clothes and wonderful make-up.

**Man 1:** Hi there, I'm Kris. I'm a doctor and I really like to study and discover new things. I also enjoy films and plays, I think I'm a frustrated actor. Maybe when I retire I can start a new career in acting.

**Man 2:** Hey, I'm Pete. I'm a Science teacher at an elementary school. Kids like me, you know. We have fun together. Maybe it's because of my hair, I don't know. But I love teaching and I'll always be a great teacher for my students.

**Man 3:** Hi, I'm Andy and I'm a professional skydiver. This is what I've done since I was fourteen and I think I never feel the same after each jump. I feel the magic, the danger and all the sensations you can have, all at once. If you haven't tried skydiving, give it a chance! I'm sure you'll love it.

## Activity 3

- ◆ Explain to students that they should go to page 72 in their **Workbooks** to check their answers to activity 2.
- ◆ Instruct them to go over the descriptions they wrote down in the chart and check if they match the people in the images.
- ◆ Working in the same pairs, have them discuss how similar/different their own descriptions are from the people in the images and see which description got closer to the real ones.
- ◆ Check students' answers as a group.

## Activity 4

- ◆ Organise students into groups of four and explain that they are going to work together to create a game.
- ◆ Tell them that each student in the group is going to choose one of the images in the book and write about the person. Instruct them not to give obvious information that can be found in the image, as in activity 2, because the purpose of the game is to show what is behind the cover of the book (making a reference to the expression "don't judge a book by its cover"). Monitor and help as needed.

- ◆ Ask students to mingle and change groups. Each student will then read the description he/she wrote and the others in the group will try to identify which person is being described. Tell students to write down how many classmates got the correct answer.
- ◆ If there is time, students can change groups and do the activity again. If not, they should go back to their original groups and discuss the answers they got.
- ◆ Finally, ask them to tell their classmates how many students judged a book by its cover. To expand the discussion, they can talk about the similarities they found in the descriptions of their classmates when compared to their own descriptions.

## Unit 8

## Our People Museum

### Activity 1

- ◆ Go over the questions with students and elicit what they understand from the idiom “a picture is worth a thousand words” (A complex idea that is easily explained with a single image, an image that conveys a meaning more effectively than an explanation or description.). Clarify any doubts they may have.
- ◆ Organise them into pairs. Tell them to look at the images and discuss the questions. Monitor their work and help with vocabulary if necessary.
- ◆ Then, open the discussion to the whole class, inviting volunteers to share with the group what they can say about the people in the images. Tell them that there is no right or wrong answer, the idea here is to try to imagine something about those people’s lives by only looking at the image.
- ◆ Expand the discussion by asking if they agree that every person has got a story to tell and listen to their contributions.
- ◆ Finally, elicit students’ opinions on the idiom “a picture is worth a thousand words” and encourage them to give examples of images that do not need a text to describe it.

### Activity 2

- ◆ Explain to students that they are going to make items to be exhibited in a museum. Tell them that the museum is called “Our People Museum” and encourage them to guess what kind of items they could produce to an exhibition at this museum.
- ◆ Ask them if they have heard about any museums that focus on telling people’s stories—they might mention the “Museu da Pessoa” (in São Paulo, Brazil) or the “People’s History Museum” (in Manchester, United Kingdom). If so, let them share their knowledge with the class; if not, refer to the following box to provide them with some information. Alternatively, have students do a research on museums that focus on telling people’s stories around the world as homework, and have them share their findings the following class.
- ◆ Go over the steps in the activity and ask students to get together in groups of four to listen to the instruction.
- ◆ Explain that they are going to interview three people they know and who they believe can tell a story. If they can find people that speak English, better still. If not, the people that are interviewed can use L1, but the questions must be asked in English.

- ◆ Tell students that each member of the group will have a role, so that all of them contribute to the success of the exhibition. Go over the roles of video producer, audio producer, photographer and writer, as described in the activity. Explain that the writer, for example, can also take a picture of the person being interviewed, but the focus of his/her work must be in telling the story in writing. The photographer will have to write a caption to the image. The video and audio producers must make sure that the video/audio has got good quality.
- ◆ Then, tell students that they can help the interviewees by asking the questions in step 4 in case they cannot decide on a story or have got difficulties to remember the details.
- ◆ Students will set a time for the collection of stories.
- ◆ When they finish, they should get together with their group to share the stories they have collected.

