



STOPWATCH

Teacher's Guide

3

Geraldine D. Geniusas



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Scope & Sequence

Unit	Vocabulary	Grammar	Skills
 <p>Who are we?</p>	<p>Review: daily routines, food and drink, free-time activities, transportation</p> <p>Parts of the Body: arm, hand, leg, foot, head, skin, brow ridge, nose, brain, freckles, hair, cheekbone</p>	<p>Simple past; Simple present; Simple future; Time expressions (present and future); Information questions with <i>wh-</i> words</p>	<p>Listening: Identifying statements and responses</p>
 <p>What are you celebrating?</p>	<p>Celebrations: birthday, blow out candles, get a diploma, graduation, Independence Day, make resolutions, New Year's Eve, open presents, set off fireworks, watch a parade, wave flags, wear a cap and gown</p>	<p>Present continuous (future meaning)</p>	<p>Reading: Making a mind map</p> <p>Listening: Understanding a description of a holiday</p> <p>Project: Making a holiday infographic</p>
 <p>How are you feeling?</p>	<p>First-Aid: antiseptic spray, aspirin, bandages, burn gel, first-aid kit, ice pack, medicine, thermometer</p> <p>Symptoms and Injuries: bruise, cold, cough, cut, flu, headache, runny nose, sore throat, stomachache, sunburn, temperature</p>	<p><i>Should / Shouldn't</i>; Short answers; Conditional sentences type 0</p>	<p>Listening: Taking notes to identify main points and supporting examples</p> <p>Reading: Reading a magazine article</p> <p>Project: Making a fact sheet</p>
 <p>How much do we care?</p>	<p>The Environment: conserve water, plant trees, pollute the environment, recycle, reduce carbon emissions, save electricity, send rubbish to landfills, use clean energy, use fossil fuels</p>	<p>Conditional sentences type 1</p>	<p>Reading: Identifying opinions</p> <p>Writing: Giving reasons to support your opinions</p> <p>Project: Making a mini documentary film</p>

Unit	Vocabulary	Grammar	Skills
 <p>4</p> <p>What would you rather do?</p>	<p>Fan Activities and Hobbies: be a fan of, be good at, dress up as characters, go skydiving, go mountain biking, go climbing, read a book, do water-rafting, do bungee jumping, go cycling, learn languages, go swimming, visit the zoo, go fly boarding</p> <p>Adjectives: bored, boring, excited, exciting, interested, interesting, terrified, terrifying, thrilled, thrilling, tired, tiring</p>	<p>Intensifiers; Preferences; <i>Too and enough;</i> Compounds with <i>some, any, no + body, thing, where</i></p>	<p>Speaking: Discussing feelings</p> <p>Writing: Writing about personal experiences</p> <p>Project: Making a traveller's guide</p>
 <p>5</p> <p>How much do you remember?</p>	<p>Personal Experiences: buy a lot of souvenirs, fall in love, forget, get into trouble, get lost, have a lot of fun, make a mistake, take care of</p> <p>Keepsakes: baby tooth, drawing, necklace, seashell, toy car</p>	<p>Used to; Past continuous; Short answers; Past continuous and past simple: <i>When;</i> Past continuous: <i>While</i></p>	<p>Reading: Making connections between images and text</p> <p>Listening: Completing an outline</p> <p>Project: Making a personalised timeline</p>
 <p>6</p> <p>Where have you been to?</p>	<p>Travel: book a flight, catch a train, exchange money, get a passport, hire a guide, pack a suitcase, stay in a hotel</p> <p>Collocations: get hot, get hungry, get lost, get ready, get started, get there, get thirsty, get up</p>	<p>Present perfect; Short answers; Present perfect: <i>Ever;</i> Present perfect: <i>Already, Yet; Just;</i> Present perfect: <i>Never; Been, Gone;</i> <i>Might; Would</i></p>	<p>Listening: Identifying activities people have done</p> <p>Writing: Writing about experiences people have had</p> <p>Project: Making a <i>Travel Experience</i> poster</p>
 <p>7</p> <p>What are you like?</p>	<p>Personality Traits: considerate, dishonest, friendly, honest, impatient, inconsiderate, irresponsible, patient, reasonable, responsible, unfriendly, unreasonable</p>	<p>Question tags</p>	<p>Reading: Understanding implicit information</p> <p>Speaking: Role-playing a job interview</p> <p>Project: Creating a personality quiz</p>
 <p>8</p> <p>What do we have in common?</p>	<p>Habits: go out to eat, hang out, keep a journal, order take-out, sleep in, stay up late, stream films, work out</p>	<p><i>Too, Either;</i> <i>So, Neither;</i> <i>Me too, Me neither</i></p>	<p>Listening: Identifying speakers</p> <p>Reading: Reading a blog</p> <p>Project: Conducting a <i>Social Acceptance</i> survey</p>

The Concept

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

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

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The Components

Stopwatch contains a mix of print and digital resources including:

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

Student's Book & Workbook

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

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

Teacher's Guide + Audio CD

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

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

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

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

Digital options provide alternatives to the projects using electronic media.

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

Teaching tips help develop and enrich teachers' skills.

Audio is available on a CD.

Digital Book

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

Stopwatch App

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

Interactive Activities

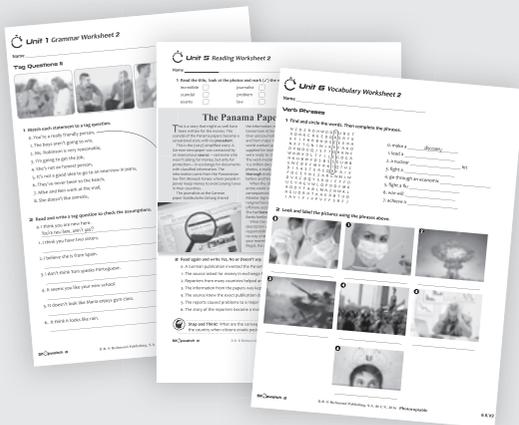
Interactive vocabulary and grammar e-practice exercises also offer students the opportunity to further revise key concepts learned in the book. These can be found on the Richmond website.

Teacher's Toolkit

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

Worksheets

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



Project Rubrics

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

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

Scorecard forms

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

Stopwatch 4 Scorecard Name _____

In Unit _____, I learned...

Grammar	Vocabulary
<input type="checkbox"/> I'm a pro! <input type="checkbox"/> I'm cool! <input type="checkbox"/> I need some practice	<input type="checkbox"/> I'm a pro! <input type="checkbox"/> I'm cool! <input type="checkbox"/> I need some practice
Skills	Other
<input type="checkbox"/> I'm a pro! <input type="checkbox"/> I'm cool! <input type="checkbox"/> I need some practice	

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Tests

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

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

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

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

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

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

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

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

- **Final Tests** with Answer Key

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

- **Tests Audios** are available

in mp3 format and also downloadable from the Richmond website.

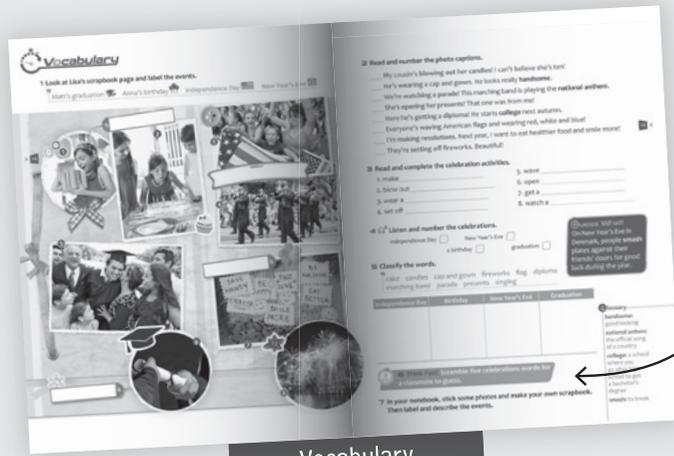
The Big Question: What are you celebrating?

• Student's Book & Workbook

8



Visual prompts establish context and promote discussion



Timed, game-like activity

Vocabulary

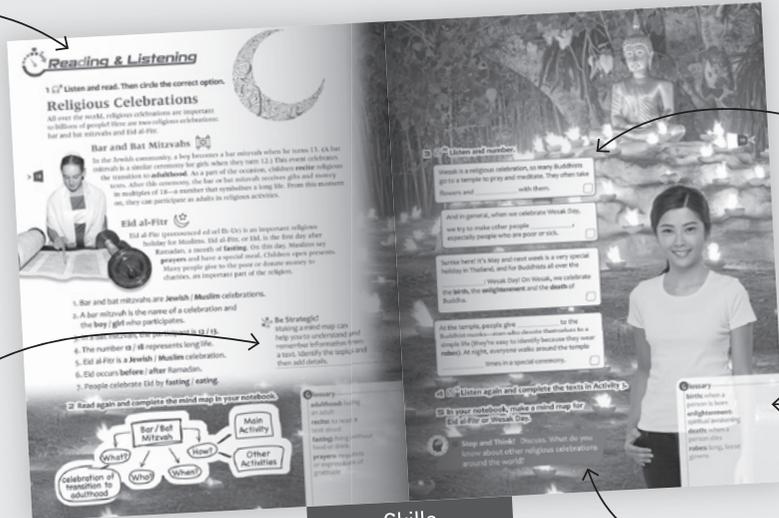
Grammar boxes

Insight to language or content

Visual literacy development



Two skills per unit



Skills development tasks

Glossary of new words

Tips for skills development

Critical Thinking tasks

• Student's Book & Workbook

Level-appropriate language encourages learner engagement

Vertical orientation of the Culture section to conform to visual requirements

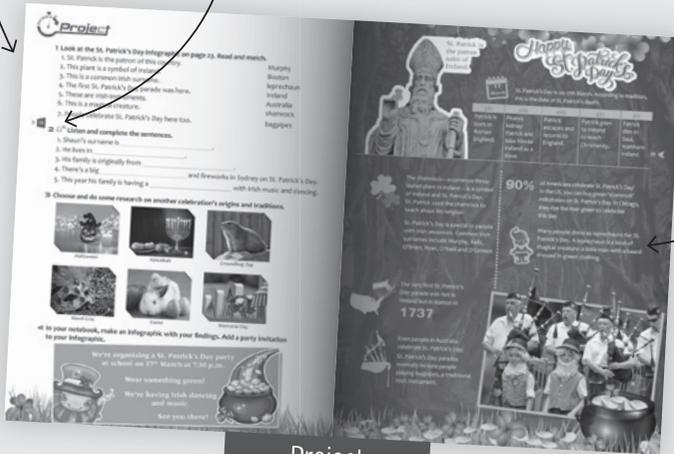


Content relevant to students' lives

Critical thinking / Value tasks

Sample of the project

Audios available on CD



Linguistic and conceptual preparation for the project

Activities for fast finishers

Digital options for the project in the Teacher's Guide

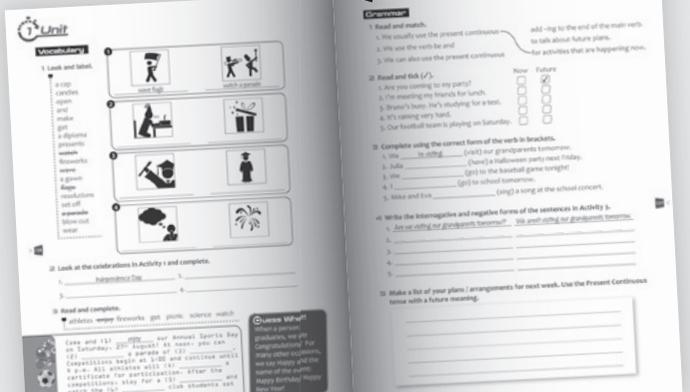


Topics expand on the unit theme

More practice with unit grammar and vocabulary



Review



Workbook section

Unit Who are we?

Grammar

Simple Present: Pam hates bananas. Betty doesn't like carrots and lettuce.

Simple Past: People lived in caves. They didn't go to school.

Simple Future: People will work online. They won't drive cars.

Time Expressions: She always gets up early. He never eats breakfast. They sometimes do homework. He often goes to the gym. In the future, robots will play an important role.

Information questions with Wh- Words: What did they use? Where did they live? When did they live there? Why were they short?

Vocabulary

Review: daily routines, food and drink, free-time activities, transportation

Parts of the Body: arm, brain, brow ridge, cheekbone, face, foot, freckles, hair, hand, head, leg, nose, skin

10

Listening

Identifying statements and responses

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



Teaching Tip

Setting the Right Tone

Among the many things you'll want to do on the first day of class is set the tone that you'll carry throughout the year. Here are some tips to follow on the first day of classes and throughout the year.

- Be likeable. Don't be afraid to smile to create that human connection.
- Be calm. This does much to settle first-day jitters, as well as allowing your students to focus on you and their learning.
- Be clear. Present all material with simplicity. Pause often and make eye contact. Don't forget to model.
- Be confident. When giving instructions, tell your students only what they need to know. Be direct and concise.
- Be fun. Your students will take their cue from you, so if you want them to enjoy themselves, you need to as well.

LESSON 1

Student's Book p. 8

Objectives

Students will review the **Simple Present**, the **Simple Past** and the **Simple Future** and **Time Expressions** to talk about human evolution.

Warm-up

Students play a game called *Two Truths and a Lie* as an ice-breaker.

- Say three statements about yourself: something you like, something you don't like and a dream you have got. Two are true but one is a lie.
- Students guess which is the lie.
- Students form groups of three and play the game with information about themselves.

1 Look at the picture and discuss your ideas.

Students look at the picture of human evolution and discuss their ideas.

Answers

Answers will vary.

2 Read the clues and complete the descriptions.

Students read the clues and complete the descriptions.

Answers

1. lived, hunted, ate, made, didn't go, didn't know,
2. live, go, make, buy, study, surf, send, 3. will live, won't go, will work, won't drive, will use, will do, won't use

Wrap-up

Students play a guessing game to consolidate the lesson.

- Students write a passage about themselves, based on the texts in Activity 2.
- Collect the passages and redistribute them.
- Students guess who wrote the passages.

▶▶▶▶ (No homework today.)

Lesson 2

Student's Book p. 9

Warm-up

Students reflect on and write about their skills in English.

- Ask *What are you good at in English? What do you need more help with? What topics are interesting? How can you use English in real life?*
- Tell students to answer the questions on a sheet of paper. Explain that you will collect them, to keep the information in mind as you teach this level.

3 Put this interview in order using numbers. Then listen and check.

Students read the interview, put it in order and then listen and check.

Answers

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

Audio Script

INTERVIEWER: Hello Anna! Can I ask you some questions?

ANNA: Hi! Of course you can. Go ahead!

INTERVIEWER: The first question is... why did you decide to study history?

ANNA: Because I wanted to learn about the origin of the world and the evolution of human beings along history.

INTERVIEWER: Is it possible to gather exact information of events that happened millions of years ago?

ANNA: Well, in fact it is very difficult... There are many studies and different theories on human evolution...

INTERVIEWER: Can you give me one example of these theories?

ANNA: Yes. Some people believe that human beings evolved from monkeys... and others disagree...

4 Listen to the second part of the interview and circle T (True) or F (False).

Students listen to the second part of the interview, read the sentences and decide if they are true or false.

Answers

1. F (Humans share some characteristics with monkeys.), 2. T, 3. F (Robots will play an important role.), 4. T

Audio Script

INTERVIEWER: We are here with Anna Lewis, a history teacher, today. We are discussing very interesting ideas. What is your opinion of human evolution, Anna? Do you think that human beings evolved from monkeys?

ANNA: No, I don't. I think that about five to ten million years ago there were primates, and both humans and monkeys share some characteristics with them.... That means that we, human beings, didn't evolve from monkeys... but... as I said before... there are a lot of theories.... and this is only my humble opinion.

INTERVIEWER: So, you mean that humans and monkeys are cousins.... right?

ANNA: Yes, that's right.

INTERVIEWER: What is the modern human being like?

ANNA: Nowadays, people depend on technology to live. They need their smartphones, machines, computers...

INTERVIEWER: What are your predictions... what will the human being be like in the future?

ANNA: In the future, robots and artificial intelligence will play an important role in human society.

INTERVIEWER: Well, Anna, thank you very much for your time and for your interesting ideas. I hope you can come back to our programme again some other day.

ANNA: You're welcome! Thank you for the invitation. Sure! I will come back soon!

5 Stop and Think! What will human beings be like in the future? In pairs, discuss your predictions.

Students look at the evolution of the skull and discuss their ideas about characteristics of human beings in the future.

Answers

Answers will vary.

Wrap-up

Students play *Charades* to review vocabulary.

- Divide the class into three or four groups.
- One student in each group acts out an activity from Activity 2 for the others to guess.
- Groups repeat with different volunteers acting out the vocabulary.

▶▶▶▶ (No homework today.)

Lesson 3

Student's Book p. 10

Objectives

Students will read and listen to information about humans and Neanderthals. They will be able to use **Parts of the Body** vocabulary. They will also review **Information Questions with Wh- Words**.

Warm-up

Students preview vocabulary with a game called *Call My Bluff*.

- Write the vocabulary from the glossary on the board and number it 1 to 4.
- Students form four groups.
- Assign a word to each group and give students the correct definition from the glossary.
- Groups think of another definition for their words.
- Groups read their words and the two definitions aloud. Other students guess which is the correct one.

12

6 Work in pairs. Look at the pictures and discuss the main differences in the men's appearance.

Students compare the bodies of a Neanderthal and a modern human.

Answers

Answers will vary.

7 Read the text and check your ideas. Then label the body parts.

Students read the text about Neanderthals and check their ideas from the previous activity. They use the words in blue to label the body parts in the illustrations.

Answers

body, top to bottom arm, hand, legs, feet
faces, left column head, skin, eyebrow ridges, nose
faces, right column brain, freckles, hair, cheekbones

8 Read the text in Activity 7 again and write short answers to these questions.

Students answer questions about the text in Activity 7.

Answers

1. They lived in Europe and Asia. 2. They lived there during the Ice Age, about 200,000 to 30,000 years ago. 3. Yes, they did. 4. Because that body structure helped them keep warm. 5. No, they weren't. They were large.

Wrap-up

Students listen to descriptions and identify the part of the body.

- Say *It's a part of the body that helps you to think*. Elicit the body part: *the brain*.
- Give other descriptions to elicit the names of the body parts on pages 10 and 11.

▶▶▶▶ (No homework today.)

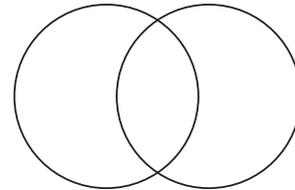
Lesson 4

Student's Book p. 11

Warm-up

Students make a Venn diagram to compare information.

- Draw a Venn diagram on the board like this:



- Students form pairs and draw a Venn diagram.
- In one circle, they write as much information as they remember and can find in the Student's Book about Neanderthals. In the other circle, they write about modern humans. Where the circles intersect, they write what the two have got in common.
- Have pairs share their Venn diagrams with other pairs.

9 Listen and circle the verbs you can hear.

Students identify past tense verbs used in the listening.

Answers

lived, made, spent, used buried, took care of, painted, played, found

Audio Script

Anthropologists discovered some interesting facts about Neanderthals. First of all, they lived at the same time as early humans, so we can't call them ancestors. Secondly, they lived not only in caves, but also in huts. They made them with branches and mammoth bones. Of course they spent a lot of time in the caves to protect themselves from the cold—it was the Ice Age after all!

Also, we know they knew about fire, but we don't know what they used it for. Some evidence shows they didn't use it for cooking!

They were very similar to modern humans. They made fire, buried their dead and took care of their sick. They used sophisticated tools, too.

In their free time, Neanderthals painted on cave walls and played music. Scientists found a small flute in a cave in Slovenia in 1996.

