

TO ENGLISH

#New Edition

STARTER

TEACHER'S BOOK

SIGN UP TO ENGLISH

STARTER

#New Edition

TEACHER'S BOOK

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#SCOPE & SEQUENCE

FUNCTION

GRAMMAR

LEXIS

RECYCLING

WU #SIGN UP AND START OFF

L1	p.8	Identifying some common English words and phrases. Counting up to ten. Greeting someone.		Some common English words and phrases: <i>ebook, skateboard, social networks</i> ; etc. Numbers 1 to 10 Greetings and farewells	
L2	p.10	Saying the alphabet. Spelling names. Greeting someone.		The alphabet The parts of the day Greetings	

U1 #NEW FRIENDS

L1	p.12	Exchanging personal information. Counting up to twenty.	Subject pronouns: <i>I, you</i> Verb <i>to be</i> : <i>am, are</i> <i>What's your name? I'm... How old... ?</i> Possessive adjectives: <i>my, your</i>	Numbers 11 to 20 Personal information: <i>name, age, nationality</i> ; etc.	Spelling names. Greeting someone.
L2	p.15	Talking about school subjects and extra-curricular activities. Writing a message.	Subject pronouns: <i>he, she, it, we, you, they</i> Verb <i>to be</i> (affirmative and negative forms) Conjunction: <i>and</i>	School subjects and extra-curricular activities Opinion words: <i>good, difficult, cool</i> ; etc.	Personal information Numbers 11 to 20
L3	p.17	Talking about famous people and where they are from. Expressing opinion.	Verb <i>to be</i> (interrogative form and short answers) <i>Where... from? Who's your favourite... ? How are you?</i>	Countries and nationalities Other opinion words: <i>fantastic, horrible</i> ; etc.	Opinion words and phrases Verb <i>to be</i>

REVIEW LESSON Unit 1

WORKBOOK SECTION

U2 #OUR FAVOURITE THINGS

L1	p.21	Talking about school and personal items.	Definite and indefinite articles Word order: adjective + noun <i>What colour is / are... ? What's your favourite... ?</i>	School objects Personal items: <i>watch, umbrella</i> , etc. Colours	Verb <i>to be</i>
L2	p.24	Identifying and describing different objects. Writing sentences expressing contrast.	Demonstrative pronouns <i>What's this / that? It's a / an... What are these / those? They're...</i> Conjunctions: <i>and, but</i>	Other personal items: <i>laptop, T-shirts</i> ; etc. Adjectives: <i>small, beautiful, new</i> ; etc.	Verb <i>to be</i>
L3	p.26	Talking about clothes and accessories. Discussing how much things cost.	Possessive case ('s) <i>How much is... ? It's... How much are... ? They're...</i>	Clothes and accessories Adjectives: <i>cheap, expensive</i> Numbers 21 to 100	Opinion words Greetings and farewells Colours

REVIEW LESSON Unit 2

WORLD ISSUES 1

PROJECT 1

WORKBOOK SECTION

U3 #FAMILY PORTRAITS

L1	p.31	Talking about family members. Talking about people's jobs and occupations.	Possessive adjectives <i>What's (his) job? (He's) a dentist.</i>	Family members Jobs and occupations	Possessive case ('s) Opinion words
L2	p.34	Talking about pets and other animals. Expressing possession.	<i>Have got</i> (affirmative and negative forms) Preposition of place: <i>at</i>	Pets and other animals	Opinion words Family members Possessive case ('s) Definite and indefinite articles
L3	p.37	Describing people's physical appearance. Writing a short description of a person.	<i>Have got</i> (interrogative form and short answers) <i>What... have / has... got?</i>	Parts of the body and face Adjectives: <i>tall, dark</i> ; etc.	Opinion words Colours Adjectives: <i>long, new</i> ; etc.

REVIEW LESSON Unit 3

WORKBOOK SECTION

		FUNCTION	GRAMMAR	LEXIS	RECYCLING
U4 #CREATE YOUR DREAM WORLD					
L1	p.40	Giving orders, commands or instructions. Writing a set of instructions.	Imperatives: <i>Sit down!</i> , <i>Don't run!</i> ; etc.	Action verbs	Conjunctions: <i>and</i> , <i>or</i> Definite and indefinite articles <i>Have got</i>
L2	p.42	Talking about health problems. Making recommendations and suggestions.	Imperatives: <i>Stay in bed!</i> , <i>Don't eat junk food!</i> ; etc.	Health problems	<i>Have got</i> Definite and indefinite articles
L3	p.44	Describing rooms and places in a house. Talking about objects at home. Writing a short description of a room.	<i>There is / are</i> (affirmative, interrogative and negative forms) <i>Where's... ? / Where are... ?</i> Prepositions of place: <i>in</i> , <i>on</i> , <i>under</i> , <i>between</i>	Rooms and places in a house Objects at home	Possessive case ('s) Adjectives: <i>big</i> , <i>great</i> ; etc.
REVIEW LESSON Unit 4		WORLD ISSUES 2		PROJECT 2	WORKBOOK SECTION
U5 #OUR PREFERENCES					
L1	p.50	Discussing music preferences. Writing a short comment.	<i>I (don't) like... / I hate... / I love...</i> Conjunction: <i>or</i>	Music genres Opinion words: <i>fabulous</i> , <i>boring</i> ; etc. Emphasisers: <i>very much</i> , <i>a lot</i> , <i>at all</i>	Verb to be <i>Have got</i>
L2	p.52	Talking about the weather and the seasons. Expressing reason / cause. Writing a short diary entry.	<i>Do you like... ? Yes, I do. / No, I don't.</i> <i>What season do you like? I like...</i> <i>Why do you like... ? Because...</i> Preposition: <i>in</i> (<i>in summer</i> , <i>in December</i>)	Months of the year The seasons The weather	Conjunctions: <i>and</i> , <i>but</i> Opinion words
L3	p.54	Talking about food and drinks. Discussing what to have for breakfast, lunch, tea or dinner.	<i>I don't like it / them.</i> <i>I hate it / them.</i>	Food and drinks Common meals Adjectives: <i>tasty</i> , <i>yucky</i> , <i>spicy</i> ; etc.	Conjunctions: <i>and</i> , <i>but</i> , <i>or</i> Opinion words <i>Why do you like... ?</i>
REVIEW LESSON Unit 5		WORKBOOK SECTION			
U6 #COOL ACTIVITIES					
L1	p.58	Talking about hobbies and free time activities. Discussing sports and activities to keep fit. Writing a short comment.	Simple Present (Third person singular) <i>What sport does he / she like?</i>	Hobbies and free time activities Sports and activities to keep fit	Conjunctions: <i>and</i> , <i>but</i> , <i>or</i> Possessive case ('s) Action verbs
L2	p.61	Talking about habits and daily routine. Telling the time.	Simple Present (affirmative and negative forms) Third person singular –s ending: <i>he reads</i> , <i>she watches</i> ; etc. Preposition: <i>at</i> (<i>at one o'clock</i>)	Habits and daily routine The time	Common meals Action verbs
L3	p.64	Discussing e-habits and what people do on weekdays and at the weekend. Writing a short interview.	Simple Present (interrogative form) Yes / No questions and <i>Wh</i> -questions (<i>What</i> , <i>When</i> , <i>Why</i>) Prepositions: <i>on</i> (<i>on Monday</i>), <i>at</i> (<i>at the weekend</i>)	E-habits The days of the week	Family members <i>Why... ? Because...</i> Action verbs
REVIEW LESSON Unit 6		WORLD ISSUES 3		PROJECT 3	WORKBOOK SECTION



#INTRODUCTION

General Characteristics of the Series

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

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

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

Components of the Series

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

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

For students

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

- A *Scope & Sequence* section
- A *Welcome Unit*
- 6 *Units* of three lessons each
- 6 *Review* lessons (one per unit)
- 3 *World Issues* sections (one every two units)
- 3 *Project Work* sections (one every two units)
- A *Workbook* section

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

The four macro skills (reading, listening, speaking and writing) are well balanced and addressed in all the lessons of the units. The *Review* lesson is always present after lesson 3 and it is a very useful tool for students to revise the contents they have previously learnt. *World Issues* is a special section with extra reading practice and follow-up activities that focus on the development of students' reading skills and vocabulary enlargement. The *Project Work* section

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

The *Workbook* section appears at the end of the **Student's Book** and consists of 18 pages (3 pages per unit). The *Workbook* provides a series of activities for students to do at home and help them practise and consolidate all the grammar structures and vocabulary learnt in each lesson of the **Student's Book**.

Interactive Activities

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

For teachers

The **Teacher's Book** contains:

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

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

Class Audio

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

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

Teacher's Resource Material

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

Digital Book

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

Outstanding Features within the Lessons

Sign Up to Grammar section

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

Useful Tip boxes

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

Reference to icons on the Student's Book pages



Reading activities



Listening activities



Speaking activities



Writing activities



Social emotional activities



Interactive activities*



Workbook*



Project Work *

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

#STRUCTURE OF THE UNITS

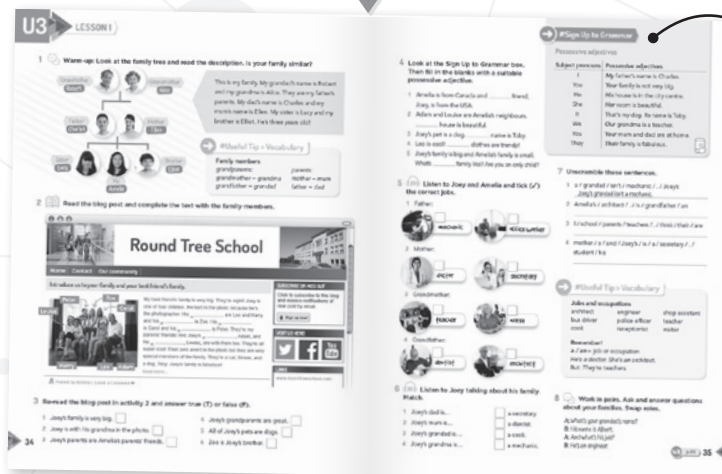
Attractive double-page spread opener to develop students' visual literacy, engage them in discussions and activate their previous knowledge.



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

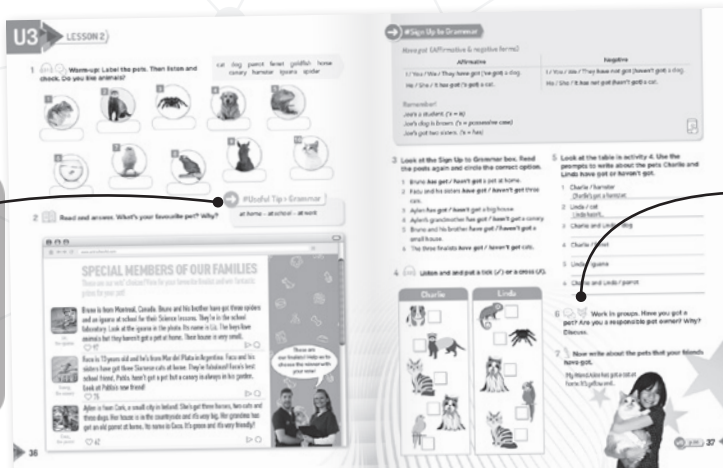
The **#Pic of the Unit** section establishes the central theme of the unit and promotes critical thinking, curiosity and interest in learning.

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

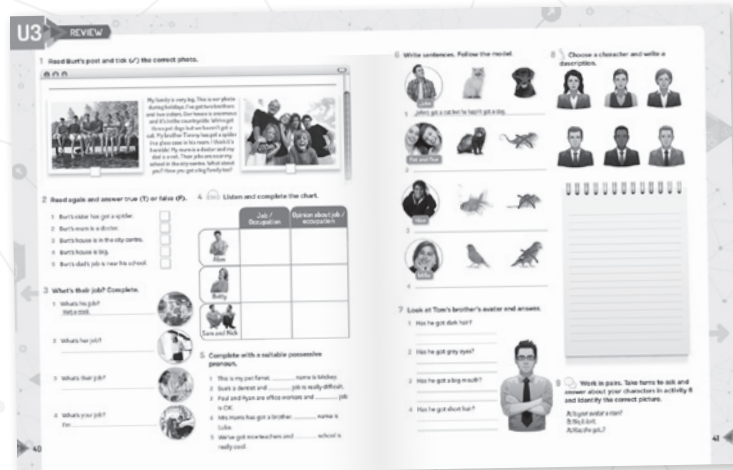


Clear grammar presentation in every lesson are followed by online **Interactive Activities** for reinforcement, extension and consolidation of the grammar and vocabulary topics studied.

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

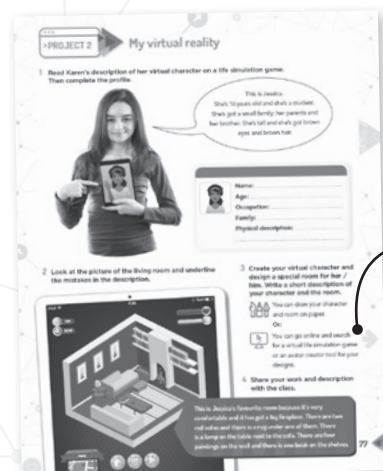
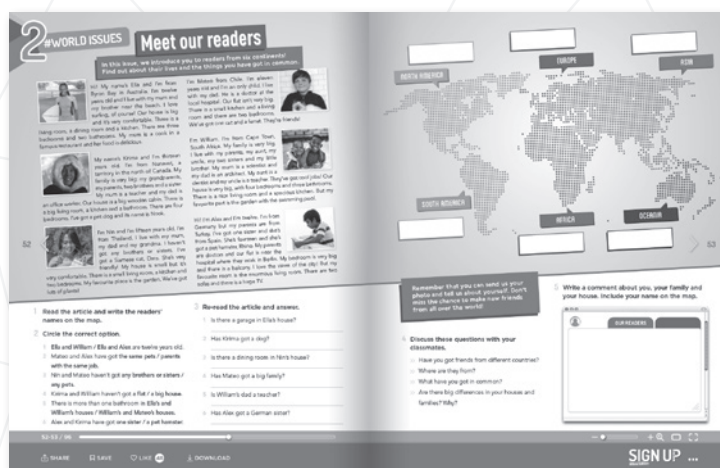


Social emotional activities help students reflect on their emotions and develop their critical thinking and social skills.



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

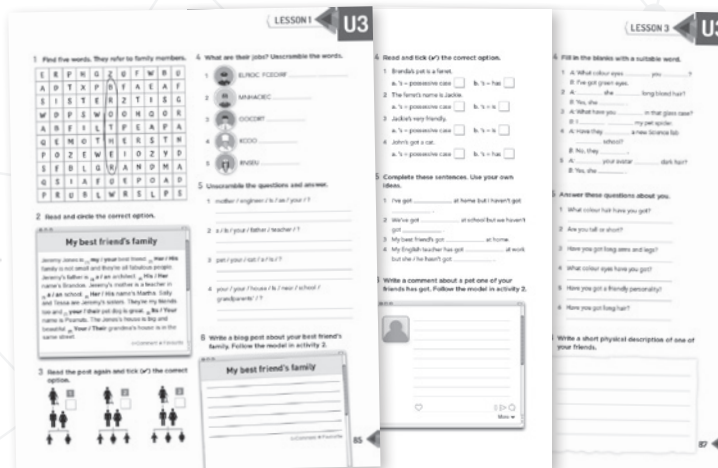
The **#World Issues** section invites students to immerse themselves in the rich variety of cultures and peoples on our planet.



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

Digital options provide alternatives to the projects using electronic media.

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



WELCOME UNIT - #SIGN UP AND START OFF

CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Some common words and phrases in English: <i>ebook, skateboard, camera, social networks</i> ; etc. Numbers 1 to 10 Greetings and farewells: <i>Hi, Hello, Goodbye, Bye, See you</i> ; etc.	Verb <i>to be</i> : <i>I'm</i>	Pronunciation of numbers 1 to 10	Identifying some common words and phrases in English. Greeting someone. Introducing oneself.
L2 The parts of the day: <i>morning, afternoon, evening, night</i> Greetings: <i>Good morning, Good afternoon</i> ; etc. The alphabet		Pronunciation of the letters of the alphabet	Greeting someone at different times of the day. Saying the alphabet. Spelling names.
Extras: Suggested optional games and activities for consolidation.			

Opening Pages - Pages 4 & 5

This section introduces each unit of the *Student's Book* with a double-page spread opening image related to the topic of the unit. The focus is to develop students' visual literacy, engage them in discussions and activate their previous knowledge. Invite the class to analyse the title and ask students if they know any of the words. Explain that *sign up* and *start off* are phrasal verbs and that the meaning of the combination of verbs and prepositions is different from the meaning of each separate word. Encourage students to relate the words to the Welcome Unit and the name of the book. Then direct students' attention to the *#Pic Of The Unit* box. The activity in this box aims at introducing students to the topic while they share their ideas by answering questions and they analyse the image on the double-page spread. Focus students' attention on the question in the word cloud *Do you speak English?* and invite them to say when this question is used. Ask the question to some students to check if they know the language. Then read the questions in the box and give students some minutes to identify the words

they know in the word cloud. Have them share their answers and mention the ways in which they learn new words. Invite them to add more ideas and write them on the board.

Explain to the class that the *#Unit Goals* box contains the objectives of the unit. Read the sentences aloud to present the contents and tell students that they will use this box for self-evaluation at the end of each unit. Remember to go back to this section at the end of the unit and have students tick the boxes of the faces that best represent their performance. This will also be a good opportunity to discuss and reflect on the topic of the unit again.

Lesson 1 - Pages 6 & 7

1 **2** Draw students' attention to the photos that appear below the speech bubbles. Explain that the actions in these pictures anticipate two of the topics students will learn in this lesson: greeting someone and introducing oneself. Focus students' attention on the short dialogues in this activity and ask them to match these dialogues with the photos. Check answers with the whole class.

Finally, play the audio and ask students to listen and repeat after the recording.

Answer key: (from left to right) 2, 3, 1

Audio script 2

Speaker: Situation 1

Man: Hello! I'm Sam.

Woman: Hello! I'm Carol.

Speaker: Situation 2

Mum: Goodbye, girls!

Girls: Bye, Mum!


Speaker: Situation 3

Young woman: Hi, Tom!!!

Young man: Hi, Kate! Great to see you!

→ #Useful Tip > Language

Refer students to the *Useful Tip* box. Explain that there are different ways of greeting people and encourage students to repeat the greetings and farewells in this box.

2  Ask two volunteers to read the dialogue aloud. Then ask students to work in pairs and greet their partners in a similar way.


Answer key: Students' own answers

3 Draw students' attention to the images in activity 3. Help the class to name the objects they recognise in the pictures (*skateboard, smartphone; etc.*) by asking questions such as: *What's picture a in English?, What's picture b?*; etc. Provide the answers every time students fail to do so. Then ask students to match the words with the pictures. Check answers with the whole class.

#NOTE

The previous activity is simply meant to present some common words and phrases in English that will appear in some of the lessons in units 1 to 6.


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

4  Students fill in the blanks with the corresponding numbers. Then play the audio to check answers. Play the recording again and ask the class to repeat the numbers they hear in order to practise pronunciation.


Answer key: a one; b two; c three; d four; e five; f six; g seven; h eight; i nine; j ten

Audio script 3

Speaker: one, two, three, four, five, six, seven, eight, nine, ten

5  Read the instructions and the example aloud. Model the activity with one of the students to check understanding. Ask students to work in pairs in a similar way and then swap roles as you circulate around the classroom monitoring their work.


Answer key: Students' own answers

6  Play the audio and ask students to circle the numbers they hear. Check answers with the whole class.

Answer key: 1 seven; 2 ten; 3 two; 4 six

Audio script 4

Speaker: seven (pause) seven
ten (pause) ten
two (pause) two
six (pause) six

7  Ask students to write on the notepad other words they know in English. Allow them to work on this activity for three minutes and then say: *Time is up!* Check answers by asking different students to read their words aloud as you write them on the board.

Answer key: Students' own answers

Lesson 2 – Pages 8 & 9

1 Work on the correct pronunciation of the parts of the day (*morning, afternoon, evening and night*) with the whole class. Then circulate around the classroom helping students match the words with the pictures.

Answer key: (from left to right) 1, 4, 3, 2

2 Teach these greetings *Good morning, Good afternoon, Good evening, and Good night*. Then play the audio and ask students to complete the dialogues with the parts of the day they hear. Ask for some volunteers to share their answers with the whole class and write them on the board.

Answer key: 1 *morning, morning*; 2 *afternoon, afternoon*; 3 *evening, evening*

Audio script 5

Speaker: Situation 1

Mrs Smith: Good morning, Mr White!

Mr White: Good morning, Mrs Smith.

Speaker: Situation 2

Miss Taylor: Good afternoon, children!

Children: Good afternoon, Miss Taylor!

Speaker: Situation 3

Woman 1: Good evening!

Woman 2: Good evening! Great to see you.

#Useful Tip > Language

Refer students to the *Useful Tip* box and explain the information it contains: when people say *Good night* in English. Draw their attention to the fact that *Good evening!* is a greeting used when we get to a place at night and that *Good night!* is used when we say goodbye, leave a place or go to bed at night.

Optional Activity

After doing activity 2, teach the whole class that we use *Mr* to refer to men, *Mrs* to married

women and *Miss* to single women. If you find it appropriate, you may add the title *Mx* (a gender-neutral honorific that is used increasingly on various official forms in the UK for those who do not identify themselves as being of a particular gender, or for people who simply don't want to be identified by gender).

3 Explain to students that they are now going to listen to three situations that suggest different parts of the day (morning, afternoon and night) and tell them to number the photos in the correct order. Then ask students to work in pairs and greet their partners accordingly. Play the audio twice and encourage students to swap roles.

Answer key: (from top to bottom) 2 (*Good afternoon!*); 3 (*Good night!*); 1 (*Good morning!*)

Audio script 6

Speaker: Situation 1

(Sound of a cock crowing in the morning. Then an alarm clock ringing and somebody yawning.)

Speaker: Situation 2

(Sound of Big Ben striking 5 o'clock in the afternoon)

Woman: It's teatime!

Speaker: Situation 3

(Sound of a man yawning)

Man: I'm tired. I'm going to bed.

4 Focus students' attention on the letters of the alphabet as you play the audio. Then play the audio several times for students to repeat the alphabet and practise pronunciation.

#NOTE

The colour code used in the alphabet chart in activity 4 on page 9 will help students associate letters that have similar vowel sounds when they are pronounced. For example: blue letters have an /ei/ sound (A, H, J, K); orange letters have an /i:/ sound (B, C, D, E, G, P, T, V); etc. Draw students' attention to the five vowels (A, E, I, O, U) and their pronunciation. Explain

that it is easier to remember the five vowel sounds if we associate them with words that start exactly with one of these five sounds and encourage them to think of examples (a: alien, age; e: ebook, England; i: idea, ice; o: OK, old; u: university, united).

Audio script 7

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

→ Optional Activity

Once students are familiar with the pronunciation of the letters of the alphabet, you may point at different letters in activity 4 on page 9 and encourage the class to say them in a loud voice.

5 **8** Play the audio and ask students to circle the letters they hear. Check answers with the whole class.

Answer key: 1 C; 2 J; 3 U; 4 R; 5 W

Audio script 8

Speaker: 1 C (pause) C
2 J (pause) J
3 U (pause) U
4 R (pause) R
5 W (pause) W

6 **9** Focus students' attention on the photos and remind them that these people appear in activity 2. Read the surnames and encourage students to spell them. Then tell the class to listen to the audio to complete the names with the missing letters.

Answer key: 1 Jessica; 2 Robert; 3 Daisy

Audio script 9

Speaker: 1 Jessica Taylor, J-E-S-S-I-C-A, Jessica
2 Robert White, R-O-B-E-R-T, Robert
3 Daisy Stuart, D-A-I-S-Y, Daisy

→ #Useful Tip > Language

Refer students to the *Useful Tip* box. Clarify the meaning of *spell* and *spelling*. Then explain that we can spell two consecutive identical letters in a word by repeating that letter twice or by adding the word *double* before one of the identical letters.

7 Ask students to work in pairs. One of the students in each pair spells the name of some famous people for the other student to guess the names. Ask students to swap roles. Circulate around the classroom monitoring students' work.