### Further Information



**Museu da Pessoa** – founded in 1991, it is an open and collaborative museum whose aim is to transform people’s stories into a source of knowledge, comprehension and connection between peoples. The museum has got a branch in São Paulo, Brazil, and people can go there to have their stories recorded, edited and included in the website.

**People’s History Museum** – founded in 1960, its original goal was to collect and preserve items belonging to working people. After many changes and investments, it attracts today more than 100,000 visitors a year. It is also called the national museum of democracy, as it tells stories related to equality and social justice.

Based on <<http://www.museudapessoa.net/pt/home>>; <<https://phm.org.uk/>>. Accessed on November 11, 2019.

### Activity 3

- ◆ Explain to students that they are going to organise their exhibition around school, and remind them that in order to do so they need to ask the school head for permission in advance. Make sure their choice allows them to organise the content they collected in four different groups/spaces, one for each kind of media.
- ◆ Have them consider the content they collected, as well as where the exhibition will take place, to decide on a name and design for it. Make sure the materials are accessible and the stories are presented in an appealing way.
- ◆ Make sure they have got a TV or computer to project the recorded videos. They also need a player for the audio. For the pictures, they need hangers or clips, as well as for the written stories.
- ◆ Help groups to organise the space so that all of them can check the other groups’ work. Also, invite other students, teachers and the school community to visit the museum.
- ◆ Once the exhibition is over, ask students to organise the material and take it to the school library so that other students can see it for future references.
- ◆ Wrap up the project by asking students if they enjoyed the experience and if they were surprised with the result of the exhibition.

**Workbook - Pages 53-69**

**Unit 1**

**Activity 1**

- 1.** They are playing football., play football, No, they don't.;  
**2.** She's talking on the phone., Does, talk on the phone, Yes, she does.;  
**3.** is, doing, She's cooking., No, she doesn't.;  
**4.** are they doing, They're playing, Do, play video games, Yes, they do.

**Activity 2**

- 1.** is taking, wants; **2.** drinks, is having; **3.** take, are taking;  
**4.** is raining, doesn't rain; **5.** examines, is talking

**Activity 3**

- 1.** aren't sleeping, are playing; **2.** does, is doing; **3.** are your parents doing, are watching; **4.** do you usually get up, get up;  
**5.** cooks, is making; **6.** goes, is taking

**Activity 4**

- 1.** b; **2.** a, b; **3.** b; **4.** b; **5.** b; **6.** a, b; **7.** b; **8.** b; **9.** b; **10.** a, b

**Activity 5**

- 1.** I like to travel and meet new people.; **2.** Bob travels to the beach and to the countryside every year.; **3.** My brother has got a house at the beach, but he is not using it right now.;  
**4.** Paul is living in the Dominican Republic, but he doesn't speak Spanish.; **5.** My mum can play the piano and sing.;  
**6.** Arnold can't cook, but he likes to collect cookbooks.

**Activity 6**

- 1.** doesn't drink soft drinks.; **2.** My brother and I love to eat pizza and hamburgers.; **3.** Dana can play the drums, but she can't play the guitar.; **4.** James and Matt play video games and chess.

**Activity 7**

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

**Unit 2**

**Activity 1**

- 1.** Whose jacket is this?, hers; **2.** Whose shirt is this? his;  
**3.** Whose pencils are these?, mine; **4.** Whose mobile phone is this?, yours; **5.** Whose bags are these?, theirs

**Activity 2**

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

**Activity 3**

- 1.** me; **2.** it; **3.** us; **4.** him

**Activity 4**

- 1.** bike, his, him; **2.** socks, hers, her; **3.** T-shirts are these, theirs, belong to them; **4.** notebook, mine, belongs to me

**Unit 3**

**Activity 1**

- 1.** I can play the guitar.; **2.** They can't sing.; **3.** Robert can ride a horse.; **4.** You can't speak Russian.; **5.** Corinne can't use a computer.; **6.** My twin brothers can play basketball.

**Activity 2**

- 1.** I can concentrate.; **2.** Can you solve Maths problems?;  
**3.** He can play football.; **4.** They can dance.; **5.** We can't sleep if there's light in the room.; **6.** Can you ski?

**Activity 3**

- 1.** Yes, she can.; **2.** No, she can't. **3.** Yes, he can.; **4.** Yes, they can.; **5.** No, she can't.; **6.** No, it can't.