10 Complete the sentences using the verbs from Activity 9.

Students complete sentences with past simple verbs.

- Have students read the *Guess What!* box.

Answers

1. used, 2. painted, 3. took care of, 4. buried, 5. played

11 Think Fast! Change the sentences in Activity 10 into questions.

Students do a three-minute timed activity: they form questions using the sentences in the previous activity as prompts.

Answers

1. did Neanderthals use, 2. did they paint, 3. did they take care of in sickness, 4. did they do with their dead, 5. they play music

Wrap-up

Students quiz each other on a reading to consolidate the lesson.

- Students form pairs and think of two more questions about the reading.
- Students form new pairs and quiz each other on the reading, using the questions from Activity 11 and their own questions.

▶▶▶ (No homework today.)

Stopwatch Game

Student's Book p. 12

Warm-up

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

1 Play the Stopwatch Game.

Students play a game.

- Read the activities with the students. Remind them that the time limit for each activity (there are three) is sixty seconds.
- After three minutes, go over the activities. Check answers as a class. Make sure students understand the results.

Answers

1 Write the numbers.

1. 4, 000, 000, 2. 1, 000, 000, 3. 150, 000, 4. 35, 000, 5. 80, 000

2 Unscramble the words and write the body parts.

1. arm, 2. hand, 3. leg, 4. head, 5. foot

3 Write the past form of the verbs in brackets.

1. had, 2. found, 3. spent, 4. bought, 5. spoke

2  Listen and check your answers.

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

Audio Script

1. Write the numbers.

four million years ago, one million years ago, one hundred and fifty thousand years ago, thirty-five thousand years ago, eighty thousand years ago

2. Unscramble the words and write the body parts.
arm, hand, leg, head, foot

3. Write the past form of the verbs in brackets.
had, found, spent, bought, spoke

Wrap-up

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

 Big Question

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

- Ask students to turn to the unit opener on page 7 and look again at the photos. Ask them what they represent (past, present and future).
- Ask them about the texts they read about human evolution.
- Ask students 'Who are we?' How have we evolved as human beings?
Discuss as a class.

▶▶▶ (No homework today.)

1 Unit What are you celebrating?

Grammar

Present Continuous (Future Meaning):

We're visiting your grandparents next week. I'm not baking a pie tomorrow. When are we leaving?

Reading

Making a mind map

Project

Making a holiday infographic

Vocabulary

Celebrations: birthday, blow out candles, get a diploma, graduation, Independence Day, make resolutions, New Year's Eve, open presents, set off fireworks, watch a parade, wave flags, wear a cap and gown

Listening

Understanding a description of a holiday

14

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

Teaching Tip

Eliciting Information from Students

Instead of giving them information, ask your students to provide it. When a student asks a question like *What does this mean?* say something like *That's a good question—what do you think?* Encourage the student and others in the class to express their thoughts. Students can often answer their own questions, or at least begin to.

There are a number of benefits to eliciting, including tapping into previous knowledge, building students' confidence and fostering learner independence. Some students may not be used to eliciting. However, if you work eliciting into your lessons on a regular basis, even something as simple as asking for today's date from your students, they will most likely begin to offer you answers even before you ask.

Vocabulary

Objectives

Students will be able to use **celebrations** vocabulary to talk about holidays and other celebratory occasions.

LESSON 1

Student's Book p. 14

Warm-up

Students start thinking about the big question.

- Draw students' attention to the photos on page 13 and ask *What are they celebrating?* Then draw their attention to the title of the unit. Read it aloud and ask *What are you celebrating?*
- Elicit answers, but don't worry about accuracy.
- Ask students to brainstorm other events that they celebrate. Write them on the board.

1 Look at Lisa's scrapbook page and label the events.

Students are exposed to celebrations vocabulary as they label photos with the names of celebrations.

Answers

1 and 2. Anna's birthday, 3 and 4. Independence Day, 5 and 6. Matt's graduation, 7 and 8. New Year's Eve

2 Read and number the photo captions.

Students learn celebration activities as they match photos of celebrations with their captions.

Answers

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

3 Read and complete the celebration activities.

Students complete the celebration activities mentioned in Activity 2.

Answers

1. resolutions, 2. candles, 3. cap and gown,
4. fireworks, 5. flags, 6. presents, 7. diploma, 8. parade

Wrap-up

Students review the new vocabulary expressions with a relay race.

- Model the activity by saying one noun from the expressions, for example, *resolutions*.
- Ask a student to come to the board and write the complete expression, *make resolutions*.
- Form two teams and ask them to line up in front of the board. Give the first student in each line a marker.
- Say one of the nouns from the vocabulary. The two students with markers race to write the complete expression on the board. The first team with the correct expression wins a point. Then the students should give their markers to the next person on their teams.
- Say another noun and the next set of students races to finish the expression.
- Continue until you have reviewed all the expressions. Review any expressions that were difficult for students to complete. The team with the most points at the end wins.

Workbook p. 126, Activities 1 and 2



Teaching Tip

Using Direct Vocabulary Instruction

Try these ways to help students learn vocabulary:

- Explain the new word or phrase using examples, imagery and opposites. Try to tap into students' prior knowledge.
- Have students restate or explain the new vocabulary item in their own words, either verbally or in writing. Encourage students to add their explanations to their vocabulary notebooks.
- Have students create a non-linguistic form of the word, for example, a picture or symbol, and add it to their vocabulary notebooks.
- Have students compare their explanations and images. Encourage them to explain them to each other.

Lesson 2

Student's Book p. 15

✓ Homework Check!

Workbook p. 126, Activities 1 and 2

Answers

1 Look and label.

1. wave flags, watch a parade, 2. blow out candles, open presents, 3. get a diploma, wear a cap and a gown, 4. make resolutions, set off fireworks

2 Look at the celebrations in Activity 1 and complete.

1. Independence Day, 2. birthday, 3. graduation, 4. New Year's Eve

Warm-up

Students review celebrations vocabulary by playing *Charades*.

- Choose a celebration from page 14, for example, *graduation*. Act out activities for that celebration: for example, put a cap on your head and accept your diploma, looking proud.
- Elicit the celebration activity: *get a diploma*.
- The first student to guess correctly should come to the front of the class and act out another celebration activity for the class to guess.
- Continue until you have reviewed all the celebrations and celebration activities.

4 Listen and number the celebrations.

Students number the celebrations in the order they are mentioned in the audio.

Answers

left to right 2, 1, 4, 3

Audio Script

1. CROWD: Five! Four! Three! Two! One! Happy New Year!
2. Every year on the Fourth of July, we celebrate the independence of our country.
3. TEEN BOY: We're finally done with high school!
MAN: Congratulations!
WOMAN: Good luck at college!
TEEN BOY: Thanks!
4. FAMILY: Happy birthday dear Anna, Happy birthday to you!
DAD: and many more!

5 Classify the words.

Students classify words related to the celebrations.

- Draw students' attention to the **Guess What!** box. Tell them that on New Year's Eve in Denmark, people smash plates against their friends' doors for good luck in the next year.

Answers

Independence Day fireworks, flag, marching band, parade, *birthday* cake, candles, presents, singing, *New Year's Eve* fireworks, *graduation* cap and gown, diploma

6 Think Fast! Scramble five celebrations words for a classmate to guess.

Students do a three-minute timed challenge: they choose five celebrations vocabulary words and scramble the letters. A partner guesses the scrambled words.

Answers

Answers will vary.

7 In your notebook, stick some photos and make your own scrapbook. Then label and describe the events.

Students make a scrapbook and describe the events in it.

Answers

Answers will vary.

Wrap-up

Students consolidate events vocabulary by playing a game similar to *Taboo* (or *Hot Seat*).

- Write the name of a celebration or celebration activity on the board.
- Place a chair in front of the class so that the board is behind it. Model by sitting on the chair. Explain that students should describe the event to you, but the words, and all forms of the words, on the board are 'taboo,' meaning students are not allowed to say them.
- Students form teams and choose a member to come up and sit on the 'hot seat.' Once the student's back is to the board, write another vocabulary item on the board. The team describes the event to the student on the hot seat without using any forms of the words on the board. Use a stopwatch as a timer. The team who correctly guesses the celebration or celebration activity before time is up wins.

Workbook p. 126, Activity 3

Grammar

Objectives

Students will be able to use **present continuous** to talk about future plans.

Lesson 3

Student's Book p. 16

✓ Homework Check!

Workbook p. 126, Activity 3

Answers

3 Read and complete.

1. enjoy, 2. watch, 3. athletes, 4. get, 5. picnic, 6. science, 7. fireworks

Warm-up

Students review the form of the present continuous with a game.

- Play a game called *What's Happening?* Use the vocabulary in present continuous sentences, having students guess the name of the celebration or event, for example:

» *I'm walking up an aisle. A lot of people are watching me. I'm receiving my diploma and all the people are clapping. What event am I celebrating?* (graduation)

- Point out or elicit that one usage of the present continuous is to say what is happening at the moment, as with this game.

1 Read quickly and complete.

Students skim a paragraph about Thanksgiving and complete a sentence with information from the paragraph.

- Draw students' attention to the **Guess What!** box. Tell them that pumpkin pie is the most popular pie for Thanksgiving dinners.

Answers

Thanksgiving, Macy's Thanksgiving Day Parade

2 Read and circle the correct option.

Students read the speech bubbles in the comic and choose the correct words to complete each sentence.

- Draw students' attention to the **Present Continuous (Future Meaning)** box and read the information aloud.

Answers

1. next week, 2. are, 3. are

Extension

Students review the present continuous with a guessing game.

- Elicit future events or celebrations. Tell students to choose one and imagine their plans. They should draw a picture to represent their plans.
- Students form pairs and turn back to back. Students take turns asking *yes / no* questions about their partners' pictures, for example, *Are you going to a party? Are you making resolutions?* The student should answer with short answers. Students continue until they guess their partner's plans.

Wrap-up

Students practise the present continuous with a role play.

- Tell students to imagine that they have invited an English-speaking friend to spend a week in their country.
- In groups of three, students discuss and make plans for themselves and their friend for each day of the week. Students should include the following information in their plans: *where they're going, what they're doing, what they're eating, etc.*
- Encourage students to provide as much detail as possible.
- When students have finished, each group presents their plans to the class.

Workbook p. 127, Activities 1 and 2

Lesson 4

Student's Book p. 17

✓ Homework Check!

Workbook p. 127, Activities 1 and 2

Answers

1 Read and match.

1. for activities that are happening now. 2. add *-ing* to the end of the verb. 2. to talk about future plans.

2 Read and tick (✓).

Future, 2. Future, 3. Now, 4. Now, 5. Future

Warm-up

Students practise the present continuous with a game.

- Tell students that they are invited to a Thanksgiving dinner at your house. However, they can't come. Students should think of reasons why they can't come and tell you what they're doing, for example, *Oh, no! I'm going to the dentist that day.*
- Provide some other opening phrases, such as *I'm sorry, I can't make it.* or *That would be nice, but I'm...*

3 Listen and mark (✓ or ✗) the plans for the trip.

Students listen to the family discuss their Thanksgiving trip plans. They should mark the icons that correspond to the family's plans.

Answers

- ✓ taking the bus, staying with their grandparents, having dinner, watching football, going to the parade
✗ flying, staying in a hotel, going shopping at midnight

Audio Script

MUM STICKMAN: OK, so here are the details about our trip. We're leaving on Wednesday morning—

MAGGIE: How are we going? Are we flying?

MUM: No, we're taking the bus.

MAGGIE: Oh.

OWEN: Are we staying with Grandma and Grandpa or in a hotel?

DAD: We're staying with Grandma and Grandpa.

We're watching the parade in the morning—

JO: We're going to the parade?

MUM: Yes!

MUM: We're having dinner with Grandma and Grandpa.

DAD: And then we're watching football on TV.

SARA: Are we going shopping at midnight?

MUM: No. We can go shopping on Friday.

4 Listen and circle T (True) or F (False).

Students do a listening comprehension activity about the family's plans.

Answers

1. F (tomorrow night), 2. F (She is buying a pie.),
3. T, 4. T, 5. T

Audio Script

GRANDPA: When are the kids coming, Shirley?

GRANDMA: Tomorrow night.

GRANDPA: Is everything ready? Are you making a pie?

GRANDMA: No, I'm not making a pie. I'm buying it at that nice bakery on 43rd Street. And I'm cooking the turkey, the stuffing and the potatoes on Thursday.

GRANDMA: Don't forget—you're taking the kids to the parade.

GRANDPA: I'm taking them to the parade? Oh, that's right!

GRANDMA: And what are you doing to get ready?

GRANDPA: I'm taking a nap!

18 5 Think Fast! In your notebook, write five sentences about Stickman's plans for Thanksgiving.

Students do a three-minute timed challenge: they write their own sentences about the Stickman family's plans.

Answers

Answers will vary.

6 In pairs, discuss your future plans / arrangements for the events on the list below. Swap roles.

Students look at the list and discuss arrangements for the events.

Answers

Answers will vary.

Wrap-up

Students describe plans for a celebration.

- Ask how Stickman is celebrating Thanksgiving.
- Have students think of an event that they are celebrating soon.
- In pairs or small groups, students take turns describing the planned events. Students try to guess what the events are.

Workbook p. 127, Activities 3 - 5

Reading & Listening

Objectives

Students will be able to make a mind map and understand a description of a celebration.

Lesson 5

Student's Book p. 18

✓ Homework Check!

Workbook p. 127, Activities 3 - 5

Answers

3 Complete using the correct form of the verb in brackets.

1. 're visiting, 2. 's having, 3. 're going,
4. 'm going, 5. are singing

4 Write the interrogative and negative forms of the sentences in Activity 3.

1. We aren't visiting our grandparents tomorrow. Are we visiting our grandparents tomorrow? 2. Julia isn't having a Halloween party next Friday. Is Julia having a Halloween party next Saturday? 3. We aren't going to the baseball game tonight. Are we going to the baseball game tonight? 4. I'm not going to school tomorrow. Am I going to school tomorrow? 5. Mike and Eva aren't singing a song at the school concert. Are Mike and Eva singing a song at the school concert?

5 Make a list of your plans / arrangements for next week. Use the Present Continuous tense with a future meaning.

Answers will vary.

Warm-up

Students invent birthday celebrations to generate interest in the reading.

- Ask *Why do we celebrate birthdays?* Elicit answers, for example, *A birthday celebrates the day you were born.* Ask students to say how they celebrate their birthdays.
- Have students form groups and tell them to invent a special celebration for a birthday when they turn a particular age. Tell students to invent a name and some traditions for the celebration, and to say why there should be a special celebration of the age they chose. Encourage them to invent fun or silly celebrations and to note their ideas in their notebooks.

1  **Listen and read. Then circle the correct option.**

Students listen and read the text and choose options to complete sentences as a comprehension activity.

Answers

1. Jewish, 2. boy, 3. 12, 4. 18, 5. Muslim, 6. after, 7. eating

Audio Script

Religious Celebrations

All over the world, religious celebrations are important to billions of people! Here are two religious celebrations: bar and bat mitzvahs and Eid al-Fitr.

Bar and Bat Mitzvahs

In the Jewish community, a boy becomes a bar mitzvah when he turns 13. (A bat mitzvah is a similar ceremony for girls when they turn 12.) This event celebrates the transition to adulthood. As a part of the occasion, children recite religious texts. After this ceremony, the bar or bat mitzvah receives gifts and money in multiples of 18—a number that symbolises a long life. From this moment on, they can participate as adults in religious activities.

Eid al-Fitr

Eid al-Fitr (pronounced ed oel fit-Ur) is an important religious holiday for Muslims. Eid al-Fitr, or Eid, is the first day after Ramadan, a month of fasting. On this day, Muslims say prayers and have a special meal. Children open presents. Many people give to the poor or donate money to charities, an important part of the religion.

2 **Read again and complete the mind map in your notebook.**

Students use information from the reading to complete a mind map.

- Draw students' attention to the **Be Strategic!** box and read the information aloud.

Answers

Answers will vary.

Extension

Students do some research on 'coming-of-age' celebrations.

- Have students do some research on another 'coming-of-age' celebration. Here are some questions they should answer:
 - » *At what age is the celebration?*
 - » *Are special clothes worn?*
 - » *Is there special food at the celebration?*
 - » *Is there a different celebration for men and for women?*
- Alternatively, you can assign some celebrations to groups of students and have them research them, for example, a *quinceañera*, confirmation and *seiji shiki*, or you may assign different countries or ethnic groups for students to research.
- Have students present their findings to the class.

Wrap-up

Students perform mind maps of their invented birthday celebrations.

- Have students work in the same groups as they did for the *Warm-up* and take out their notes on their invented birthday celebrations.
- Tell groups to draw a mind map of their invented celebrations using the mind map on page 18 as a model.
- To present their celebrations to the class, groups "perform" their mind maps by assigning group members to represent different nodes on the map. Tell students that they can move around during the presentation to represent more than one point on their mind map.
- Have the class vote on their favourite invented birthday celebration.

Workbook p. 128, Activity 1

Lesson 6

Student's Book p. 19

✓ Homework Check!

Workbook p. 128, Activity 1

Answers

1 Read the text above and complete the facts.

1. tribes, 2. the United States, 3. parade, 4. stands, 5. American Indians

Warm-up

- Students are introduced to the topic with a memory game.
- Draw students' attention to the photo on page 19. Ask them to say what they see. Students may identify the statue as Buddha. If not, tell them who it is.
 - Have students look at the picture for ten seconds and then close their books.
 - Have pairs tell each other what they remember in the picture. Ask what the picture shows.

3 Listen and number.

Students number statements in the order they occur in the listening.

Answers

top to bottom 2, 4, 1, 3

Audio Script

Sunisa here! It's May and next week is a very special holiday for us here in Thailand, and for Buddhists all over the world: Wesak Day! On Wesak, we celebrate the birth, the enlightenment and the death of Buddha. Wesak is a religious celebration, so many Buddhists go to a temple to pray and meditate. They often take flowers and candles with them. At the temple, people give food to the Buddhist monks—men who devote themselves to a simple life (they're easy to identify because they wear robes). At night, everyone walks around the temple three times in a special ceremony. And in general, when we celebrate Wesak Day, we try to make other people happy, especially people who are poor or sick.

4 Listen again and complete the texts in Activity 3.

Students complete sentences with words from the listening.

Answers

top to bottom candles, happy, world, food, three

Audio Script

See Audio Script 10.

5 In your notebook, make a mind map for Eid-al-Fitr or Wesak Day.

Students organise the information they learned about Wesak Day in a mind map.

Answers

Answers will vary.

6 Stop and Think! Discuss. What do you know about religious celebrations around the world?

- Draw different religious symbols on the board.
- Elicit or provide the names of the religions that are associated with the symbols.
- Ask students to share any other religions they know. Add their symbols to the board.
- For each religion on the board, ask students to name any celebrations they know of. Have students discuss the celebrations. Elicit what students know about the celebrations.

Answers

Answers will vary.

Wrap-up

Students describe other religious celebrations.

- Divide the class into three or four groups. Assign each group one of the religious celebrations the class listed in the *Stop and Think!* activity. Tell groups to keep their celebration a secret from the other groups.
- Tell the groups to make a video or short presentation describing the celebration they were assigned. There is just one rule: they have to say a vocabulary word (like *candle, gown, parade, fireworks*) instead of the name of their celebration when they present their podcast to the class.
- Have the other groups guess which celebration each podcast describes and write their answers on a piece of paper.
- After all of the groups have given their information, collect the papers. Groups get a point for each time another group guessed their celebration.

Workbook p. 128, Activity 2

Preparing for the Next Lesson

Ask students to look for information and videos about the celebration of the Day of the Dead in Mexico.



Teaching Tip

Using Videos in the Classroom

There are a number of reasons to use videos in the classroom. Videos can expose your students to authentic real-world language. Student-made videos, such as news broadcasts, weather reports, documentaries or sitcoms, can be an engaging way to practise language skills.