Answer key: Students' own answers

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

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 5. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

► Diagnostic Test

WELCOME UNIT - #SIGN UP AND START OFF

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L2 The parts of the day: <i>morning, afternoon, evening, night</i> Greetings: <i>Good morning, Good afternoon</i> ; etc.		Pronunciation of the letters of the alphabet	Greeting someone at different times of the day. Saying the alphabet. Spelling names.
Extras: Suggested optional games and activities for consolidation.			

Opening Pages - Pages 4 & 5

This section introduces each unit of the *Student's Book*. Invite the class to analyse the title and ask students if they know any of the words. Explain that *sign up* and *start off* are phrasal verbs and that the meaning of the combination of verbs and prepositions is different from the meaning of each separate word. Encourage students to relate the words to the **Welcome unit** and the name of the book. Then direct students' attention to the **#Pic Of The Unit** box. The activity in this box aims at introducing students to the topic while they share their ideas by answering questions and they analyse the image on the double-page spread. Focus students' attention on the question in the word cloud *Do you speak English?* and invite them to say when this question is used. Ask the question to some students to check if they know the language. Then read the questions in the box and give students some minutes to identify the words they know in the word cloud. Have them share their answers and mention the ways in which they learn new words. Invite them to add more ideas and write them on the board.

Explain to the class that the **#Unit Goals** box contains the objectives of the unit. Read the sentences aloud to present the contents and tell students that they will use this box for self-evaluation at the end of each unit. Remember to go back to this section at the end of the unit and have students tick the boxes of the faces that best represent their performance. This will also be a good opportunity to discuss and reflect on the topic of the unit again.

Lesson 1 - Pages 6 & 7

1 **2** Draw students' attention to the photos that appear below the speech bubbles. Explain that the actions in these pictures anticipate two of the topics students will learn in this lesson: greeting someone and introducing oneself. Focus students' attention on the short dialogues in this activity and ask them to match these dialogues with the photos. Check answers with the whole class. Finally, play the audio and ask students to listen and repeat after the recording.

Answer key: (from left to right) 2, 3, 1

Audio script 2

Speaker: Situation 1

Man: Hello! I'm Sam.

Woman: Hello! I'm Carol.

Speaker: Situation 2

Mum: Goodbye, girls!

Girls: Bye, Mum!


Speaker: Situation 3

Young woman: Hi, Tom!!!

Young man: Hi, Kate! Great to see you!

➔ #Useful Tip > Language

Refer students to the *Useful Tip* box. Explain that there are different ways of greeting people and encourage students to repeat the greetings and farewells in this box.

2  Ask two volunteers to read the dialogue aloud. Then ask students to work in pairs and greet their partners in a similar way.


Answer key: Students' own answers

3 Draw students' attention to the images in activity 3. Help the class to name the objects they recognise in the pictures (*skateboard, smartphone*; etc.) by asking questions such as: *What's picture a in English?*, *What's picture b?*; etc. Provide the answers every time students fail to do so. Then ask students to match the words with the pictures. Check answers with the whole class.

#NOTE

The previous activity is simply meant to present some common words and phrases in English that will appear in some of the lessons in units 1 to 6.


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

4  Students fill in the blanks with the corresponding numbers. Then play the audio to check answers. Play the recording again and ask the class to repeat the numbers they hear in order to practise pronunciation.


Answer key: a one; b two; c three; d four; e five; f six; g seven; h eight; i nine; j ten

Audio script 3

Speaker: one, two, three, four, five, six, seven, eight, nine, ten

5  Read the instructions and the example aloud. Model the activity with one of the students to check understanding. Ask students to work in pairs in a similar way and then swap roles as you circulate around the classroom monitoring their work.


Answer key: Students' own answers

6  Play the audio and ask students to circle the numbers they hear. Check answers with the whole class.

Answer key: 1 seven; 2 ten; 3 two; 4 six

Audio script 4

Speaker: seven (pause) seven
ten (pause) ten
two (pause) two
six (pause) six

7  Ask students to write on the notepad other words they know in English. Allow them to work on this activity for three minutes and then say: *Time is up!* Check answers by asking different students to read their words aloud as you write them on the board.

Answer key: Students' own answers

Lesson 2 - Pages 8 & 9

1 Work on the correct pronunciation of the parts of the day (*morning, afternoon, evening* and *night*) with the whole class. Then circulate around the classroom helping students match the words with the pictures.

Answer key: (from left to right) 1, 4, 3, 2

2 Teach these greetings *Good morning, Good afternoon, Good evening, and Good night*. Then play the audio and ask students to complete the dialogues with the parts of the day they hear. Ask for some volunteers to share their answers with the whole class and write them on the board.

Answer key: 1 *morning, morning*; 2 *afternoon, afternoon*; 3 *evening, evening*

Audio script 5

Speaker: Situation 1

Mrs Smith: Good morning, Mr White!

Mr White: Good morning, Mrs Smith.

Speaker: Situation 2

Miss Taylor: Good afternoon, children!

Children: Good afternoon, Miss Taylor!

Speaker: Situation 3

Woman 1: Good evening!

Woman 2: Good evening! Great to see you.

→ #Useful Tip > Language

Refer students to the *Useful Tip* box and explain the information it contains: when people say *Good night* in English. Draw their attention to the fact that *Good evening!* is a greeting used when we get to a place at night and that *Good night!* is used when we say goodbye, leave a place or go to bed at night.

#NOTE

After doing activity 2, teach the whole class that we use *Mr* to refer to men, *Mrs* to married

women and *Miss* to single women. If you find it appropriate, you may add the title *Mx* (a gender-neutral honorific that is used increasingly on various official forms in the UK for those who do not identify as being of a particular gender, or for people who simply don't want to be identified by gender).

3 Explain to students that they are now going to listen to three situations that suggest different parts of the day (morning, afternoon and night) and tell them to number the photos in the correct order. Then ask students to work in pairs and greet their partners accordingly. Play the audio twice and encourage students to swap roles.

Answer key: (from top to bottom) 2 (*Good afternoon!*); 3 (*Good night!*); 1 (*Good morning!*)

Audio script 6

Speaker: Situation 1

(Sound of a cock crowing in the morning. Then an alarm clock ringing and somebody yawning.)

Speaker: Situation 2

(Sound of Big Ben striking 5 o'clock in the afternoon)

Woman: It's teatime!

Speaker: Situation 3

(Sound of a man yawning)

Man: I'm tired. I'm going to bed.

4 Focus students' attention on the letters of the alphabet as you play the audio. Then play the audio several times for students to repeat the alphabet and practise pronunciation.

#NOTE

The colour code used in the alphabet chart in activity 4 on page 9 will help students associate letters that have similar vowel sounds when they are pronounced. For example: blue letters have an /ei/ sound (A, H, J, K); orange letters have an /ei/ sound (A, H, J, K); orange letters have an /i:/ sound (B, C, D, E, G, P, T, V); etc. Draw students' attention


to the five vowels (A, E, I, O, U) and their pronunciation. Explain that it is easier to remember the five vowel sounds if we associate them with words that start exactly

Audio script 7

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

Optional Activity


Once students are familiar with the pronunciation of the letters of the alphabet, you may point at different letters in activity 4 on page 9 and encourage the class to say them in a loud voice.

5  Play the audio and ask students to circle the letters they hear. Check answers with the whole class.

Answer key: 1 C; 2 J; 3 U; 4 R; 5 W

Audio script 8

Speaker: 1 C (pause) C
2 J (pause) J
3 U (pause) U
4 R (pause) R
5 W (pause) W

6  Focus students' attention on the photos and remind them that these people appear in activity 2. Read the surnames and encourage students to spell them. Then tell the class to listen to the audio to complete the names with the missing letters.


Answer key: 1 Jessica; 2 Robert; 3 Daisy

Audio script 9

Speaker: 1 Jessica Taylor, J-E-S-S-I-C-A, Jessica
2 Robert White, R-O-B-E-R-T, Robert
3 Daisy Stuart, D-A-I-S-Y, Daisy

→ #Useful Tip > Spelling

Refer students to the *Useful Tip* box. Clarify the meaning of *spell* and *spelling*. Then explain that we can spell two consecutive identical letters in a word by repeating that letter twice or by adding the word *double* before one of the identical letters.

7  Ask students to work in pairs. One of the students in each pair spells the name of some famous people for the other student to guess the names. Ask students to swap roles. Circulate around the classroom monitoring students' work.

Answer key: Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 5.

UNIT 1 - #NEW FRIENDS

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Numbers 11 to 20 Vocabulary related to personal information: <i>first name, surname, age, nationality</i> ; etc.	Subject pronouns: <i>I, you</i> Verb <i>to be</i> : <i>am, are</i> <i>What's your name? I'm... How old...?</i> Possessive adjectives: <i>my, your</i>	Pronunciation of contracted forms: <i>I'm, You're</i>	Exchanging personal information. Counting up to twenty.
L2	School subjects and extra-curricular activities: <i>Maths, Science, Drama Club, Photography Course</i> ; etc. Opinion words and phrases: <i>good, OK, not bad, easy, difficult, great, cool</i> ; etc.	Subject pronouns: <i>he, she, it, we, you, they</i> Verb <i>to be</i> (affirmative and negative forms) Conjunction: <i>and</i>	Pronunciation of subject pronouns	Talking about school subjects and extra-curricular activities. Writing a short message.
L3	Countries and nationalities Other opinion words and phrases: <i>fantastic, horrible, I'm a (big) fan of...; etc.</i>	Verb <i>to be</i> (interrogative form and short answers): <i>Is he / she...? Yes, he / she is. / No, he / she isn't. Where... from?, Who's your favourite...?, How are you?</i>	Pronunciation of some opinion words and phrases Pronunciation of some countries and nationalities	Talking about famous people and where they are from. Expressing opinion.
Extras: Suggested optional games and activities for consolidation.				

Opening Pages - Pages 10 & 11

Read the title of the unit and invite the class to look at the image on the double-page spread. Tell students that they are going to discuss questions related to the topic in the *#Pic Of The Unit* box to analyse the image. Read aloud the questions and pair students up to answer them. Then ask some volunteers to share their ideas with the class and write key words on the board. After the discussion, encourage students to mention ways in which they can welcome new classmates and make them feel comfortable at school. Finally, focus students' attention on the *#Unit Goals* box and read the objectives of the unit. Remind students that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 12 & 13


1 Direct students' attention to the three photos on the right-hand side of the page and encourage them to describe the situations. Ask: *Where are the people?, Are they all friends?, What have the situations got in common?* Then read the instruction aloud and elicit the different ways of greeting people that students know. Model the activity with a volunteer by acting out a dialogue for the first photo. Have students work in pairs and write down the dialogues as you circulate around the classroom monitoring their work. Finally, tell students to act out their dialogues to other pairs and identify the correct photos.

Answer key: Students' own answers

→ Optional Activity

Spelling game

Ask a group of students who sit in the same row of seats in the classroom to stand up and remain standing. Point at one person in the photos in activity 1 and introduce her / him to the class, for example: *This is Megan*. Write the name on the board and ask the first student in the row to spell it. If he / she spells the name correctly, he / she remains standing and you say a new name for another person in one of the photos, write it on the board and ask the next student in the row to spell it. Otherwise, if the first student fails to spell the name correctly, he / she must sit down and the student just behind him / her tries to spell a new name you say and write. Continue working like this until only one student in the row remains standing. This student will be the winner. In case there is a tie between two or more students, try saying and writing names that may be more difficult for these students to spell or add surnames, for example: *Geoffrey, Jennifer, Denzel, Frank Wright*; etc. This idea will help you to break the tie. Play this spelling game again with the rest of the students in the class who sit in different rows so that everybody has a chance to participate.

2  Invite a student to read out the words in the box to check vocabulary. Then ask the class to read the dialogue in silence and encourage students to predict the words that can be used to complete it. Now students listen and complete the dialogue between Zack and Hannah as you play the recording. Play the audio again and make pauses after the blanks in the dialogue for students to check their answers. Check answers with the whole class.

Answer key: 1 *Hi!*; 2 *school*; 3 *new*; 4 *sorry*; 5 *name*; 6 *Australia*; 7 *old*; 8 *years*; 9 *Bye*; 10 *See*

Audio script 10

Zack: Hi! I'm Zack. I'm new at school.

Hannah: Hi, Jack! I'm new too.

Zack: Sorry, my name's Zack. Z-A-C-K. I'm Zack Smith.

Hannah: Oh, I'm sorry, Zack!

Zack: No problem. What's your name?

Hannah: I'm Hannah.

Zack: Anna?

Hannah: No. Hannah. H-A-N-N-A-H. I'm Hannah Moore. I'm from Australia.

Zack: I'm from England. How old are you, Hannah? I'm 13.

Hannah: I'm 14 years old. I'm in class 2B.

Zack: I'm in class 2C.

(Sound of school bell ringing indicating end of break time)

Hannah: Bye! See you later!

Zack: See you!

→ #Useful Tip > Language

Direct students' attention to the *Useful Tip* box. Explain that, in English, we can use full verb forms (*I am, You are*; etc.) or short – or contracted – forms (*I'm, You're*; etc.) depending on the situation (formal or informal). Ask learners to go back to the dialogue in activity 2 and have them identify the short forms in it (*I'm Zack, My name's Zack, I'm sorry*; etc.).

→ Optional Activity

Write these contracted forms on the board: *I'm* and *You're*. Read them aloud and ask students to repeat them after you in order to practise pronunciation. Write some simple sentences on the board using these short forms: *I'm Sandra, You're Pablo*; etc. and encourage the class to write other similar sentences in their notebooks or folders. Ask a couple of students to read out their sentences.

3 Focus on the image and elicit that it is a school website. Elicit or explain that a profile features information people give about themselves when they sign up for a social networking website. Then ask students to re-read the dialogue in activity 2

and complete Hannah's and Zack's profiles. Check the activity by asking some volunteers to read aloud their answers.

#NOTE

Ask students to write Hannah's and Zack's ages in letters, not in numbers, when they fill in the profiles.

Answer key: 1 Moore; 2 fourteen; 3 Australia; 4 Zack; 5 thirteen; 6 England

Optional Activity

If you consider it appropriate for your teaching situation, ask students to write their own profiles in their notebooks or folders. Encourage them to use Zack's and Hannah's profiles as models. You may assign this task as homework.

4 Refer students to the *Sign Up to Grammar* box. Explain that this box can be consulted when studying because it summarises the main grammar topics in this lesson. Then ask students to order the words to complete the short dialogue in activity 4. Check the activity by asking some volunteers to read aloud their answers.



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

Answer key: 1 I'm Janet Simpson; 2 What's your name; 3 My name's; 4 How old are you; 5 I'm 15 years old

5 Focus students' attention on the numbers (11 to 20) listed on page 13 and read them aloud. Then play the audio making pauses for students to repeat the numbers one by one. Finally, ask different students to read out the numbers one by one. Check pronunciation and correct if necessary.

Audio script 11

Speaker: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Optional Activity

Bingo game

Design ten cards containing the numbers 11 to 20 and put them in a cardboard box or plastic bag. Shuffle the cards by shaking the bag (or box) gently. Ask students to draw a bingo card on a sheet of paper with three rows and three columns (there should be nine boxes in the bingo card). Then have students choose six numbers at random from 11 to 20, and write them down on their cards (there should be three empty boxes somewhere in their cards). Once students have their bingo cards ready, pick a card from the bag (or box) and call out the number it contains. Students who happen to have this number on their cards must cross it out. Repeat the same procedure with the rest of the cards in the bag (or box) until a student shouts *Bingo!* (He / She has been able to cross out all the numbers on his / her bingo card.) Make sure the winning bingo card is correct. If there is a tie between two or more students, they can play *Bingo* again by exchanging cards in order to break the tie and determine only one winner.

6 Give students some time to explore the photos and read the dialogues in silence. Play the audio and ask students to listen and circle the correct numbers. Play the recording again making pauses where necessary for students to check their answers. Then ask some volunteers to read aloud the dialogues.

Answer key: Dialogue 1: 13, 16; Dialogue 2: 20, 18

Audio script 12

Speaker: Dialogue 1

Alex: Hello! I'm Alex. I'm thirteen. What's your name?

Anne: Hi, Alex! My name's Anne. I'm sixteen years old. I'm new at school.

Speaker: Dialogue 2

Sylvia: How old are you, Sandra? I'm twenty.

Sandra: Me? I'm eighteen years old.

Optional Activity

Maths contest

Split the class into two groups (A and B) and engage students in a Maths contest. Prepare 13 flashcards containing numbers 0 to 9 and the Maths symbols $+$, $-$, and $=$. Teach the words *plus*, *minus* and *equals*. Model the game working with the whole class first. Show the class two cards (one with number 2 and another one with number 3) and two cards with the symbols $+$ and $=$. Stick the four cards on the board in this order: $(2 + 3 = ?)$. Help the class read out the Maths operation and provide the result: *Two plus three equals five*. Repeat the same procedure with a subtraction example (for instance: $6 - 4 = ?$). Then start the game by showing cards with five different Maths operations to teams A and B respectively. Keep a record of the two teams' performance on the board (ticks for correct answers and crosses for incorrect ones). The team with the most correct answers is the winner.

7 Pair students up and have them adopt different personalities in order to practise similar dialogues to the ones in activity 4. Circulate around the classroom monitoring their oral work.

Answer key: Students' own answers

WB p. 79

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 79. You may assign these exercises as homework.

Answer key:

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

2 1 Hi; 2 's; 3 your; 4 Wilson; 5 are; 6 'm sixteen; 7 you; 8 old; 9 the USA / Boston; 10 'm

3 1 eleven, d; 2 nineteen, a; 3 twenty, e; 4 sixteen, b; 5 eighteen, c

4 Correct sentences: 1, 3, 4

5 Students' own answers

Optional Activity

Hangman

Students may play Hangman in pairs or in groups using the vocabulary they have recently learnt. The students in the pairs or groups take turns to choose a word and follow the usual procedure to play this popular game. The word to guess is represented by a row of dashes, but the first and last letters are written out. If the guessing player(s) suggest(s) a letter which is part of the word, the other player writes it in all its correct positions. If the suggested letter does not occur in the word, the other player draws one element of the hanged man (a stickman) as a tally mark. The game is over when: 1) the guessing player(s) complete(s) the word, or guess(es) the whole word correctly; 2) the other player (the hangman) completes the diagram (a hanged man in the gallows).

Lesson 2 - Pages 14 & 15

1 Explore the images with the class and read the names of the school subjects in the box. Ask students if they have other subjects at school. If they answer affirmatively, help them with the vocabulary and write the new words on the board. Then encourage students to label the pictures representing the school subjects with the words given. Check orally with the class and model pronunciation. Then analyse with the whole class the list of words and phrases in the *Useful Tip* box that we can use to express opinion about something and provide examples: *History is great!*, *Science is not bad.*; etc. Finally, ask different students to name three school subjects and give their opinion about them.

Answer key: 1 English; 2 Maths; 3 History; 4 Science; 5 PE

2 Refer students to the *Sign Up to Grammar* box on page 15. Make sure they understand how to conjugate the verb *to be* in the affirmative and negative forms.

#NOTE

Focus students' attention on the *Remember!* section in the *Sign Up to Grammar* box and explain that we use *he* for male subjects, *she* for female subjects and *it* for an object, animal or place. Add that *they* is the plural form of *he*, *she* and *it*, and it can also be used as a singular form when referring to a generic person whose identity is unknown or irrelevant in the context, or when referring to a person whose gender is neither male nor female.



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

Now ask students to read the messages in activity 2 and fill in the blanks with *am*, *is* or *are*. Check the activity by asking different volunteers to read aloud their answers.

Answer key: 1 *are*; 2 *am*; 3 *is*; 4 *are*; 5 *is*; 6 *is*; 7 *are*; 8 *is*; 9 *are*; 10 *am*; 11 *is*; 12 *is*; 13 *am*; 14 *is*; 15 *are*; 16 *are*

3 Now students write down all the school subjects and extra-curricular activities they can find in the chat in activity 2. Check answers with the whole class. Finally, invite students to complete the note with the subjects and extra-curricular activities they have at school. You may ask the class to vote for their favourite subject or activity.

Answer key: Art, Drama Club, Photography Course, English, Geography, History, PE (Physical Education), Maths, Science; Students' own answers

4 Now ask students to read the sentences on the left column and match them with the sentences on the right column. Focus their attention on the subjects in bold to help them find the connection between the sentences. Have a student read aloud the example to check understanding. Check answers by asking some volunteers to read aloud the sentences. If you consider it appropriate, do a quick choral drill on the pronunciation of the subject pronouns.

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

5 Give students some time to read the sentences in silence and clear up any doubts. Play the audio and have students decide if the sentences are true or false. Then play the recording once again as this activity may be rather challenging for students at this stage. Finally, play the audio one last time and make pauses where necessary in order to help students check their answers. Encourage the class to correct the false sentences.

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

Audio script 13

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

Sue: Hi, Phil! I'm Sue. Sue Smith.

Bill: Sorry. I'm not Phil. I'm Bill. Bill Carlton.

Sue: I'm really sorry, Bill.

Bill: No problem. I'm new at school.

Sue: Oh, really? Well, this school is super cool. Maths is a bit difficult. Our Maths teacher is Mrs Davies. She's OK. And PE classes with Mr Dalton are great. He isn't at school now. History isn't easy and Geography is difficult too.

Bill: Oh, I see. How old are you, Sue?

Sue: Me? I'm 14. And you Bill?

Bill: I'm 16.

Sue: Sorry, Bill. It's lesson time again. Bye! See you around!

Bill: Bye, Sue. See you!



#Useful Tip > Grammar

Direct students' attention to the *Useful Tip* box. Explain that we use the conjunction *and* to join two words, phrases or ideas. Then ask two students to read out the example sentences.

6 Model the pair work activity with the whole class first by reading aloud the example. Then students do the task in pairs as you walk around the classroom, monitoring their performance and offering help if necessary.

Answer key: Students' own answers

→ Optional Activity

Bleep!

Have students work in pairs. Students take turns to say three sentences connected with school and they substitute one of the verbs for the sound *bleep* on each occasion (see example below). Their partners must guess the missing verb every time they hear the sound *bleep*. The winner is the student in each pair who has the most correct answers.

Student 1: Mr Pérez 'bleep' the headteacher.

Student 2: Is!

Student 1: Yes.

Student 1: Maths and Science 'bleep' difficult for me. They're easy.


Student 2: Are?

Student 1: Sorry! The correct answer is 'aren't'.

Student 1: Miss Rodríguez 'bleep' the History teacher. She's the Geography teacher.

Student 2: Isn't!

Student 1: Yes.

7  Now students write a message about their school subjects and extra-curricular activities. Encourage them to refer to the chat messages in activity 2 and the list of subjects and activities in activity 3 on page 14 for guidance. Circulate around the classroom offering help and correcting the students' written productions.

Answer key: Students' own answers

→ Optional Activity

Jigsaw Sentences

Copy two sentences from lesson 2 onto a sheet of paper (for example: *Art is a cool subject* and *The Photography Course is not bad*). Then cut out every single word in each sentence, mix the words up in each sentence and put them in two envelopes (envelope 1 = sentence 1, and envelope 2 = sentence 2). Make another identical set of sentences with the words cut out and mixed up, and put them in two different envelopes (envelopes 3 and 4). Split the class into two groups (A and B). Then give

envelopes 1 and 2 to group A and envelopes 3 and 4 to group B. Students in each group try to put the words together and reconstruct the two original sentences.

The group that gets the two sentences right in less time wins the game.

WB p. 80

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 80. You may assign these exercises as homework.

Answer key:

1 1 Science; 2 Music; 3 Maths; 4 Geography; 5 History; 6 Drama Club

2 2 She; 3 They; 4 It; 5 It


3 2 Mr Adams isn't the Geography teacher. He is the History teacher. 3 I'm not in the school computer lab. I'm in the schoolyard. 4 It isn't a very good History book. It's a bad (History) book.

4 (-) bad; (+) good, OK, easy, not bad, fine, cool; (++) super cool, very good, great

5 1 Peter, Lucía; 2 Peter, Lucía; 3 Paul, Lucía

6 Students' own answers


Lesson 3 - Pages 16 & 17

1  Draw students' attention to the warm-up questions. Encourage different students to answer them orally by making full sentences starting with: *My favourite... is...*

Answer key: Students' own answers

→ #Useful Tip > Vocabulary

Focus students' attention on the *Useful Tip* box and work with the whole class on the pronunciation and meaning of the opinion words and phrases listed in this box.