**Unit 4**

**Activity 1**

- 1.** Mila used to go to bed early, she goes to bed late; **2.** Mila used to play video games a lot, she plays online games;  
**3.** Mila didn't use to watch sports programmes, she loves watching sports programmes; **4.** Mila didn't use to like eating vegetables, she enjoys eating vegetables; **5.** Mila used to hate shopping, she loves shopping

**Activity 2**

- 1.** used to work; **2.** used to have; **3.** used to dress, didn't use to wear; **4.** didn't use to vote; **5.** didn't use to own

**Activity 3**

Open answers

**Activity 4**

Open answers

**Activity 5**

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

**Activity 6**

- 1.** I'm buying myself a sweater. / I'm buying a sweater for myself.; **2.** Debora cut herself this morning.; **3.** The children can make an omelette by themselves.; **4.** My grandmother used to make her clothes herself.; **5.** We didn't use to walk to school by ourselves.; **6.** The car can lock itself after some minutes.

**Activity 7**

- a.** 2, late; **b.** 4, messages; **c.** 3, bikes; **d.** 1, online

**Unit 5**

**Activity 1**

- was, were, was, were, was, Were, were, was, was, was, Were, weren't, were, were

### Activity 2

1. was, was; 2. weren't, were; 3. Were, was; 4. Were, weren't;  
5. Was, was; 6. wasn't, was; 7. Was, was; 8. weren't, Were, were

### Activity 3

1. Were, Yes, they were.; 2. Was, No, she wasn't. 3. Were, Yes, they were.; 4. Was, No, he wasn't.; 5. Was, Yes, it was.;  
6. Were, No, I wasn't.

### Activity 4

1. Tom was eating pizza.; 2. Julie was drinking juice.; 3. Monica and Pat were talking.; 4. The waiter was serving the table.;  
5. Janet and Audrey were having spaghetti.; 6. Susana was ordering a soft drink.

### Activity 5

1. The girl/She was having/eating an ice cream.; 2. The boy/He was skating.; 3. The woman/She was watching TV.; 4. The man/He was talking on the phone.

### Activity 6

1. What were you doing yesterday evening?; 2. Who were you talking to ten minutes ago?; 3. Where were you going yesterday afternoon?; 4. Why were you carrying a heavy bag last Sunday?; 5. What was your brother eating when you arrived home?; 6. Where were you and your friends watching a film last weekend?; 7. What was your mum using the computer for last Monday?; 8. What was your dad cooking for dinner yesterday?

### Activity 7

Open answers

### Activity 8

1. Was she (dancing)?; 2. Were they fishing?; 3. Was he taking a selfie?; 4. Was she (buying souvenirs)?; 5. Were you (scuba diving) when you saw a turtle?; 6. Were you riding your bikes?

### Activity 9

1. was swimming, was riding; 2. were drinking, were playing;  
3. was sleeping, was talking; 4. was watching TV, was cooking

### Activity 10

1. on; 2. on; 3. at; 4. at; 5. at; 6. on

## Unit 6&7

### Activity 1

**Be:** Was / Were; **Become:** Became; Buy: **Bought;** **Come:** Came; **Do:** Did; Draw: **Drew;** Drive: **Drove;** Eat: **Ate;** **Fight:** Fought; Fly: **Flew;** **Get:** Got; Go: **Went;** **Have:** Had; Leave: **Left;** **Make:** Made; **Meet:** Met; **Put:** Put; **Read:** Read; **Ride:** Rode; Ring: **Rang;** **Run:** Ran; **Say:** Said; See: **Saw;** **Spend:** Spent; Swim: **Swam;** Take: **Took;** **Teach:** Taught; Tell: **Told;** **Wake up:** Woke up; Wear: **Wore;** Win: **Won;** **Write:** Wrote

### Activity 2

1. wore, had; 2. flew, went; 3. ran, swam; 4. made, ate/had

### Activity 3

1. Did you take Lucia to the party last night?; 2. Did you eat the cake?; 3. Did it rain in London last weekend?; 4. Did my sister call me yesterday?

### Activity 4

1. was; 2. spent; 3. arrived; 4. played; 5. swam; 6. had; 7. met;  
8. watched; 9. were

## Unit 8

### Activity 1

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

### Activity 2

1. was talking, missed; 2. called my mum, was waiting; 3. damaged, was driving; 4. hurt, was playing; 5. was having, spilled/spilt; 6. was using, opened



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