Culture

Objectives

Students will be able to talk about how the Day of the Dead is celebrated in Mexico.

Lesson 7

Student's Book pp. 20 and 21

✓ Homework Check!

Workbook p. 128, Activity 2

Answers

2 Read and complete the mind map in your notebook.

What? American Indian gathering *Where?* Canada, United States, *Who?* American Indians, *What?* parade, singing, dancing, food, *When?* any time of year, often summer, *How?* wear regular, respectful clothes, have fun

Warm-up

Students activate prior knowledge with a game.

- Tell students that you are going to tell them some facts about Mexico. Tell them that three facts are true, but one is a lie:
 - » *The official name of Mexico is the United Mexican States.*
 - » *Stone tools have been found in Mexico from humans that lived there 23,000 years ago.*
 - » *The most popular sport in Mexico is baseball.* (LIE—football)
 - » *The main language spoken in Mexico is Spanish.*
- See if students can guess which one is a lie and correct the statement.
- Tell students they will read some more interesting facts about Mexico.

1 Read the facts about Mexico and underline the one you find the most interesting.

Students read interesting facts about Mexico and choose their favourite.

Answers

Answers will vary.

2 Read about an important celebration in Mexico. Label.

Students read information in a mind map about the Day of the Dead and label the parts of the mind map.

Answers

top to bottom, left to right When? Who? Why? Main Activities, Other Activities

Wrap-up

Students race to identify the questions that go with each piece of information from the mind map on the Day of the Dead.

- Students form groups of five or six and line up at the board. Each student on each team will take turns going to the board.
- When one student from each team is at the board, read a piece of information from the Day of the Dead mind map (for example, read *people in Mexico: families, schools*).
- The students at the board race to write the mind map heading that corresponds to the information (in the example, *Who?*).
- Watch the students writing on the board and give the point to the team who writes the correct answer first. Continue the game with the rest of the information in the mind map.

▶▶▶▶▶ (No homework today.)

Lesson 8

Student's Book pp 20 and 21

Warm-up

Students speculate about the illustration.

- Have students look at the illustration on page 21, covering up the text on the left.
- Have them form pairs and come up with a story about the illustration. Provide some questions to get them started, for example,
 - » *What does the picture show?*
 - » *Is it a man or woman?*
 - » *Why do you think the skeleton is dressed like that?*
- Have pairs share their ideas with the class.

3 Read the text above and answer the questions in your notebook.

Students read about La Catrina and answer comprehension questions about the text.

Answers

1. a skeleton of a woman in an elegant hat and a long formal dress, 2. in 1910, just before the Mexican Revolution, 3. to make fun of wealthy Mexicans who imitated European styles, 4. the Aztec goddess of death and queen of the underworld, 5. Rivera painted a full-length view of La Catrina

4 Stop and Think! Discuss. How can holidays bring people together as a community?

- Elicit the holidays and celebrations covered in the unit so far. These include graduation, birthdays,

Independence Day, Thanksgiving, Bar and Bat Mitzvahs, Eid al-Fitr, Wesak, the Day of the Dead and any others you have covered.

- Students form pairs and tell each other how the events are celebrated.
- Ask *Which holidays are celebrated mainly with family?* Elicit Thanksgiving and any others you have covered that are appropriate.
- Say *Some holidays and celebrations bring family together. How do the other celebrations bring the people of a community together?* Refer students back to the readings and listening texts.
- Students may talk about how Bar and Bat Mitzvahs are celebrated by the Jewish Community. For Eid al-Fitr and Wesak, people donate to the poor in their communities. For Thanksgiving and Independence Day, people sometimes watch parades together in their neighborhoods. Graduations are celebrated in groups of people from the community who have graduated from high school or college.

Answers

Answers will vary.

Wrap-up

Students use their notes to create a mind map of the reading text.

- Have students take out their notebooks and read the answers to Activity 3.
- Students form small groups and use their notes to create mind maps of the history of La Catrina.
- Have groups present their mind maps to the class and discuss any differences in the way students organised the information.

▶▶▶ (No homework today.)



Teaching Tip

Pre-Reading to Increase Comprehension

Before students read a text, try to take a few minutes to recall and reflect on background knowledge. Follow these steps:

- Begin by reviewing the selection and identifying the main concepts you want to teach. Take into account your students' prior knowledge.
- Decide how you can make these concepts relevant and accessible to all of your students.
- Try using different media, for example, a video, a discussion, visuals or images, or a text you can read aloud.

Project

Objectives

Students will be able to make an infographic about a celebration.

Lesson 9

Student's Book pp. 22 and 23

Warm-up

Students guess what certain numbers refer to in order to generate interest.

- Draw a shamrock, like the one on page 23, on the board. Ask students if they know what it is. Elicit or explain that it is a shamrock, which is the symbol of Ireland. Tell students they are going to read about St. Patrick's Day, the celebration of the patron saint of Ireland. Ask them to say what they know about Ireland and St. Patrick's Day.
- Write the following numbers on the board: 387, 461, 1737, 17.
- Tell students that St. Patrick was a real person and the numbers have to do with his life and the holiday.
- Ask students to guess what the numbers refer to.
- Accept any answers. Just let students use their imagination.
- Tell students they can read the text to find out what the numbers refer to.

Answers

387 the year Patrick was born, 461 the year Patrick died, 1737 the year of the first St. Patrick's day parade, 17 March 17, the day St. Patrick's Day is celebrated

1 Look at the St. Patrick's Day infographic on page 23. Read and match.

Students match words with the sentences that describe them using information from the infographic.

Answers

1. Ireland, 2. shamrock, 3. Murphy, 4. Boston, 5. bagpipes, 6. leprechaun, 7. Australia

2 Listen and complete the sentences.

Students complete sentences with information from the listening.

Answers

1. Murphy, 2. Sydney, 3. Ireland, 4. parade, 5. party

Audio Script

My name is Shaun Murphy. I'm Australian and I live in Sydney, but my family originally immigrated to Australia from Ireland in the 19th century. We still identify with Ireland and its traditions, so we always celebrate St. Patrick's Day. And we aren't the only ones! Here in Sydney, there's a big parade and fireworks. People wear green and decorate things with shamrocks. Our family hangs an Irish flag outside the house. This year we're having a party with Irish music and dancing.

3 Choose and do some research another celebration's origins and traditions.

Students choose a holiday from those pictured and research the origin of the holiday and how people celebrate it.

Answers

Answers will vary.

Wrap-up

Students review celebrations with a game.

- Students form pairs and choose one of the celebrations from Activity 3.
- They take turns asking and answering *yes / no* questions to try to guess. For example, *Is there an animal? (Yes.) Is it in springtime? (No.) Is it in wintertime? (Yes.) Is it Groundhog Day? (Yes.) or Are there candles? (Yes.) Is it a religious holiday? (No.) Is it in autumn? (Yes.) Is it Halloween? (Yes.)*

▶▶▶ (No homework today.)

Lesson 10

Student's Book pp. 22 and 23

Warm-up

Students organise a party through a role-play.

- Tell students they are going to organise a St. Patrick's Day party.
- Have them form groups. Elicit some ideas for the party, for example:
 - » *When will it be?*
 - » *What time will it be?*
 - » *Where will it be?*
 - » *Will there be music? If so, what kind?*
 - » *What kind of food will you serve?*
 - » *What kind of games will you play?*
 - » *Who will you invite?*

- Have students decide who will take care of the music, the food, the games, etc., in their groups.
- Have groups tell the class about their parties. Encourage students to use the present continuous to talk about their party plans.

4 In your notebook, make an infographic with your findings. Add a party invitation to your infographic.

Students organise the information they gathered about another holiday or celebration in an infographic. They think about what a party for their holiday would be like and create an invitation for one.

Answers

Answers will vary.

The Digital Touch

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

- Try this online tool for creating infographics: <http://www.infogr.am>.
- Make your infographic and invitation using free software like Google Docs or Slides.

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

Wrap-up

Students present research on a celebration.

- Assist students in making notes for a presentation of their research. You may wish to have students work in groups, meeting with other students who chose the same celebration.
- If students are working in groups, help them decide who will present which part.
- Have students practise giving their presentations in groups first.
- Have students present their findings on the celebrations to the class.

▶▶▶ Workbook p. 129, Activities 1 - 3

Review

Objectives

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

Lesson 11

Student's Book p. 24

✓ Homework Check!

Workbook p. 129, Activities 1 - 3

Answers

1 Read the clues and guess the celebration activity.

1. blow out candles, 2. watch a parade, 3. set off fireworks, 4. wear a cap and gown, 4. wave flags

2 Unscramble and answer about you.

1. Are you doing homework right now? 2. Is your family going shopping today? 3. Are you going to the dentist tomorrow? 3. Are your friends having a party next weekend? 4. Are you going to school tomorrow?; Answers will vary.

3 Read and complete the dialogue.

1. doing, 2. taking, 3. What, 4. having, 5. going, 6. meeting, 7. coming

Warm-up

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

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: *birthday, graduation, Independence Day, New Year's Eve; blow out candles, get a diploma, make resolutions, open presents, set off fireworks, watch a parade, wave flags, wear a cap and gown*; Grammar: present continuous (future meaning).

1 Read and match. Then look and number the scenes.

Students match celebrations collocations. They match illustrations of celebrations activities with the collocations for the activities.

Answers

1. candles, 2. a diploma, 3. fireworks, 4. resolutions, 5. a cap and gown, 6. a parade, 7. flags, 8. presents
top to bottom, left to right 5, 1, 2, 6, 3, 7, 8, 4

Wrap-up

Students play a game similar to *Jeopardy*.

- Students form teams of four or five.
- Draw the following chart on the board:

Holidays and Celebrations	Celebration Activities	Present Continuous	Culture and Project
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40

- Teams take turns choosing an amount and a category, for example, *Holidays and Celebrations for 10*. You then ask them a question and if they answer correctly, that team gets the points assigned to the question.
- Play until all questions have been asked and answered correctly. The team with the most points wins.
- Here are some questions you can ask:

Holidays and Celebrations

100: Everyone celebrates this once a year, no matter your nationality or religion. (birthday)

20: People eat turkey on this holiday in November. (Thanksgiving)

30: This is a religious celebration for Jewish boys. (Bar Mitzvah)

400: This Muslim celebration comes on the first day after Ramadan. (Eid al-Fitr)

Celebration Activities

10: People in the US watch fireworks on this day. (Independence Day)

20: On this day, you receive your diploma. (graduation)

30: On this day, a Jewish girl celebrates her transition into adulthood. (Bat Mitzvah)

40: On this day, Buddhists celebrate the birth, enlightenment and death of Buddha. (Wesak)

Present Continuous

100: What's the present continuous form? *I watch the parade.* (I'm watching the parade.)

20: What's the present continuous form? *He cooks a turkey.* (He's cooking a turkey.)

30: What's the present continuous form? *They visit the temple.* (They are visiting the temple.)

40: What's the present continuous form? *We celebrate St. Patrick's Day.* (We're celebrating St. Patrick's Day.)

Culture and Project

10: What's the smallest breed of dog in the world? (chihuahua)

20: What is the name of a popular symbol for the Day of the Dead? (La Catrina)

30: How many active volcanoes has Mexico got? (11)

40: Where was the first St. Patrick's Day parade? (Boston)

▶▶▶▶▶ (No homework today.)

Warm-up

- Students review the vocabulary with a memory game.
- Have pairs make flashcards with celebration activities on them, with each verb on one card and the rest of the phrase on a separate card.
 - Students spread the cards face-down on the desk and take turns turning over two at a time, saying the words aloud.
 - If a student turns over two 'matching' cards, that is, two cards that form a collocation, she keeps that set and takes another turn. If the cards do not match, the student turns the cards face-down again and the other student takes a turn.
 - Students play until all the cards have been matched up. The student with the most cards at the end is the winner.

2 Unscramble the sentences.

Students put words in the correct order to form sentences in the present continuous.

Answers

1. What are you doing after school? 2. Janice is not going to the party. 3. We are giving Tim a sweater for his birthday. 4. Are you going to the football game tonight? 5. My parents are not having turkey for Thanksgiving.

3 Complete the e-mail using the correct form of the verbs in brackets.

Students complete sentences with verbs in the present continuous using cues.

Answers

1. Are having, 2. are going, 3. is going, 4. am taking, 5. are not visiting, 6. are taking, 7. are travelling

4 Rewrite the sentences.

Students rewrite sentences in affirmative, negative or interrogative forms.

Answers

1. Are we going to a rock concert tonight? 2. My friend Amy is not / isn't going to the parade. 3. We are / We're setting off fireworks tonight. 4. Paul is / Paul's having a graduation party. 5. Are you going to the party?

Just for Fun Student's Book p. 26

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

Big Question

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

- Ask students to turn to the unit opener on page 13 and think about the question "What are you celebrating?"
- Ask students to think about the discussions they've had about holidays and celebrations, the readings they've read and the infographic they made.
- Students form small groups to discuss the following:
 - » *Do you think celebrations are important for families and communities? Why or why not?*
 - » *How often do you celebrate with your family? With your friends?*
 - » *Which are your favourite celebrations? Why?*

Scorecard

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

Study for the unit test.

2 Unit How are you feeling?

Grammar

Should / Shouldn't: You should exercise regularly. You shouldn't drink a lot of soft drinks.

Conditional Sentences Type 0: When you reduce your screen time, you have got more time for other activities. If you don't sleep enough, you feel terrible.

Reading

Taking notes to identify main points and supporting examples

Project

Making a fact sheet

Vocabulary

First-Aid: antiseptic spray, bandages, burn gel, first-aid kit, ice pack, medicine, thermometer, aspirin

Symptoms and Injuries: bruise, cut, fever, headache, runny nose, sore throat, stomachache, sunburn, cold, cough, flu, temperature

Writing

Reading a magazine article

26

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



Teaching Tip

Keeping and Using Vocabulary Notebooks

By now, most of your students are familiar with the idea of a vocabulary notebook, and probably keep one. Here are some tips to make the most of vocabulary notebooks: Enter only six to ten words per lesson. If students do more than that, it becomes difficult for them to remember and use the vocabulary.

Have students write the entries by hand. Memory retention improves with the physical act of writing down the information.

In addition to definitions, students can also include synonyms, antonyms, collocations or word families.

Vocabulary

Objective

Students will be able to use **first-aid** and **symptoms and injuries** vocabulary to talk about health.

Lesson 1

Student's Book pp. 28 and 29

Warm-up

Students start thinking about the big question.

- Display photos related to health and medicine: healthy and less healthy food choices, water, bandages, vitamins, etc.
- Elicit how the items are related to health.
- Accept any reasonable answers.

1 Listen and number the items.

Students are exposed to new vocabulary as they listen to an explanation of what to include in a first-aid kit.

Answers

top to bottom 4, 2, 3, 5, 6, 7, 1

Audio Script

Good afternoon! I'm Dr. Sharon Edwards, and I'm here to help you prepare a first-aid kit. There are many kinds of first-aid kits, and some are very complete. Here are the most important items to include:

You must have some bandages. Minor injuries are very common and bandages are an excellent way to keep them clean and dry. Before you apply a bandage, clean the area with antiseptic spray. This will help to eliminate dangerous bacteria.

It's a good idea to have a thermometer, and you can also include some medicine.

Get some burn gel, too. We recommend 100% aloe gel.

And don't forget an ice pack. Ice packs become very cold and can treat many minor medical problems. That's all for now! Watch our programme again next week. I will talk about...

2 Read the comic and label the symptoms and injuries.

Students are exposed to illnesses and injuries vocabulary in the comic. They label a picture of a man's body with the illnesses and injuries that correspond to each part of the body.

Answers

left fever, sunburn, stomachache, cut

right headache, runny nose, sore throat, cough, bruise

Wrap-up

Students review symptoms and injuries vocabulary by acting out scenes from the comic.

- Students form pairs and act out the scenes from the comic.
- Invite students to suggest items from the first-aid kit that might be useful for the illnesses / symptoms and injuries.

Workbook p. 130, Activity 1

Lesson 2

Student's Book p. 29

✓ Homework Check!

Workbook p. 130, Activity 1

Answers

1 Look and complete.

1. first-aid kit, 2. antiseptic spray, 3. ice pack, 4. medicine, 5. thermometer, 6. bandage, 7. burn gel

Warm-up

Students review vocabulary with a game.

- Model the activity by acting out one of the illnesses or injuries, for example, a *headache*.
- Other students should guess what the problem is.
- Students form groups and take turns acting out the illnesses and injuries and trying to guess.

3 Look at the pictures. In your notebook, write what the problem is and suggest what the people should do in each case.

Students review pictures of illnesses and injuries and suggest what should be done in each case.

Answers

1. He's got a bruise on his face. He should put an ice pack on it.
2. She's got a runny nose / flue / a cold. She should take some medicine / an aspirin.
3. She's got a sore throat. She should take some medicine.
4. He's got a headache. He should take an aspirin.
5. She's got a sunburn. She should use some burn gel.
6. He's got a cut. He should use some antiseptic spray and some bandages.
7. He's got a cough. He should take some medicine.

4 Think Fast! Write three examples for each category in your notebook.

Students do a three-minute timed challenge: they classify vocabulary words for symptoms, injuries and first-aid.

Possible Answers

Symptoms fever, headache, runny nose, sore throat, stomachache, *Injuries* bruise, cut, sunburn, *First-Aid* antiseptic spray, bandages, burn gel, first-aid kit, ice pack, medicine, thermometer

Extension

Students tap into prior knowledge of body parts and use vocabulary in context.

- Have students take out their vocabulary notebooks.
- Have them draw a picture similar to the image on page 28, Activity 2.
- First have them label the body parts they know. Then they add to their picture to represent the injuries and illnesses learned.
- Encourage them to list verbs and nouns that go together, for example, *have got a headache / stomachache / runny nose / fever / sore throat; have got / get a sunburn / bruise / cut.*
- Have students form small groups of three or four to discuss the following questions:

- » *Have you ever injured yourself badly? If so, what happened?*
- » *How often do you get sick? When was the last time you were sick? What was wrong?*
- » *Have you ever broken a bone? If so, which bone and what happened?*
- » *Have you ever had to stay in the hospital? If so, when and why?*
- » *Do you consider yourself healthy? What do you do to stay healthy?*

28

Wrap-up

Students review vocabulary with a role play.

- Students read the comic again and look over the vocabulary.
- Have students form pairs and make flashcards with the illnesses and injuries on them.
- Model the role play with a more proficient student. Put the flashcards in a pile. Encourage the student to turn one of the cards over.
- Begin by role-playing the doctor, asking, for example, *How are you feeling today, [student's name]?* Elicit an appropriate response, indicating the chosen flashcard.
- Students take turns role-playing doctor and patient using the flashcards.

Workbook p. 130, Activity 2

Grammar

Objectives

Students will be able to use *should* and **zero conditionals** to talk about healthy practices.

Lesson 3

Student's Book p. 30

✓ Homework Check!

Workbook p. 130, Activity 2

Answers

2 Look, read and complete.

1. cut, 2. fever, 3. sunburn, 4. headache, 5. runny nose, 6. stomachache, 7. bruise, 8. sore throat

Warm-up

Students review vocabulary with a game.

- Elicit the names of the symptoms and injuries and write them on the board. (Note: Leave these on the board throughout the lesson to use later in the Wrap-up.)
- Hand out pieces of paper. Have each student write one of the symptoms or injuries on a piece of paper.
- Collect the pieces of paper and stick one on each student's back with tape.
- Have students stand up and mingle. They should ask questions about their problem to figure out what their symptoms and injuries are.

1 Rate the habits below. How do they affect a person's health?

Students rank behaviours on a scale from dangerous to very beneficial.

Answers

Answers will vary.