2  Direct students' attention to the website and have them mention the characteristics that it presents (users' photos, names, dates of posts, and comments). If necessary, explain that an online forum is an online discussion site which allows participants with common interests to exchange information, thoughts and opinions

by posting comments. Encourage students to identify the differences between forums and chat messages and have them look at the chat messages in lesson 2 if necessary (online forums are almost never live and can be read at any time). Then invite students to identify the topic that is being discussed (*favourite influencers*) and encourage them to explain the term *influencer*. Ask, for example: *What characteristics have influencers got in common?*, *Can anyone become an influencer?*, *Is social media important for an influencer? Why?*; etc. After that, refer students to the *Sign Up to Grammar* box on page 17. Go over the interrogative form of the verb *to be* and the structure of short answers with the whole class. Then explain the meaning of the question words *who*, *where* and *how*. Finally, ask students to read the forum in activity 2 on page 16 and circle the correct answers. Check the activity by asking some volunteers to read aloud their answers.



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

Answer key: 1 No, he isn't. 2 No, he isn't. 3 Yes, they are. 4 No, she isn't. 5 No, he isn't.

3 Ask students to re-read the comments in activity 2 and match the columns. Check the activity by asking different students to read aloud their answers.

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



Optional Activity

The influencers game

Show the activity by writing an example on the board:

Teacher: *Lio Messi...*

Student 1: *Lio Messi is...*

Student 2: *Lio Messi is from...*

Student 3: *Lio Messi is from Rosario...*

Student 4: *Lio Messi is from Rosario and...*

Tell students that you will initiate the game by saying something connected with influencers (for example: *Lio Messi*) and you will be asking

different students to repeat what has been mentioned before and add only one word to the sentence (show the example on the board). Make sure students understand the game. Then initiate the game by saying, for example: *My favourite actor...* and ask different students to continue playing in the same way as explained before. The student who makes a mistake in the word chain is out of the game. Mistakes can be made by failing to repeat any of the words mentioned before, or by adding a word that is incorrect, or simply by not being able to provide a new word. You may continue playing by saying one of these other game openers: *I think Rihanna...*, *Del Potro isn't...*; or any other example you think will help students revise the language and vocabulary they have recently learnt.

4 Ask students to match the countries with the nationalities. Check the activity by asking some volunteers to write their answers on the board. After that, read out the list of countries and nationalities and ask the class to repeat after you to practise pronunciation. Then play a simple game. Say the names of some famous people (*Neymar, Messi, Maluma*; etc.) for the class to tell you their nationalities (*Brazilian, Argentinian, Colombian*; etc.).

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

5 **14** Explain to students that they will listen to Tom and Bob talking about three influencers. Direct students' attention to the photos and ask them to identify the people. Play the audio twice for students to circle the correct options and write down the boys' opinions. Then play it again and ask students to check their answers. Correct this activity with the whole class. Encourage some volunteers to share their opinions about the influencers.

#NOTE

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

Answer key: Rafael Nadal: *Spanish*; Bob's opinion: *good*; Tom's opinion: *He's not bad*.

Dua Lipa: *British*; Tom's opinion: *is fantastic, She's a great singer*; Bob's opinion: *She's terrible*.

Ellen DeGeneres: *American*; Tom's opinion: *She's super cool*; Bob's opinion: *She's brilliant*.

Audio script 14

Tom: Hi, Bob! How are you?

Bob: Fine, thanks. And you?

Tom: Not bad. Just checking social networks. Who's your favourite influencer, Bob?

Bob: Let me think. Um... Rafa Nadal, the tennis player. He's very good.

Tom: Yeah, he is not bad. And where's he from? Is he from the USA?

Bob: No, he isn't. He's Spanish. And who's your favourite influencer, Tom?

Tom: Um, Dua Lipa. She's fantastic.

Bob: Oh, come on, Tom! She's terrible. Is she British?

Tom: Yes, she is. She's a great singer! And I'm a big fan of Ellen DeGeneres too. She's super cool!

Bob: Yes! She's brilliant. Is she Canadian?

Tom: No, she isn't. She's American.

6 Ask students to write the answers to the questions. Encourage them to use short answers where possible. Check the activity with the whole class.

Answer key: **1** No, he isn't. **2** No, they aren't. **3** Students' own answers; **4** Students' own answers

Optional Activity


Racing Dictation

Split the class into three groups (A, B and C). Type out three identical copies of the same text and stick them on three different areas of the classroom where students cannot read them from their desks. Label the three areas with big letter signs: A, B and C to help groups identify their texts.

Sample text: Scarlett Johansson is my favourite actress. She's American. I think she's brilliant.

Students work in groups. Each group (A, B and C) should have a runner. Students who are not

runners must remain seated in their groups and away from the texts. Runners must go very quickly to the area where their text is, read it, try to remember it and run back to their groups to dictate the text to the other group members who must write it down. Runners might find it difficult to remember the whole text and the correct spelling of some words. For this reason, encourage them to run to the text as many times as necessary and read part of the text, run back to their groups and dictate that part to their partners. The first group to complete the dictation successfully is the winner.

7  Students work in pairs. They take turns to order the words to ask the questions and answer them. Model the activity with the whole class by asking the first question. You say: *How are you?* (Expected answers from the class: *Fine, thanks. And you? / I'm fine, thanks. And how are you?*)

Answer key: Students' own answers. Possible answers:

1 How are you? I'm fine. / Fine, thanks, And you? **2** Is Brad Pitt your favourite actor? Yes, he is. / No, he isn't. **3** Who's your favourite singer? Rosalía / Lady Gaga / Camila Cabello; etc. **4** Are Harry Potter and Ron cartoon characters? No, they aren't. **5** Are Messi and Agüero Brazilian? No, they aren't. They are from Argentina. / They are Argentinian. **6** Where's Taylor Swift from? She's from the USA.

Optional Activity

Spot the mistake

Divide the class into several small groups. Hand out identical cards to each group containing five sentences with some wrong information in them. For example:

Card 1: *Shakira is from Bolivia.*

Card 2: *Rafael Nadal is American.*

Card 3: *Serena Williams is a singer.*

Card 4: *Adele is an actress.*

Card 5: *Emma Watson is from Italy.*

Each group must spot the mistakes in the cards and write two sentences to correct each mistake. For example: Card 1: *Shakira isn't from Bolivia. She's from Colombia.* The first group to write ten correct sentences is the winner.

WB p. 81

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 81. You may assign these exercises as homework.

Answer key:

1 Countries: Venezuela, Germany, Colombia;

Nationalities: Brazilian, British, Spanish, Chinese, English

2 1 Is Katy Perry from Great Britain? No, she isn't. 2 Is Mark Zuckerberg American? Yes, he is. 3 Where is Lali Espósito from? She's from Argentina. 4 Are Bruno Mars and Ed Sheeran Italian? No, they aren't. 5 Who's your favourite singer? Students' own answers

3 1 Is, isn't; 2 Are, Yes, they are. 3 Is, Yes, she is. 4 Is, No, he isn't. 5 Are, No, they aren't.

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

5 Students' own answers

Review - Pages 18 & 19

In the Review lesson, students will revise all the structures and some key words learnt in lessons 1 to 3 in this unit. It is advisable to turn to this section once you have finished teaching lesson 3.

Answer key:

1 Students' own answers

2 Students' own answers

3 (from top to bottom) twenty, eighteen, twelve, eleven, fourteen, seventeen, thirteen

4 15 a 19; b 12; c 17; d 11

Audio script 15

Speaker: a nineteen, (pause) nineteen
b twelve, (pause) twelve
c seventeen, (pause) seventeen
d eleven, (pause) eleven

5 1 is; 2 'm; 3 your; 4 's; 5 is

6 2 are, aren't; 3 is, isn't; 4 'm, 'm not

7 1 are; 2 'm; 3 's; 4 Students' own answers; 5 Students' own answers; 6 Is; 7 isn't; 8 Students' own answers; 9 Are; 10 aren't

8 1 I; 2 She; 3 He; 4 We; 5 They; 6 it

9 2 Where is Maria from? She's from Italy. 3 Are Joe and Martin football fans? Yes, they are. 4 Are Brian and Linda in Joe's English class? No, they aren't. 5 Is French easy for Joe? No, it isn't.

10 Students' own answers

11 16 Brenda: 15, Selena Gomez, fantastic; Tom: 13, John Legend, great

Audio script 16

Tom: Hi! I'm Tom. Are you new at school?

Brenda: Hi, Tom. Yes, I'm new at school. My name's Brenda.

Tom: Er, how old are you, Brenda?

Brenda: Me? I'm 15. How old are you?

Tom: I'm 13 years old. Er, who's your favourite singer?

Brenda: Favourite singer... Um, Selena Gomez. She's fantastic. Is Selena Gomez your favourite singer too?

Tom: No, I'm sorry. My favourite singer is John Legend. He's great!

12 Students' own answer

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 11. Remind students to tick the boxes of the faces that best represent their performance.

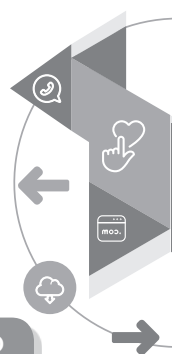
#NOTE

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

Teacher's Resource Material

- Tests Unit 1
- Extra-worksheets Unit 1

UNIT 2 - #OUR FAVOURITE THINGS



	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	School and personal items: <i>school bag, eraser, binder, watch, umbrella</i> ; etc. Colours	Definite and indefinite articles: <i>the, a / an</i> Word order: <i>adjective + noun</i> <i>What colour is / are... ?</i> , <i>What's your favourite... ?</i>	Pronunciation of some school and personal items Pronunciation of some colours	Talking about school and personal items. Identifying colours.
L2	Other personal items: <i>laptop, suitcase, trainers, car</i> ; etc. Adjectives: <i>big, small, beautiful, new, old</i> ; etc.	Demonstrative pronouns: <i>this, that, these, those</i> <i>What's this / that?</i> <i>It's a / an...</i> <i>What are these / those?</i> <i>They're...</i> Conjunctions: <i>and, but</i>	Pronunciation of demonstrative pronouns	Identifying and describing different objects. Writing sentences expressing contrast.
L3	Clothes and accessories: <i>T-shirt, skirt, necklace, watch, shirt, trousers</i> ; etc. Adjectives: <i>cheap, expensive</i> ; etc. Numbers 20 to 100	Possessive case ' <i>s / '</i> <i>How much is... ?</i> <i>It's...</i> <i>How much are... ?</i> <i>They're...</i>	Pronunciation of some clothes and accessories Pronunciation of numbers 20 to 100	Talking about clothes and accessories. Discussing how much things cost.
Extras: Suggested optional games and activities for consolidation.				

Opening Pages - Pages 20 & 21

Direct students' attention to the items in the image on the double-page spread and encourage them to name the objects they know in English. Help them with vocabulary and write the words on the board (*school bag, headphones, pencils, sticky notes, paper clips, calculator, watch, apple, scissors, eraser / rubber, glasses, ruler, camera, photographic film rolls, ruler, paper cup, trainers*; etc.). Then pair students up to discuss the questions in the *#Pic Of The Unit* box. Circulate around the classroom to monitor their work and offer help if necessary. After some minutes, invite students to share their ideas with the class. Finally, read the objectives of the unit in the *#Unit Goals* box and tell students that they will use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 22 & 23

1 As a warm-up activity, students label the photos and choose their three favourite personal items. Check orally with the class and invite some volunteers to share their choices.

Answer key: 1 *school bag*; 2 *bike / bicycle*; 3 *umbrella*; 4 *T-shirt*; 5 *trainers*; 6 *sunglasses*

2 Draw students' attention to the photos of school and personal items in this activity and encourage them to name the objects they know and write the words on the board. Then work on the pronunciation of these items with the whole class. Explain to students that they are going to hear two people talking about their favourite personal items. Play the audio and have students tick the items they

hear. Finally, play the recording one last time for students to check answers and then elicit answers from the class.

Answer key: (from top to bottom, left to right) school bag, tablet, rollerblades, football T-shirt, smartphone, skateboard, diary, games console, trainers

Audio script 17

Tim: Hi, Sarah! I'm doing a survey of favourite personal items. What are your three favourite personal items?

Sarah: Let me see... My tablet, my diary and my rollerblades. Hmm... No, it's not my diary. It's my smartphone.

Tim: OK, your tablet, your rollerblades and your smartphone. This is the favourite item of most teens!

Sarah: And what are your three favourite things, Tim?

Tim: Guess!

Sarah: OK. Are your school items your favourite things?

Tim: No, they aren't! I like my school bag but it's not my favourite thing.

Sarah: Hmm... Is your skateboard your favourite object?

Tim: Yes, it is!

Sarah: And I think that your trainers are your favourite items too.

Tim: No, they aren't. But I like clothes...

Sarah: I know! Your football T-shirt is your favourite item.

Tim: Yes, it is! And the last item is...

Sarah: I don't know! Is it your tablet?

Tim: No, it isn't. But it's a gadget. It's my games console.

Sarah: That's really cool, Tim!

Optional Activity

Hangman


As a follow-up activity, students may play *Hangman* in pairs or in groups using the vocabulary they have recently learnt (school and personal items). The students in the pairs or groups take turns to choose a word and follow the usual procedure to play this popular game. The word to guess is represented by a row of dashes, but the first and last letters are written out. If the guessing player(s) suggest(s) a letter which occurs in the word, the other player writes it in all its correct positions. If the

suggested letter does not occur in the word, the other player draws one element of the hanged man (a stickman) as a tally mark. The game is over when: 1) the guessing player(s) complete(s) the word, or guess(es) the whole word correctly; 2) the other player (the hangman) completes the diagram (a hanged man in the gallows).

Optional Activity

Mime and guess


Split the class into two groups (A and B) and engage students in a miming game. Prepare 10 flashcards containing pictures or illustrations of the objects in activity 2: a school bag, a tablet, a watch, an umbrella, a skateboard, a smartphone, a diary, a football T-shirt, a games console and rollerblades. First, model the game working with the whole class. Place the cards face down on a desk and pick up one card. Mime the shape of the object on the card, how to use it, what movements are associated with it, etc. to help students guess what the object is. Students who want to guess put up their hands and you invite them one by one to play the game. Encourage them to use the question: *Is it a (n)... ?* (write it on the board) as you nod or shake your head to say Yes or No. Then put your card back on the desk and mix up all the cards to start the game. Invite five students from each team (A and B) to come to the front of the classroom. They take turns to pick up a card from the desk and mime the objects on their cards for their group members to guess. Group members are allowed to ask only five questions per card. Remind students of the procedure to follow that you demonstrated before and keep a record of the two teams' performance on the board (ticks for correct guesses and crosses for incorrect ones). The team with the most correct guesses is the winner. Lay strong emphasis on the fact that students who mime the objects on the cards are not allowed to say anything. They must resort to mimicry all the time and either nod or shake their heads to answer their group members' questions.

3  **17** Tell students to answer the questions about the items in activity 2. Then play the audio again so that students complete and correct their answers. Have some volunteers read the answers aloud to check the activity.

Answer key: **1** they are. **2** No, it isn't. **3** Yes, it is.
4 No, it isn't. **5** No, they aren't. **6** Yes, it is.

4 Refer students to the images in this activity and work on pronunciation of the school items with the whole class. Have learners match the pictures with the words and phrases listed in this activity. Write this question on the board: *What's the meaning of... ?* and encourage students to use it in case they do not know the meaning of any of the school items in the list. Check answers with the whole class.

Answer key: (from left to right) First row of items: 5, 8, 9; Second row of items: 3, 2, (1), 7; Third row of items: 4, 6, 10

5  **18** Direct students' attention to the photo with the school items. Point at different objects and check vocabulary by asking: *What's this?*, *What are these?*, *Is this an eraser?*, etc. Then read aloud the colours in the box to model pronunciation and explain to students that they are going to listen to Sarah talking about her favourite school items. Play the audio and ask students to write the colours in the corresponding boxes and check with their classmates. Finally, play the audio again to check answers with the class.

Answer key: Top row: red, yellow, pink; Bottom row: green, black, blue, grey

Audio script 18

Speaker: What colour are your favourite school items?

Sarah: Hmm... let's see! The crayons are purple and red; the pencils are yellow; the highlighter is pink; the pens are green, black and blue; and the pencil sharpener is grey. They are all my favourite school items!

Optional Activity

I spy...

Explain to students that they will now practise the colours through a guessing game called *I spy...* First, model the activity with the whole class. Choose an object in the classroom that is visible to all students but do not mention what it is. Students should know the name of this object in English. Then say and write on the board the following sentence: *I spy with my little eye something... (blue)*. Students who want to guess put up their hands and you invite them one by one to play the game. Encourage them to use the question: *Is it a / an... ?* (write it on the board) as you say *No, it isn't.* or *Yes, it is.* Finally, ask students to work in pairs and take turns to play this game in a similar way (see example below). Each student in each pair must choose three different objects in the classroom. The student who is guessing is allowed to ask only three questions per item. Encourage pairs to keep a record of their performance on a sheet of paper (ticks for correct guesses and crosses for incorrect ones). The student in each pair with the most correct guesses is the winner. Circulate around the classroom monitoring students' oral work.


Student A: I spy with my little eye something (red).

Student B: (pointing at a red pen) Is it a pen?

Student A: No, it isn't. Try again!

Student B: (pointing at a poster on the wall) Is it a poster?

Student A: Yes, it is. One point for you!

6  **19** Direct students' attention to the *Sign Up to Grammar* box. Ask a volunteer to read out the example sentences and make sure the class understands the difference between *definite* and *indefinite* articles (see note below) and the use of *an* before nouns or adjectives beginning with a vowel sound (*an orange umbrella*, *an eraser*; etc.) Then focus students' attention on the *Remember!* section where learners are taught that in English we use adjectives before nouns. Help different students to provide more examples of adjectives

followed by nouns to check comprehension and write these examples on the board. You may resort to some classroom objects for this purpose, for example: *the grey door, a brown desk*; etc. Then revise the use of the pronouns *it* and *they* that refer to only one or more than one item respectively. Finally, refer students to activity 6 and ask them to rewrite the sentences so that they use the adjective plus noun pattern. Correct the activity by playing the audio and having learners listen and check their answers.

#NOTE

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



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

Answer key: 2 *black pencils*; 3 *It's an orange tablet*.
4 *They're pink rollerlades*.

Audio script 19

Speaker: What's your favourite thing?

Girl 1: It's a white T-shirt.

Boy 1: They're black pencils.

Boy 2: It's an orange tablet.

Girl 2: They're pink rollerblades.



#Useful Tip > Language

Draw students' attention to the *Useful Tip* box. Explain the questions and answers in this box because students will need to produce similar ones in activity 7. Finally, ask different students to answer the following questions orally to check comprehension: *What colour's the classroom wall?*, *What colour are the classroom desks?*, *What's your favourite school item?*



Students work in pairs. They look at the items in lesson 1 and take turns to ask and answer questions that are similar to the ones in the examples given. Circulate around the classroom monitoring students' performance and offering help if needed. Check the activity by asking some pairs to role-play their dialogues for the rest of the class.

Answer key: Students' own answers

WB p. 82

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 82. You may assign these exercises as homework.

Answer key:

1 1 *skateboard*; 2 *tablet*; 3 *watch*; 4 *sunglasses*; 5 *games console*

2 1 *pen*; 2 *pencil*; 3 *highlighter*; 4 *notebook*; 5 *eraser*; 6 *ruler*

3

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

4 1 *The*; 2 *a*; 3 *the*; 4 *an*; 5 *a*; 6 *The*; 7 *a*; 8 *the*

5 1 *It's a green ruler*. 2 *It's a black smartphone*. 3 *They're green school bags*. 4 *They're blue and purple / purple and blue rollerblades*. 5 *It's my favourite football T-shirt*.

6 Students' own answers


Lesson 2 - Pages 24 & 25

1 First, analyse with the whole class the meaning of the adjectives in the box and work on pronunciation. Then ask a volunteer to read out the example. Tell students to look at the images and write the adjectives. Finally, check the activity by asking some volunteers to read aloud their answers.


Answer key: 2 *new, trendy*; 3 *fast*; 4 *beautiful*

➔ #Useful Tip > Grammar


Focus students' attention on the *Useful Tip* box and explain the use of the conjunctions *and* and *but*. Read out the sentences in the box and write some other examples on the board to clarify ideas. Finally, encourage the class to write two similar sentences in their notebooks or folders using *and* and *but*.


2  Students write sentences about the items in activity 1 using *and* and *but* as shown in the examples. Check the activity by asking some volunteers to read aloud their sentences.

Answer key: Students' own answers

3  Have students work in pairs. Ask them to take turns to ask and answer about the opposites of the adjectives in activity 1. Ask some volunteers to role-play their dialogues for the whole class.


Answer key: Students' own answers

4  Draw students' attention to the *Sign Up to Grammar* box. Explain to students the use of the demonstrative pronouns: *this*, *that*, *these* and *those*. You may ask some volunteers to read aloud the example sentences in the box to work on the correct pronunciation of these pronouns. Then refer learners to activity 4. Play the audio and ask the whole class to look at the pictures, listen and repeat in order to practise pronunciation.

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

Audio script 20

Speaker: 1 *This* (pause) *This*
2 *These* (pause) *These*
3 *That* (pause) *That*
4 *Those* (pause) *Those*

5  Ask students to look at the items in the photos and their position (near or far). Then

have students fill in the gaps with a suitable demonstrative pronoun. Play the audio for students to check their answers.

Answer key: 1 *That*; 2 *Those*; 3 *This*; 4 *These*

Audio script 21


Speaker: 1 *That is my new smartphone.*
2 *Those are my favourite trainers.*
3 *This is a trendy laptop.*
4 *These are expensive rings.*

6 Students circle the correct option in each sentence. Ask some volunteers to read out their answers.

Answer key: 1 *This*; 2 *Those*; 3 *These*; 4 *That*

➔ #Useful Tip > Language

Draw students' attention to the *Useful Tip* box. Work with the whole class on the questions and answers: *What's this / that? It's a / an...*, *What are these (those)? They're...* by pointing at different objects in the classroom and encouraging students to answer appropriately. Go on to say that we use the phrase *I think...* to express opinion or when we are not sure about something. Cover up part of an object you have got on your desk and show it to the class. Then ask students: *What's this?* and encourage them to answer: *I think it's a / an...*

7  Students work in pairs. They take turns to point at different pictures and ask and answer questions about them. Circulate around the classroom monitoring students' performance and offering help if needed.

Answer key: Students' own answers

WB p. 83

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 83. You may assign these exercises as homework.

Answer key:

1 1 *small, big*; 2 *slow, fast*; 3 *beautiful, ugly*; 4 *old, new*;
5 *classic, trendy*


2 1 *This*; 2 *That*; 3 *These*; 4 *Those*; 5 *These*; 6 *That*


3 1 *and*; 2 *but*; 3 *and*; 4 *but*; 5 *and*; 6 *but*

4 2 *it's an ebook*; 3 *They're cars*. 4 *It's a binder*. 5 *They're pencil sharpeners*.

5 Students' own answers

Lesson 3 - Pages 26 & 27

1  Focus students' attention on the clothing items and accessories in the photos and read aloud the words to model pronunciation. Invite the class to mention the styles and help them with vocabulary: *casual, trendy, classic*; etc. Have students work in pairs to talk about their favourite items and give their opinions about the relation between clothes and a person's character. Then invite volunteers to share their ideas with the class. Encourage students to think of situations in which the clothes they wear are and are not related to their characters and ask them if clothes can be enough to define a person's character. Invite them to reflect on the idea of being judged only by what we wear and not getting to know who we really are. Have students mention how we may misjudge others by their appearance and what we can do to avoid this.

 **Open-mindedness and empathy** - Open-mindedness refers to the way we consider new ideas and different points of views. Open-minded students will be more receptive to diverse thoughts and try to understand and be more empathetic to others. This will not only enrich their experiences but will also reduce prejudices. When discussing the topic of clothes and fashion, it is important to cultivate open-mindedness so that students do not create ideas based on appearances and stereotypes and they are respectful to their classmates' opinions as well.

Answer key: Students' own answers

**#Useful Tip > Vocabulary**

Draw students' attention to the *Useful Tip* box and read out the list of clothes and accessories. Teach

the meaning of new words. Then read aloud the list once again for students to listen and repeat in order to practise pronunciation.



2 Give students some time to read the sentences and check understanding before they listen to the audio. Explain to students that they are going to hear two people talking on the phone. Then play the recording twice for students to decide if the sentences are true or false. Finally, invite some volunteers to read out their answers and encourage them to correct the false sentences.