2 Listen and number the recommendations.

Students are exposed to recommendations with *should* in an audio about healthy practices.

Answers

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

Audio Script

Hi, I'm Dr. Paul Robinson and I'm here to talk to you about your health. You probably know that you shouldn't eat junk food or smoke cigarettes, and that you should exercise on a regular basis, but *did you know* about these healthy practices?

Number 1. You should always wear a seatbelt when you're in a car. This is important, even for short trips, and even in taxis.

Number 2. Get enough sleep! You should go to bed at the same time every night, and you shouldn't use a mobile phone or tablet before going to bed. Reducing screen time is very beneficial to your health.

Number 3. When you listen to music, turn down the volume! This is especially important with headphones as you can damage your hearing.

Number 4. Exercise is great for you, but when you ride a bike, you should wear a helmet. Head injuries are very serious, so protect yourself, be safe... and healthy!

Work in pairs. Discuss the answers to these questions.

Students read questions about healthy and unhealthy practices and answer them with a partner.

- Draw students' attention to the **Should** and **Guess What!** boxes and read the information aloud. Encourage students to use *you should* as they answer the questions.

Answers

Answers will vary.

Extension

Students create and take a survey.

- Have students form pairs. Ask them to list three healthy and three unhealthy habits.
- After students have got their lists, come together as a class. Have pairs share their lists, and as a class, decide on five healthy habits and five unhealthy habits.
- Create the first survey item as a class, for example, *How often do you exercise?* Provide a scale for students to include with their surveys:
 - 1 – very often
 - 2 – often
 - 3 – sometimes
 - 4 – rarely
 - 5 – never
- Have pairs create a survey that includes the habits and the scale. Pairs should make two copies of their survey.
- Monitor to make sure pairs are creating a survey that can actually be taken.
- When students have finished, collect the surveys and redistribute them.
- Students take the survey and then discuss the results in small groups or as a class.

Wrap-up

Students review grammar and vocabulary with a game.

- Refer to the symptoms and injuries on the board from the *Warm-up*. Have students form pairs and take turns giving advice for how to treat them using *should* and *shouldn't*. The other student should guess which symptom or injury his partner is describing.

Workbook p. 131, Activities 1 and 2

Lesson 4

Student's Book p. 31

✓ Homework Check!

Workbook p. 131, Activities 1 and 2

Answers

1 Complete the sentences using *should* or *shouldn't*.

1. should, 2. shouldn't, 3. should, 4. should, 5. shouldn't

2 Unscramble and answer.

1. Should I go to bed at midnight? No, you shouldn't. 2. Should I eat junk food for lunch? No, you shouldn't. 3. Should I wash my hands before dinner? Yes, you should. 4. Should I brush my teeth at night? Yes, you should.

Warm-up

Students play a game that introduces the concept of conditional sentences type 0.

- Students form groups of four or five.
- Write the following questions on slips of paper:
 - » *What happens when you stay out in the sun too long?*
 - » *What happens if you fall out of a tree?*
 - » *What happens when you eat too much ice cream?*
- Give each group a question. Have students take turns answering the question and forming new questions based on the answer. For example, Student A reads the question *What happens when you stay up late?* Student B answers *You are tired the next day*, and poses the next question, *What happens when you are tired?* Student C answers *You forget to bring your homework*, and so on.

4 Read the sentences. Circle the conditions and then underline the consequences.

Students identify the parts of conditional sentences type 0.

- Draw students' attention to the **Conditional Sentences Type 0** box and explain that we use it to express facts. Also draw students' attention to the **Guess What!** box and read the information aloud.

Answers

1. When you reduce your screen time, you have got more time for other activities. 2. You can avoid many health problems if you eat a balanced diet.

5 Read the examples in Activity 4. Then circle T (True) or F (False).

Students confirm their understanding of conditional sentences type 0.

Answers

1. F, 2. T, 3. F, 4. T, 5. T

6 Complete the sentences.

Students write conditional sentences type 0 using the cues.

Answers

1. When you drink water, your digestion is better.
2. If you don't sleep enough, you feel terrible.
3. When you look at a screen for a long time, you can't fall asleep. 4. If you eat well, you feel better.

30

7 Think Fast! In your notebook, rewrite the sentences in Activity 6. Put the consequence first in each sentence.

Students rewrite conditional sentences type 0 to place the consequence before the condition.

Answers

1. Your digestion is better when you drink water.
2. You feel terrible if you don't sleep enough.
3. You can't fall asleep when you look at a screen for a long time.
4. You feel better if you eat well.

8 Work in pairs. Imagine that you are a doctor and your classmate is a patient. Make healthy suggestions using *should* and conditional sentences type 0. Swap roles.

Students roleplay a doctor-patient situation using *should* and conditional sentences type 0.

Answers

Answers will vary.

Wrap-up

Students practise writing conditional sentences type 0 with a game.

- Write a conditional clause on the board, for example, films *When it rains...* Invite a student to complete it for example, *I stay home and watch films.*
- Then write *When / If I stay home and watch...* and ask another student to complete it.
- Continue in this way with the class. Repeat with other conditional sentences.

▶▶▶ Workbook p. 131, Activities 3 and 4

Listening & Reading

Objectives

Students will be able to take notes to identify main points and supporting examples and read a magazine article.

Lesson 5

Student's Book 32 and 33

✓ Homework Check!

Workbook p. 131, Activities 3 and 4

Answers

3 Read and underline the condition.

1. you lift weights, 2. kids eat a lot of junk food, 3. they don't sleep well, 4. I exercise regularly, 5. they study every night

Warm-up

Students are introduced to the topic with a word game.

- Have students make an acrostic with the word *happy*. Model this by writing an acrostic about what makes you happy on the board:
 - » Hiking with my friends
 - » Apples
 - » Petting my cat
 - » Peaceful moments alone
 - » Yellow flowers
- When students have finished, have them share their acrostics. Display them in the classroom.

1 Look and discuss with a classmate. What makes you happy?

Students read the list and discuss the things that make them happy.

Answers

Answers will vary.

2 Listen and tick (✓) the topics you hear.

Students listen to a speaker discuss research findings about what makes people happy and tick the items under Activity 1 that are mentioned in the listening.

Answers

caring about others, exercise, community, pets, positive thinking

Audio Script

March 20th is International Happiness Day. But what makes people happy? It depends on the individual person, but according to scientific research, there *are* some factors that happy people share. At the top of the list is caring about other people—friends, family, even strangers! Just looking at a photo of a friend can make you happy! Another factor is positive thinking. Examples of positive thinking include optimism, gratitude and kindness. And this one is no surprise: Exercise can also make you happy. When you go to the gym, play sports or take a walk, your body produces endorphins—natural substances that make you happy. Pets can make you happy as well. A dog or cat, or even a fish—can brighten your day. Lastly, remember that we humans are social creatures. Community is very important to happiness. Go to a festival, join a club, volunteer! These activities connect us to other people and make us happy!

3 Listen again and add the topics from Activity 2 to the chart. Then complete the examples.

Students practise taking notes to distinguish main points from supporting examples.

- Draw students' attention to the **Be Strategic!** box and read the information aloud.
- Draw students' attention to the **Guess What!** box. Tell them that according to the United Nation's World Happiness Report, Denmark is the happiest country in the world followed by Norway, Switzerland and the Netherlands.
- Draw students' attention to the **Gerunds** box. Explain that *-ing* forms also function as nouns.

Answers

1. caring about others: friends, family, 2. positive thinking: optimism, 3. exercise: sports, walk, 4. pets: dog, cat, fish, 5. community: club, volunteering

Audio Script

See Audio Script 15.

4 Spot and circle five gerundial phrases on this page.

Students find and circle five gerunds.

Answers

caring, thinking, volunteering, running, listening, reading

Wrap-up

Students discuss what is most important to be happy.

- Elicit the things that the listening stated make most people happy: *caring for people, positive thinking, exercise, pets, community.*
- Have students form small groups of three or four to discuss the following questions. *Do the things listed on the board make you happy? Why or why not? What are the three most important things for you to be happy?*

Workbook p. 131, Activity 4

Lesson 6

Student's Book pp. 32 and 33

✓ Homework Check!

Workbook p. 131, Activity 4

Answers

4 Look at the underlined words and write **G (gerund)** or **PP (present participle)**.

1. PP, 2. G, 3. G, 4. PP

Warm-up

Students do a mindfulness exercise to generate interest.

- Tell students they are going to do a simple exercise called a body scan.
- Have students stand with their eyes closed.
- Tell them to close their eyes and to breathe in and out through their nose. Have them breathe in and out for a few minutes, having them count the breath: *One, two, three in ... one, two, three out.*
- Tell them to focus on their attention on their right foot. Tell them to breathe in, imagining they are breathing air in through their foot. After a few breaths, say *Notice how your foot feels.*
- Then tell students to focus on their right leg, following the same procedure.
- Continue with the other parts of the body in this order: left foot; left leg; abdomen and belly; upper body, chest, and shoulders; back; right and then left hands and arms; head and face.
- Then tell students to bring their awareness to their whole body. After a few breaths, say, *Notice how it feels now, if it feels any different, if you feel more relaxed.*
- After a few breaths, tell students to open their eyes. Ask for their feedback on the practice: *Did you like it? Will you try it again?*

5 Read the text and tick (✓) the best option.

Students read the article and choose the best summary of the main idea of the text.

Answer

The article explains how to focus on the present moment.

6 Read the text in Activity 5 again and complete.

Students complete sentences about the main points of the article using words from the text.

Answers

1. present moment, 2. Regrets and worries,
3. observe carefully, 4. health, memory

7 Stop and Think! Discuss. How can being mindful help you to be happy?

▶ 32

- Ask students to think back to how they felt when doing the body scan activity.
- Have students form small groups and brainstorm ways (physical, mental, and any other ways that they think of) mindfulness can help people to be happy.
- Have students come together as a class to share their ideas.

Answers

Answers will vary.

Wrap-up

Students review what they've learned making a podcast.

- Students work in small groups to create a podcast about mindfulness.
- Have groups perform their podcasts for the class. Tell students to feel free to set the tone of their podcast—it can be serious, funny, etc.

Workbook p. 132, Activities 1 – 3

Preparing for the Next Lesson

Ask students to watch an introduction to traditional healers in South Africa: <http://goo.gl/LDiAZO> or invite them to look around on the web site:

<http://goo.gl/p0ylnF>.

Culture

Objectives

Students will be able to learn about healthcare in Africa.

Lesson 7

Student's Book pp. 34 and 35

✓ Homework Check!

Workbook p. 132, Activities 1 – 3

Answers

1 Look and read. What is happening in the picture?

The dog has got a job. It visits hospital patients.

2 Read and answer T (True) or F (False).

1. T, 2. T, 3. F, 4. F, 5. T, 6. T, 7. F

3 Complete the chart.

Therapy Animals visit hospitals and nursing homes, help patients to recover from severe injuries, manage grief, overcome anxiety, relax, smile, laugh, reduce blood pressure; dogs, horses, cats, birds, fish; pets with special training

Service Animals live with patients, usually dogs, a range of health conditions, need a lot of training, can go anywhere

Both dogs, training, help humans to be healthy

Warm-up

Students say what they know about Africa to tap into prior knowledge and generate interest.

- Write *Africa* on the board. Ask students to say whether or not the following statements are true or false.
 - » *Africa is a country.* (False. It's a continent.)
 - » *Africa has got the largest desert in the world.* (True. The Sahara is the largest desert.)
 - » *Africa has got over 2,000 different languages.* (True.)
- Ask students to share what they know about Africa.

1 Circle the correct option. Then check the answers below.

Students activate knowledge about Africa by guessing answers to questions and checking their responses.

Answers

1. 54, 2. English, 3. Lagos, 4. South Africa, 5. Asia

2 Read and number.

Students read an article about healthcare in Africa and match captions to photos.

Answers

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

3 Read again and match.

Students match the beginnings of sentences about the article with their correct endings.

Answers

1. is very common. 2. have got a few doctors. 3. is a medicinal plant. 4. plants, animal parts or minerals. 5. modern medicine. 6. are diseases.

Wrap-up

Students think about and discuss the reading text.

- Encourage students to think about their experiences at a doctor's office. Ask *Is it easy to see a doctor? Do you trust your doctors and the medicine they prescribe?*
- Ask *Is it easy for people to see a doctor in some African countries?* Invite students to suggest the advantages and disadvantages of having got traditional healers.
- Elicit the people that the text mentions: *doctors, traditional healers, sick patients*. Have students role-play being one of these people. Ask them to explain healthcare in Africa from their point of view. Students should use information from the text.

▶▶▶ (No homework today.)

Lesson 8

Student's Book pp. 34 and 35

Warm-up

Students brainstorm possible healthcare problems to generate interest.

- Draw students' attention to the photos in Activity 4.
- Ask *What can you see in the photos?* Elicit any reasonable response, but it should include *a fire, boiling water, people in a village*.
- Ask *What kinds of healthcare problems do you think the people of this village might have?* Elicit any reasonable responses, but it should include *having got enough clean drinking water*.

4 Listen and circle T (True) or F (False).

Students listen to an audio about a Nigerian healthcare organisation and answer true / false comprehension questions.

Answers

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

Audio Script

Blessing Kwomo is a nurse and a healthcare entrepreneur from Nigeria. While working at a hospital, Blessing noticed a problem: many people returned to the hospital. They didn't stay well. Blessing saw that medical treatment was only one part of the path to good health. At just 19 years old, Blessing Kwomo started an organisation called the De Rehoboths Therapeutic Studio. This organisation provides medical treatment like other clinics, but it also provides health education. For example, they show people how to avoid illnesses at home. Small changes—such as boiling water before drinking it—can prevent serious illnesses. Blessing's organisation also provides help for patients to improve their lives. They make repairs to homes. They also teach patients to sew, so that they start their own business and make more money. This money helps the family to buy good food and have a safe, healthy environment.

5 Stop and Think! What do you do to stay healthy?

- Write some true / false statements about health on the board, for example:
 - » *You shouldn't eat or drink cold things when you are sick.*
 - » *You can treat your own health problems with information on the Internet.*
 - » *It's OK to share prescription medicine.*
 - » *Natural medicine is always safe for everyone.*
- Elicit whether the statements are true or false. Ask *What do you do to stay healthy? How can it be dangerous if you don't know health information?*
- Students form pairs or small groups to discuss what they do to stay healthy and ways health education can improve wellness.

Answers

Answers will vary.

6  **18 Listen again and complete.**

Students organise information from the listening in a mind map. This information outlines three main ways that Blessing Kwomo's organisation helps people.

Answers

Solution 1 medical treatment *Solution 2* health education, boiling drinking water, *Solution 3* help to improve lives, repair homes, teach sewing

Audio Script

See Audio Script 17.

Wrap-up

Students retell information using a chart.

- Draw students' attention to their completed chart in Activity 5.
- Ask *What is the first solution to the problem?* Elicit *Patients get medical treatment.* If necessary, play the listening again.
- Have students work in pairs to explain the solutions from the listening in their own words.
- Students should produce answers similar to these:
 - » *Patients receive health education.*
 - » *Patients learn that boiling water can help them prevent serious illnesses.*
 - » *Kwomo Blessing's organisation provides help for patients.*
 - » *They make repairs to their homes.*
 - » *They teach them how to sew so they can make more money.*



Teaching Tip

Using Graphics to Support Learning

Graphics and visuals can help students understand and remember difficult concepts. The graphics students create in this unit are a mind map and a fact sheet. However, students have been exposed to many more: charts, graphs, icons, photos and a comic strip. Encourage students to use graphics to assist them when encountering new language.

Project

Objectives

Students will be able to make a fact sheet about a disease.

Lesson 9

Student's Book pp. 36 and 37

Warm-up

Students preview vocabulary with a game.

- Play a game called *Call My Bluff* to preview the vocabulary in the Project.
- Give pairs or small groups of students the following vocabulary words and their definitions: *bacteria, virus, fungus, parasite, vaccination.*
- Tell them to invent silly, incorrect definitions for the words. The definitions should sound correct.
- Students take turns saying a word and giving definitions for it. They should choose the definition they like the most for each word.
- Invite volunteers to share their definitions with the class. Then give the correct definitions for each word, writing them on the board:
 - » *bacteria: any one of a group of very small living things that often cause disease*
 - » *virus: a disease or illness*
 - » *fungus: a type of plant that lives on dead things, such as a mushroom*
 - » *parasite: an animal or plant that lives on another animal or plant and gets food or protection from it*
 - » *vaccination: to put a substance into a person or animal to protect against a particular disease*

1 Read and complete the fact sheet.

Students read the fact sheet and complete it with words from the box.

Answers

top to bottom, left to right infectious, illnesses, cause, transmitted, hands, clean

2 Read the fact sheet about Chikungunya on page 37. Then answer the questions.

Students read a model fact sheet about a virus and use the information to answer questions.

Answers

1. The symptoms are fever, pain in the joints, headache, muscle pain, joint swelling and rash.
2. It is caused by a virus transmitted by mosquitoes.
3. You can prevent it by using mosquito repellent and mosquito nets and emptying water containers.

Wrap-up

Students review infectious diseases with a role play.

- Have students count off, As and Bs. Say that Student A is going to be a journalist and Student B is going to be a doctor of infectious diseases.
- Have Students A meet in groups of three or four to discuss the questions they are going to ask. Have Students B meet in groups to discuss the information and facts they need to know to answer the questions. They should use the chart and fact sheet for support.
- When students are ready, have them pair up, Student A / journalist and Student B / doctor, and perform their role play.

▶▶▶▶ (No homework today.)

Lesson 10

Student's Book p. 37

Warm-up

Students analyse a fact sheet to prepare to make their own.

- Draw students' attention to the fact sheet on page 37.
- Ask *What are the sections of the fact sheet?* Elicit *Causes, Symptoms, Prevention*.
- Ask students to show you the title at the top, the different colours of the words and numbers, as well as the larger font.
- Have students discuss in pairs the other features of the fact sheet.

▶▶▶▶ Make a fact sheet about an infectious disease.

Students research an infectious disease and make a fact sheet about it, using the model on page 37 and the steps given.

Answers

Answers will vary.

The Digital Touch

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

- Use software like Microsoft Word or Google Docs to create your fact sheet.
- Learn how to make a fact sheet on your PC or Mac: <http://goo.gl/h2Lsoq>. Students can also use app- or browser-based infographic software such as Canva to create their infographic.

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

Wrap-up

Students present their infographic about an infectious disease.

- Have students make presentations using their fact sheets.
- Assist students in preparing any notes they need. Explain that notes are just key words and numbers needed to talk about their topic.
- Encourage students to use their fact sheets as a visual aid when presenting.

▶▶▶▶ Workbook p. 133, Activities 1 - 3



Teaching Tip

Preparing Students for Oral Presentations

You can help students prepare by giving them tips like the following:

- Make eye contact. Tell them it's fine to look at notes, but to make sure to look up and engage their audience.
- Body language is important. Good posture makes you look confident and serious.
- Anticipate difficulties. Students should make sure before presenting that they can pronounce any key or difficult words.
- Speak slowly and clearly. Tell students to speak more slowly than they think they should. When you're nervous, you tend to speed up your speech.
- Practise, practise, practise. Tell students their presentations will go much better and they'll feel more confident if they practise as much as possible.

Make sure to give students time to practise in small groups or in pairs at least once, if not several times, before presenting in class.

Review

Objectives

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

Lesson 11

Student's Book p. 38

✓ Homework Check!

Workbook p. 133, Activities 1 - 3

Answers

1 Read and correct the sentences.

1. ~~to have~~, You should have a balanced diet.
2. ~~need~~, If you've a cold, your body needs rest.
3. ~~going~~, People shouldn't go to school when they are sick.
4. ~~hands you~~, When you wash your hands, you wash off viruses and bacteria.
5. ~~wanted~~, If people see ads for junk food, they want to buy it.