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

Audio script 22

Speaker: On the phone

Cathy: Hello, Jason!

Jason: Hello, Cathy! How are you?

Cathy: Fine, thanks. And you?

Jason: Not bad. I'm at home checking my social networks. Oh! It's Charles's birthday today!

Cathy: Oh, really? How old is he?

Jason: Fourteen. Let's buy a gift for him.


Cathy: Great idea! I think Charles's favourite items are trendy clothes.

Jason: Absolutely! He's a fan of Barcelona's football team. What about a football T-shirt as a gift?

Cathy: Hmm... I think football T-shirts are expensive. Let's go to the clothes shop to see some options.

**#Useful Tip > Language & Vocabulary**

Draw students' attention to the *Useful Tip* box. Explain that we use *How much is...?* to ask about the price of an item and *How much are...?* to ask about the price of two or more items. Also explain how to answer these questions: *It's.... euros / pesos / dollars, They're... euros / pesos / dollars*. Then ask some students different questions to check comprehension. For example: *How much is your watch?*, *How much are these pens?* Encourage students to answer them correctly and then teach the meaning of the adjectives *cheap* and *expensive*.

3  Tell the class that Cathy and Jason are now at the clothes shop to buy a birthday gift for their friend Charles. Focus students' attention on the gapped dialogue and ask them to use the words in the box to complete it. Do not correct students' answers yet. Play the audio twice and have students listen and check their answers. Finally, go over the answers with the whole class to check.

Answer key: 1 birthday; 2 beautiful; 3 They; 4 these; 5 that; 6 This; 7 gift; 8 welcome

Audio script 23

Speaker: At the clothes shop

Shop assistant: Good afternoon.

Cathy and Jason: Oh, hi!

Cathy: It's our friend Charles's birthday today. He loves trendy clothes. How much are those beautiful trousers over there?

Shop assistant: They are € 99.

Jason: Oh, I think they're very expensive. And how much are these jeans?

Shop assistant: They're € 75.

Cathy: Um... They're expensive too. Look at that T-shirt! How much is it, please?

Shop assistant: It's € 21.

Cathy: Is the T-shirt OK, Jason?

Jason: Yes! I think it's cool!

Cathy: This T-shirt is fine, sir. Here you are. € 21.

Shop assistant: Thank you. And here's your birthday gift.

Cathy and Jason: Thanks!

Shop assistant: You're welcome!

Optional Activity

Fashion parade

Split the class into two or three groups (A, B and C) and engage students in a fashion parade contest. Each team should select a group of models and a group of presenters. (There should be the same number of models and presenters in each group.) Start the contest by asking group A's presenters to take turns to describe the clothes each model in the group is wearing as they walk along an imaginary catwalk in the classroom (for example: an aisle

between two rows of classroom seats). For this activity, pre-teach *is wearing* and write an example on the board: *Juan is wearing blue jeans and a red sweater*. Invite the other group(s) to perform their fashion parades in a similar way (see example below). At the end of the game, you will choose the winning team based on the students' overall performance in each group.

Presenter 1: (Sandra) is wearing a black jacket, blue jeans and white trainers. Thank you, Sandra! (Sandra walks along the catwalk as Presenter 1 describes her clothes.)

Presenter 2: (Pablo) is wearing... (Pablo walks along the catwalk as Presenter 2 describes his clothes.)

4 Refer students to the *Sign Up to Grammar* box. Explain the meaning and use of the possessive forms 's and '. If necessary, copy the example sentences on the board, read them aloud and give further examples.

#NOTE


Explain that we can say either James' (clothes) or James's (clothes). Both options are correct. Teach the correct pronunciation of James' (James's) /'dʒeɪmzɪz/. Write these other examples on the board to work on pronunciation: Charles's /'tʃɑ:lɪzɪz/ and Mr Jones's /dʒəʊnzɪz/.



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


Finally, draw students' attention to activity 4. Ask them to circle the correct option in each sentence. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 Charles's; 2 boys'; 3 Cathy's; 4 friend's; 5 Jason's

5  Students work in pairs. They take turns to describe one of their classmates' clothes to their partners who try to guess the name of the person whose clothes are being described. Direct students' attention to the example given and

encourage them to use it as a model. Make sure students swap roles when they do the activity all over again. You may encourage students to play this game several times as you circulate around the classroom monitoring their oral performance.

Answer key: Students' own answers

6  **24** Ask students to match the numbers in the tags with the words on the right. Then play the audio to check the activity. Lay emphasis on the fact that we can say either *a hundred* or *one hundred*. Play the audio once again but this time making pauses after every number and have students repeat. Explain that *teen numbers* (for example: *thirteen*, *fourteen*) are stressed on the last syllable (*teen*) whereas numbers such as *thirty*, *forty*, etc. are stressed on the first syllable.


Audio script 24

Speaker: twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred or one hundred

→ Optional Activity

Maths contest


Split the class into two groups (A and B) and engage students in a Maths contest. Prepare 17 flashcards containing numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 30, 40, 50 and the Maths symbols +, - and =. Teach the words *plus*, *minus* and *equals*. Model the game working with the whole class first. Show the class two cards with numbers 20 and 3, and two cards with the symbols + and =. Stick the four cards on the board in this order: $20 + 3 = ?$. Help the class read out the Maths operation and provide the result: *Twenty plus three equals twenty-three*. Repeat the same procedure with a subtraction example, for instance: $50 - 4 = ?$. Then start the game by showing cards with five different Maths operations to teams A and B respectively. Keep a record of the two teams' performance on the board (ticks for correct answers and crosses for incorrect ones). The team with the most correct answers is the winner.

7  **25** Play the audio. Students listen and tick the numbers they hear. Check students' answers by asking some volunteers to write the numbers on the board.

Answer key: 1 12; 2 13; 3 14; 4 50; 5 16; 6 70; 7 80; 8 19

Audio script 25


Speaker: twelve (pause) twelve
thirteen (pause) thirteen
fourteen (pause) fourteen
fifty (pause) fifty
sixteen (pause) sixteen
seventy (pause) seventy
eighty (pause) eighty
nineteen (pause) nineteen

8  **26** Point at the items and ask students to identify them by asking: *What's this?*, *What are these / those?* Play the audio and have the class write down the prices they hear. Then tell students to write the numbers in words. Play the recording again and invite some volunteers to read aloud their answers and write the words on the board to check spelling.

Answer key: 2 79, seventy-nine; 3 13, thirteen; 4 45, forty-five

Audio script 26

1 Shop assistant: How much is that necklace?
Customer: It's twenty-one euros.
2 Shop assistant: How much are those trainers?
Customer: They're seventy-nine euros.
3 Shop assistant: How much are these socks?
Customer: They're thirteen euros.
4 Shop assistant: How much is this dress?
Customer: It's forty-five euros.

9  Students work in pairs. They role-play a similar situation to the one in activity 3. Make sure learners swap roles when they role-play the situation for a second time. Circulate around the classroom monitoring students' performance.

Answer key: Students' own answers

WB p. 84

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 84. You may assign these exercises as homework.

Answer key:

- 1** 1 dress; 2 jacket; 3 T-shirt; 4 trousers; 5 socks; 6 skirt; 7 trainers
2 Correct sentences: 1, 4, 5; 2 That's my brother's school bag. 3 These are the teacher's / teachers' Maths books.
3 1 sixty; 2 seventy-two; 3 ninety-four; 4 forty-seven; 5 eighty-six
4 1 much is the, It's twenty-five euros; 2 much are the, They're fifty-one euros; 3 How much is the watch? It's, euros
5 1 'm; 2 new dress; 3 beautiful; 4 parents'; 5 are; 6 those

Review - Pages 28 & 29

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 3 in this unit. It is advisable to turn to this section once you have finished teaching lesson 3.

Answer key:

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

- 2** 1 an, notebook; 2 a, eraser; 3 The pencil; 4 the highlighter; 5 the, book
3 (from top to bottom) 4, 5, 1, 3, 2
4 Students' own answers
5 1 This; 2 These; 3 That; 4 Those
6 1 's; 2 's; 3 's; 4 's; 5 's

- 7** 1 fan; 2 These; 3 small; 4 rings; 5 blue; 6 box; 7 trendy; 8 that

Audio script 27

Vicky: I love fashion and I'm a big fan of accessories. Look into this bag! These are my 25 necklaces. I think that small necklace is my grandma's necklace. It's old! And those are my rings over there. They're 30 in total! That is my collection of belts. They're in different colours: brown, black, blue and even yellow! I love them! But my watches are my favourites. They are in this box. This one is a Swiss watch. It's all white and it's very trendy. And that one is Italian. It's a classic watch. What are your favourite items? Leave your comments on my blog!

- 8** 1 accessories; 2 box; 3 old; 4 thirty in total; 5 classic

- 9** Students' own answers

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

Audio script 28

A: Good afternoon, sir!
B: Good afternoon! How much are those sunglasses, please?
A: They're € 125.
B: That's fine. Here you are. € 125.
A: Thank you, sir. Here are your sunglasses.
B: Thank you!
A: You're welcome.

- 11** Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 1 & 2 on page 76 of the Student's Book. These activities are thoroughly explained on page 69 of this Teacher's Book.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	Integrating acquired knowledge with a real life issue: in this case, reading an interview with an influencer in an online magazine.
Personal information Personal items Adjectives Opinion words and phrases	Recycling of units 1 & 2 grammar topics	

MEETING INFLUENCERS

Pages 30 & 31

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, reading an interview with an influencer in an online magazine.

1 Students read the interview and fill in the gaps with the questions. Check answers with the whole class.

Answer key: **1** *Where are you from?* **2** *How old are you?* **3** *Why are you an influencer?* **4** *Is Art your favourite subject at school?* **5** *What's your favourite colour?* **6** *What's your favourite personal item?* **7** *Is Up in the Sky your new blog?* **8** *How much are they?* **9** *What type of clothes are they?*

2 Students read the interview again and decide if the sentences are true or false. Check the activity by asking some volunteers to read aloud their answers. Encourage them to correct the false sentences.

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

3 Ask students to complete the profile with the missing information. Invite some volunteers to read aloud their answers to check.

Answer key: First name: *Olivia*; Age: *16*; Nationality: *Argentinian*; Favourite colour: *purple*; Favourite item: *tablet*

4 Invite students to discuss the questions in groups of four and write down their ideas. Then have the groups use their notes to share their ideas with the class.

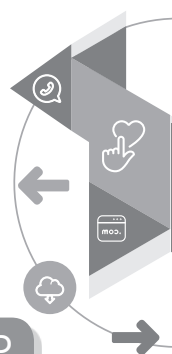
Answer key: Students' own answers

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

Teacher's Resource Material

- Tests Unit 2
- Extra-worksheets Unit 2

UNIT 3 - #FAMILY PORTRAITS



	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Family members: <i>mother, brother, sister</i> ; etc. Jobs and occupations: <i>doctor, architect, cook</i> ; etc.	Possessive adjectives: <i>my, your, his, her, its, our, your, their</i> <i>What's (his) job? (He)'s a / an...</i>	Pronunciation of some words used to name family members Pronunciation of some words used to refer to jobs and occupations	Talking about family members. Describing people's jobs and occupations.
L2	Pets and other animals: <i>cat, dog, ferret, goldfish, iguana, horse, spider</i> ; etc.	<i>Have got</i> (affirmative and negative forms) Prepositions of place: <i>at (at home / at school / at work)</i>	Pronunciation of contracted forms: <i>'s got, 've got, hasn't got, haven't got</i>	Talking about pets and other animals. Expressing possession.
L3	Parts of the body and face: <i>arms, legs, hands, nose, eyes, mouth</i> ; etc. Adjectives: <i>tall, short, blond, dark</i> ; etc.	<i>Have got</i> (interrogative forms and short answers) <i>What... have / has... got?, What colour eyes have you got?, What colour hair has he got?</i>	Pronunciation of parts of the body and face	Describing people's physical appearance. Writing a short physical description of a person.
Extras: Suggested optional games and activities for consolidation.				

Opening Pages - Pages 32 & 33

Read the title of the unit and elicit the meaning of *portrait* by directing students' attention to the photo collage on the double-page spread. Encourage students to mention the types of families they think that are portrayed and present vocabulary if necessary (*single-parent families, extended families, LGBTQ families, adoptive families, blended families*; etc.). Then focus students' attention on the *#Pic Of The Unit* box and give them some time to answer the questions. Invite different volunteers to share their ideas and have the class mention words that they associate with the topic. Write key vocabulary on the board. Finally, direct students' attention to the *#Unit Goals* box and read aloud the objectives. Remind the class to use this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 34 & 35


1 Point at the family tree and read aloud the words to model pronunciation. Then ask students to read the description in silence and check vocabulary with the family tree. Invite some volunteers to answer if their families are similar to the one in the activity and encourage them to mention their family members.

Answer key: Students' own answers

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box. Tell students that *grandparents* and *parents* are the plural forms of the words in each list in the box, but they can also be used in the singular form to refer to one of the words in each list: *grandparent*

can be *grandfather* or *grandmother* and *parent* can be *mother* or *father*. Explain to the class that we can use either neutral words like *mother*, *father*, *grandfather* and *grandmother* or shorter and informal forms like *mum*, *dad*, *grandad* and *grandma*. Read aloud the list of words and ask the class to repeat after you to practise pronunciation.

2  Invite the class to explain what a blog is or provide students with a definition if necessary (a type of website in which content is published regularly and posts appear in reverse chronological order -with the newest posts at the top- and readers can also comment on the blog entries and share their views). Before reading the post, encourage students to mention the characteristics of the blog that they can identify (the name of the blog, navigation tabs, main content with a photo and the author of the post, sidebar with links and social media accounts; etc.). Ask guiding questions, for example: *Whose blog is it? What other social media accounts has the school got? What's the post about? Who's the author of the post?* Then direct students' attention to the photo and have them guess the family members' relationships (for example: *I think Adam is Zoe's father*). Finally, tell the class to read the post and complete the text with the family members. Invite volunteers to read their answers aloud to check.

Answer key: 1 *brothers*; 2 *sister*; 3 *mother*; 4 *father*; 5 *grandfather*; 6 *grandmother*

3 Have students read the blog post in activity 2 again and then answer true or false. Check the activity by asking some volunteers to read aloud their answers. Encourage students to correct the false sentences.

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

Optional Activity

Whispering Game

Divide the class into two teams (A and B). Line up the players. If there is an odd number of players, one student can be the teacher's helper. The teacher whispers a message (the same message) to the first person of both

groups (A and B). The teacher must whisper the message in the players' ears so that the rest of the players cannot hear it. The message must contain at least one of the words studied to refer to family members. These are some examples of simple messages: *My mother's name is Margaret. John and Paul are brothers. Their grandad is 70 years old.* The game only starts when both players know the message. Then each player whispers the message to the next player in his / her group successively until the last player gets it. The teacher and his / her helper check that players whisper the messages to their team members without being heard. The last player of the team that can repeat the message first and correctly receives a point. Ask the helper to keep a record on the board of the points awarded to each team. Start the game all over again with a new message being whispered by the teacher to the second students of each group becoming the first ones in line. The players that were the first ones the last time the game was played must always go at the end of the line. Continue playing the game until five messages have been whispered. The winning team is the one that has received more points.

4 Refer students to the *Sign Up to Grammar* box on page 35. Draw students' attention to the two lists that appear in the box. Explain that these are subject pronouns (*I, You, He, She, It, We, You, They*) and their corresponding possessive adjectives (*my, your, his, her, its, our, your, their*). Write these two sentences on the board: *You are a student. Your name is Felipe.* Explain to students that subject pronouns are usually followed by a verb, whereas possessive adjectives are usually followed by a noun. Ask different volunteers to read out the examples in the box and make sure the whole class understands these grammar points.



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

Finally, direct students' attention to activity 4. Ask students to fill in the blanks in the sentences with a suitable possessive adjective. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 *her*; 2 *Their*; 3 *Its*; 4 *His*; 5 *your*

→ #Useful Tip > Vocabulary

Explain to the class that the words in the box refer to jobs and occupations. Teach those words that may be new to students. You may work on pronunciation by reading aloud the words and having students repeat them after you. Finally, draw students' attention to the *Remember!* section and explain the use of *a / an + job or occupation* (*I'm a teacher. He's an architect.*). Lay emphasis on the fact that no article is required in English when we refer to more than one person (*They're doctors. We're mechanics.*).


→ Optional Activity

Pictionary

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

#NOTE

To teach new vocabulary related to jobs and occupations, you may act out (without speaking or making noises) some other words such as: *bus driver, pilot, waiter*; etc. for students to guess. They provide the answer in their mother tongue and you write the English equivalent on the board.

5  **29** Direct students' attention to the photos and jobs in the activity to check students understand the new vocabulary. Ask students to listen to Joey and Amelia and answer whose family members they are talking about and why they are talking about jobs (*they're talking about Amelia's family members' jobs because Joey has got some questions for their project in the school blog*). Then play the recording again and ask learners to tick the correct options. Finally, play the audio one last time and make pauses where necessary for students to check their answers.

Answer key: 1 *office worker*; 2 *doctor*; 3 *teacher*; 4 *architect*

Audio script 29

Joey: *Amelia, I've got some questions for our project in the school blog.*

Amelia: *OK, Joey.*

Joey: *The first one is about your dad. I think your dad is an office worker. Is that right?*

Amelia: *Yes, that's right!*

Joey: *So he isn't a mechanic.*

Amelia: *No, he isn't. But he loves cars.*

Joey: *Right! And your mother is a doctor at the local hospital.*

Amelia: *Yes, she is.*

Joey: *Great! And what about your grandparents? Is your grandma a nurse?*


Amelia: *No, she isn't. She's an artist and an Art teacher.*

Joey: *That's cool! And what's your grandad's job?*

Amelia: *He's an architect. Our house is one of his works.*

Joey: *Really? That's fantastic! Your house is beautiful.*

Amelia: *Thanks! Now it's your turn. Tell me about your family members' jobs.*

6  Ask students to read the sentences in silence before they listen to Joey talking about his family. Then play the audio and have students match the columns. Play the audio again so that students can complete or check their answers. Finally, invite some volunteers to read aloud the complete sentences to correct the activity.


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

Audio script 30

Joey: I love my family. They're really cool! My dad's a mechanic. His garage is in the city centre. My mum is a secretary in an office near my father's garage. My grandma and my grandpa... well, what can I tell you? They're great. My grandpa Bill is a dentist and my grandma Sue is a cook in an Italian restaurant.

7 Students unscramble the sentences. Monitor their work as you circulate around the classroom. Once everybody has finished, check the activity by asking some volunteers to write their sentences on the board.

Answer key: **2** Amelia's grandfather is an architect. **3** I think their parents are school teachers. **4** Joey's a student and his mother is a secretary.

8  Model this speaking activity by asking a volunteer to help you read out the dialogue. Explain that we use the question *What's his / her job?* to ask about somebody's occupation. As for the answer to this question, remind students of the use of *a / an* before any word that refers to a job or occupation. Then students work in pairs asking and answering questions about their families. Circulate around the classroom monitoring students' oral performance and making sure they swap roles. Check the activity by asking different pairs to role-play their dialogues for the whole class.

Answer key: Students' own answers

Optional Activity

Design cards containing words referring to jobs and occupations. There should be one card per student. Hand out the cards to students. They circulate around the classroom asking and answering questions about each other's jobs. Encourage students to use the possessive adjective *your* in their questions.

Student A: What's your job?

Student B: I'm a cook.

WB p. 85

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 85. You may assign these exercises as homework.

Answer key:

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

2 1 my; **2** His; **3** an; **4** His; **5** a; **6** Her; **7** their;
8 Its; **9** Their



3 Correct option: 3

4 1 police officer; **2** mechanic; **3** doctor; **4** cook; **5** nurse

5 1 Is your mother an engineer? **2** Is your father a teacher? **3** Is your pet a cat? **4** Is your school near your grandparents' house?; Students' own answers

6 Students' own answers

Lesson 2 - Pages 36 & 37


1   Draw students' attention to the words in the box. Work on pronunciation and encourage

students to write the words with the corresponding images. Then play the audio to check. Finally, invite students to share their opinions about animals and give their reasons.

Answer key: 1 hamster; 2 ferret; 3 spider; 4 dog; 5 iguana; 6 goldfish; 7 canary; 8 parrot; 9 horse; 10 cat

Audio script 31

Speaker: 1 hamster
2 ferret
3 spider
4 dog
5 iguana
6 goldfish
7 canary
8 parrot
9 horse
10 cat

2  Focus students' attention on the website and encourage them to identify the animals in the photos. Invite students to explain why these animals are included in the site and which one they think will be the winner. Then give students some minutes to read the text in silence. Finally, invite some volunteers to share their answers and help them with vocabulary if necessary. Encourage the class to vote for their favourite pet.


Answer key: Students' own answers

#Useful Tip > Grammar

Read out the phrases in this box and explain that we use the preposition *at* to mention that somebody or something is at a specific place, for example: *at home, at school, at work*.


3 Direct students' attention to the *Sign Up to Grammar* box and discuss the affirmative and negative forms of *have got*. Lay emphasis on the contracted forms and explain to students that they can use either the *full forms* or the *short or contracted forms* of *have got* but that there is a difference (full forms are used in more formal situations than short forms). Read aloud the short forms and ask learners to repeat them after you

to practise pronunciation. Finally, explain the different uses of 's in the *Remember!* section of this grammar box. Write more examples on the board to check students' comprehension.

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

Now ask students to go back to activity 3. Have them read the posts on the website again and circle the correct options in the sentences. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 *hasn't got*; 2 *have got*; 3 *has got*; 4 *hasn't got*; 5 *have got*; 6 *haven't got*

4  Tell students that they will listen to Charlie talking about pets he has or hasn't got and pets his friend Linda has or hasn't got. Explore the pictures with the class and then have students listen to the audio and complete the activity. Play the recording twice. Check the activity by asking some volunteers to read aloud their answers.

Answer key: **Charlie's got:** *a hamster, a cat, two dogs*; **Charlie hasn't got:** *a ferret, a canary*. **Linda's got:** *an iguana, a spider, a dog*; **Linda hasn't got:** *a parrot, a cat*

Audio script 32

Charlie: *Hi! My name's Charles Gordon. But I'm simply Charlie at school. I love animals. I've got a hamster but I haven't got a ferret. I've got a Siamese cat and two dogs but I haven't got a canary. And my friend Linda; she's got an iguana, a spider and a dog at home, but she hasn't got a parrot or a cat. What about you? Have you got a pet at home or at school?*

Optional Activity


Memotest

Get ten different pictures of the pets and other animals studied in this lesson. Paste the pictures onto an A4 blank sheet of paper. Make a photocopy for each group of three to four students and cut out squares (all the same size) containing the pictures. Write the words of the ten animals in the pictures on another


A4 blank sheet of paper. Make a photocopy for each group of three to four students and cut out squares containing the words (the squares should all be the same size as the picture cards you designed before). To play the game, divide the class into groups of three to four students. Shuffle the 20 cards (pictures and words) and place them face down on a desk for each group to start playing *Memotest*. The players in each group take it in turns to flip over two cards at the same time. Players miss their turn and must put the two cards face down again when: 1) they get two words; 2) they get two pictures and 3) they get a word that does not match a picture. If players get a word that matches a picture, they must spell the word and read it out to get a point. They must leave the two cards face up and continue playing until they miss their turn. Circulate around the classroom checking students are playing the game correctly. The winner in each group is the one who has been awarded more points. In case there is a tie in one of the groups, ask students to come to the front of the classroom. You read out and spell these animal names for students to write them down on the board: *kangaroo, rhinoceros, crocodile, elephant, antelope, giraffe* and *reindeer*. The first student to make a mistake loses the game.

5 Read the instruction and go over the example with the class to check understanding. Ask students to write complete sentences by using the prompts and looking at the table in activity 4. Invite different volunteers to read aloud their answers to check.


Answer key: **2** got a cat; **3** Charlie and Linda have got a dog. **4** Charlie hasn't got a ferret. **5** Linda has got an iguana. **6** Charlie and Linda haven't got a parrot.

6  Divide the class into groups of four students. Tell them to discuss the questions and write down notes of their answers. Circulate around the classroom monitoring students' oral work. Then invite the groups to share their ideas and discuss them with the whole class. Encourage students to mention the actions they take to be responsible pet owners and write a list on the board: *feed your pet, take your pet to the vet,*

keep your pet in a safe environment, walk your dog on a lead; etc. Invite the class to reflect on the list and mention the possible consequences of not taking responsibility for their pets. Ask, for example: *Do you devote proper attention to your pet? What may happen to your pet if you don't assume your responsibility? How may your irresponsibility affect your family and the people around you? Who's to blame if your pet attacks or hurts a person? Are there any legal consequences?* Finally, have students mention ways in which they can ensure they fulfil their duties as pet owners: *use reminders to buy their pets' food or take them to the vet, devote time and attention to their pets, investigate about an animal before adopting it as a pet;* etc.

 **Sense of responsibility** - Being responsible implies making decisions and accepting the full consequences of our actions. Discussing the importance of pet care helps promote students' sense of responsibility and autonomy. When students become conscious of their pets' needs and feel responsible for their wellbeing, they also reflect on the importance of their actions and the possible consequences. Raising students' awareness that pets depend on their attention and treatment helps students develop a sense of responsibility.

Answer key: Students' own answers


7  Tell students that they are going to write about the pets that their friends have got. Demonstrate the activity by reading out the example provided and completing the unfinished part with your own ideas (*It's yellow and...*). Then students carry out the activity in a similar way. Circulate around the classroom monitoring students' works. Finally, have some volunteers read aloud their texts to the class.

Answer key: Students' own answers



WB p. 86

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 86. You may assign these exercises as homework.

Answer key:**1** 1 parrot; 2 goldfish; 3 spider; 4 horse; 5 hamster**2** 1 has; 2 hasn't; 3 at; 4 is; 5 its; 6 got; 7 our**3** 1 hasn't got; 2 has got; 3 haven't got**4** 1 a; 2 a; 3 b; 4 b**5** Students' own answers**6** Students' own answers**Lesson 3 - Pages 38 & 39**

1  As a warm-up activity, ask different students to give their opinion about their favourite apps and have them tell the class what they use the apps for (to chat, to play games, to share photos and videos; etc.). Encourage them to use some adjectives they learnt in previous units (*cool, great; etc.*). Write students' answers on the board.

Answer key: Students' own answers

2   Ask students to read the dialogue ignoring the blanks. Help them with the vocabulary they may not be familiar with. Then draw students' attention to the photos next to the dialogue and ask the whole class these questions: *Who are these two boys?, What's Tom's favourite app?, Who's the man in the picture on the tablet?, What's his job?* Finally, students listen to the recording and fill in the blanks in the dialogue. You may play the audio twice. Check the activity by asking two volunteers to read aloud the complete dialogue.

Answer key: 1 tablet; 2 got; 3 have; 4 brother; 5 your; 6 has; 7 got; 8 is; 9 big; 10 fan**Audio script 33****Jack:** Hi, Tom! Is that your new tablet?**Tom:** Yeah! And it's got my favourite apps.**Jack:** Wow! That's fabulous.**Tom:** Look! This is an app for creating characters. Our IT teacher is super cool and she's got an avatar. And now my schoolmates and I have got our own avatars at school too.**Jack:** Cool! Is it easy to use?**Tom:** Yes, it is! This character is my brother.**Jack:** Fantastic! He's exactly the same.**Tom:** Let me design you a character. Is your character tall?**Jack:** Yes, he is. And he has got long legs.**Tom:** Oh, and has he got strong arms?**Jack:** Yes, he has.**Tom:** Is he a basketball player?**Jack:** Yes, he is. And he's got brown eyes.**Tom:** Has he got a big nose?**Jack:** Yes, he has.**Tom:** Is he LeBron James?**Jack:** Yes, he is. You know I'm a big fan of James.**Optional Activity**

You may ask different pairs of students to memorise the dialogue and role-play it. They first rehearse it several times with your help before they actually role-play it for the whole class.

3 Draw students' attention to the image of the young man's face at the bottom of the page. Ask students to label the parts of the face using the words in the box. Check answers with the whole class and read out the parts of the face several times for students to repeat after you and practise pronunciation.

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

4 Teach the meaning of the words in the box and read them out several times for students to repeat after you and practise pronunciation. Then ask students to label the parts of the body in the picture. Check answers with the whole class.

Answer key: 1 head; 2 finger; 3 hand; 4 arm; 5 leg; 6 foot**#Useful Tip > Vocabulary**

Draw students' attention to the *Useful Tip* box below the *Sign Up to Grammar* section. Explain that in English some nouns have got regular plural forms (*friend, friends; car, cars; watch, watches; box, boxes; etc.*) because we simply add an -s or -es to these nouns. Also explain that in English some nouns have got irregular plural forms because the whole word changes (*man, men;*

woman, women; foot, feet; tooth, teeth; etc.) Write on the board all the examples you provide for both regular and irregular forms of nouns so that students can copy them down in their notebooks or folders.

→ Optional Activity

Hangman

Students may play *Hangman* in pairs or in groups using the vocabulary they have recently learnt (parts of the body and face). The students in the pairs or groups take turns to choose a word and follow the usual procedure to play this popular game. The word to guess is represented by a row of dashes, but the first and last letters are written out. If the guessing player(s) suggest(s) a letter which occurs in the word, the other player writes it in all its correct positions. If the suggested letter does not occur in the word, the other player draws one element of the hanged man (a stickman) as a tally mark. The game is over when: 1) the guessing player(s) complete(s) the word, or guess(es) the whole word correctly; 2) the other player (the hangman) completes the diagram (a hanged man in the gallows).

5 Draw students' attention to the *Sign Up to Grammar* box. Explain the interrogative form and the short answers of *have got*. Check students' comprehension by asking the whole class some questions and helping them provide short answers. For example, you may ask the class: *Have you got an English book?*, *Have you got a canary in the classroom?*; etc. Then explain the pattern in the questions beginning with *What* in the *Sign Up to Grammar* box.



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

Finally, direct students' attention to activity 5 and ask them to match the questions with the answers. Check the activity by asking some volunteers to read out their answers.

Answer key: Students' own answers



#Useful Tip > Vocabulary

Refer students to the *Useful Tip* box at the bottom of the page. Read out and explain the meaning of the adjectives for height, hair colour and eye colour. As a follow-up activity, you may show students big colourful pictures of famous people and encourage them to describe these celebrities using the adjectives they have just learnt. For example, you may ask the class: *What colour eyes has (Selena Gomez) got?*, *Is (Justin Bieber) tall?*; etc.

6 Read aloud the questions and have some volunteers answer them orally to check comprehension. Then give students some time to write down their answers and circulate around the classroom to monitor their work. Finally, invite some students to share their answers with the class.

Answer key: Students' own answers



Optional Activity

Next class, students may bring colourful pictures from glossy magazines showing different famous people. Working in groups, they take turns to ask and answer questions about these celebrities using the language, grammar and vocabulary they have learnt in this lesson.

7 Invite students to use their imagination to create a new avatar with Tom's app. Encourage them to write a description of their characters including as many details as possible (hair colour, eye colour, height; etc.).

Answer key: Students' own answers



8 Read aloud the example to model the activity and encourage students to ask *Wh-* questions and *Yes / No* questions to know about their classmates' avatars. Circulate around the classroom monitoring students' oral work.

Answer key: Students' own answers

WB p. 87

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 87. You may assign these exercises as homework.


Answer key:

- 1** 1 finger; 2 hand; 3 leg; 4 head; 5 arm; 6 foot
2 1 hair; 2 ears; 3 eyes; 4 nose; 5 mouth
3 1 Has she got long hair?, she has; 2 Has she got a small mouth? No, she hasn't. 3 Has she got grey eyes? No, she hasn't. 4 Is her nose big? No, it isn't.
4 1 have, got; 2 Has, got, has; 3 got, 've got; 4 got, at, haven't; 5 Has, got, has
5 Students' own answers
6 Students' own answers

Review - Pages 40 & 41

In the Review lesson, students will revise all the structures and some key words learnt in lessons 1 to 3 in this unit. It is advisable to turn to this section once you have finished teaching lesson 3.

Answer key:

- 1 Correct photo:** photo on the left
2 1 F; 2 T; 3 F; 4 T; 5 T
3 2 She's an architect. 3 They're doctors / nurses. 4 a mechanic
4  **34** **Alan:** an office worker, It's not bad;
Betty: a secretary, It's terrible;
Sam and Nick: car mechanics, It's fabulous

Audio script 34

Presenter: Speaker 1, Alan

Alan: Hi, there! I'm Alan. I'm thirty years old and I'm from London. I've got a job in the city centre. It's not bad. I'm just an office worker.

Presenter: Speaker 2, Betty

Betty: My name's Betty Sinclair and I'm from Reading, a city near London. I'm just a secretary in a local company. About my job... ? Well, what can I say? Um... , I personally think it's terrible.

Presenter: Speakers 3, Sam and Nick

Sam: Hi, I'm Sam.

Nick: Hi, there! I'm Nick.

Sam: We're brothers and we're car mechanics. Our job is fabulous and we've got a very nice and modern garage. We're from Sheffield, a city in the north of England.

5 1 Its; 2 her; 3 their; 4 His; 5 our

6 2 Pat and Sue have got a ferret but they haven't got an iguana. 3 Nico's got a goldfish but he hasn't got a hamster. 4 Millie's got a canary but she hasn't got a parrot.

7 1 No, he hasn't. 2 Yes, he has. 3 No, he hasn't. 4 Yes, he has.

8  Students' own answers

9  Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 33. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- Tests Unit 3
- Extra-worksheets Unit 3

UNIT 4 - #CREATE YOUR DREAM WORLD

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Some action verbs: <i>open, close, sit down, stand up, walk, run, listen, clean, talk</i> ; etc.	Imperatives: <i>Sit down!, Stop!, Don't open that door!, Please don't shout!</i> ; etc.	Pronunciation of some action verbs	Giving orders, commands and instructions. Writing a set of instructions.
L2	Health problems: <i>headache, stomachache, earache, a sore throat</i> ; etc. <i>What's the matter?, What's the problem?, What's wrong?</i>	Imperatives: <i>Take some medicine., Stay in bed., Don't eat junk food!, Don't do exercise.</i> ; etc.	Pronunciation of some words and phrases that refer to health problems	Talking about health problems. Making recommendations and suggestions.
L3	Rooms and places in a house: <i>bedroom, living room, garage, garden, bathroom, kitchen</i> ; etc. Objects at home: <i>lamp, rug, TV, plant, sofa, mirror, desk, chair</i> ; etc.	<i>There is / There are</i> (affirmative, interrogative and negative forms) <i>Where's... ? / Where are... ?</i> Prepositions of place: <i>in, on, under, between</i>	Pronunciation of some words related to rooms and places in a house	Describing rooms and places in a house. Talking about objects at home. Writing a short description of a room.
Extras: Suggested optional games and activities for consolidation.				

Opening Pages - Pages 42 & 43


Read aloud the title of the unit and focus students' attention on the image. Ask the class if they know apps or games that they can use to create virtual worlds and explain that these games are called *life simulation games*. Read aloud the questions in the #Pic Of The Unit box to check understanding. Then pair students up and give them some minutes to discuss their ideas. Walk around the classroom monitoring students' oral performance and help them with vocabulary if necessary. Finally, invite pairs to share their answers and ask the rest of the class to add their opinions. Write key vocabulary on the board and make a list of the things students would include in the image. Elicit their reasons and encourage students to use opinion words and phrases they have learnt in previous units. After the discussion, direct students' attention to the #Unit Goals box to learn about the objectives of the unit. Remind students

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

Lesson 1 - Pages 44 & 45


1 Direct students' attention to the pictures and explain that they represent actions. Have students match the pictures with the verbs and check orally with the class. Encourage students to mention where they can find signs with these images and if they represent the same action verbs as in this activity. If not, write the verbs on the board and model pronunciation.

Answer key: (from left to right) *run, walk, chat, listen, write, talk*

2  Have students look at the photo of the two girls. Ask the whole class: *What has the girl with blond hair got?* Expected answer: *She's got a*

smartphone. Then ask students: *What do you think she's showing to the other girl?* If students do not mention the pictures of the virtual characters and the dog, direct their attention to these images. Encourage students to describe the characters and explain how they are related to the girls in the photo. Ask guiding questions, for example: *What colour hair has the girl got?*, *What is the boy wearing?*, *Whose pet dog is it?* After analysing the images, read aloud the instruction and the words in the box to check understanding. Give students some minutes to complete the dialogue. Remind them to pay attention to the words before and after the lines for help. Finally, have students check their answers in pairs but do not correct the activity yet.

Answer key: 1 *that*; 2 *got*; 3 *friends*; 4 *their*; 5 *are*; 6 *your*; 7 *dog*; 8 *walk*; 9 *stand*; 10 *Listen*

3  Now tell students to listen to the dialogue in activity 2 and check their answers. Then give the class some time to complete activity 3. Finally, invite different students to read aloud their answers to check.

Answer key: 1 *Lucy*. 2 *They're Sarah and Fred. And Sarah's dog is Chester*. 3 *They're controlled by voice command*. 4 *No, it isn't*.

Audio script 35

Lucy: Hi, Kim!

Kim: Hi, Lucy! What's that?

Lucy: This is a life simulation game. Look! I've got my own characters!

Kim: Oh, really?

Lucy: Yes! They're friends. And they've got virtual lives!

Kim: Oh, please, show me your characters. What are their names?

Lucy: They're Sarah and Fred. Now, they are at Sarah's home.

Kim: Great! Is this your design?

Lucy: Yes, it's all my creation. And Sarah's got a pet dog, Chester. Give him a voice command, please.

Kim: A voice command?

Lucy: Yes, give him a simple order, like 'walk' or 'run'.

Kim: OK. Chester... sit down! And now... stand up!


Lucy: You are a good dog, Chester.


Kim: Oh, it's beautiful!

Lucy: Yes, it is! Listen, Chester! Now... walk! Oh, walk! Don't run, Chester! Stop! Stop!

→ Optional Activity


If there is some time available and you think it is appropriate to your teaching situation, you may ask different pairs of students to read out the dialogue in activity 2. You may encourage students to change some of the commands they give to the dog.

4  Draw students' attention to the *Sign Up to Grammar* box on page 45. Teach the form and use of imperatives in the affirmative and negative. Ask students to look at the *Remember!* section and make sure they understand the importance of saying *please* in English when giving an order, an instruction or a command. Elicit other action verbs students may already know and write them on the board. Check the whole class understand their meanings by miming the actions or drawing pictures next to the verbs.

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

Now refer students to activity 4. Have students work in pairs and ask them to imagine that their partners are virtual robots. Students take turns in each pair to give their partners (or virtual robots) some voice commands that they have to follow. Monitor students' oral work as you circulate around the classroom. Ask some volunteers to role-play their dialogues for the whole class.

Answer key: Students' own answers

5  Before playing the audio, read aloud all the instructions and make sure students understand their meanings. Ask the class: *Where can you hear these instructions?* Expected answer: *At school*. Then students listen to the dialogue and tick the instructions that are mentioned. Play the audio again, pausing after each instruction for students to check their answers and repeat the sentences. Lay emphasis on the correct pronunciation of *don't* /dəʊnt/ for the negative instructions / commands.

Answer key: 1, 3, 4, 6, 7, 10

Audio script 36

Lucy: Kim, this is the virtual school.

Kim: Wow! You've got a school too! Have Sarah and Fred got similar rules to those in our school?

Lucy: Well, some of them are similar. For example, one of the orders you can give is 'Don't shout'.

Kim: And what about 'Don't run'?

Lucy: No, that isn't a rule in this school. But you can give the characters orders to help in the classroom like 'close the door' or 'clean the board, please'.

Kim: Those are our teachers' commands! Can I give the class an instruction?

Lucy: Sure!

Kim: 'Sit down and open your books, please'.

Lucy: Look! They all follow your commands.

Kim: This class is perfect!

6 Ask students to match the pictures with the instructions / commands in activity 5. Then check orally with the class.

Answer key: (top row) 3, 1, 6, 5, 10; (bottom row) 8, 7, 4, 9, 2

7 Ask students to read the verb phrases and to observe whether they have ticks (✓ = *dos*) or crosses (X = *don'ts*) next to them. Then have students write a set of instructions using these phrases and the conjunctions *and* or *but*. Read aloud the example phrase and encourage the class to complete the sentence with the other phrase. Check the activity by asking some volunteers to read aloud their sentences.

Answer key: 1 *do the project*; 2 *Open the window but don't open the door*. 3 *Use your mobile phones but don't take photos*. 4 *Listen to the teacher's commands and do the actions*. 5 *Write the ideas in your notebook but don't clean the board*.

8 Read aloud the example and invite students to work in pairs. They look at the images and give their partners some simple commands / instructions. Encourage students to take it in turns

when they do this speaking activity. Circulate around the classroom monitoring students' oral work.

Answer key: Students' own answers

Optional Activity

You may ask students to write the answers to activity 8 in their notebooks or folders.

WB p. 88

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 88. You may assign these exercises as homework.

Answer key:

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

2 1 *Open*; 2 *Clean*; 3 *Listen*; 4 *Stop*; 5 *Run*

3 1 *but*; 2 *and*; 3 *and*; 4 *but*; 5 *and*; 6 *but*; 7 *and*; 8 *and*

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

5 Students' own answers

Lesson 2 - Pages 46 & 47


1 Have the class look at the people in the images. Then focus students' attention on the question *What's the matter?* and the answer *I've got...* and elicit when these structures are used. You can also ask *What's the problem with these people?* to help students understand and elicit the answer:

They're ill. Read out the words in the box and model pronunciation. Encourage students to identify the parts of the body that appear in some of the words. Then have students label the images with the problems. Check answers with the whole class by asking questions: *What's the matter with the boy?* Encourage students to answer by using the structure: *He's got a toothache.*, *What's the problem with the girl?* *She's got a headache.*; etc.


Answer key: 1 toothache; 2 a headache; 3 sore throat; 4 stomachache; 5 a cold / (the) flu; 6 a temperature; 7 earache; 8 a cough


#Useful Tip > Language

Draw students' attention to the *Useful Tip* box. It is important for students to know that in English we may use different phrases or expressions to mean the same. Explain that *What's the matter?*, *What's the problem?* and *What's wrong?* have the same meaning and can be used interchangeably.

2  Tell the class that they are going to read messages between Lucy and Kim, the two girls in the photo on page 44, and revise the ideas from lesson 1: *What's their relationship? Are they friends / relatives? Who has got a life simulation game? How can Lucy give the characters commands?* Then direct students' attention to the photo in this activity and ask: *What's the matter with Lucy?* and write their ideas on the board. Finally, ask the class to read the chat to decide if the sentences are true or false. Invite different volunteers to read aloud their answers to check the activity and their predictions about Lucy's health.

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

3  Before working with the listening activity, direct students' attention to the *Sign Up to Grammar* box and discuss the use of imperatives to make recommendations and suggestions.

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

Tell students the doctor is visiting Lucy at home. Then give students some time to read and order

the dialogue between Lucy, her mum and the doctor. Then students check their ideas in pairs. Finally, play the audio to correct the activity.

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

Audio script 37

Mum: So, doctor, what's the matter with Lucy?

Doctor: Well, she's got a cold.

Lucy: Is it bad?

Doctor: No, it isn't. It's a common cold. Listen, Lucy!

Drink a lot of water, stay in bed and take this medicine. Don't go to school tomorrow.

Lucy: OK, doctor.

Mum: Thank you, doctor!

Doctor: You're welcome! Take care and get better, Lucy. Goodbye.


Lucy and Mum: Goodbye.

4 Ask students to complete the recommendations with the verbs in the imperative form. Invite different volunteers to read aloud their answers to check the activity.

Answer key: 1 Drink; 2 Stay; 3 Take; 4 Don't go

5 Students match the health problems with the doctor's recommendations. Check answers by reading aloud the problems one by one and asking the class to call out the corresponding recommendations.

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

6  Tell students that they are going to listen to three situations in which three different people are ill and they are given some recommendations. Students listen to the audio and complete the table. Play the recording several times if necessary. Check the activity by asking some volunteers to write their answers on the board.

Answer key: Sue: a temperature; Stay in bed, take some medicine; Philip: He's got stomachache. Don't eat junk food. Danny: He's got a (terrible) headache. Take an aspirin.

Audio script 38

Presenter: Situation 1: Sue

Doctor: What's the matter with you, Sue?

Sue: I think I've got a temperature.

Doctor: Mm... Let's see... Yes, you've got a temperature. Stay in bed and take this medicine.

Sue: OK. Thank you, doctor.

Doctor: You're welcome.

Presenter: Situation 2: Philip

Mum: What's wrong with you, Philip?

Philip: I've got stomachache.

Mum: Well, don't eat junk food! No more hamburgers and no more chocolate...

Philip: Sorry. I know...

Presenter: Situation 3: Danny

Friend: Hi, Danny!

Danny: Hi...

Friend: Hey, what's the matter?

Danny: I've got a terrible headache.


Friend: Take an aspirin then!

Danny: Have you got one?


Friend: Yes, I have. Here you are.

Danny: Thanks!

Friend: That's all right.

7  Students imagine that one of their friends has got the flu and use the words in the boxes to write some suggestions. Explain to the class that answers may vary. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 2 Stay in bed. 3 Don't do exercise. 4 Drink a lot of water. 5 Take some medicine.

8  Students work in pairs. They imagine their partners are ill and make some suggestions for their partners to follow. Model the task with one of the students by reading out the example provided. Encourage students to swap roles once they have finished doing the speaking task for the first time. Circulate around the classroom monitoring student's oral work.

Answer key: Students' own answers

WB p. 89

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 89. You may assign these exercises as homework.

Answer key:

- 1 1 the flu; 2 earache; 3 toothache; 4 a temperature
 2 1 matter; 2 got; 3 cold; 4 bad; 5 isn't; 6 Don't; 7 drink; 8 welcome
 3 1 a sore throat; 2 He's got a headache. 3 He's got stomachache. 4 He's got a cough.
 4 1 Drink (a lot of) water. 2 Take the temperature. 3 Take some medicine. 4 Don't eat junk food.
 5 Possible answer:
 Doctor: Good morning! What's the matter?
 Patient: Good morning, doctor. I've got stomachache.
 Doctor: Well, eat healthy food and take this medicine.
 Patient: OK. Thank you doctor!
 Doctor: You're welcome!

Lesson 3 - Pages 48 & 49

1 Invite students to read the messages and ask comprehension questions: *What's wrong with Lucy? Is she bored? Has she got new designs for her virtual characters? Where can you see them? Whose house is the one in the picture? What's Kim's opinion?* Then read out the words in the box and model pronunciation. Teach the meanings of the words and tell students to label the places in the house. Finally, check orally with the class.

Answer key: 1 garage; 2 living room; 3 dining room; 4 kitchen; 5 bedroom; 6 bathroom

#NOTE

It is always a good idea to make a big poster with some useful classroom language and stick it on one of the classroom walls so that students can refer to it when the occasion arises. In this case, they can be reminded of the question: *What's the meaning of...?* that you can write on the poster and students can use to ask you about words or expressions they do not know. You can also include some other questions and sentences, such as: *Can you*

repeat that, please?, Can you play the audio once again, please?, How do you pronounce... / this word?, Sorry, I don't understand, We don't understand how to play this game to mention just some other examples of useful classroom language.


2 Refer students to the *Sign Up to Grammar* box on page 49 and teach the use of *there is* and *there are* in the three forms (affirmative, interrogative and negative). Explain that we can use the contraction 's in the affirmative singular form *there's*, but we cannot use a contraction in the plural form *there are* or when we give a short answer *Yes, there is*. You may ask different volunteers to read out the example sentences in the *Sign Up to Grammar* box. As a follow-up activity, you may write some questions on the board to help students practise how to answer them. For example: *Is there a garage in your house?* (Yes, there is. / No, there isn't.), *Are there three bedrooms in your house?* (Yes, there are. / No, there aren't.). Ask the whole class these questions (and some others you can think of) and encourage them to provide short answers orally.



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

Once you make sure students have understood this new grammar item, direct their attention to activity 2 and have them complete Lucy's description by looking at the picture of the house in activity 1. Circulate around the classroom offering help with those words in the text that students may find difficult to understand. Check the activity with the whole class and work on pronunciation.

Answer key: 2 *there isn't*; 3 *There is*; 4 *There is*; 5 *there are*; 6 *there is*; 7 *There is*; 8 *there is*; 9 *There are*

3  Tell students that now they will listen to Kim and Lucy talking about Sarah's house. Remind students that Sarah is Lucy's virtual character. Give the class some time to read the sentences and check understanding. Then play the audio for students to decide if the sentences are true or false. Play the audio again so that students complete the activity or check their answers.