2 Read and number the suggestions.

1. I'm sorry to hear that. She should stay home and drink some hot tea. 2. That's not good! You should try to avoid staying in the sun, but now that you have got it, burn gel will help it to heal. 3. Ouch! He should put an ice pack on it. It should get better soon. 4. You should wash it, use antiseptic spray and put a bandage on it. It will heal in a day or two. 5. Oh, you have got a tempertaure. You should check your temperature and then take some medicine.

3 Read and match.

1. you keep routines.
2. you eat fewer calories.
3. isn't good for your back and neck.
4. you make your heart stronger.
5. your body doesn't work well.
6. when you brush them.
7. is good for your health.

Warm-up

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

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: symptoms, illnesses and injuries: *sore throat, runny nose, fever, stomachache, headache, sunburn, bruise, cut, cold, cough, flu*; remedies and first-aid items: *thermometre, aspirin, bandages, antiseptic spray, medicine, burn gel, ice pack, first-aid kit*. Grammar: *should / shouldn't* and conditional sentences type 0.

1 Read and match.

Students review vocabulary by matching vocabulary words with their meanings.

Answers

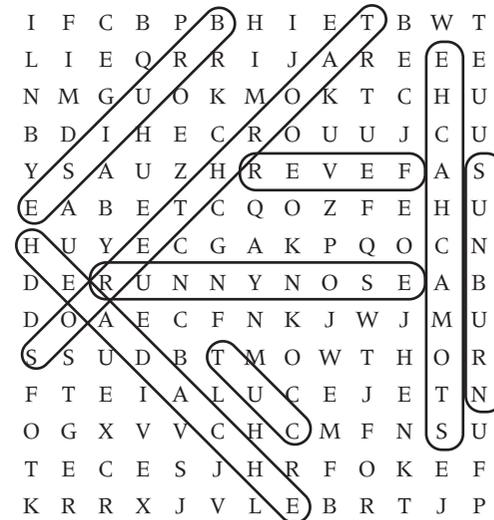
1. a substance for preventing infection,
2. a substance for skin damage caused by the sun or something hot,
3. a strip of cloth or plastic to cover an injury,
4. a box or bag containing medicines, creams and bandages,
5. a very cold bag to put on an injury,
6. something you take to treat an illness,
7. an instrument for measuring temperature

2 Find and circle eight words for symptoms and injuries. Then match the words to the pictures.

Students find vocabulary words represented in the photos in the word search.

Answers

left to right, top to bottom stomachache, fever, sunburn, bruise, cut, sore throat, runny nose, headache



Wrap-up

Students review vocabulary by playing a game like *Pictionary*.

- Students form two teams, each sitting on different sides of the classroom. One member from each team goes to the board.
- Whisper a vocabulary item to the students at the board. The students have got one minute to get their teams to guess the vocabulary item by drawing clues on the board. Students cannot use words or letters.
- The first team to guess the word gets a point.
- Continue with new team members until all vocabulary has been reviewed. The team with the most points at the end wins.

|||► (No homework today.)

Warm-up

Students review conditional sentences type 0 with a card game.

- Prepare a set of cards, one set for every three students, with condition cards and consequence cards. Each condition should correspond to one consequence. Use a different colour for conditions and consequences. Here are some possible phrases:
- condition: *stay up late, eat too much candy, exercise regularly, stay in the sun for a long time, listen to loud music*
- consequence: *feel tired, have got a stomachache, have got more energy, get a sunburn, get a headache*
- Have students form groups of three and distribute the cards. The consequence cards are dealt out and the condition cards are placed in a pile on the desk.
- The first player turns over the top condition card and makes the beginning of a conditional sentence type 0 using the phrase on the card. For example, if the phrase is *stay up late*, the student says *If you stay up late...* All the players in the group then look at their consequence cards and find a match to complete the conditional sentence type 0.
- The player with a matching card completes the sentence, for example, *If you stay up late, you feel tired the next day.* If everyone agrees that the sentence makes sense, the player with the matching consequence card discards both cards by setting the two cards aside.
- The second player then turns over the next condition card and the game continues.
- The first player to get rid of all her consequence cards is the winner.

3 Write sentences using *should* and *shouldn't*.

Students review *should* and *shouldn't* by writing sentences giving advice about health habits corresponding to the photos.

Answers

1. You shouldn't eat candy for breakfast. 2. You should brush your teeth after every meal. 3. You should exercise regularly. 4. You shouldn't watch TV for six hours every day.

4 Read and underline the consequence.

Students identify the consequence in conditional sentences type 0.

Answers

1. you reduce your risk of disease, 2. it's easier to lose weight, 3. you forget about worries and regrets, 4. people are happier

S Correct and rewrite these sentences.

Students correct and rewrite conditional sentences type 0.

Answers

1. You gain weight when you consume a lot of calories. 2. When you exercise, you burn calories. 3. When you break a bone, it takes six weeks to heal. 4. If you don't drink enough water, you become dehydrated. 5. If you don't wash your hands regularly, you get sick.

Just for Fun Student's Book p. 40

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

? Big Question

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

- Ask students to turn to the unit opener on page 28 and think about the question 'How are you feeling?'
- Ask students to think about the discussions they've had on health and well-being, the readings they've read and the mind map and fact sheet they made.
- Students form small groups to discuss the following:
 - » *How important are good health?*
 - » *Is it possible to have a healthy lifestyle in the modern world? Explain.*
 - » *There's a saying that goes 'Health is wasted on youth.' What do you think that means? Do you agree? Why or why not?*

★ Scorecard

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

▶ Study for the unit test.

3 Unit How much do we care?

Grammar

Conditional Sentences Type 1: There will be shortages if we continue to waste water. What will happen if I listen to loud music?

Vocabulary

The Environment: conserve water, plant trees, pollute the environment, recycle, reduce carbon emissions, save electricity, send rubbish to landfills, use clean energy, use fossil fuels

Reading

Identifying opinions

Writing

Giving reasons to support your opinions

Project

Making a mini documentary film

38

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

Teaching Tip

Dealing with Mixed Ability Students

In any class of language students, some students are strong and others need more support. It's important to meet students where they are, giving additional practice to weak students and adjusting activities to be more challenging at times for stronger students. However, few students are always strong in every area all the time. Likewise, weak students may have strengths they aren't aware of. Using the Stopwatch *Scorecards* at the end of every unit can help them to discriminate between these areas and grow in their language abilities.

Vocabulary

Objective

Students will be able to use **the environment** vocabulary to talk about environmental issues.

Lesson 1

Student's Book pp. 42 and 43

Warm-up

Students discuss their opinions on the environment to generate interest and access prior knowledge.

- Ask *What environmental problems have you heard about in the news lately?* Elicit some responses.
- Ask *What is the most serious problem facing the planet right now?*
- Students form small groups of three or four and do a round-robin, where each student expresses his opinion. Only after all opinions are expressed can students respond.
- Come together as a class and have some students share their thoughts and ideas.

1 Look at the pictures and circle the correct option.

Students read the *Create Awareness* flyer and use the information to choose the correct option for each photo.

- Call students' attention to the **Guess What!** box and read the information aloud.

Answers

1. pollute the environment, 2. use fossil fuels, 3. recycle, 4. use clean energy

2 Complete the phrases. Then tick (✓) the actions that help the environment.

Students identify and complete vocabulary collocations using the words in blue in the text.

Answers

1. plant, 2. save, 3. pollute, 4. reduce, 5. water, 6. landfills, 7. energy, 8. fuels; *actions that help the environment* 1, 2, 4, 5, 7

3 Match the verbs with the definitions.

Students determine the meaning of vocabulary through context and identify the definition of each verb.

Answers

1. to protect a natural resource, 2. to use less of something, 3. to transform objects into new things, 4. to introduce garbage and chemicals to a place, 5. to put something in the ground to grow

Wrap-up

Students create flashcards and play a *Memory* matching game to review vocabulary.

- Students form pairs.
- Have pairs take out a sheet of paper and cut it into eighteen pieces.
- Have students write part of a vocabulary phrase on one of the pieces, and the rest of the phrase on another piece. For *recycle*, have them draw a recycling symbol on the second piece. Students should write lightly in pencil so that the words are not visible through the paper.
- Ask students to place all the cards on the desk, face-down.
- One student turns over two cards. If the pieces of paper match, for example, *plant trees*, the student says the collocation, keeps the pair and plays again. If they don't match, the student should place them face-down in the same spot.
- Students play until all pairs are matched up. The student with the most pairs wins. Have students keep their flashcards to practise again in the next lesson.

▶▶▶ Workbook p. 134, Activity 1

Lesson 2

Student's Book pp. 42 and 43

✓ Homework Check!

Workbook p. 134, Activity 1

Answers

1 Look at the pictures and complete the sentences.

1. polluting, 2. saves, 3. planting, 4. use, 5. use, 6. send, 7. conserve, 7. Reducing

Warm-up

Students review vocabulary with their game pieces and play a game of *Go Fish!*

- Pairs take out their vocabulary game pieces from the *Wrap-up* activity in the previous lesson.
- Students form groups of four, made up of two pairs. One student shuffles the pieces of paper and deals the four to each group member. The rest are spread out face-down in the middle of the desk. This is the 'lake' that students will 'fish' from.
- The first player should ask the student to her left for a vocabulary word or phrase that corresponds to one in her hand. For example, if she has got *trees*, she asks *Have you got plants?* If the other student has got the corresponding card, he gives it to her, and she may play again with the next student. If he hasn't, he says *Go fish!* and she draws a card from the lake. If it is a match, she continues. If not, the next student plays.
- Students continue until all cards are matched up, or as time permits. The student with the most pairs after all cards are matched up wins. Have students keep their flashcards to practise again in Lesson 4.

4 Listen and number the suggestions.

Students listen to the advice and number the icons in the order they hear them.

- Draw students' attention to the *Guess What!* box. Tell them that fossil fuels like oil and gas come from plants that were alive millions of years ago!

Answers

3, 1, 4, 2

Audio Script

There are many things you can do to protect the environment and reduce carbon emissions. Here are a few practical suggestions:

1. Wear a sweater! On cold days, your house shouldn't be really warm. That uses a lot of energy. It's better to set the temperature to 18 degrees, not 20 degrees.
2. Read a book! Books don't require electricity like many other forms of entertainment.
3. Eat less meat. Hamburgers are delicious, but cows need a lot of water and their emissions pollute the environment.

And the last suggestion is a lot of fun if you have got the money:

4. Buy a new car! New cars are more efficient. They use less fuel than older cars—and sometimes no fuel. Remember, we have only got one Earth, so we have to take care of it!

5 Think Fast! Read and tick (✓) about you. Then calculate your score.

Students do a three-minute timed challenge: they answer a quiz about their own behaviours related to the environment and score their answers.

Answers

Answers will vary.

Extension

Students conduct research on an environmental topic using printouts of news articles.

- Students form groups of three.
- Assign each group one environmental topic. Give groups printouts of news articles about their topic.
- Give students time to read their news article and list three facts from it.
- Have students present their research to the class. Encourage other students to ask questions.

Wrap-up

Students discuss the results of a quiz.

- Draw students' attention to the quiz they took in Activity 5.
- Students form small groups of three or four. They compare the results of the quiz.
- Encourage them to discuss ways they could care for the environment more.

Workbook p. 134, Activity 2

Grammar

Objectives

Students will be able to use **conditional sentences type 1** to talk about environmental problems and solutions.

Lesson 3

Student's Book pp. 44 and 45

✓ Homework Check!

Workbook p. 134, Activity 2

Answers

2 Correct the spelling errors.

1. fossil fuels, 2. electricity, 3. clean energy,
4. rubbish, 5. landfills, 6. pollution, 7. environment

Warm-up

Students review environment vocabulary with a word unscrambling activity.

- Write individual words from the environment vocabulary on the board with the letters scrambled, for example, *ldslnaifl* (*landfills*).
- Give students two minutes to unscramble and write as many words as possible.
- Check the answers together as a class. Elicit the correct spelling of each word and the phrase it is a part of: *L-A-N-D-F-I-L-L-S*; *send rubbish to landfills*.

1 Look at the picture and mark (✓) the actions that help the environment and (X) actions that pollute the environment.

In preparation for the reading, students identify actions that are helpful or harmful to the environment.

Answers

not cleaning up after a pet X, cycling ✓, picking up litter ✓, recycling ✓, driving a car and listening to loud music X, flying in a plane X, taking a long shower X, wasting electricity X, using solar panels ✓, wasting water X, using solar energy ✓, polluting the environment X

2 Read the Ask Miss Eco column. Identify and discuss the four environmental problems mentioned.

Students read the column and identify the environmental problems related to pollution.

Answers

1. dog poop, 2. loud music / noise pollution, 3. light pollution, 4. air pollution

➤ **Read the magazine article again and complete the sentences.**

Students find the conditional sentences type 1 in the text and use words from the column to complete them.

- Call Students' attention to the **Conditional Sentences Type 1** box and read the information aloud. Go over the structures used.

Answers

1. the city will be much cleaner, 2. if I listen to loud music, 3. If we use lights everywhere, 4. If I take a shower every day, 5. there will be fewer cars in the streets and less pollution in the air

Wrap-up

Students review the conditional sentences type 1 with a game.

- Write the following sentence on the board: [Your name] *for president!*
- Say *I'm running for president. I want you to vote for me! If you vote for me, I'll ...* Complete the sentence with something that will appeal to your students, for example, *do away with tests!* Tell them this is your 'election promise.'
- Tell students that they are all running for president, too. Students think of their election promises and write them on a piece of paper.
- Have each student stand up in front of the class and say his election promise.
- Students vote for the best candidate.

➤ **Workbook p. 135, Activities 1 and 2**

Lesson 4

Student's Book pp. 44 and 45

✓ **Homework Check!**

Workbook p. 135, Activities 1 and 2

Answers

1 Read and underline the consequence.

1. the city will be much cleaner, 2. we will have enough water in the future, 3. We will pollute the environment more, 4. we will bother our neighbours, 5. We will make our cities nicer

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

1. will be, 2. listen, 3. will not / won't be able, 4. will use, 5. share

Warm-up

Students practise the conditional sentences type 1 with a round-robin.

- Say an *if*-clause in the present tense, for example, *If we take long showers every day...* and elicit the consequence from a student, for example, *we will use a lot of water.*
- The next student makes an *if*-clause with the consequence, for example, *If we use a lot of water...* and the next student completes it with a consequence, for example, *the world will not have enough.*
- Repeat several times.

4  **Listen to the interview and tick (✓) the topics that the people talk about.**

Students identify and tick the topics in the audio.

Answers

washing the dishes, washing clothes, consuming energy, using electricity at home

Audio Script

REPORTER: I'm with Margaret Smith, an expert in urban environments. Margaret, you say that we are very wasteful. What does it mean? Can you tell us some more about this?

MARGARET: Yes, of course. First of all we waste a lot of electricity. I think that we can save a lot of electricity at home by doing a few simple things. For example, if we change standard lightbulbs for compact fluorescent lightbulbs, we will use 75% less energy.

REPORTER: Wow. That's a lot!

MARGARET: It is! And of course, you should turn off the lights if you don't need them!

REPORTER: What about water? Some people say you use less water if you wash the dishes by hand. Is that the case?

MARGARET: No, it's not. An automatic dishwasher uses about 22.7 litres of water less than washing by hand.

REPORTER: Really! What about using washing machines? If we use cold water, will the clothes be as clean as with hot water?

MARGARET: Sure! If we use cold water, the clothes will be just as clean as with hot water. It is a myth that stains disappear only with hot water.

REPORTER: What's the biggest user of energy in our homes?

MARGARET: Well, believe it or not, it's heating. This accounts for about 30% of the energy we use in a house. We will save energy and money if we use less heating at home. Also, every time we leave the fridge door open, up to one third of the cold air escapes.

REPORTER: Well, it's clear that things will only get better if we take steps to protect our environment.

5 Listen again and circle T (True) or F (False).

Students listen again for detail and decide whether each statement is true or false according to the interview.

- Call Students' attention to the *Guess What!* box and read the information aloud.

Answers

1. F (We will save 75% more energy.), 2. F (Washing dishes by hand uses more water than a dishwasher.)
3. F (Using cold water is just as good as using hot water.), 4. F (Heating is the biggest user of energy at home.), 5. T

Audio Script

See Audio Script 20.

6 Think Fast! Read the conditions and consequences. Then connect the sentences using the first conditional.

Students do a five-minute timed challenge: they combine the phrases in the diagram into first conditional sentences.

Answers

If I don't turn off the lights, I'll waste more electricity. If I waste more electricity, the electric bill will be more expensive. If the electric bill is more expensive, I'll spend more money. If I spend more money, I won't have money to go out. If I haven't got money to go out, I'll stay home. If I stay home, I'll use more electricity.

Wrap-up

Students practise the first conditional with flashcards.

- Have pairs take out their flashcards from the Lesson 1 *Wrap-up* activity.
- Pairs match up each verb with the word or phrase that completes the vocabulary item.
- One student makes an *if*-clause, for example, *If we take short showers...* The other student finishes it with one of the vocabulary items, for example, *... we will conserve water.*
- Then students switch.
- Students continue until all the vocabulary items have been used.

▶▶▶ Workbook p. 135, Activities 3 and 4

Reading & Writing

Objectives

Students will be able to identify opinions and give reasons to support their opinions.

Lesson 5

Student's Book p. 46

✓ Homework Check!

Workbook p. 135, Activities 3 and 4

Answers

3 Read and switch the order of the condition and the consequence.

1. We will use more electricity if we use regular lightbulbs. 2. We will save electricity if we use cold water to wash clothes. 3. We will change the Earth's climate if we don't use clean energy. 4. If the Earth's climate changes, many animals will go extinct.

4 Use the cues to write questions. Then answer the questions.

1. What will people do if sea levels rise? 2. Where will people live if cities disappear underwater? 3. What will happen if many animals go extinct? 4. How will we grow food if bees go extinct?

Answers will vary.

Warm-up

Students express and defend their opinions with a kinesthetic activity called *Four Corners*.

- Write the following words and phrases in big, easy-to-see letters on separate sheets of paper: *Strongly Agree, Agree, Disagree, Strongly Disagree*. Place these signs, one in each of the four corners of your classroom.
- Say a statement, for example, *People don't have to clean up after their dogs*. Students go to the corner that best matches their opinion.
- The students in the same corner discuss why they chose that opinion. After a few minutes, have each group report to the class.
- Read another statement and follow the same procedure. Here are some examples of statements:
 - » *Recycling should be mandatory.*
 - » *Bikes should not be allowed in cities.*
 - » *The government should promote vegetarianism.*
 - » *Gasoline prices should be higher so people will drive less.*

1 Look at the pictures and write the headings.

Students look at the photos and label them with the headings provided.

Answers

top to bottom Wearing Fur Coats, Keeping Animals in Zoos, Being Vegetarian

2 Read the statements. Write A (Agree) or D (Disagree).

Students read the statements for each topic and mark which ones agree or disagree with the position indicated in the heading.

Answers

top to bottom A, D, A, D, A, D

3 Read the statements on page 46 again. Which arguments do you agree with? Underline the arguments that sound more convincing.

Students reread the statements from Activity 2 and choose the ones they agree with and the ones that are most persuasive.

Answers

Answers will vary.

Wrap-up

Students review vocabulary by writing short stories.

- Draw students' attention to the words in the Glossary on page 47.
- Students form pairs or groups of three.
- Tell students to write a short story using the five words. The story can be about the planet, but it doesn't have to be.
- Have students share their stories with the class.

Workbook p. 136, Activities 1 and 2

Lesson 6

Student's Book p. 47

✓ Homework Check!