Finally, invite different volunteers to read aloud their answers to check and encourage them to correct the false sentences.

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

Audio script 39

Kim: Hi, Lucy! I'm happy you're fine now!

Lucy: Thank you! I feel great!

Kim: Is that a new virtual house?

Lucy: Yes, it is. This is Sarah's house. It's huge!

Kim: Yes, it's very big... Are there many rooms in the house?

Lucy: Yes, there are three bedrooms, two bathrooms, a kitchen, a dining room and a living room.

Kim: Is there a garage?


Lucy: Yes, there is.

Kim: And... what's Sarah's favourite room?

Lucy: Her bedroom!

Kim: Where is the bedroom?

Lucy: It's between the living room and the kitchen. Now look at the garden...

4  Students work in pairs. They take turns to describe their ideal house or flat to their partners and then answer how important their houses or flats are to them. Encourage students to look at the example provided and use it as a model. Monitor students' oral work as you circulate around the classroom. Invite the class to share their ideas. Divide the board into two columns and tell students to mention reasons why their houses / flats are important or are not important to them and write key words and phrases in the corresponding columns. Encourage students to think about the possible effects that the value they put on their houses has on the place and the people who live there. Ask: *What do you value in your house / flat?, How do you take care of your house?, Do you clean your room?, Do you keep the areas you use organised?, What do you do to make your house comfortable?* Encourage the class to reflect on the difference between *house* and *home* and ask what they think makes their house feel like home. Invite students to mention ways in which they can be more connected to the place they inhabit and the people they live with.



Being considerate and helpful - Being considerate means taking others into account and being aware of how our actions affect them. Considerate students are respectful and contribute positively to others' well-being. When students reflect on the value they place on their houses, they can assume their responsibility for taking care of the place where they live and recognise that they must be helpful in everyday tasks. By being considerate, students show concern about the impact they have on others and act accordingly.

Answer key: Students' own answers

#NOTE

Explain to students that the word *flat* is used in British English. In American English the word is *apartment*.

→ Optional Activity

Hangman

Students may play *Hangman* in pairs or in groups using the vocabulary they have recently learnt (rooms and places in a house). The students in the pairs or groups take turns to choose a word and follow the usual procedure to play this popular game. The word to guess is represented by a row of dashes, but the first and last letters are written out. If the guessing player(s) suggest(s) a letter which occurs in the word, the other player writes it in all its correct positions. If the suggested letter does not occur in the word, the other player draws one element of the hanged man (a stickman) as a tally mark. The game is over when: 1) the guessing player(s) complete(s) the word, or guess(es) the whole word correctly; 2) the other player (the hangman) completes the diagram (a hanged man in the gallows).

5 Read aloud the words in the list and help students with their meanings if necessary. Ask students to tick the objects they have got in their bedrooms and check orally with the class. Ask, for

example: *Is there a TV in your bedroom, Emilia?*
Are there two lamps in your bedroom, Tomás?

Answer key: Students' own answers

6 Ask students to read Lucy's post and have them match the words and phrases in bold with the pictures. Explain to students that *bold* means printed in thick and dark letters. Check orally with the class by pointing at the objects in the picture. Have students repeat the words to practise pronunciation.

Answer key: (clockwise) 7, 1, 2, 8, 4, 3, 6, 5



#Useful Tip > Grammar

Draw students' attention to the *Useful Tip* box. Explain the use of *Where's... ?* and *Where are... ?* to ask about the location of one or more than one object, person or place respectively. Tell students that we show the position where something or somebody is by using a preposition of place (*in, on, under, between*). Ask some volunteers to read out the example sentences in the box. Clarify the meaning of the prepositions in the example sentences if necessary.

7 Ask students to look at the photo and answer the questions. You may check the activity by asking some volunteers to read aloud their answers or write them on the board to check spelling.

Answer key: **2** *It's under the bed.* **3** *It's on the floor.*
4 *They're on the bookcase.* **5** *No, they aren't.*




Optional Activity

As an extension activity, you may ask students to work in pairs. Hand out to each pair of students colourful pictures from glossy magazines showing different rooms in a house and objects in different positions (*on something, under something, between two other things; etc.*). Students take turns in each pair to ask and answer questions about the location of different objects in the pictures.

Circulate around the classroom offering help and monitoring students' oral work.

Student A: Where's the sofa in this picture?

Student B: It's between the lamp and the plant. And where are... ?

8  Ask students to write a short description of their bedrooms and draw. You may assign this task as homework.

Answer key: Students' own answers

→ Optional Activity

You may ask students to draw their bedrooms on a large piece of coloured paper to make a poster including the short descriptions they wrote in activity 8. Students exchange posters in class and read about their classmates' bedrooms.


WB p. 90

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 90. You may assign these exercises as homework.

Answer key:



- 1** 1 bedroom; 2 living room; 3 kitchen; 4 dining room; 5 bathroom
- 2** 1 There aren't two boxes on the shelves. 2 There is a computer on the desk. 3 There isn't a lamp between the desk and the bed. / There is a lamp on the shelf. 4 There aren't any lights on the bed. / There are some lights on the bookcase, on the wall and on the shelf. 5 There isn't a school bag under the desk.
- 3** 1 between the table; 2 It's in the bag. 3 in the vase; 4 They are under the table.
- 4** Students' own answers

Answer key:

- 1** 1 Wash your hands. 2 Don't use your mobile phone. 3 Don't take photos. 4 Wear a face mask. 5 Don't walk on the grass. 6 Don't eat junk food.
- 2** 2 Stay in the house but don't sleep on the sofa. 3 Sit down and eat the food. 4 Play with the cat but don't bite.
- 3** 1 She's got stomachache. 2 She's got a headache. 3 He's got earache. 4 He's got a sore throat. 5 He's got toothache. 6 She's got a temperature.
- 4** Possible answers: 2 Take an aspirin. 3 Take some medicine. 4 Drink a lot of water. / Drink tea with honey. 5 Go to the dentist's. 6 Stay in bed and take some medicine.
- 5** 1 garden; 2 bedroom; 3 bathroom; 4 living room; 5 garage; 6 kitchen; 7 dining room
- 6** 1 There aren't two cars in the garage. There is only one car in the garage. 2 There isn't a big lamp in the living room. / There is a big TV in the living room. 3 There aren't eight chairs in the dining room. / There are six chairs in the dining room. 4 There isn't a big table in the kitchen. / There is a small table in the kitchen. 5 There aren't three bathrooms. / There are two bathrooms.
- 7**  **Tick:** a bookcase, a small rug, a table, 2 pictures, a lamp; **Cross:** 2 sofas, 3 windows, a plant

Audio script 40

Boy: My favourite room in the virtual house is the living room. There is a sofa between a bookcase and a window. There is a small rug under a coffee table. There are three books on the table but there aren't any magazines. There is a big TV on the wall and there are two pictures on another wall too. There isn't a plant in the living room but there is a beautiful lamp.

- 8** 1 Yes, there is. 2 No, there aren't. 3 No, there isn't. 4 Yes, there are.
- 9**  Students' own answers
- 10**  Students' own answers

Review - Pages 50 & 51

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 3 in this unit. It is advisable to turn to this section once you have finished teaching lesson 3.

At this point, you can ask students to do the *Project Work* activities for units 3 & 4 on page 77 of the Student's Book. These activities are thoroughly explained on page 70 of this Teacher's Book.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	Integrating acquired knowledge with a real life issue: in this case, reading an article about preteens and teens, their families and homes around the world.
Personal information Family members Jobs and occupations Pets Rooms and places in a house	Recycling of units 3 & 4 grammar topics	

MEET OUR READERS

Pages 52 & 53

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, reading an article about preteens and teens and their families and homes in different continents.

1 Invite the class to look at the article to identify the parts: title, introduction in a box, two columns with paragraphs and photos, an image (a map), and a box with a call to action. Ask comprehension questions: *What section of the magazine is this? Where are the readers from? What type of information can you find in the article? Would you like to write to the magazine and send your photo? Why? Why not?* Then have students scan the article quickly to locate the readers on the map. Have them compare their answers in pairs and finally, check the activity with the whole class.

Answer key: North America: Kirima; Europe: Alex; Asia: Nin; South America: Mateo; Africa: William; Oceania: Ella

2 Students re-read the texts and choose the correct options. Circulate around the classroom offering help with vocabulary but also encouraging students to use the context to infer the meaning of those words they are not familiar with. Ask for volunteers to read aloud the answers to check.

Answer key: **1** Ella and Alex; **2** parents with the same job; **3** any brothers or sisters; **4** a flat; **5** Ella's and William's houses; **6** one sister

3 Students read the article again and answer the questions. Have different volunteers read aloud their answers to check the activity.

Answer key: **1** No, there isn't. **2** Yes, she has. **3** No, there isn't. **4** No, he hasn't. **5** No, he isn't. **6** No, he hasn't.

4 Divide the class into groups and have students discuss the questions. Circulate around the classroom monitoring their oral work. Finally, have the groups share their ideas with the class.

Answer key: Students' own answers

5 Ask students to write a comment about them, their families and houses. Tell the class to use the texts in the article as models and then write their names on the map.

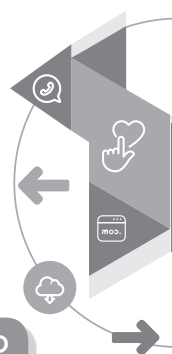
Answer key: Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 43. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ▶ Tests Unit 4
- ▶ Extra-worksheets Unit 4

UNIT 5 - #OUR PREFERENCES



CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Music genres: <i>pop, rock, reggae, folk, classical, heavy metal, hip-hop</i> ; etc. Opinion words: <i>fabulous, excellent, amazing, boring, exciting</i> ; etc. Emphasisers: <i>very much, a lot, at all</i>	<i>I like... / I don't like... I hate... / I love...</i> Conjunction: <i>or</i>	Pronunciation of some opinion adjectives	Discussing music preferences. Writing a short comment.
L2 The months of the year The seasons The weather	<i>Do you like... ? Yes, I do. / No, I don't. What season do you like? I like... Why do you like... ? Because... Preposition: in (in summer, in December)</i>	Pronunciation of the months of the year Pronunciation of some adjectives used to talk about the weather	Talking about the weather and the seasons. Expressing reason / cause. Writing a short diary entry.
L3 Food and drinks: <i>bread, toast, eggs, fruit juice, milk, beef, fish, chicken</i> ; etc. Common meals: <i>breakfast, lunch, tea, dinner</i> Adjectives: <i>tasty, yummy, horrible, yucky, spicy</i> ; etc.	<i>I don't like it / them. I hate it / them.</i>	Pronunciation of some food items and drinks Pronunciation of some adjectives used to talk about food and drinks	Discussing what to have for breakfast, lunch, tea or dinner. Talking about food and drink preferences.
Extras: Suggested optional games and activities for consolidation.			

Opening Pages - Pages 54 & 55

Focus students' attention on the images on the double-page spread and ask the class to identify them (*They're emojis*). Elicit where emojis can be found and why. Read aloud the title of the unit and ask students if they use emojis to express their preferences. Then direct their attention to the *#Pic Of The Unit* box and check students understand the questions. Invite them to discuss their answers in pairs. Circulate around the classroom to monitor their oral work and help them with vocabulary if necessary. Encourage students to write down notes so as to use them when sharing their ideas


with the class. Finally, have different volunteers answer the questions and compare their opinions with the class. As students discuss their ideas, write key words on the board. You may also have students vote for their favourite emoji or make a list of the top five. After the discussion, read aloud the objectives in the *#Unit Goals* box and tell students that they will use this box for self-evaluation at the end of the unit.

#NOTE


You may ask the class to explain the difference between emojis and emoticons or you may give students the definitions if they are not aware of

the distinction. Emoticons (a portmanteau of *emotion* and *icon*) are made up of symbols to express emotions; for example: :-) or ;) whereas emojis (from the Japanese *e*: picture and *moji*: character, which is roughly translated as pictograph) are pictures that express feelings or ideas, objects, activities, etc.

Lesson 1 - Pages 56 & 57

1  Explore the photos with the class and encourage students to mention the instruments they can see. Write vocabulary on the board and ask students to identify the music genres and unscramble the words. Correct the activity on the board to check spelling. Invite students to tell their partners what type of music they listen to and elicit examples of famous bands or singers. Add the music genres to the list on the board.

Answer key: 1 *Latin*; 2 *jazz*; 3 *electronic*; 4 *classical*; 5 *reggae*

2  Draw students' attention to the *Sign Up to Grammar* box on page 57. Read aloud the phrases in the box: (*I like*, *I don't like*, *I love* and *I hate*) and make sure learners understand the meaning of them with the help of the emojis that are next to the phrases. Provide some examples with *I like...* and *I don't like...* Ask some volunteers to give some more examples using these phrases. You may say, for instance: *I like Adele. I don't like Justin Bieber. What about you?* Write your examples on the board. Repeat the procedure with *I love...* and *I hate...* Ask some students to give some more examples. You may say, for instance: *I love jazz. I hate heavy metal. What about you?* Write your examples on the board. Finally, direct students' attention to the *Remember!* section and teach some expressions we can use to emphasise our likes and dislikes (*a lot*, *very much* and *at all*). Provide some examples and invite different students to make full sentences using these emphasisers as well. For example, you may say: *I like Sam Smith a lot. I don't like Michael Bubl  at all. What about you?*



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



#Useful Tip > Vocabulary

Now focus students' attention on the *Useful Tip* box on page 56. Read aloud the list of adjectives and make sure everybody in the class understands the difference between them. Provide some example sentences using these opinion words and write them on the board. For example: *Ricky Martin is a fabulous / excellent / amazing / spectacular singer. I think jazz is boring. Rap and hip-hop are exciting.* Then read out the opinion adjectives again and ask the whole class to repeat them after you to practise pronunciation.

Now direct students' attention to activity 2 and have them analyse the table with the music genres and the emojis. Ask, for example: *What type of music do most students love?*, *What music genre do class 2 C hate?*, *Do you agree with these results?* Then tell students to read the blog comments and fill in the gaps with the correct verbs. To check the activity, ask some volunteers to read aloud the comments with their answers.


Answer key: 1 *like*; 2 *don't like*; 3 *love*; 4 *hate*; 5 *like*



Optional Activity

Spelling Bee

Play a spelling word game with the whole class using the music genres and the opinion words in the *Useful Tip* box. First, ask students to look at the words in the *Useful Tip* box for five minutes and tell them that you are going to play a word spelling game so they must try to remember how to spell these words. Then revise how to say the alphabet in English with the whole class and ask learners to close their books. Start the game by calling out some words that are easy to spell such as *pop* or *rock*. Leave the most difficult ones for the end: *excellent*, *reggae*, *heavy metal*, *exciting*; etc. Students who feel confident to spell a word must put up their hands. If the student who is chosen fails to spell a word correctly, ask another student to help out. Once a word has been spelt correctly, write it on the board.

3  Tell students that they are going to listen to three friends talking about their music preferences. Read aloud the words in the list and work on pronunciation. Check that students are familiar with all the music genres. Play the recording twice for students to complete the activity or correct the answers. Finally, check the activity by asking some volunteers to read aloud the music genres mentioned in the audio.

Answer key: reggae, rock, pop, hip-hop

Audio script 41

Phil: I'm bored and it's too cold to play outside. And I'm tired of video games.

Karen: Me too. Let's listen to some music.

Jasmine: OK. I've got my playlist on my app. I love reggae!

Phil: Sorry, Jasmine! I hate reggae. But I like rock and pop very much. What about you, Karen?


Karen: I don't like rock at all. I like hip-hop a lot!

Phil: I like it too!

Jasmine: I've got an idea! Let's dance hip-hop.

Karen: Cool! There are tutorials online.

Phil: That's amazing! Let's practise!

4  Give students some time to read the sentences and try to match them with the corresponding names. Then play the audio again for students to do the activity. Check students' answers by saying each name and asking volunteers to say the corresponding letters and read aloud the sentences.

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

5 Read aloud the prompts and encourage the class to complete the example phrase. Then tell students to write complete sentences using the prompts. Correct the activity by asking different students to read aloud their sentences.

Answer key: 1 electronic music a lot; 2 I hate techno and jazz. 3 I don't like heavy metal at all. 4 I like folk and Latin music very much.

Optional Activity


Tell the class that you will name different music genres and students must put up their hands to be allowed to say whether they like them or not. Encourage students to use emphasisers (*a lot, very much and at all*). First, model the activity with two students:

Teacher: Pop.

Student 1: I like pop a lot.

Teacher: Rap.

Student 2: I don't like rap very much.

6  Students work in pairs. They look at the music app and read the list. Ask them to talk about their music preferences following the example. Encourage learners to use different opinion words. Circulate around the classroom monitoring students' oral work.


Answer key: Students' own answers

7 Students read the *Useful Tip* box. Then they unscramble the sentences in activity 7. Check students' answers by asking different volunteers to write their sentences on the board.

#Useful Tip > Grammar

Draw students' attention to the *Useful Tip* box. Students read the information it contains as you explain that we use the conjunction *or* to connect two or more possibilities or alternatives. Then ask a volunteer to read out the example sentence.

Answer key: 1 I don't like opera or classical music. 2 I do not like Nicki Minaj or Kendrick Lamar. 3 I don't like rap or electronic music. 4 I do not like Coldplay or U2.

8  Students write a short comment about their music preferences. Encourage them to use opinion words and phrases. You may assign this exercise as homework and ask students to design their own lists with their music preferences as in activity 6.

Answer key: Students' own answers

WB p. 91

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 91. You may assign these exercises as homework.

Answer key:

1 1 jazz; 2 classical; 3 electronic; 4 rock; 5 pop; 6 Latin

2 Students' own answers

3

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



4 1 exciting; 2 a lot; 3 pop; 4 excellent; 5 fabulous;
6 or; 7 hate; 8 boring

5 Students' own answers

Lesson 2 - Pages 58 & 59

1 Write on the board the following question: *What's the weather like today?* Read out this question and ask the class these other questions as you mime them: *Is it hot?* (You may fan yourself and wipe your sweaty forehead pretending it is a hot day), *Is it cold?* (You may say: *Brrr!* as you pretend to be shivering in the cold weather), *Is it rainy?* (You may pretend you are protecting yourself from the rain using an umbrella), *Is it sunny?* (You may draw the picture of a sun on the board), *Is it cloudy?* (You may draw the picture of some big clouds on the board). As you call out the questions and mime them, encourage students to answer *Yes, it is.* or *No, it isn't.* Then ask students to match the sentences in activity 1 with the photos that illustrate different weather conditions. Circulate around the classroom offering help and checking the activity. Finally, you may read out the sentences and ask the class to repeat them after you to practise the pronunciation of *sunny*, *cloudy*, *rainy*, *hot* and *cold*.

Answer key: (from left to right) 1, 3, 2, 5, 4

2   Tell students that they are going to listen to two friends talking on the phone and invite them to read the dialogue as you play the audio. Play the recording again and ask students to circle the correct options. Students may check their answers by listening to the audio one more time as you make pauses where necessary. Offer help when correcting the answers if necessary.

Answer key: 1 matter; 2 horrible; 3 there; 4 cloudy;
5 like; 6 July; 7 love; 8 warm; 9 do; 10 cold; 11 is; 12 bad

Audio script 42

Brian: Hi, Laura! I can't go to the concert today.

Laura: Hi Brian! What's the matter?

Brian: I've got a cold and the day is horrible!

Laura: Sorry to hear that! I'm not in town and the weather is fine here. What's the weather like there?

Brian: It's really cold and cloudy, a terrible winter day. Do you like winter, Laura?

Laura: No, I don't. I love summer. My favourite months are July and August. And you? What season do you like?

Brian: I love spring. It's a great season!

Laura: Why do you like spring?

Brian: Well, I think I like spring because it's sunny and warm and there are a lot of flowers. Do you like spring too, Laura?

Laura: Yes, I do. It's a fabulous season for doing activities outside but sometimes it's cold. And I love hot and sunny days. I'm sorry it's a terrible day today.

Brian: Well, good news! I'm checking the official website of the event and there is no concert today because the weather is too bad!

Laura: Oh, great! And when's the concert?

Brian: It's in April, in spring.

Laura: That's fabulous! Hope you get better!

→ #Useful Tip > Vocabulary

Draw students' attention to the first *Useful Tip* box. Read out the months of the year one by one and ask the class to repeat them after you to practise pronunciation.

Teacher: January. Please repeat!

Students: January

Teacher: February (Make a gesture with your hand inviting students to repeat after you)

Students: February

Now read aloud the question and answer in the box: *When's summer in your country? In December, January, February and March.* Lay emphasis on the fact that we use the preposition *in* with the months of the year. Repeat the same question as before with the rest of the seasons (*autumn, winter and spring*) and encourage students to answer appropriately. Write the seasons on the board and draw pictures next to the words to clarify their meanings, for example: a sun for summer, a leaf for autumn, a snowflake for winter and a flower for spring.

→ Optional Activity

Seasonal Bingo

Ask each student in the class to design a bingo card with four rows and four columns on a blank sheet of paper. They should get 16 empty boxes on their bingo cards. Then have students select eight months of the year at random and write them on 8 of the blank boxes. Prepare 4 cards with the names of the four seasons and put them in a paper bag or box. Once all students have their bingo cards ready (8 empty boxes and 8 boxes with the names of some months), you can start playing the game. Shuffle the 4 cards in the bag or box, pick one, read it out and tell the class:

Teacher: (Summer.) *When's (summer) in your country? Cross out the (summer) months on your cards: (December, January, February and March).*


Repeat the same procedure with the rest of the cards in the bag / box until one or some student(s) cross(es) out all the boxes on their card(s) and shout(s): *Bingo!* Make sure the winning bingo card(s) is / are correct. In case there is a tie between two or more students, they can play *Seasonal Bingo* again using different cards in order to play off and determine who wins the game.

3 Draw students' attention to the pictures in the activity and elicit the correct words by pointing at them and asking, for example: (pointing at the picture of the sun) *What's this season? (It's summer)*, (pointing at the picture of the thermometer and sun) *What's the weather like? (It's hot and sunny)*; etc. Then have students read the dialogue in activity 2 again and tick the correct pictures. Check orally with the class. Ask: *What's Laura's / Brian's favourite season? Why?* Encourage students to give complete answers so as to prepare them for the next activity. Remind the class that we use *Why?* to ask for reasons and elicit the word *because* that is used for the answer.

Answer key: Laura's favourite season: *summer (sun)*;
Reasons: *she loves hot and sunny days (thermometer and sun)*; Brian's favourite season: *spring (flower)*;
Reasons: *it's sunny and warm (sun)*

4 Ask students to write complete sentences for their answers in activity 3. Circulate around the classroom to monitor. Finally, invite some volunteers to write their answers on the board to check spelling.

Answer key: *summer, she loves hot and sunny days; 's favourite season is spring because it's sunny and warm.*

5  Draw students' attention to the *Sign Up to Grammar* box. Read out the first three *Yes / No* questions and their answers and write on the board: *Do you like... ? Yes, I do. / No, I don't.* Tell the class that we use the auxiliary verb *do* to ask *Yes / No* questions. Ask the class different questions beginning with *Do you like... ?* and encourage them to answer *Yes, we do.* or *No, we don't.* Then go on to explain that when we need some more information (not just *Yes* or *No*), we can use *Wh-* questions such as *What, Why* and some others (*Who, When, Where*; etc.). Read out the two example questions with *What* and *Why* and explain that we use *because* to answer the latter. Ask the class different questions beginning with *What... do you like?* and *Why do you like...?* and encourage them to give their answers. For example, you may ask: *What online games do you like? Why do you like these games?*



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

Finally, refer the class to activity 5. Give them some minutes to read and complete the dialogue. Invite students to compare their answers in pairs. Then play the audio to check the activity.

Answer key: 1 's; 2 Do; 3 don't; 4 do; 5 why; 6 like; 7 much; 8 do; 9 because; 10 spring

Audio script 43

Carol: Oh! Look at the sky, Paul! It's grey and cloudy.

Paul: You're right, Carol. And I think it's rainy too.

Carol: I hate rainy days.

Paul: Well, it's definitely a typical autumn day: grey, cloudy and rainy. Do you like autumn, Carol?

Carol: No, I don't. Do you?

Paul: Yes, I do. It's my favourite season.