Workbook p. 136, Activities 1 and 2

Answers

1 Read the text quickly and circle the correct answer. What requires the most water?

a

2 Read and underline the information. Write the amount.

1. 130 litres, 2. less than 2 litres, 3. 167 litres,
4. 3,496 litres, 5. 15,400 litres, 6. 30%

Warm-up

Students determine reasons for opinions.

- Have students reread the opinions in Activity 1.
- Elicit or provide the three questions that one would use to ask someone's opinion on the topics in Activity 1 and write them on the board:
 - » *How do you feel about wearing fur?*
 - » *What's your opinion on zoos?*
 - » *What do you think about eating meat / being a vegetarian?*

• Students form pairs.

• Tell students to find the two opinions that answer each question.

• Then ask *What reasons do the people give for their opinions? Find the reasons in the text. Imagine that you have got that opinion. Restate the opinion in your own words.*

• Pairs identify the reasons and take turns restating them in their own words. Challenge students to restate each opinion and reason in one sentence.

• Some example answers are:

- » *I'm not against wearing fur because we use animal skin for other things.*
- » *I think zoos are cruel because they keep animals locked away in an unnatural environment.*
- » *I think it's a good idea to be a vegetarian because it's wrong to kill animals and harm the environment, and because it's healthier.*

4 Complete the opinion expressions.

Students find the opinion expressions in the text and complete them with words from the statements.

Answers

1. many reasons, 2. nothing wrong, 3. good for,
4. against, 5. not against, 6. don't agree

- 5 Choose a topic from page 46. Write a sentence to state your opinions using an expression from Activity 4.**
Students practise giving their opinion using opinion expressions. Then they read the *Be Strategic!* tip.

Answers

Answers will vary.

- 6 Add two or three reasons to support your opinion.**
Using the statements from Activity 2 as a model, students add two or three reasons to the opinion statement they wrote in Activity 5.

Answers

Answers will vary.

- 7 Stop and Think! Discuss. How can you develop an informed opinion about something?**

- Ask students to discuss this question. Then discuss as the class. Elicit characteristics of a reliable source and write them on the board.

Answers

Answers will vary.

- 8 In your notebook, write a short text giving your opinion on one of these topics.**

Students write a text about one of the topics given stating their opinion about it.

Answers

Answers will vary.

Wrap-up

Students express and defend their opinions with the *Four Corners* from the previous lesson.

- Using the signs and procedure from the Warm-up activity in Lesson 5, play *Four Corners* with the statements from Activity 4.
- Students discuss why they chose that opinion and share their thoughts with the class.

Workbook p. 136, Activity 3

Preparing for the Next Lesson

Ask students to watch a video about electricity and green energy in Japan: <http://goo.gl/61Em00>.

Culture

Objectives

Students will be able to talk about nuclear energy in Japan.

Lesson 7

Student's Book pp. 48 and 49

✓ Homework Check!

Workbook pp. 136, Activity 3

Answers

3 Decode the water footprint for each item (1=a, 2=b, etc.).

1. 3,182, 2. 1,786, 3. 822, 4. 18,885

Warm-up

Students play a game called *Two Truths and a Lie* to generate interest.

- Tell students some facts about Japan. Say three things that are true and one that is a lie, for example:
 - » *Almost 130 million people live in Japan.*
 - » *In 2011, a volcano erupted in Japan.* (LIE—earthquake)
 - » *There are over 50 nuclear reactors in Japan.*
 - » *People in Japan don't want to use nuclear energy.*
- Students guess which statement is a lie.
- Tell students they will read an article to find out which one is the lie.

- 1 Read the sentences and number the photos.**

Students match photos with information about Japan.

Answers

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

- 2 Read the article and discuss: is nuclear energy a good option? Why / Why not?**

Students read the article about nuclear energy in Japan and form an opinion on the topic.

Answers

Answers will vary.

Wrap-up

Students review a text by explaining vocabulary.

- Have students take out a piece of paper and tear it into six pieces.
- Draw students' attention to the article in Activity 2. Students choose six words that they think are challenging. This can include words from the glossary. They write these words on the six pieces of paper.
- Students form pairs.
- Students take turns describing the word to their partner for him or her to guess the word.

▶ (No homework today.)

Lesson 8

Student's Book pp. 48 and 49

Warm-up

Students play a game to review information about Japan from the previous lesson.

- Students form pairs. One student closes her book and the other student names something from page 48: *umi budo*. The other student says what it refers to: a *dish from Okinawa*.
- Students take turns quizzing each other.

22 Listen and answer. Why is the town of Kamikatsu a special place?

Students listen to a description of how garbage is handled in a Japanese town and discuss what is special about the town.

Answers

Because they produce very little rubbish and recycle most of it.

Audio Script

Kamikatsu is a small town in southern Japan. Only about 2,000 people live there. But it's a special place because they produce very little garbage. And by the year 2020, they hope to produce no rubbish at all. But how do they do it? They are very responsible. The town hasn't got a garbage truck. People must collect their own rubbish, wash it and take it to a collection centre. They recycle most of the rubbish. They don't just separate their glass, paper, plastic and metal; they have got 34 different categories for recycling. They separate magazines from newspapers, and soda cans from spray cans. They have also got a factory where they make new clothes using the material from old clothes. In Kamikatsu, almost nothing goes to waste!

4 23 Listen again and circle T (True) or F (False).

Students listen to the audio for detail and determine whether statements about the information in the listening are true or false.

Answers

1. F (It is in southern Japan.), 2. T, 3. T, 4. T,
5. F (There are 34 recycling categories.), 6. F (They make new clothes using material from old clothes.)

Audio Script

See Audio Script 22.

5 Stop and Think! Discuss. How can you create less rubbish?

- Ask students to think about their daily routine with the following questions:
 - » *Do you drink canned or bottled beverages? If so, how often?*
 - » *How often do you eat fast food or take-out food?*
 - » *How often do you bring your own bag when you shop?*
 - » *Have you got any many magazines subscriptions? If so, how many?*
 - » *How many bags of rubbish do you or your family fill every week?*
 - » *How often do you go shopping for new clothes?*
- Tell students to think about these questions and to discuss them in small groups, focusing on the amount of garbage created by different habits and activities.
- Then ask *How can you create less garbage?*
- Students discuss in small groups.
- Come together as a class, having some students share their thoughts and ideas.

Answers

Answers will vary.

Extension

Students debate the pros and cons of nuclear energy.

- Divide the class into two groups. One group is pro nuclear power; the other group is against it.
- Here are some sample questions they can research:
 - » *Is nuclear power safe?*
 - » *Can nuclear energy be good for the environment?*
 - » *Are there safe ways to deal with nuclear waste?*
 - » *Can nuclear power coexist with renewable energy sources?*
 - » *What is the general public opinion on nuclear power?*
- When students are ready to debate, arrange the room so that there are two rows of chairs facing each other. The students who are for nuclear power sit on one side and the students who are against it sit on the other.
- Toss a ball to a student on the 'against' side. Begin with a statement that is in favour of nuclear power, such as *Nuclear power is good for the environment.*
- The student with the ball responds to your statement. Then that student tosses the ball to a student who is for nuclear power, and that student responds.
- The ball is tossed back and forth until the debate is finished or as time permits.

▶ 46

Wrap-up

Students retell the audio in their own words.

- Draw students' attention to Activity 4. Ask *Which sentences are false?* Elicit 1, 5 and 6.
- Students form pairs and retell the audio in their own words, correcting the statements from Activity 4.

▶▶▶▶ (No homework today.)

Project

Objectives

Students will be able to make a mini documentary.

Lesson 9

Student's Book pp. 50 and 51

Warm-up

Students guess the meaning of vocabulary with a game called *Call My Bluff*.

- Have students close their books.
- Write and number the vocabulary items from Track 24 on the board: 1. *litter*, 2. *trash*, 3. *dumpster*, 4. *wrappers*, 5. *infuriating*.
- Students count off to form five groups.
- Assign one word to each group. Provide each group the definition for their vocabulary item from the glossary on page 50.
- Tell students that they should think of another definition, one that might fool their classmates.
- Have groups read both definitions aloud. The other students try to call their bluff and say which is the correct definition.

1 Look and match the symbols to the slogans.

Students find the symbol that goes with each slogan. They draw lines from the slogans to the symbols. (The boxes are for the next activity.)

Answers

slogans left to right, top to bottom person putting trash in trash can, wind turbine, recycling symbol, water drop, lightbulb

2 Listen to the scripts and tick (✓) the topics in Activity 1.

Students listen and tick the boxes next to the symbols in Activity 1 which correspond to the topics in the listening.

Answers

recycling, not littering

Audio Script

Script 1

In general, people in our community care about the environment. We sort our trash and take paper, plastic, glass and metal to a special dumpster to recycle. The problem is that the dumpster is always full because the garbage trucks don't collect recycling every day. I really think they should, so that people don't have to leave the trash around the dumpster. It is also important to reduce the number of containers we use. If we reduce containers, we will have less trash. So remember, reduce, reuse and recycle!

Script 2

A growing problem in our neighbourhood is littering. Some people throw trash out of their cars or leave it in the park, on the grass. In some places, the ground is covered in bottles and bags and wrappers. It's infuriating! If people continue littering like this, no one will ever visit our area. We will harm the wildlife and pollute the environment. We should work together, clean up the mess and live in a healthy and beautiful place. It's time to say: *be cool, don't litter!*

3 ²⁵ Number the missing fragments of each script. Then listen again and check.

Students write the numbers of the missing sections of the text to complete the scripts.

- Draw students' attention to the **Guess What!** box. Tell them that you don't need to be an important political figure to change your community. There are thousands—maybe millions—of teen activists in the world. They see a problem and look for a way to solve it.

Answers

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

Audio Script

See Audio Script 24.

Wrap-up

Students come up with an environmental slogan.

- Draw students' attention to the slogans in Activity 1. Ask *What is the topic of each slogan?*
- Have students form small groups to create their own slogans. Encourage students to think about their communities and which activities help or hurt the environment, and then to think of a slogan that could promote helpful activities or discourage harmful ones.

 (No homework today.)



Teaching Tip

Checking for Comprehension

Here are some tips to confirm students' understanding:

- Do a *Think-Pair-Share* activity, in which students think about a question, that is related to the lesson, discuss it in pairs and share their answer with the class. For example, ask *Which four problems does the speaker mention?*
- Use response cards. Instead of calling on one or two students, have every student write the answer on a small card and hold it up.
- Have students use hand signals to indicate their level of understanding. Students can hold up five fingers to show maximum understanding to one finger for minimal understanding.
- Ask students to summarise or paraphrase. This can be orally or in writing, or even through drawing.
- Use the 3-2-1 method. Students consider what they've learned by responding to this prompt:
What are 3 things I've learned from the lesson?
What are 2 things I want to know more about?
What is 1 thing I didn't understand very well?

Lesson 10

Student's Book pp. 50 and 51

Warm-up

Students brainstorm environmental issues.

- Ask *What are some of the environmental issues we've covered in this unit?* Write the students' answers on the board.
- Students form pairs.
- Say *Think about your community and its environmental problems.* Ask *What possible solutions or alternatives can you suggest?* Give students time to answer in pairs.
- Have pairs share their ideas with the class.

4 Make a mini documentary about your community.

Following the steps given, students make a mini documentary about an environmental issue in their community.

Answers

Answers will vary.

The Digital Touch

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

- Use a phone or tablet to record and edit your project with an app like Andromedia Video Editor (Android, <https://goo.gl/sXgsfJ>) or iMotion (Apple, <https://goo.gl/h2HMpn>).

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

Extension

Students hold a 'film festival.'

- Ask *What makes a good documentary?* Elicit or provide the following criteria: *useful information, a clear message, interesting interviews, etc.*
- Tell students that they will vote on the best documentary. Decide if there will be first prize, second prize and third prize or simply one winner.
- Have students screen their films in class. Encourage students in the audience to use the criteria above as the basis for their decisions.

Wrap-up

Students discuss what they learned from making their mini documentaries.

- Write the following questions on the board:
 - » *How did you decide what you would film?*
 - » *Were the people you filmed eager to work with you or not?*
 - » *What did you learn from making your mini documentary?*
 - » *Do you think your mini documentary will have an impact on your community? Explain.*
- Students form small groups with one student representing each documentary to discuss the questions.

▶ **Workbook p. 137, Activities 1 and 2**

Review

Objectives

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

Lesson 11

Student's Book pp. 52 and 53

✓ Homework Check!

Workbook p. 137, Activities 1 and 2

Answers

1 Read and correct the sentences.

1. will, If we use clean energy, we wil reduce our carbón footprint. 2. doesn't If people don't conserve water, there won't be enough water in the future. 3. water we, If there isn't enough water, we won't be able to grow food. 4. doesn't, We will change the climate if we don't reduce carbon emissions.

2 Answer about you.

Answers will vary.

Warm-up

Students review vocabulary with a game.

- Write the mirror-image of the environment vocabulary items on the board, for example:
 ɹǝɹɹ ɹɹɹɹɹɹ
- Students form pairs.
- Pairs race to identify and correctly write the vocabulary items on the board.
- Finally, invite volunteers to illustrate each vocabulary item on the board.

1 Read and complete the sentences.

Students complete the sentences with the correct words.

Answers

1. fossil, 2. saves, 3. landfills, 4. Conserve, 5. planting, 6. pollute, 7. energy, 8. emissions

2 Look and label the actions.

Using the first letter of each word as a clue, students write the vocabulary phrase that corresponds to each icon.

Answers

1. conserve water, 2. save electricity, 3. pollute the environment, 4. reduce carbon emissions, 5. send rubbish to landfills, 6. plant trees, 7. use clean energy, 8. use fossil fuels

Wrap-up

Students review actions with a game similar to *Pictionary*.

- Model the activity by drawing one of the actions from the unit on the board, for example, *recycle*. You cannot speak or write any words; you can only draw pictures.
- The student who guesses comes to the board and draws another action.
- The student who guesses comes up to the board next.
- Continue until all actions have been reviewed or all students have had a chance to play.

▶▶▶ **Workbook p. 137, Activities 3 and 4**

Lesson 12

Student's Book pp. 52 and 53

✓ Homework Check!

Workbook p. 137, Activities 3 and 4

Answers

3 Read the actions and write the impact they have got on the environment.

1. You're saving electricity on heating. 2. You're sending less rubbish to landfills. 3. You're conserving water.

4 Write conditional sentences type 1 using the actions in Activity 3.

1. If I wear a sweater in the house when it is cold, I will save electricity on heating. 2. If we take our paper to a recycling centre, we will send less rubbish to landfills. 3. If I water my plants with a bucket, not a hose, I will conserve water.

Warm-up

Students review the first conditional with a round-robin.

- Write the sentence *If something bad can happen, it will.* on the board.
- Say *Imagine you are in a supermarket waiting to pay. The line is very long and doesn't seem to be moving at all. So you move to another line. What does it always happen?* Elicit *That line slows down and the one you were in first starts to move faster!*
- Students form groups of three. Have them write five sentences using the first conditional.
- Groups take turns reading the beginning of their sentences, for example, *If I don't take my umbrella...* and the other students try to guess the words to complete the sentence, for example, *it will rain*. Students have two tries to guess. If they do, their group gets a point.
- Continue until all groups have read their sentences and others have tried to guess. The group with the most points wins.

3 Read and circle the correct option.

Students choose the correct verb forms to complete the first conditional sentences.

Answers

1. make, 2. will make, 3. will have, 4. start, 5. choose, 6. will make, 7. cares, 8. will improve

4 Unscramble the questions.

Students unscramble the words to form first conditional sentences.

Answers

1. What will happen if we throw trash on the ground? 2. What will happen if we pollute the air? 3. What will happen if we pollute the oceans? 4. What will happen if we recycle? 5. What will happen if we use clean energy?

5 Complete these sentences using your own ideas.

Students complete the sentences.

Answers

Answers will vary.

Just for Fun Student's Book p. 54

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

? Big Question

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

- Ask students to turn to the unit opener on page 41 and think about the question 'How much do we care?'
- Ask students to think about the discussions they've had on the environment, the readings they've read and the mini documentary they made.
- Students form small groups to discuss the following:
 - » *Are you concerned about the present state of the environment? Why or why not?*
 - » *If temperatures continue to rise year after year, how will our lives be different in the future?*
 - » *Do you think most people worry about the environment? Explain your opinion.*
 - » *What can we do to help the environment?*

★ Scorecard

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

▶▶▶ **Study for the unit test.**



Unit What would you rather do?

Grammar

Intensifiers: extremely, so, really, pretty, a bit

Preferences: I would like to stay in that hotel. I would prefer to eat in a restaurant. I would rather stay at home today.

Too and enough: These bags are too heavy. I'm not strong enough to pick this suitcase up.

Compounds with some, any, no + body, thing, where: somebody, anybody, nobody, something, anything, nothing, somewhere, anywhere, nowhere

Vocabulary

Fan activities and hobbies: be a fan of, be good at, dress up as characters, go skydiving, go mountain biking, go climbing, read a book, do water-rafting, do bungee jumping, go cycling, learn languages, go swimming, visit the zoo, go fly boarding

Writing

Writing about personal experiences

Speaking

Discussing feelings

Project

Making a traveller's guide

50

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



Teaching Tip

Personalising Lessons

Students hear a lot of information in a school day. Communication opportunities in the language classroom offer a chance for students to talk about themselves and be a source of information. The topic of fan activities and hobbies gives students the opportunity to talk about things they enjoy doing and why.

Vocabulary

Objective

Students will be able to use **intensifiers** and **adjectives ending in -ed or -ing** to talk about **feelings** and **fan activities and hobbies**.

Lesson 1

Student's Book pp. 56 and 57

Warm-up

Students discuss science fiction to generate interest and activate prior knowledge.

- Ask *What do you think of when you hear the words science fiction?* Accept any answers here.
- Write the following questions on the board:
 - » Do you like science fiction books and films?
 - » What is the best science fiction book or film in your opinion?
 - » What things do you think will never come true?
 - » If you wrote a sci-fi book, what would you write about?
- Students form groups of three or four to discuss.

1 ²⁶ Read the flyer. Then listen and write C (Carrie) or A (Andrea).

Students look at the photo and flyer, listen to the conversation and identify which speaker will dress up as each character.

Answers

1. Carrie, 2. Andrea

Audio Script

CARRIE: Wow! Look at this, Andrea!

ANDREA: Sci-Fi Festival. That's really cool! We should go!

CARRIE: Should we do the costume contest?

ANDREA: Of course! I'll dress up as... a robot, like from an old film.

CARRIE: Mmm. That's a bit boring, don't you think?

ANDREA: You're right. How about a superhero? Wonder Woman?

CARRIE: That's a pretty good idea. What can I be?

ANDREA: Maybe River Song, from *Doctor Who*?

CARRIE: But the costume? I know—Katniss Everdeen, from the *Hunger Games*!

ANDREA: Carrie! That's an extremely cool idea! Maybe I can be Effie Trinket!

CARRIE: That's perfect! I can't wait! This is going to be so exciting!

2 Listen again and complete the phrases.

Students listen for and complete phrases with intensifiers from the audio.

Answers

1. cool, 2. boring, 3. good, 4. cool, 5. exciting

Audio Script

See Audio Script 26.

3 Complete the dialogue.

Using the *Intensifiers* box, students complete the dialogue with the intensifiers according to the cues.

Answers

1. pretty, 2. so / really, 3. extremely, 4. a bit

Wrap-up

Students personalise a discussion using intensifiers and play a game.

- Ask students to think of a sci-fi film or any other type of film they've seen recently.
- Set a stopwatch for one minute. Students write as many adjectives as they can that describe the film.
- Elicit the intensifiers from the lesson in order of intensity and write them on the board.
- Have students write the intensifiers on small individual pieces of paper about the size of index cards.
- Students form pairs, put their cards together in a single deck and place it face-down between them.

- The first student flips over one card. Using one of the adjectives and intensifier on the card, the student makes a statement about the film. If the student is able to use the intensifier and one of the adjectives correctly, she keeps the card. If not, the other student gets a chance to use the intensifier and keep the card.
- Students continue until all intensifier cards are used. The student with the most cards wins.

Workbook p. 138, Activities 1 and 2

Lesson 2

Student's Book pp. 56 and 57

✓ Homework Check!

Workbook p. 138, Activities 1 and 2

Answers

1 Number the intensifiers from least (1) to most intense (4).

3, 2, 4, 1

2 Complete the dialogue using intensifiers.

1. really, 2. so, 3. a bit, 4. pretty, 5. extremely

Warm-up

Students practise intensifiers by correcting mistakes.

- Write the following sentences on the board:

1. *You look good really!*

2. *I hated that film. It was a bit bad.*

3. *I did extremely well on the test. I got a C.*

- Have students work in pairs to spot the mistakes and correct them.

Answers

1. You look really good! 2. It was extremely / so / really bad. 3. I did pretty well on the test.

4 Work in pairs. Discuss which activities you think are (really / pretty... ec.) interesting or boring.

Students discuss activities they consider boring or interesting using intensifiers.

Answers

Answers will vary.

5 Complete the speech bubbles.

Students complete the sentences with adjectives from the box.

- Call students' attention to the *Adjectives ending in -ed or -ing* box and read the information aloud. Make sure students understand the meaning of both types of adjectives.

Answers

1. thrilling, 2. interesting, 3. boring, 4. terrifying,
5. exciting, 6. tiring

6 Think Fast! Work in pairs. Describe different activities (for example, reading a book, doing bungee jumping, etc.) using the adjectives in Activity 5. Swap roles.

Students do a three-minute timed challenge: they describe fun activities and hobbies using the adjectives in Activity 5.

Answers

Answers will vary.

7 Look and label.

Students identify the best adjective to describe Stickman in each illustration.

Answers

1. tired, 2. excited, 3. interested, 4. bored,
5. terrified, 6. thrilled

8 Match the sentence halves.

Students match the beginnings and endings of sentences that explain how Jo is feeling in the drawings in Activity 7.

Answers

1. he's waiting in a long queue. 2. his favourite team is winning. 3. a new book from the library. 4. a giant spider. 5. winning a sports car! 6. he did a lot of chores.

9 Think Fast! Complete the table.

Students do a three-minute timed challenge: they complete the table to match the *-ing* participle adjectives and the *-ed* participle adjectives.

Answers

left to right bored, exciting, interested, terrifying, thrilled, tiring

Wrap-up

Students practise the *-ing* participial adjectives with a game of Charades.

- Model the game by acting out, without speaking, one of the participial adjectives, for example, exciting.
- Students form groups of four or five and take turns acting out the adjectives.
- Monitor, offering help as needed.

▶▶▶ **Workbook p. 138, Activity 3**

Grammar

Objectives

Students will be able to express their **travel preferences** and to use *too* and *enough*.

Lesson 3

Student's Book pp. 58 and 59

✓ Homework Check!

Workbook p. 138, Activity 3

Answers

3 Read and complete the sentences using participle adjectives.

1. bored, 2. interesting, 3. thrilled, 4. exciting,
5. tiring, 6. terrified

Warm-up

Students make an acrostic to generate interest and activate prior knowledge.

- Write the word TRAVEL vertically down the board.
- Students write words or phrases that tell about their experiences and attitudes about travel.
- Monitor, offering help as needed.
- Students form pairs and discuss what the words and phrases mean.

1 Answer the quiz and check your answers. Then compare with a partner.

Students are exposed to the target structures for expressing preferences as they answer the quiz to know how adventurous they are when they travel.

Answers

Answers will vary.

2 Circle the correct options to complete the sentences.

Draw students' attention to the *Preferences* box. Have them identify the three structures and explain that *I'd rather* is not followed by *to*. Then ask them to complete the sentences.

Answers

1. not, 2. to share, 3. wouldn't like to be, 4. have,
5. to go

3 Complete the sentences so they are true for you. Then compare with a partner.

In a personalisation activity, students complete the sentences with their own preferences.

Answers

Answers will vary.

Wrap-up

Students play a game of Two Truths and a Lie to consolidate the lesson.

- Draw students' attention to the statements in Activity 3.
- Students form pairs and take turns saying three of the statements; two are true and one is a lie. Students try to guess which is the lie.
- Monitor, offering help as needed. Encourage students to use the affirmative, negative and question forms of the target language.
- Come together as a class and have some students share what they learned about their classmates.

Workbook p. 139, Activity 1

Lesson 4

Student's Book pp. 58 and 59

✓ Homework Check!

Workbook p. 139, Activity 1

Answers

1 Circle the correct options to complete the sentences.

1. rather, 2. I'd prefer, 3. I would like, 4. I'd prefer, 5. I'd rather, 6. wouldn't like

Warm-up

Students build a sentence chain to generate interest and activate prior knowledge.

- Draw a suitcase on the board. Say *We're going on holiday. What are you bringing?* Begin the sentence chain by saying something like *I'm bringing a pair of sunglasses.*
- A student then says what you're bringing and what he's / she's bringing, for example, *[Your name] is bringing a pair of sunglasses and I'm bringing sunscreen.*
- The next student then says what others before him are bringing: *[Your name] is bringing a pair of sunglasses, she's bringing sunscreen and I'm bringing a guidebook.*
- Continue with other students. If a student makes a mistake, he / she is out of the game.

4 Listen to the conversation. Circle T (True) or F (False).

Students are exposed to the use of *too* and *enough* as they listen and answer comprehension questions.

Answers

1. T, 2. F (Chase packed his suitcase.), 3. T, 4. F (Chase is nervous.)

Audio Script

MUM: Come on, Chase! You're too slow! Our taxi leaves in five minutes. What a start to the holiday!
CHASE: I'm sorry, Mum. It's just it's the first time that I'm going on holiday and I don't know what to pack in my suitcase.
MUM: Is it ready now?
CHASE: Yeah, here it is.
MUM: Did you pack it yourself?
CHASE: Yes!
MUM: Oh! These bags are too heavy. I'm not strong enough to pick this suitcase up.
CHASE: Really?
MUM: What did you put in here? Look at all these clothes! You don't need all these. You only need enough clothes for a three-day trip—not everything in your closet!
CHASE: I don't know. I'd rather take everything in case I need it.
MUM: You're too nervous. This is silly. Take something out of your bag!
CHASE: What if I need it later?
MUM: Oh! Chase!

5 Listen again and complete the sentences in the box.

Students read the information in the *Too and Enough* box and complete the example sentences.

Answers

1. heavy, 2. strong

Audio Script

See Audio Script 28.

6 Unscramble the sentences.

Students unscramble the words to practise word order when forming sentences using *too* and *enough*.

Answers

1. I haven't got enough money for a new bike.
2. Spanish pronunciation is too difficult for me.
3. I have got enough time today to go to the museum.
4. I'm old enough to see any film at the cinema.
5. My journey to school is too long.

7 In your notebook, rewrite the sentences in Activity 6 so they are true for you.

Students write new sentences with their own information using the sentences in Activity 6.

Answers

Answers will vary.

Wrap-up

Students practise *too* and *enough* by debating controversial statements.

- Write some controversial statements on the board, for example: 1. *Football players are too wealthy.* 2. *Teachers don't make enough money.* 3. *Women are not strong enough to be effective leaders.* 4. *Students are given too much homework.*
- Students form groups of three or four and discuss their reactions to the statements.
- Monitor, offering help as needed. Encourage students to defend their positions using *too* and (*not*) *enough*.

▶ 54 ▶▶▶ **Workbook p. 139, Activity 2**

Speaking & Writing

Objectives

Students will be able to use **compounds** to talk about events and holiday places.

Lesson 5

Student's Book pp. 60 and 61

✓ **Homework Check!**

Workbook p. p. 139, Activity 2

Answers

1 Complete the sentences with *too* or *enough*.

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

Warm-up

Students anticipate the subject of events.

- Ask students to scan pages 60 and 61 and tell you what kind of events you think you are going to read about.
- Elicit strange, disappointing, exciting, frightening.

1 Have you ever felt excited / disappointed about receiving an e-mail, text message or phone call? If so, what happened? Discuss.

Students discuss feelings when receiving e-mails, phone calls or text messages.

Answers

Answers will vary.

2 Fill in the gaps with the correct words from the box.

Students complete a dialogue with the words provided.

- Call students' attention to the **Compounds** box and read the information aloud. Students already know the meaning of *some, no, any, body, thing* and *where*. Elicit the meaning of the different compounds they make.
- Also ask students to have a look at the **Guess What!** box and read the information. Explain any difficulties students may have.

Answers

1. Somebody, 2. anybody, 3. anything, 4. something, 5. nobody, 6. nothing

Wrap-up

Students practise compounds in pairs.

- Ask students to get into pairs.
- Tell them to make up a dialogue similar to the one in Activity 2 using compounds.
- Ask some volunteers to act out the dialogues.

Workbook p. 139, Activity 3

Lesson 6

Student's Book pp. 60 and 61

✓ Homework Check!

Workbook p. 139, Activity 3

Answers

3 Complete the sentences with *some / any / no + body / thing / where*.

1. anywhere, 2. anything, 3. Somebody,
4. anybody, 5. nothing, 6. something, 7. nowhere.

Warm-up

Students review compounds by re-telling the dialogue in Activity 2.

- Ask a couple of volunteers to read the dialogue in Activity 2 aloud.
- Then ask another couple to re-tell the dialogue.

3 Read the dialogue in Activity 2 again and write T (True), F (False) or DK (Don't know).

Students read the sentences about the dialogue in Activity 2 and state if the sentences are true, false or the information is not known.

Answers

1. DK, 2. T, 3. T, 4. F (She will call the phone service now.)

4 Circle the correct option.

Students read the text and circle the correct options.

Answers

1. somebody, 2. nobody, 3. somewhere, 4. anybody,
5. something

5 Work in pairs. Write down the name of a place, person or object. Give your partner some clues to guess what or who are thinking of. Swap roles.

Students think of different situations and give their partners clues for them to guess the place, object or person they thought about.

Answers

Answers will vary.

6 Stop and Think! In your notebook, write a short text about something strange or frightening that once happened to you. Try to use compounds with *some, any and no*.

Students write a text about something that happened to them.

- Draw students' attention to the *Guess What!* box and read the information aloud.

Answers

Answers will vary.

Wrap-up

Students re-tell the stories they wrote.

- Ask some volunteers to re-tell the stories they wrote in their notebooks.

Workbook p. 140, Activities 1 and 2

55

Preparing for the Next Lesson

Ask students to watch an introduction to village life in Pakistan: <https://goo.gl/83nusO>.

Culture

Objectives

Students will be able to talk about the country of Pakistan and a popular sport there—street cricket.

Lesson 7

Student's Book p. 62

✓ Homework Check!

Workbook p. 140, Activities 1 and 2

Answers

1 Read the article and underline the adjectives that don't describe Bethany.

boring, unprofessional, terrifying

2 Read again and underline the following information.

1. Hamilton, 2. October 31, 2003, 3. Alana, 4. Soul Surfer, 5. World Surf League's Fiji Woman's Pro competition, 6. she wasn't considered a top surfer

56 Warm-up

Students are introduced to a topic with the game Two Truths and a Lie.

- Write the following facts on the board:
 - » *Karachi, the largest city in Pakistan, is the capital.*
(LIE—Islamabad is the capital, with just over one million people.)
 - » *The official language of Pakistan is English.*
 - » *The official currency of Pakistan is the rupee.*
- Students guess which one is the lie.
- Challenge students to guess the correct information.

1 Look at the map at the bottom of the page. Do you know what country it is?

Students look at the map and guess what country it is.

Answer

Pakistan

2 Read and number the pictures.

Students read the facts about Pakistan and number the photos to match each one to the fact it illustrates.

Answers

left column 5, 6, 7, 3

right column 8, 4, 2, 1

3 Listen and complete the table.

Students listen to the description of the games of cricket and street cricket in Pakistan and complete the table.

Answers

Cricket eleven

Street Cricket 70s, five, tennis, bat, street

Audio Script

Cricket has got a long history in Pakistan. The British introduced the sport in the 18th century. Cricket teams compete at an international level. For those who aren't familiar with it, cricket is a game similar to baseball played on a cricket *pitch*, or field. There are eleven players on each team. The main equipment is a hard leather ball and a wooden bat, but players also wear protective pads, helmets and gloves. Schools and universities have often got their own teams. In the 1970s, street cricket became popular in Pakistan. Players don't play on a pitch; they play in the street. There are only five players on each team. They don't use a lot of equipment—just a bat and a ball. The ball isn't made of leather; it's a tennis ball with electrical tape on it to make it stronger. Many famous Pakistani cricket players started out playing street cricket.

Wrap-up

Students discuss informal sports in their country.

- Point out that street cricket is popular because it doesn't use a lot of equipment. People can play it in the street.
- Ask *What sports in your country are popular because they don't use a lot of equipment?*
- Students form pairs and answer the question.

||| (No homework today.)

Warm-up

Students make a KWL Chart to review and preview the topic.

- Draw a KWL Chart on the board, similar to following:

What I Know	What I Want to Know	What I Have Learned

- Ask students to think about what they know about Pakistan and what they want to know. Elicit some ideas. Students should not complete the chart yet. Instead, have them set it aside to use at the end of the lesson.
- Refer students to the texts on pages 62 and 63.

4 Read the article and write the headlines.

Students read the text about Pakistan and match each headline with the appropriate paragraph.

Answers

Agriculture in Pakistan, An Annual Event, Sports, Other Attractions

5 Find and write the word.

Students scan the texts in Activities 2 and 4 about Pakistan to identify each item.

Answers

1. Pakistani, 2. Karachi, Islamabad, Lahore, 3. field hockey, 4. Malala Yousafzai, 5. manufacturing football balls, 6. mango, 7. spring, 8. horse

6 Stop and Think! Discuss. How are farmers important to a community?

- Ask *What do you eat every day?* Elicit some answers and write the foods and drinks on the board.
- Ask *Where does this food come from?* Accept any reasonable answers. Elicit the fact that yogurt, milk and cheese come from cows, cereal is a grain, meat is from farm animals, etc.
- Ask, *How are farmers important to a community?*
- Students form groups of three or four to discuss.
- Come together as a class and have some students share their ideas and thoughts.

Answers

Answers will vary.

Extension

Students quiz each other on a reading.

- Students form pairs and think of three questions about Pakistan.
- Two pairs form a group and take turns quizzing each other with questions. Challenge students not to look at the texts.
- Each correct answer earns the pair a point.
- When the first sets of pairs have finished, students rotate to another pair and quiz each other.
- The pair with the most points wins.

Wrap-up

Students complete their KWL Charts.

- Students take out their KWL Charts and complete the final column.
- Students form small groups of three or four and share what they have learned.
- Encourage students to discuss some of the following questions:
 - » What was the most interesting thing you learned?
 - » What was the most surprising thing you learned?
 - » Come together as a class and have some students share their thoughts and ideas.

||| (No homework today.)

Project

Objectives

Students will be able to express their preferences and use **air travel** vocabulary to write a travel guide.

Lesson 9

Student's Book pp. 64 y 65

Warm-up

Students play a game of Two Truths and a Lie to generate interest and prepare for the lesson.

- Tell students about three places you've visited. Two are actual places you've been to, but one is a lie. Give them details such as when you were there, where you stayed, what you did there and your impression of the place.
- Tell students to think of three places, two they've actually visited and one that they will lie about.
- Students form small groups of three or four and share their places. They ask and answer questions to determine which one is the lie.
- Monitor, offering help as needed.

58

1 Think Fast! Make a list of the most common places of tourist accommodation.

Students do a one-minute timed challenge: they list the types of places tourists stay in.

Answers

Answers will vary.

2 Choose a destination you would like to visit. Tick (✓) the information you need to know before your trip.

Students think of a destination and categorise information about the destination in the table according to how important it is to know before visiting.

Answers

Answers will vary.

3 Number the texts with the questions in Activity 2.

Students read the travel information texts and identify which question in Activity 2 is answered in each paragraph.

Answers

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

4 Discuss the reasons why you would prefer or would rather not go to the resort in Activity 3 with a partner.

Pairs discuss the resort described in Activity 3 using language to express preferences.

Answers

Answers will vary.

Wrap-up

Students survey each other to consolidate for the lesson.

- Ask *Which places have you visited on holiday?* Elicit responses.
- If you have got a world map, display that.
- Say *Think about the places you've visited. Make a list.*
- Have students form groups of three or four. Students tell the others about the places they've been to. One student acts as a secretary and makes a list.
- Come together as a class and have each group share the places their group members have visited.
- Monitor, offering help as needed.
- Note which places are the most popular, most unusual, furthest away and closest.

|||▶ (No homework today.)



Teaching Tip

Using Less-Controlled and Freer Activities

Controlled and freer practice can be thought of on a spectrum, where you choose the level of control for tasks, based on the needs of your students and the progression of the lesson. Here are some guidelines for using less-controlled and freer activities:

- Less-controlled activities are effective as confidence and familiarity in the language increases. In these activities, there is a somewhat increased amount of freedom, which can also increase the challenge and interest. You cannot guess all the specific answers before the activity begins, although there are a limited number of possibilities. For example, if students were to brainstorm famous landmarks, you can anticipate which landmarks your students will know, but there will be a few that are unanticipated and surprising. Less-controlled activities give students the opportunity to somewhat personalise the language, drawing on prior knowledge.
- Finally, freer activities come last in the lesson. Here students have complete freedom in the language they produce. You cannot predict what will be said before the activity begins, although effectively timed freer activities have prepped students to use the target structures. This real, relevant practice naturally leads to high rates of retention. This can take the form of a discussion, a role play or a writing assignment in essay or poem form.

Warm-up

Students play a guessing game to prepare for the lesson.

- Think of a destination you've been to and how you would answer the questions in Activity 2.
- Draw students' attention to the chart in Activity 2.
- Tell students that you are thinking of a destination. They ask questions, including the ones in Activity 2, in order to guess.
- Say *Think about the destination you chose. Keep it a secret.*
- Students form groups of four or five. They take turns asking and answering questions, trying to guess each other's destination.
- Monitor, offering help as needed.

- 5 Think of the destination you chose in Activity 2. In small groups, write a guide for travellers like the one in Activity 3. Use the Internet to research your ideas. Use these ideas to help you.**

Using the prompts listed, students research the destination they chose for Activity 2 and write a guide for the destination, using the example in Activity 3 as a model. Encourage students to be creative and choose a destination with many attractions.

Answers

Answers will vary.

- 6 Exchange your guide with another group. Imagine you're spending one day together in the place suggested. Discuss and agree on what to do that day.**

Groups exchange their guides and discuss each other's destinations, expressing their preferences of activities to do in the place.

Answers

Answers will vary.

The Digital Touch

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

- Watch this video for tips on making a tour guide: goo.gl/5KgBh5.

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

Extension

Students make a travel mind map.

- Draw a circle on the board. Write *travel* in the centre.
- Students form pairs and use the information from the unit to make a mind map with all the travel expressions and vocabulary, topics, places and landmarks, etc., which they've learned.

Wrap-up

Students take a poll on the most popular destinations.

- Draw students' attention to their own guides.
- Display them around the room. Post a piece of paper under each one.
- Tell students to look at the guides and decide which place they'd most like to go to.
- Students read the guides and 'sign up' to go on one trip each.
- When students have finished, discuss which trips were the most popular and have students share why they made their choices.

▶▶▶ **Workbook p. 141, Activities 1 - 5**

Review

Objectives

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

Lesson 11

Student's Book p. 66

✓ Homework Check!

Workbook p. 141, Activities 1 - 5

Answers

1 Complete these sentences.

Answers will vary.