Carol: Really? And why do you like autumn?

Paul: Because it's a fantastic time to be at home with friends. What season do you like, Carol?

Carol: I like spring very much.

Paul: And why do you like spring so much?

Carol: Well, because the weather is nice in spring and there's more daylight.

Paul: That's true, Carol. Days are warm and a bit long in spring.

6 Tell students to read the dialogue in activity 5 again and decide if the sentences are true or false. Correct the activity orally.

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

7 Have students order the words to make questions and answer them with their opinions. Monitor their work by walking around the classroom. Finally, invite some students to read out the questions and share their answers with the class.

Answer key: 1 What's the weather like today? 2 Do you like cold and rainy days? 3 What season do you like? 4 Why do you like it?; Students' own answers

8 Read out the instruction and the words in the card. Encourage students to guess their partners' preferences and reasons. Then students take turns to ask and answer questions to check

their ideas. You may model the task with one student by using the example provided. Circulate around the classroom monitoring students' oral work and making sure they ask and answer Yes / No questions and *Wh*-questions correctly.

Answer key: Students' own answers

9 Students write a short diary entry about their favourite season. Explain to students that they should also include some reasons why they like it. You may assign this writing task as homework.

Answer key: Students' own answers

WB p. 92

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 92. You may assign these exercises as homework.

Answer key:

1 2 It's rainy. 3 It's cloudy. 4 It's sunny. 5 It's hot.

2 1 winter; 2 Why; 3 rainy; 4 don't; 5 like; 6 sunny; 7 don't; 8 like; 9 autumn; 10 cold

3 2 e; 3 a; 4 b; 5 c

4 Students' own answers

5 Students' own answers


Lesson 3 - Pages 60 & 61












1 Have students look at the table with the four photos representing the meals. Encourage students to identify the food items and drinks and help them with vocabulary if necessary. Write the words on the board and copy these four gapped sentences: *We have _____ in the morning. We have _____ between 12 and 2 pm. We have _____ in the afternoon. We have _____ between 8 and 10 pm.* Elicit the words to complete the sentences and go over the pronunciation of the four meals by reading them out and asking students to repeat after you. Then direct students' attention to the illustrations of the food items and drinks above the table and model pronunciation. Invite students to write the words in the corresponding columns in the table as shown by the example words. Have students compare their answers and then check orally with the class.

#NOTE

You may wish to explain to students that *biscuits* are sweet and they are called *cookies* in American English. You may add that *crackers* are salty biscuits that are usually flat and thin.

Answer key: Possible answers: **Breakfast:** *biscuits, toast, tea, orange juice, coffee, fruit, cake*; **Lunch:** *salad, fish, soft drink, orange juice, pizza, fruit, chicken, mineral water*; **Tea:** *biscuits, toast, butter, orange juice, coffee, cake*; **Dinner:** *salad, fish, soft drink, orange juice, hamburger, chicken, mineral water*

2  **44** Tell students that they will listen to four teens answering about their favourite meals and their preferences. Go over the information in each card and check students understand vocabulary. Clarify the meaning of *dessert* and give some examples: *I love ice cream for dessert. I like fruit for dessert.* Play the first part of the audio so that students listen to Matt and work together on their answers. Once they are familiar with the procedure, play the audio making pauses so that students can write down the words. Play the recording again for students to complete the cards or check their answers. Finally, invite different volunteers to read out the words and write them on the board to check.

Answer key: Matt: Food:  *chicken, fruit*; Drinks:  *mineral water*; Julia: Meal: *dinner*; Food:  *salad, fruit*;  *chicken*; Drinks:  *soft drinks*; Will: Meal: *Breakfast*; Drinks:  *coffee*; Food:  *toast, butter*; Tessa: Meal: *Tea*; Drinks:  *tea*;  *coffee*; Food:  *cake*;  -

Audio script 44

Interviewer: What's your favourite meal, Matt?

Matt: Lunch. I like chicken with roast potatoes. I think this dish is great for lunch.

Interviewer: Do you like mineral water?

Matt: Hmm... I don't like it much. But I think soft drinks are super. I love them!

Interviewer: And do you like soup for lunch?

Matt: No, I don't. I hate it.

Interviewer: And what do you like for dessert?

Matt: I like fruit a lot.

Interviewer: What's your favourite meal, Julia?

Julia: A light dinner! That's what I like. My dinner is very simple: salad or fish with vegetables.

Interviewer: Do you like chicken?

Julia: No, I don't. I don't like chicken or beef.

Interviewer: And do you like soft drinks?

Julia: No, I don't. I hate them. I like mineral water.

Interviewer: And what do you like for dessert?

Julia: I love fruit.

Interviewer: What's your favourite meal, Will?

Will: Breakfast. I definitely like coffee. It's good for breakfast.

Interviewer: Do you like tea?

Will: No, I don't. I hate it.

Interviewer: And do you like bread?

Will: Yes, I do. And I like toast with butter or marmalade on top.

Interviewer: And do you like eggs for breakfast?

Will: Yes, I like them a lot. I like boiled eggs.

Interviewer: What's your favourite meal, Tessa?

Tessa: Teatime with my grandma is my favourite moment of the day. I love tea with milk and some sugar.

Interviewer: Do you like coffee?

Tessa: No, I don't. I don't like it at all.

Interviewer: And do you like biscuits?

Tessa: Yes, I do. I like them a lot.

Interviewer: And do you like cakes?

Tessa: Yes, I do. I love a piece of chocolate cake and my grandma too!

→ Optional Activity

Test your Memory

Students work in pairs. One of the students in each pair pretends he / she is Matt, Julia, Will or Tessa and says something to his / her partner about his / her food and drink preferences. His / her partner must keep the book closed and tries to guess who his / her partner is. Then students swap roles.

Student A: I like salads and fish. I don't like chicken.

Student B: You're Julia!

Student A: Yes! Now it's your turn.

3 Have students look at the information on the cards in activity 2 and match the questions with the answers. Check orally with the class.

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

4 Draw students' attention to the *Sign Up to Grammar* box. Read out the sentences and help learners understand that we use the pronoun *it* to refer to only one object previously mentioned and the pronoun *them* to refer to more than one object or person previously mentioned. You may add that we use these pronouns after a verb or a preposition. Then focus students' attention on the *Remember!* section and go over the list of adjectives that we can use to talk about food and drinks. Read aloud these adjectives and ask the class to repeat them after you to practise pronunciation.



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

Now refer students to activity 4 and have them complete the sentences using *it* or *them* and a suitable adjective. Tell the class that the first letters of the adjectives are given. Check the activity by asking some volunteers to read aloud the complete sentences.

Answer key: 1 *them, delicious*; 2 *it, tasty*; 3 *them, yucky*; 4 *them, yummy*; 5 *them, disgusting*; 6 *it, spicy*

5 Invite the class to discuss the questions in groups. Encourage students to consider different aspects related to their favourite meal so as to support their ideas. You may ask guiding questions; for example: *How long do you spend having your favourite meal?*, *Who do you share the meal with?*, *What's the atmosphere like when you have this meal?*, *Is the TV on?*, *Is there a calm environment?*, *Do you chat with other people while eating?*, *Are you aware of what you eat?* *Do you eat healthy food?* Circulate around the classroom monitoring students' oral work and help them with vocabulary if necessary. Have different students share their ideas and invite the class to

reflect not only on what they eat but also on how they eat and how these factors affect them. If students think they haven't got a healthy diet, ask them how they feel after having their meals and encourage them to mention healthier food items and drinks they can have instead. Elicit other ways in which students can become more aware of their food choices; for example: appreciate food with all their senses, consider why they want to eat (*Are you bored / hungry / thirsty?*), be conscious of their energy and mood in relation to what they eat; etc. After the discussion, students may design leaflets explaining the effects of eating healthy and unhealthy food and providing examples with pictures of healthy and unhealthy food items and drinks.



Self-awareness and self-management -

When students reflect on their eating habits and preferences and how these affect their energy and mood, they can understand and appreciate the importance of healthy food in their diets and the relation between body and mind. Students can also establish this connection with social well-being and thus, make sensible decisions about their food choices and create positive food environments at home, at school; etc. Moreover, self-awareness contributes to self-regulation and management as students develop the skills needed to control their impulses and try to improve their eating habits and contexts.

Answer key: Students' own answers

6 Students read the dialogue between Bella and Ryan talking about their food and drink preferences and fill in the blanks with the words in the box. Ask students to read the dialogue first to get the gist and then complete the gaps with the missing words. Have students compare their answers in pairs. Finally, play the audio to correct the activity.

Answer key: 1 *lunch*; 2 *them*; 3 *delicious*; 4 *hate*; 5 *Why*; 6 *it*; 7 *like*; 8 *don't*; 9 *disgusting*; 10 *Yucky*

Audio script 45

Bella: Oh, I'm hungry, Ryan! Let's have lunch.

Ryan: Yes! Let's go to the school cafeteria!

Bella: Good idea! Look at the menu! There are some salads. I love them. They're delicious. Do you like salads?

Ryan: Salads? I hate them. I like pizza a lot.

Bella: Why do you like pizza so much?

Ryan: I like it because it's tasty. And do you like soft drinks, Bella?

Bella: No, I don't. I really hate them. They're disgusting! I like orange juice.

Ryan: Yucky! I love soft drinks.

7 Have students interview their partners using the words and phrases in the box. Encourage them to use the example given as a model. Walk around the classroom monitoring students' oral work.

Answer key: Students' own answers

WB p. 93

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 93. You may assign these exercises as homework.

Answer key:

- 1** 2 orange juice; 3 beef; 4 toast; 5 milk; 6 cake; 7 biscuits; 8 soup; 9 chicken; 10 mineral water
2 2 yummy; 3 disgusting; 4 tasty; 5 delicious; 6 yucky
3 1 it; 2 them; 3 them; 4 it; 5 them; 6 it
4 1 it; 2 tasty; 3 lunch; 4 delicious; 5 but; 6 fruit juice
5 Students' own answers

Review - Pages 62 & 63

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 3 in this unit. It is advisable to turn to this section once you have finished teaching lesson 3.

Answer key:

1	E	L	E	C	T	R	O	N	I	C
	H	S	M	O	F	O	L	K	E	L
	Y	L	R	V	Y	K	T	I	H	A
	E	R	A	G	H	L	E	N	A	S
	R	E	N	T	E	C	H	N	O	S
	O	G	S	S	A	I	G	G	V	I
	A	G	M	I	V	M	T	E	M	C
	C	A	R	C	Y	O	A	S	K	A
	H	E	A	V	Y	M	E	T	A	L
	V	Y	T	E	L	A	N	K	I	A

2 1 fabulous; 2 amazing; 3 spectacular; 4 exciting; 5 boring; 6 excellent

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

4 1 or; 2 but; 3 and; 4 or; 5 but; 6 and

5 **46** (from left to right, top to bottom) 4, 1, 2, 3; 1 warm and sunny; 2 's cold and rainy; 3 It's cloudy. 4 It's too hot.

Audio script 46

- 1** What a lovely day! It's warm and sunny. I love spring!
2 Today is horrible! It's very cold and rainy.
3 Look at those clouds! Let's go back to the house. Our day at the beach is over.
4 Don't wear that jacket! It's too hot outside!

6 1 don't; 2 What, very; 3 like, do; 4 Why; 5 hate

7 2 In June, July, August and September. 3 In December, January, February and March. 4 In March, April, May and June. 5 Students' own answers

8 1 horrible, c; 2 delicious, e; 3 yummy, a; 4 tasty, b; 5 spicy, d

9 Students' own answers

10 Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 55. Remind students to tick the boxes of the faces that best represent their performance.

Teacher's Resource Material

- ▶ Tests Unit 5
- ▶ Extra-worksheets Unit 5

UNIT 6 - #COOL ACTIVITIES

CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
L1 Hobbies and free time activities: <i>dancing, watching TV, going to the cinema, reading, cooking; etc.</i> Sports and activities to keep fit: <i>cycling, tennis, swimming, jogging, volleyball, rugby; etc.</i>	<i>He / She likes...</i> <i>He / She doesn't like...</i> <i>Does he / she like... ?</i> <i>What sport does he / she like?</i> <i>He / She likes...</i>	Pronunciation of some words used to refer to sports and activities to keep fit	Talking about hobbies and free time activities. Discussing sports and activities to keep fit. Writing a short comment.
L2 Habits and daily routine: <i>get up, have a shower, have breakfast, go to school, get back home, go to bed, check email; etc.</i> <i>What's the time? It's...</i>	Simple Present (affirmative and negative forms) Third person singular –s ending: <i>he reads, it rains, she practises; etc.</i> Preposition: <i>at (at one o'clock, at half past six; etc.)</i>	Pronunciation of some verbs in the third person singular form of the Simple Present (affirmative)	Talking about habits and daily routine. Telling the time.
L3 E-habits: <i>surf the internet, google information, chat online with friends; etc.</i> The days of the week	Simple Present (interrogative form) Yes / No questions and Wh- questions (<i>What, When, Why</i>) Prepositions: <i>on (on Monday), at (at the weekend)</i>	Pronunciation of the days of the week	Discussing e-habits and what people do on weekdays and at the weekend. Writing a short interview.
Extras: Suggested optional games and activities for consolidation.			

Opening Pages - Pages 64 & 65

Read aloud the title of the unit and invite students to mention activities that they consider to be cool and give reasons for their answers. Encourage them to use synonyms for *cool* when sharing their opinions. Write key words on the board and direct students' attention to the *#Pic Of The Unit* box. Have a volunteer read aloud the first question and explore the photo on the double-page spread with the class. Help them with vocabulary and add the words on the board (personal items: *books, laptop, tablet, headphones, basketball, scooter and football*). Then ask students to read the other questions and think of their answers. Circulate


around the classroom monitoring and offering help if necessary. Finally, invite different students to answer the questions and discuss the ideas with the whole class. Once students have analysed the image, focus their attention on the *#Unit Goals* box. Read aloud the sentences and tell students that they will come back to this box for self-evaluation at the end of the unit.

Lesson 1 - Pages 66 & 67

1 Focus students' attention on the photos and tell them that they show free time activities. Read aloud the words to model pronunciation and have the class match them with the photos. Check orally


with the class by saying each letter and eliciting the corresponding number and word to check pronunciation (*Teacher: a. Students: 7, cooking.*) Then write this question on the board: *What do you like doing in your free time?* Discuss this question with the whole class. Start the discussion by saying, for example: *I like reading and watching TV. What about you?* Write your answer and new question on the board and encourage students to give similar oral responses. Help them to make correct sentences using the verb pattern: *like + ing.*

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

2  Refer students to the *Sign Up to Grammar* box on page 67. Read the sentences aloud and explain that we add an -s to the verb in the third person singular form when talking about somebody's preferences using the verb *like*: *She likes... / He likes...* Then go on to explain that in questions and in negative sentences with the third person singular, we use the auxiliary verb *does*: *Does he / she like... ? He / She doesn't (does not) like...* Finally, analyse with the whole class the answers to the Yes / No questions: *Does he / she like... ? Yes, he / she does. / No, he / she doesn't.* Proceed with the analysis of the *Wh-* question: *What free time activity does Julie like? She likes...*

Now draw students' attention to activity 2 and ask: *Whose blog is it? (Sue).* Encourage the class to analyse the blog and identify its common features: *a post with a title and a photo, a menu with categories, a search box, an archive sorted by years and access to recent posts.* Then have students read the post and choose the correct verb forms in the sentences. Give students some time to go over the text first and circulate around the classroom offering help with vocabulary if needed. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 likes; 2 likes, doesn't like; 3 doesn't like; 4 likes; 5 likes

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

→ Optional Activity


Ask one volunteer (Student 1) to say something he / she likes doing in his / her free time. Then have Student 1 choose a classmate (Student 2) who must say what Student 1 likes doing:

Student 1 (David): I like surfing the internet in my free time. Mmm... Juan!

Student 2 (Juan): He / David likes surfing the internet in his free time.

Then Student 2 says something he / she likes doing in his / her free time and chooses a different classmate (Student 3) who must repeat what each previous student likes doing and add their own preference before nominating another student: *David likes surfing the internet in his free time. Juan likes dancing in his free time. I like cooking in my free time. Now, Camila, it's your turn.* Continue working like this for a couple of minutes until most of the students in the class have participated.

The objective of this task is to help students understand that we add an -s to the verb in the third person singular form when talking about somebody's preferences using the verb *like*. This task fosters active participation because all students in the class have to be attentive all the time. Anybody can be chosen at any time to repeat something that has just been said and then this person must say something else and appoint a new classmate to continue doing the task.

3  Read aloud the list of sports and activities to keep fit and ask students to repeat after you to practise pronunciation. Then students listen to Ben and Janice and tick the corresponding pictures. Play the audio again for students to check or complete the activity. Finally, correct the activity with the whole class.

Answer key: 1, 4, 6, 7, 9, 10

Audio script 47

Ben: Hi, Janice! I'm bored. How are you?

Janice: Hi, Ben! I'm fine! Look at these lists of free time activities in Sue's blog. We can write our favourites too! I love sports!

Ben: Great idea! What sports do you like, Janice?

Janice: Well, I like many different sports, but I think volleyball is definitely my favourite. What about you, Ben?

Ben: I really like swimming.

Janice: Oh, I love swimming too! And what sports don't you like?

Ben: Um, I don't like rugby very much. And you?

Janice: Let me think. I don't like skiing. I think it's very difficult and I hate cold weather. I don't like snow at all.

Ben: And what other sports do you like doing when the weather is nice?

Janice: I like jogging. My sister loves jogging too so we have fun together.

Ben: Wow! I don't like jogging, but I like cycling with my brother. He likes cycling and he's got many medals from different races.

Janice: Wow! That's amazing!

→ Optional Activity

Mime it!

Engage the whole class in a miming game using the words in activity 3: *basketball, cycling, tennis, volleyball, swimming, gymnastics, jogging, skiing, karate* and *rugby*. Model the task first by moving your body and making gestures to illustrate one of the sports or activities to keep fit (for example, move your legs as if you were running and kicking a football) and ask students to guess the sport or physical activity being mimed.

Teacher: (You move your legs pretending you are playing football) What sport or physical activity is it?

Student 1: Jogging?


Teacher: No. It isn't jogging.

Student 2: Football?

Teacher: Yes!

The student who has made a right guess comes to the front of the class and mimes another

sport or physical activity for the rest of the class to guess. Continue playing like this until all the words have been used.

4  Give students some minutes to go over the sentences first and then play the audio twice. Students complete the sentences as they listen to the recording. Play the recording once again and make pauses where necessary for students to check their answers. Correct the activity with the whole class by asking some volunteers to read aloud their answers and write them on the board to check spelling.


Answer key: 1 volleyball; 2 swimming; 3 doesn't like; 4 doesn't like, hates; 5 like; 6 cycling

5 Read aloud the example and have students complete the questions or the answers. Invite different volunteers to read aloud their answers to check.


Answer key: 2 does; 3 Does, like; 4 she doesn't

6 Students read the comment and fill in the blanks with the correct form of the verbs in brackets. First, encourage students to read the text ignoring the gaps so that they can get the complete message. Then, ask students to fill in the blanks. Check the activity by asking some volunteers to read out different parts of the text with the answers.

Answer key: 1 love; 2 doesn't like; 3 likes; 4 likes; 5 don't like; 6 like

7  Read aloud the example and complete the sentence with a sport or activity to model the activity: *I like playing tennis*. Tell students that they have to write the sports or activities with the corresponding face. Give students some minutes to complete the activity and circulate around the classroom to monitor their work. Finally, invite some pairs to share their partners' preferences with the class.

Answer key: Students' own answers

8  Students write a comment about the sports / activities to keep fit that their best friends like and don't like using the information in activity 7. You may assign this exercise as homework.

Answer key: Students' own answers

→ Optional Activity

The sports and activities to keep fit in activity 3 may be used for incidental teaching of *can* as ability. Write on the board: *I can play tennis but I can't swim*. Read out this sentence and explain to students the meaning of *can* and *can't*. Then write on the board: *Can you play... ? Yes, I can. / No, I can't*. Ask some students this question using different words from the list in activity 3 and encourage them to give an answer. For example, you may ask: *Can you play rugby?* Expected answer: *Yes, I can. / No, I can't*. You may also write on the board a table with all the subject pronouns (*I, You, He, She, It, We, You, They*) followed by *can / can't + verb* to show students the verb pattern. Write some examples on the board. For example: *I can speak Italian. You can read posts in English. He can't play tennis well. She can't swim*. As a follow-up activity, you may ask students to write some sentences in their notebooks or folders beginning with *I can* and *I can't*.


WB p. 94

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 94. You may assign these exercises as homework.

Answer key:

- 1** (from top to bottom) 4, 3, 1, 5, 2
- 2** *1 Lisa likes jogging and playing volleyball but she doesn't like reading. 3 Adrian likes playing rugby and cooking but he doesn't like playing basketball.*
- 3** *1 gymnastics; 2 dancing; 3 cycling; 4 skiing; 5 swimming; 6 tennis*
- 4** *1 Does, does, like, doesn't, does, likes; 2 does, likes, like, doesn't, doesn't, Does, does*
- 5** Students' own answers

Lesson 2 - Pages 68 & 69

1  The opening *warm-up* activity will provide students with essential vocabulary they will need throughout this and the following lessons to be able to talk about their habits and daily routine. Ask students to work in pairs and write the correct verbs. Circulate around the classroom offering help with vocabulary as pairs do the activity. To check, call out the picture numbers one by one and encourage the class to give you the corresponding answers. For example, you may say: *Picture 2, please!* Expected answer: *Do my homework*. As a follow-up activity, you may read out the list of activities for students to repeat after you to practise pronunciation. Invite students to answer if they have got a daily routine. Encourage them to mention some of their daily activities and explain the advantages and disadvantages of having a routine. You may ask: *Is it important for you to follow a routine?, Are you too busy / tired during the week?, Do you enjoy the activities you do?*

Answer key: **1** get; **2** do; **3** have; **4** go; **5** have; **6** get; **7** go; **8** brush; **9** check; **10** get; **11** have; **12** have

→ Optional Activity

Most beginner students are likely to translate each word in isolation every time they encounter a new phrase or an idiomatic expression. As a result of this, they may at times get the wrong meaning and you need to explain to them that some words in English can have different meanings when they are followed by other words or particles. Such is the case of *get* whose meaning changes when followed by *up*, *back* or *dressed* (the examples in the list in activity 1). Write on the board: *get + up = get up, get + back = get back and get + dressed = get dressed*. Then explain the meaning of the three phrases by providing some examples and writing them on the board: *I get up at 7 am every day. They get back home after school at 5:30 pm. She gets dressed and then she has breakfast*. Make sure students understand this concept which will help them in their learning process.



#Useful Tip > Language

Draw students' attention to the *Useful Tip* box on page 68. Write on the board these two questions: *What's the time, please?* = *What time is it, please?* Explain to students that these are two different ways to ask somebody for the time in a polite way. Then focus students' attention on the clocks in the box and read out the sentences in order to teach how to tell the time: *It's three o'clock. It's half past eight. It's a quarter past two. It's a quarter to eight. It's ten past ten. It's twenty to eleven.* After that, draw on the board the faces of some clocks with different times on them. Elicit from the class the times on the clocks by pointing at each of them and asking: *What's the time, please?*

Finally, explain that we use the preposition *at* to tell the time when something occurs. Write the example on the board: *We go to school at 8:00 am.* Encourage the class to provide some more examples:

Student 1: *I get up at seven o'clock.*

Student 2: *I go to bed at ten o'clock.*

Student 3: *I have lunch at half past one.*

#NOTE

Explain that we use *am* when referring to a time between twelve o'clock at night and twelve o'clock in the middle of the day. Then add that we use *pm* when referring to a time in the afternoon or evening or at night. Finally, write on the board the following times to clarify ideas: *10:30 am = It's half past ten (in the morning).* / *2:45 pm = It's a quarter to three (in the afternoon).* / *2:00 am = It's two o'clock (in the morning).* / *8:50 pm = It's ten to nine (in the evening).*

2 **48** Ask the class to read the activities and the times in the list before listening to Britney describing her routine. Play the audio twice for students to complete the activity. Then invite students to compare their answers in pairs and practise saying the activities and times. Finally, ask different volunteers to read aloud the answers to check.

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

Audio script 48

Britney: *Hi there! I'm Britney. I get up at seven o'clock. Then I brush my teeth and get dressed. I have breakfast with my dad at a quarter past seven and I go to school at a quarter to eight. I don't have lunch at school. When I finish school at half past twelve, I go back home and have lunch in my kitchen. After lunch, at about two, I surf the internet and play video games. Then I do my homework in my bedroom at about five in the afternoon. When I finish my homework, I go out with my friends and we play sports. When I get back home, I have a shower and I have dinner with my family at half past eight. I don't go to bed late, usually at ten o'clock.*

3 **48** Direct students' attention to the *Sign Up to Grammar* box. Explain to the class that the Simple Present tense is used to talk about habits and daily routines. Go over the sentences in the affirmative and negative forms together with your students. First, explain that, in the affirmative, the third person singular forms (*he, she* and *it*) add an *-s* or *-es* to the main verb. Write some examples on the board:

I get up – He gets up

I go – She goes

Paul and Susan listen to music. – Eric listens to music.

You run in the park. – My dog (It) runs in the park.

Then lay emphasis on the fact that in the negative form we use *don't* (*do not*) + verb with the subject pronouns *I, you, we, you* and *they*; and *doesn't* (*does not*) + verb with the subject pronouns *he, she* and *it*. Write some examples on the board:

I don't get up early in the morning.

She doesn't get up early in the morning.

Tom and Linda don't go to school in the afternoon.

Helen doesn't have lunch at school.

Finally, refer students to the *Remember!* section and explain that *don't* is the contracted form of *do not* and *doesn't* is the contracted form of *does not*. You may add that contracted (or short)

forms are more commonly used when speaking or writing informally.



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

Now focus students' attention on activity 3. Give them some time to read the sentences in silence and check understanding. Play the audio twice for students to circle the correct option and check or complete the activity. Finally, ask some students to read aloud the answers.

Answer key: 1 *doesn't get up*; 2 *have*; 3 *doesn't have*; 4 *play*; 5 *gets*

→ Optional Activity

Explain to students that there are different ways of telling the time in English. Write some examples on the board:

3:30 *It's half past three. = It's three thirty.*

1:45 *It's a quarter to two = It's one forty-five.*

8:15 *It's a quarter past eight = It's eight fifteen.*

Write some more examples on the board and encourage different students to tell the time using the two ways you recently explained.

4 Ask the class to use the prompts to write about Britney's routine. Read aloud the question *What's the time?* in the instruction and then the example sentences answering with the time and describing the activity. Give students some time to write the sentences and then check by having some volunteers read aloud their answers.

Answer key: 2 *eight o'clock, starts school*; 3 *It's half past twelve. She doesn't have lunch at school.* 4 *It's two o'clock. She plays video games.* 5 *It's half past four. She doesn't go out.*

5 **49** Explain to the class that they will listen to Britney's brother describing his routine. Ask some volunteers to read the sentences aloud to check comprehension. Then play the audio twice for students to decide if the sentences are true or false. Finally, have different students read the sentences and their answers to check the activity. Encourage students to correct the false sentences.

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

Audio script 49

Kevin: *My name's Kevin and I'm Britney's brother.*

Britney and I have got different routines. I don't go to school in the morning. I get up at half past eight and I have breakfast with my mum. Then I have Art lessons at half past nine. The class finishes at half past ten and when I get back home, I do my homework. After that, I cook with my mum and we have lunch at a quarter to twelve because I go to school at a quarter to one. At that time, Britney gets back home from school. When I finish school at half past five, I go back home and I have tea with my sister. We play some games and then she goes out. I watch TV and chat with my friends. At half past seven, I have a shower and then I have dinner with my family. We eat at half past eight and we go to bed at ten o'clock.



#Useful Tip > Grammar

Refer students to the *Useful Tip* box. You can use this box to teach the spelling rules for the third person singular (*he, she* and *it*) in the Simple Present (affirmative form):

- Most verbs add an **-s** to form the third person singular: *live / lives; work / works; eat / eats; read / reads*
- Verbs ending in **-sh, -ch, -o, -x** or **-ss** add **-es** to form the third person singular: *wash / washes; teach / teaches; go / goes; fix / fixes; kiss / kisses*
- Verbs ending in **consonant + -y** change **-y** to **-ies** to form the third person singular: *study / studies; cry / cries; fly / flies*
- Verbs ending in **vowel + -y** add **-s** to form the third person singular: *play / plays; stay / stays; say / says*

Ask students to copy the spelling rules in their notebooks or folders. Then write some gapped sentences on the board for students to complete with the correct form of the verbs in brackets. For example: *He _____ (live) in Paris. Luke _____ (study) medicine in the USA. My mother _____*


(teach) English. My dad ____ (work) in a hospital. Finally, read out the examples in the *Useful Tip* box so that the class can repeat after you and practise the correct pronunciation of the verbs in the third person singular. Lay emphasis on **goes** /gəʊz/ and **watches** /wɒtʃɪz/.

6 Ask the class *Are Britney's and Kevin's routines similar?* Tell students to complete the sentences with the correct forms of the verbs in brackets and check their ideas. Invite some students to read the complete sentences to correct the activity.

Answer key: 1 goes, start; 2 don't have, have; 3 do, does

7 Focus students' attention on the note and tell them to complete the clocks with the time in which they do each activity. Ask a volunteer, for example: *Do you get up at 6:00?* If the student's answer is affirmative, write the example on the board: *6:00 get up*. Elicit ideas for the second clock by asking, for example: *Do you brush your teeth before breakfast? Do you get dressed?* Once students have mentioned an activity, elicit the time and write the example on the board: *6:05 brush teeth*. Encourage students to complete the note and circulate around the classroom monitoring their work and offering help if necessary.

Answer key: Students' own answers

8  Have students work in pairs and exchange their books. They read the notes in activity 7 and write about their partners' routines in their folders. Draw students' attention to the example and ask them to use it as a model. Circulate around the classroom monitoring students' oral work and offering help if needed.

Answer key: Students' own answers


WB p. 95

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 95. You may assign these exercises as homework.

Answer key:

- 1 1 gets; 2 brushes; 3 has; 4 has; 5 goes; 6 does; 7 watches; 8 has; 9 surfs; 10 goes
2 1 half past; 2 ten past seven; 3 finishes, a quarter past one; 4 a quarter to, does; 5 ten o'clock
3 1 works; 2 don't do; 3 don't watch, like; 4 don't have
4 Students' own answers
5 1 is; 2 doesn't; 3 goes; 4 likes; 5 don't like; 6 play; 7 likes; 8 doesn't; 9 help; 10 have
6 Students' own answers

Lesson 3 - Pages 70 & 71

1  Use the questions in this warm-up activity to elicit from students different things they usually do in their free time. Explain the difference between indoor and outdoor activities (activities done inside and outside a building) and give examples to clarify their meanings: *Watching TV and going bowling are indoor activities. Cycling and jogging are outdoor activities.* Divide the board into two columns: *Outdoor activities* and *Indoor activities* and encourage students to classify the activities they mention as they share their opinions.


Answer key: Students' own answers

#Useful Tip > Vocabulary

Draw students' attention to the first *Useful Tip* box on page 70. Read out the days of the week and ask students to repeat them after you in order to practise pronunciation.

#Useful Tip > Grammar

Refer students to the second *Useful Tip* box on page 70. Read aloud the information it contains and make sure students understand that we use the preposition *on* with the days of the week and *at* with the phrase *the weekend*.

2  Draw students' attention to the *Sign Up to Grammar* box on page 71. In this box, students will find some question forms in the Simple Present: *Yes / No questions* and *Wh- questions*. Read out the examples or write them on the board and explain that *Yes / No questions* begin with *Do*

or *Does*, whereas *Wh-* questions begin with *Wh-* words (*What, Where, Who*; etc.) and are used to ask for specific information. Go over the structure of *Yes / No* and *Wh-* questions with the whole class: *Do / Does + person + verb + ... ?* and *Wh-word + do / does + person + verb + ... ?*



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

Now refer students to activity 2 and direct their attention to the photo of the girl. Ask: *What has she got in her hand? (A pen and a clipboard.) Why? What do you think she's doing?* Then read what Laura says at the beginning of the dialogue to check students' predictions and make sure they understand the meaning of *survey*. Have them read and complete the dialogue with the correct form of the verbs in brackets. Give students some minutes to analyse the dialogue before they actually start carrying out the task. Check the activity by asking two volunteers to read out the complete dialogue.

Answer key: 1 *Do, surf*; 2 *do, use*; 3 *do, play*; 4 *Do, use*; 5 *do, use*; 6 *do, use*; 7 *Does, do*; 8 *Does, use*; 9 *Does, play*

3 Have students work in pairs. Focus their attention on the example given and encourage them to ask and answer questions about their e-habits and those of an adult in their family. Have them copy the table in activity 2 and write their partners' answers in their folders. Make sure students swap roles so that everybody has a chance to practise asking and answering questions. Circulate around the classroom monitoring student's oral work and offering help if needed.

Answer key: Students' own answers

4 **150** Tell students that they will now listen to Cathy talking about her weekly routine. Analyse Cathy's timetable with the whole class, paying close attention to the gaps in it in order to help students get ready to listen to the audio more attentively. Play the recording twice and ask learners to listen and fill in the gaps in the

timetable with just one word. Check the activity by asking some volunteers to read aloud their answers.

Answer key: 1 *Spanish*; 2 *gym*; 3 *bedroom*; 4 *guitar*; 5 *photos*

Audio script 50

Cathy: *Hi! My name's Cathy and this is what I do during the week. I love photography and I make tutorials in my free time. My weekly routine is cool! I go to school from Monday to Friday in the morning. In the afternoon, I check my social media accounts every day but not on Monday. Why? Because on Mondays I have Spanish lessons at three o'clock and then I go to the gym at five o'clock. On Tuesdays and Wednesdays, I do my homework and make videos for my blog. On Thursdays, I do my homework and clean my bedroom. I edit photos online too. Fridays are fabulous because I have guitar lessons at four o'clock. I love playing the guitar. Then I upload my favourite photos of the week on my social media accounts and my followers vote for their favourite one!*

5 Students work in pairs. They look at the timetable in activity 4 and write five questions to interview Cathy. Ask students to use the example as a model. Then students in each pair decide who will be the interviewer and who will be Cathy, and they role-play the interview using the questions they have prepared. Circulate around the classroom monitoring students' oral work and offering help if needed.

Answer key: Students' own answers

6 Tell students to order the words to make questions and then write down their answers. Ask different volunteers to read aloud the questions to check and have them share their answers with the class.

Answer key: 1 *What do you usually do at the weekends?* 2 *When do you use social networks?* 3 *Do you play any sport?* 4 *Does your friend like outdoor activities?* Students' own answers

7 Pair students up to answer the questions. Write these guiding questions on the board to help the class expand on their ideas and analyse if they are responsible digital citizens: *How many hours a day do you spend using social media?, Do you use screen time limit notifications?, Are your online and offline interactions balanced?, Are you online while you study / do homework?, Why do you post on your social networks?, Do you consider the impact your posts can have on others?, Do you ask other people for permission to post photos in which they appear?, Do you check information before sharing online?, Do you think that online posts reflect people's real lives?* Circulate around the classroom monitoring students' oral work and help them with vocabulary if needed. Then invite the class to share their ideas and give examples to support them. Encourage students to reflect on what they can do to stop cyberbullying, exposing others online or not respecting other people's privacy, among other issues that may arise during the discussion. Have students explain the concept of digital citizenship and invite them to develop a guideline for being responsible digital citizens to participate safely and respectfully in the online community. Write the key points on the board and then ask students to copy them in their folders and add pictures to illustrate the ideas. You may also work with their IT teacher so that students design their guidelines using a specific programme or app and then print their works to distribute them at school or post them on the school blog or webpage.



Social awareness and self-management -

When discussing digital citizenship, it is important to make students understand that they must treat others online as respectfully as in real life. Students must be aware of their responsibility in the digital community and avoid showing unacceptable or aggressive behaviour towards other users. Working on social awareness helps students empathise with others and try to take action to stop unfair treatment or to help victims of online harassment. Invite students to reflect on how they would feel if they were bullied to understand how this behaviour can affect other people. Moreover, as students become conscious

of the consequences of their actions online, they can manage their impulses and not give in to peer or social pressure. Students should also develop self-management skills to balance their online and offline interactions and be able to control the time they spend using social media.

Answer key: Students' own answers

WB p. 96

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 96. You may assign these exercises as homework.

Answer key:

1	F	H	J	U	Y	G	J	K	D	M
	Y	A	F	R	I	D	A	Y	N	O
	D	A	Y	M	O	N	S	M	O	N
	T	U	E	S	D	A	Y	W	K	D
	D	F	G	H	J	K	L	E	X	A
	A	G	S	A	T	U	R	D	A	Y
	S	H	U	D	H	A	S	N	H	D
	D	Y	N	R	U	G	F	E	G	A
	F	T	D	E	R	G	G	S	H	Y
	G	G	A	D	S	H	H	D	G	D
	T	U	Y	A	D	N	Y	A	H	A
	Y	J	A	Y	A	M	T	Y	L	Y
	K	U	A	N	Y	H	R	B	G	D

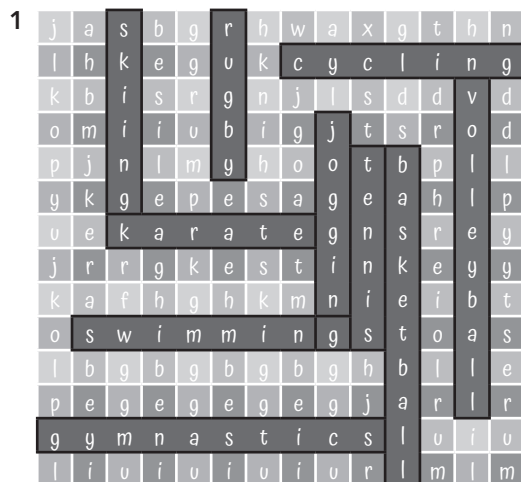
2 1 Tuesday, Wednesday, Thursday, Friday; **2** No, they don't. **3** No, he doesn't. **4** Yes, he does. **5** No, he doesn't.

3 **2** Does your friend play online games? **3** When do you make your bed? **4** Do your parents work at the weekends? **5** Why do you study English? **6** What do you and your friends do on Saturday afternoon?; 5, 1, 3, 6, 2, 4

4 Students' own answers

Review - Pages 72 & 73

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 3 in this unit. It is advisable to turn to this section once you have finished teaching lesson 3.

Answer key:

2 Students' own answers

3 1 like; 2 likes, doesn't like; 3 doesn't like, likes

4 1 get; 2 has; 3 brush; 4 studies; 5 go; 6 have; 7 gets;
8 does; 9 have; 10 go

5 51 2 3:30, half past three; 3 12:45, a quarter to one;
4 6:15, a quarter past six; 5 8:30, half past eight;
6 10:00, ten o'clock; 7 5:10, ten past five; 8 6:40,
twenty to seven

Audio script 51

- 1 It's one o'clock.
- 2 It's half past three.
- 3 It's a quarter to one.
- 4 It's a quarter past six.
- 5 It's half past eight.
- 6 It's ten o'clock.
- 7 It's ten past five.
- 8 It's twenty to seven

6 1 goes to school in the morning; 2 Linda doesn't walk to school with her friend. She walks to school with her brother. 3 Linda and her friends don't go to the cinema after her English lessons. They go to the park after her English lessons. 4 Linda has dinner but then she doesn't watch TV. She has dinner and then she goes to bed.

7 2 Do they, do; 3 Does, she doesn't; 4 Does he, does

8 4, 6, 2, 5, 1, 3; Students' own answers

9 Possible answer: she brushes her teeth, has breakfast and gets dressed. She goes to school at 7:45 am. She has lunch at school and gets back home at 2:00 pm. She does her homework. Then she watches TV but she doesn't use her computer. She has dinner at 8:30 pm and goes to bed at 10:00 pm.

At this point, you can ask students to do the Project Work activities for units 5 & 6 on page 78 of the Student's Book. These activities are thoroughly explained on page 71 of this Teacher's Book.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	Integrating acquired knowledge with a real life issue: in this case, reading an article about a teenage chef.
Food and drinks Habits and daily routine Hobbies and free time activities	Recycling of units 5 & 6 grammar topics	

SHARING A PASSION Pages 74 & 75

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

1 Explore the photos with the class and encourage students to describe them. Invite students to complete the sentences with their ideas and then read the article to confirm or correct their predictions. Circulate around the classroom offering help with vocabulary but try to encourage students to infer meaning from context every time they encounter a word or expression that may be unknown to them. Check answers with the whole class.

Answer key: **1** cooking (and playing basketball); **2** Miso soup; **3** make videos to share his ideas online; **4** his family, friends and the community, he thinks it's amazing to help others / do your bit.

2 Students read the article again and write the correct information. Check answers with the whole class.

Answer key: **1** Jim likes / loves playing basketball. **2** He has lunch at school on weekdays / during the week. **3** Jim's favourite food is Miso soup. **4** Sausage is one of the ingredients of English breakfast. **5** Jim cooks for a charity. **6** Jim makes breakfast for refugees at the weekend.

3 Ask students to write the ingredients in the correct column. Check answers with the whole class.

Answer key: **Vegetables:** cabbage, spring onion, tofu, beans; **Meat:** sausage, bacon, fish; **Drinks:** tea, coffee

4 Read aloud the questions and invite the class to share their ideas. Help students with vocabulary and write key words on the board. Encourage students to think of possible actions they may take to help others while sharing what they love doing.

Answer key: Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 65. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- Tests Unit 6
- Extra-worksheets Unit 6

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	Designing, making and describing a collage.
Personal information Personal items Preferences	Recycling of units 1 & 2 grammar topics	

Page 76

Step 1: Plan

1 Students look at the collage and identify the requested information: age, nationality, favourite school subjects, favourite influencer and favourite items. Check ideas with the whole class and write them on the board.

Answer key: Students' own answers

2 Students read the description to check their answers in activity 1. Invite some volunteers to share their answers and correct their previous ideas. You may ask more comprehension questions: *Is Clare from Brisbane?*, *Is her new house in Australia?*, *Is she new at school?*, *What's her favourite colour?*, *Is Chiara Ferragni a fashion blogger?*, *Where is she from?*; etc.

Answer key: Age: 13 years old; Nationality: Australian; Favourite school subjects: Art and Science; Favourite influencer: Chiara Ferragni; Favourite items: sunglasses and trainers

After checking, tell students they are going to make their own collage. Ask students to copy the items of information listed in the instruction in activity 1 and write their own answers in their folders. Encourage them to add other categories; for example: friends, favourite extra-curricular activities, favourite social networks, favourite sportsperson, etc. If necessary, ask students to look for information as homework and remind them to bring all the materials they will need next class.

Step 2: Do / Write

3 Once students have decided on the information they will include, tell them to make a draft design of their collage. If students decide to make their collage on construction paper, they can also try placing the pictures and materials on paper to check that they are satisfied with their design before gluing the items. Circulate around the classroom monitoring students' work. Finally, students make their collage either on construction paper or use a web-presentation tool. When they have finished their work, have them write a description of their collage in their folders. Tell students to use Clare's description in activity 2 as a model and remind them to revise their drafts before writing their final versions on a separate sheet of paper.

Step 3: Share

4 Students work in pairs. They take turns to describe their collage and ask each other questions for more information. Circulate around the classroom monitoring students' performance.

Finally, invite students to stick their collage together with their descriptions on the classroom walls so that they share their work with the whole class. If students have used a web-presentation tool, invite them to share their collage and descriptions on the class / school blog.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	Designing a virtual character and room. Writing a description of them and making an oral presentation.
Personal information Family members Parts of the body and face Rooms & objects in a house	Recycling of units 3 & 4 grammar topics	

Page 77

Step 1: Plan

1 Students read the description and complete the profile of the virtual character. Check the activity with the whole class.

Answer key: Name: *Jessica*; Age: *16 years old*; Occupation: *student*; Family: *small, parents and brother*; Physical description: *tall, brown eyes, brown hair*

2 Students look at the picture of Jessica's living room and read the description to identify the mistakes. Ask students to correct the wrong sentences in their folders. Have different volunteers read the mistakes they have underlined and share their correct sentences.

Answer key: Mistakes: There are two red sofas and there is a rug under one of them. There are four paintings on the wall and there is one book on the shelves.

Then put the students into pairs and read out task 3 and the instructions below. Allow some time for them to brainstorm ideas for their designs. Ask some pairs to tell the class which room and character they have chosen and why. Finally, ask students to bring pictures of pieces of furniture and objects at home next class. They can look for pictures in glossy magazines or on the internet. In case they decide to carry out this project work activity on paper, they must bring a large piece of coloured paper, glue and the pictures (cutouts from magazines or printouts of the pictures they

found on the internet). If they opt for technology, they have to search for a virtual life simulation game or an avatar creator tool and do some research on how to use it.

Step 2: Do / Write

3 Students now work in pairs to create their virtual characters and design a special room on a separate sheet of paper or online. If students use paper, they can decorate the room with the photos of objects they have previously found. Encourage the class to be creative and think of what makes the room special and why. Then students write a short description of their character and the room. Tell them to use Karen's description in activity 1 as a model and to include as much personal information about their characters as possible. When students write about the room, they can look at the example in activity 2 for help. Circulate around the classroom monitoring students' work. Remind them to first write a draft in their folders and check it before writing their final versions on a separate sheet of paper.

Step 3: Share

4 Ask pairs in turn to make an oral presentation of their characters and their special room to the class. They can show their designs to illustrate their talks and the descriptions to rehearse beforehand what they are going to say. Finally, students can stick their designs on the classroom walls or if they have made their designs online, they can post them on the class / school blog.

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	Creating a survey on preferences and preparing a short speech to present the results to the class.
Music genres Food Free time activities Sports	Recycling of units 5 & 6 grammar topics	

Page 78

Step 1: Plan

1 Working in groups, students create a survey on preferences. First, they make a draft copy on paper writing complete questions and adding options as in the example provided. Circulate around the classroom offering help if necessary. Have different volunteers read the complete questions and write them on the board to check. Encourage the groups to think of interesting options and add more questions to include in their surveys, for example: *What's your favourite gadget?*, *What season do you like?*; etc.

Answer key: **1** *What music genre do you like? / What type of music do you like?*; **2** *What's your favourite food?*; **3** *During your free time, do you like...?*; **4** *What sport do you like doing?*

For next class, tell all the groups to bring a piece of construction paper (one per group). Ask students who will write the surveys on paper to bring the materials they will need to design and decorate their surveys. If students use an online survey tool, tell them to find out how it works to be prepared to use it.

Step 2: Do / Write

2 The groups use their draft copies to design their surveys. Students can make them on paper and hand out copies of their surveys to ten partners who should complete them and return them. In case groups design their surveys online, they must send their survey links to ten partners to collect the answers. Once the groups have the results,

ask students to show them in bar charts (one for each question in the survey) to have visual support in their presentations. Explain how to make a bar graph by drawing a horizontal and a vertical axis on the board. Write the first question *What music genre do you like?* at the top of the graph. Add the possible answers below the horizontal axis and label the vertical axis from 0 to 10 to represent the number of students who have answered. Invite a group to share their results for the first question and draw the corresponding bars to complete the graph on the board. Have the groups design their charts in their folders and circulate around the classroom monitoring and offering help. Then students copy the final versions of the bar graphs on the piece of construction paper and prepare a short speech to present the results to the class. Encourage them to look at the example given in activity 3 and use it as a model. Check the different groups' speeches for any grammar or language mistakes.

Step 3: Share

3 Groups display their bar graphs on the board and use the speeches they have prepared as guides to present their survey results to the class.

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- The lesson layout NOW looks more modern, clean, clear and dynamic, with NEW icons for easy reference and a NEW and more attractive double-page unit opening.
- NEW focus on the development of 21st century skills: critical thinking, creativity, collaboration, communication and NEW activities to help students reflect on their emotions and social skills.
- NEW self-assessment opportunity for students to reflect about their own learning process and be fully conscious of their strengths and weaknesses in relation to the unit goals.
- NEW #Pic of the Unit section presents Big Questions which establish the central topics of the unit and promote critical thinking, curiosity and interest in learning.
- NEW Project Work activities which students can solve in traditional ways or involving the use of technology.

COMPONENTS

For the student:	For the teacher:
<ul style="list-style-type: none">• Student's Book + Workbook• Interactive Activities	<ul style="list-style-type: none">• Teacher's Book• Downloadable Class Audio• Teacher's Resource Material• Digital Book