2 Circle the correct option.

1. terrified, 2. thrilling, 3. boring, 4. tired, 5. interested

3 Mark the sentences correct (✓) or incorrect (X). Rewrite the incorrect sentences.

1. X, I would like to see the pyramids but it's too hot outside. 2. X, She'd prefer to learn Spanish, but she hasn't got enough time. 3. ✓, 4. ✓

4 Rewrite the sentences exchanging *too* for *enough* and vice versa. The sentences should have the same meaning.

1. I'm not tall enough. 2. She's too young. 3. It's not big enough. 4. The tea is not cold enough to drink.

5 Complete the text with an appropriate compound noun with *some*, *any* or *no*.

1. nobody, 2. somebody, 3. nothing, 4. anything, 5. something

Warm-up

Students review **adjectives** vocabulary with a game similar to *Pictionary*.

- Model the activity by drawing one of the vocabulary items on the board, for example, *terrified*. You cannot speak or write any words; you can only draw pictures.
- The student who guesses comes to the board and draws another adjective.
- The student who guesses comes up to the board next.
- Continue until all adjectives have been reviewed or all students have had a chance to play.

1 Read and underline the intensifiers. Write them on the lines.

Students identify the intensifiers in the text.

Answers

1. extremely, 2. really, 3. a bit, 4. so, 5. pretty

2 Look and write !, !!, !!! or !!!! next to the intensifiers.

Students determine how strong each intensifier in Activity 1 is.

Answers

1. !!!!, 2. !!!, 3. !, 4. !!!, 5. !!

3 Read and describe using intensifiers. Choose and circle the adjective.

Students give their opinions about different topics using intensifiers.

Answers

Answers will vary.

4 Read and circle the correct option.

Students read the sentences and choose the correct adjective.

Answers

1. terrifying. 2. tired, 3. thrilling, 4. excited

5 Complete the sentences using the unused words from Activity 4.

Students see which words were not used in the previous activity and use them in the sentences given.

Answers

1. exciting, 2. tiring, 3. thrilled, 4. terrified

Wrap-up

Students do a mingle activity to practise asking and answering questions.

- Draw students' attention to the different fan activities and hobbies they studied in the unit.
- Write Find Someone Who... and phrases similar to the following on the board:
 - » ... reads books.
 - » ... goes mountain biking.
 - » ... is a fan of Star Trek.
 - » ... is a fan of international food / music / sports / history / art and literature.
 - » ... dressed up as a character.
 - » ... does water-rafting etc.
- Ask students to choose some of these activities on a piece of paper.

- When students have finished writing their phrases, have them stand up, mingle and ask and answer questions.
- Make note of any mistakes in pronunciation, grammar or vocabulary for an anonymous feedback session after the activity.

▶▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 67

Warm-up

Students play a game to practise intensifiers:

- Have students stand up.
- Say a sentence with an intensifier, for example, *Boston is really exciting.*
- Indicate that the student near you should repeat the sentence, changing the intensifier, for example, *Boston is extremely exciting.*
- Continue using all of the intensifiers from this unit. Change sentences as needed.

6 Complete the conversation with the correct form of the verbs in brackets.

Students complete a text using the correct form of the verbs given.

Answers

1. to go, 2. wash, 3. to play, 4. to wear, 5. to sleep

7 Complete the sentences with *too* or *enough*.

Students complete sentences.

Answers

1. too, 2. enough, 3. enough, 4. too, 5. enough

8 Fill in the blanks. Use *any / some / no / every + thing / body / where*.

Students fill in the blanks with compound nouns.

Answers

1. somebody, 2. everywhere, 3. something, 4. everything

Just for Fun Student's Book p. 68

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

? Big Question

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

- Ask students to turn to the unit opener on page 55 and think about the question 'What would you rather do?'
- Ask students to think about the discussions they've had on people's interests, hobbies and passions, the readings they've read and the brochure they made.
- Students form small groups to discuss the following:
 - » What are you a fan of? What are your hobbies? What's your passion?
 - » How much time do you spend doing that activity? Is it enough?
 - » Do you think it's important to have a passion? or interest? Why or why not?
- Monitor, offering help as needed, particularly with vocabulary.

★ Scorecard

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

▶▶▶▶ Study for the unit test.

Unit How much do you remember?

Grammar

Used to: I used to take care of my brother while my mum was working.

Past Continuous: The children were playing all day. My computer wasn't working yesterday.

Past Continuous and Past Simple: When: The family was swimming when strong currents pulled them away from the beach.

While: I was reading a book while my dad was watching TV.

Reading

Making connections between images and text

Project

Making a personalised timeline

Vocabulary

Personal Experiences: buy a lot of souvenirs, fall in love, forget, get into trouble, get lost, have a lot of fun, make a mistake, take care of

Keepsakes: baby tooth, drawing, necklace, seashell, toy car

Listening

Completing an outline

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

Vocabulary

Objective

Students will be able to use **Personal Experiences** and **Keepsakes** vocabulary and the expression *used to* to talk about memories.

Lesson 1

Student's Book pp. 70 and 71



Teaching Tip

Learning Outside the Classroom

Learning a language is like riding a bike or learning a musical instrument: the more you do it, the better you can get. In the classroom, we try to give students as much opportunity to practise and use English as possible, but they are more likely to succeed if they use English outside the classroom. Encourage students to seek out TV programmes, websites and books in English. Even product labels in English can be a good way for students to learn. More advanced students can try putting their phone or email settings in English. These strategies will make English a regular part of students' everyday lives and help them to use it effectively in the future.

Warm-up

Students ask and answer about personal experiences and keepsakes to build interest in the unit topic.

- Display photos and / or keepsakes: souvenirs from trips, postcards, etc. Choose interesting items that you feel comfortable showing to the class.
- Invite students to look at the items (without picking them up) and ask questions about them.
- Write *Memories* on the board. Tell students to think about one of their favourite past experiences (memories). Ask *Where were you? Who was there? Why was it special?*
- After everyone has had time to think, elicit answers from volunteers.

1 Look at the pictures and number the speech bubbles.

Students match photos of situations with statements describing each experience.

Answers

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

2 Think fast! In pairs, discuss your past habits. Then play a memory contest. The student who remembers the most details in the winner.

Students think about their past habits and discuss about them.

- Call students' attention to the *Used to* box and explain this expression is used to talk about past habits. Read the example aloud and provide some others.

Answers

Answers will vary.

Wrap-up

Students review collocations with a game of *Go Fish*.

- Have students take out two pieces of paper and cut or tear each into eight pieces so there are sixteen pieces altogether.
- Students write the two parts of each collocation on separate cards: *take / care of, make / a mistake, have / a lot of fun, forget / something, get into / trouble, get / lost, buy / something, fall / in love with*. Note that they should write lightly in pencil, so that the words are not visible through the paper.
- Students form small groups. They place their cards in a pile and deal five cards to each player. The remaining cards go into a lake at the centre of the group.
- The first student asks another student for a word or phrase corresponding to one of the cards in his or her hand, for example, *care of*. If the student has got the card, he gives it to him or her to complete the phrase: *take care of*. If the student hasn't got the card, he or she says *Go fish!* The first student then draws a card from the lake.
- If the player forms a phrase, the student keeps the pair and plays again. If not, the next student plays.
- Continue playing until all cards have been matched correctly.
- The student with the most phrases wins.

▶▶▶▶ (No homework today.)

Lesson 2

Student's Book pp. 70 and 71

Warm-up

Students discuss the idea of keepsakes to generate interest and activate prior knowledge.

- Write *keepsake* on the board. Underline *keep* and ask students if they know what *keepsake* means.
- Elicit or provide that *a keepsake is an item kept to help you remember a person or an experience*.

- Write the following questions on the board:
 - » Have you got any keepsakes? What are they?
- Students form pairs and discuss.
- Come together as a class and have some students share their thoughts and ideas.

3  Listen and match the people with the keepsakes. Students determine which person discusses each keepsake.

Answers

1. drawing, 2. necklace, 3. seashell, 4. toy car, 5. baby tooth

Audio Script

One

TEEN BOY: My keepsake is a picture that I drew when I was seven years old. It is of a dinosaur with big teeth.

Two

WOMAN: My keepsake is this old necklace. It was my grandmother's. When I was little, I found it in her room and asked to put it on, so she gave it to me. It's very special.

Three

BOY: I found this seashell on the beach, on a trip with my family. I took it to school once to show my class. Now I keep it in a box under my bed.

Four

OLD MAN: My keepsake is a toy from my childhood. It's a car. You turned this key to make it go, you see. It's red and not in perfect condition anymore. I think it was my father's when he was a child.

Five

YOUNG GIRL: My keepsake is a baby tooth. I was six years old when I had my first loose tooth. I was very nervous about pulling it. Then one day, it just fell out!

4 Read the description. Then write the name of the keepsake.

Students match the descriptions with the photos of keepsakes in Activity 3.

- Draw students' attention to the *Guess What!* box. Tell them that photos and keepsakes—objects from important events—are common ways to remember the past. But music, smells and flavours can also help you remember information and experiences.

Answers

1. necklace, 2. toy car, 3. seashell, 4. baby tooth, 5. drawing

5 Think fast! Classify the keepsakes.

Students do a one-minute timed challenge: they put each keepsake from the previous activities into a category in the table.

Answers

drawing, necklace, toy car, baby tooth, seashell

6 In your notebook, write a short text about the activities you used to do when you were younger.

Students write about what they used to do when they were younger.

Answers

Answers will vary.

Wrap-up

Students make and put together a puzzle with a keepsake item.

- Students form pairs and draw a keepsake item on a sheet of paper. For an added challenge, they can draw two items, one on each side.
- Students cut their picture into medium-sized pieces (about 15) and exchange puzzles with another pair.
- Have students put the puzzle together and identify the item. If it is two-sided, have them mix up the puzzle and put together the other picture.
- As they work, encourage them to talk about keepsake items that they have.

Workbook p. 142, Activities 1 - 3



Teaching Tip

Balancing Competition and Collaboration

Both competitive and cooperative activities have a place in the classroom. Competition, where teams compete and one team or one student wins, can engage and motivate students. However, if used improperly, competition can shift focus from the learning process to winning, and can increase anxiety, especially in shy students. Collaboration, on the other hand, does not involve points or winning. Students work together to complete a task. In these activities, it may be necessary to monitor students and help them stay focused. Some students participate better in collaborative activities.

Grammar

Objectives

Students will be able to use the **past continuous** to talk about ongoing past activities. They will also be able to use the **past continuous** with *while* to talk about simultaneous activities in the past and the **past simple** with *when* for interrupted activities in the past.

Lesson 3

Student's Book p. 72

✓ Homework Check!

Workbook p. 142, Activities 1 - 3

Answers

1 Find and circle the names of five keepsakes.

necklace, baby tooth, drawing, seashell, toy car

2 Complete the sentences using the words from Activity 1.

1. necklace, 2. baby teeth, 2. drawing, 3. seashell, 4. toy car

3 Look, read and number.

top row 3, 1, 4; bottom row 6, 2, 5

Warm-up

Students think about the context of the past continuous by recalling the previous day's activities.

- Draw a simple timetable on the board with four or five different times covering morning, afternoon and evening.
- Tell students to try to remember their day yesterday in as much detail as possible. Ask *What were you doing at (seven) o'clock?* Do not elicit answers. Give students a moment to think. Encourage them to remember the situation in as much detail as they can.
- Repeat with other questions.
- Elicit answers from a few volunteers. Do not correct grammar at this point.

1 Look and number the scenes.

Students number the drawings to put the scenes in narrative order.

Answers

1. It's a beautiful day! 2. We're going for a swim. 3. Look! We're really far from the beach. 4. Help! Help! 5. Stay calm and we'll get you out.

2  **Listen and underline the cause of the problem.**

Students listen to the narrative and identify the cause of the swimmers' problem.

Answer

3

Audio Script

Good morning. This is the six o'clock news. Three members of a family were swimming near Lookout Beach yesterday morning when they got into trouble. Strong currents pulled the swimmers away from the beach and it wasn't possible to swim back. Other family members were relaxing at the beach when they realised there was a problem and raised the alarm. Lifeguards were teaching a first-aid course when they heard the dad shouting for help. They managed to get to the swimmers quickly and rescue them. Lifeguard Matt Fry said, 'When we located the family, the two children were crying and the uncle was trying to calm them down. All three of them were feeling exhausted.' The uncle, Ken Wise, said, 'I wasn't paying attention. We were swimming and having fun and we didn't realise the current was so strong. When my niece saw we were so far from the beach, it was very hard to swim back. We were very lucky that the lifeguards were nearby.'

3  **Listen again and circle T (True) or F (False).**

Students listen again for detail and identify whether statements about the story are true or false.

Answers

1. T, 2. F (They were having fun.), 3. F (The dad raised the alarm.), 4. T, 5. F (The two children were crying.)

Audio Script

See Audio Script 32.

4 **Think fast! Find and underline the verbs in the past continuous tense verb phrases in Activity 3.**

Students do a one-minute timed activity: they identify the past continuous verbs in Activity 3 and underline them.

- Draw students' attention to the *Past Continuous* box and explain the use.

Answers

1. was relaxing, 2. weren't having fun, 4. were teaching, 5. was crying

Wrap-up

Students cooperate to complete a story.

- Write the following story starter on the board: *Last summer I went camping. I was putting up my tent when...*
- Students form small groups and complete the story, with one member acting as a secretary.
- Elicit students' stories.

Workbook p. 143, Activities 1 and 2

Lesson 4

Student's Book p. 73

✓ Homework Check!

Workbook p. 143, Activities 1 and 2

Answers

1 Look and answer the questions.

1. No, he wasn't. 2. Yes, they were. 3. No, she wasn't. 4. No, they weren't. 5. Yes, he was.

2 Look at the picture in Activity 1 again and write sentences using while.

1. Gina and Hal were giving a presentation while Miss Smith was writing. 2. Alan was sleeping while Bill was reading. 3. Miss Smith was writing while Claire, Emma and Pam were paying attention. 4. Bill was reading while Gina and Hal were giving a presentation.

Warm-up

Students practise the past continuous with a collaborative silly story-writing activity.

- Invite students to write verbs and verb phrases on the board, for example, *blow out candles*.
- Students form small groups. Tell them to choose five verbs or verb phrases from the board and use them to write a silly story. They must use three of the verbs in the past continuous tense. One member acts as the group secretary. Monitor and help as needed.
- Elicit students' stories. Have them set aside their stories to use in the *Wrap-up* activity.

5 Match the sentence halves.

Students match the beginnings and endings of sentences from the story about the swimmers.

- Draw students' attention to the *Past Continuous* and *Past Simple: When* box and explain the difference between the tenses.

Answers

1. when they got into trouble. 2. when they realised there was a problem and raised the alarm.
3. when they heard the dad shouting for help.
4. the children were crying.

6 Read the excerpts and write the headings.

Students read parts of news articles and identify the natural disaster each is about.

- Draw students' attention to the **Guess What!** box. Tell them that when we talk about two simultaneous actions in the past, we use *while*: *I was reading a book while my dad was watching TV.*

Answers

top to bottom A tornado, An earthquake, A flood

7 Read the underlined sentences in Activity 6. Then write S (Simultaneous) or I (Interrupted).

Students identify whether the two actions described in each sentence are happening simultaneously or whether one action interrupts another.

Answers

1. S, 2. S, 3. I, 4. S, 5. I, 6. S, 7. I, 8. I

Extension

Students play a game to review *when* and *while*.

- Students form groups of three. When one student says *Go!*, the other two students each say a verb, for example, *exercising* and *eating cake*.
- The student must make a *when* or *while* sentence using the verbs, such as *While he was exercising, he was eating cake*. The student can use either *when* or *while*, depending on the verbs.
- Students switch roles and play again. They should repeat the game several times.

Wrap-up

Students revise their stories to add details and incorporate *when* and *while*.

- Students form the groups that they were in for the *Warm-up* activity and take out their stories.
- Have students reread their stories and add details using the past continuous and *when* or *while*. Monitor and help as needed.
- Elicit students' stories.

Reading & Listening

Objectives

Students will be able to make connections between images and text and make an outline.

Lesson 5

Student's Book pp. 74 and 75

✓ Homework Check!

Workbook p. 143, Activity 3

Answers

3 Look at the cues and write sentences using *when*.

1. She was skiing when the earthquake started.
2. She was driving her car when she saw an accident.
3. He was riding his bike when his telephone rang.
4. They were studying when someone knocked at the door.

Warm-up

Students do a memory exercise to build interest in the topic.

- Write a sequence of numbers on the board: 32-15-27-85.
- Students form groups and determine a strategy for remembering the sequence of numbers. They are not allowed to write them down.
- Elicit students' strategies. Then give them two minutes to memorise the sequence.
- Erase the numbers on the board. Invite volunteers to stand and recite the sequence of numbers.
- Then ask questions that involve numbers to distract students from the sequence: *When is your birthday? What time is it? How old are you?*

1 Look and tick (✓) the topic of the article.

Students read the title of the article and look at the photo to determine the topic.

Answer

the parts of the brain and memory

2 Read the article and label.

Students read the article and use the information to determine the correct label for each picture.

- Draw students' attention to the **Be Strategic!** box and read the information aloud.

Answers

network, neuron, the cerebral cortex, the hippocampus

3 Read again and complete the sentences.

Students read for detail and complete the sentences with information from the article.

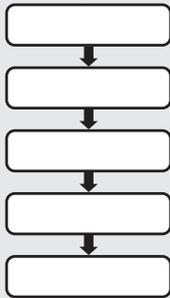
Answers

1. cells, 2. electricity, 3. connections, 4. neurons, 5. hippocampus, 6. cerebral, 7. replays

Extension

Students demonstrate understanding of the reading with a flow chart.

- Draw a flow chart on the board similar to the following:



- Explain that this is a flow chart that can be used to summarise a process.
- Students form pairs and underline the key points in the reading to add to the flow chart.
- When students have finished, have them meet with another pair and share their flow charts.

Wrap-up

Encourage students to discuss some of the following questions:

- » *What was the most surprising thing you learned?*
- » *In the article, it says that you can remember words to songs more easily because they are connected to music. Have you experienced this? Give some examples.*
- Monitor, offering help as needed.
- Come together as a class and have some students share their thoughts and ideas.

Workbook p. 144, Activities 1 and 2

Lesson 6

Student's Book pp. 74 and 75

✓ Homework Check!

Workbook p. 144, Activities 1 and 2

Answers

1 What do you know about the Fukushima nuclear disaster? Discuss the answers to the following questions with a partner. Then read and check your answers.

1. March 11, 2011, off the northeastern coast of Japan. 2. The nuclear power plant was flooded by a tsunami, causing a nuclear meltdown and the release of radioactive material. 3. It was the second largest nuclear disaster after Chernobyl.

2 Mark each statement T (True) or F (False).

1. T, 2. T, 3. F (It was the second largest nuclear disaster after Chernobyl.), 4. F (Many of these people are still displaced.), 5. T

Warm-up

Students identify the main idea and details in the text to review.

- Draw students' attention to the reading on page 74.
- Elicit the topic of the text: *the parts of the brain and memory.*
- Write these sentences on the board.
 1. The brain is an organ that works like a very powerful computer.
 2. When you learn something, new connections form between neurons.
 3. This is the 'skin' of the brain.
 4. For example, you can easily remember the lyrics to your favourite song...
- Students form pairs and determine whether the sentences give main ideas or details. Elicit the answers: 1. M, 2. M, 3. D, 4. D

4 Listen and circle the correct option.

Students listen and circle the word that completes each sentence in the notes.

Answers

1. technology, 2. healthy, 3. first, 4. things, 5. Give

Audio Script

Have you got trouble remembering names, dates or facts? Nowadays, it's easy to let technology remember for you. Your phone is an address book, a calendar and even an encyclopedia. And you can look up most information online, so why remember?

Remembering keeps your brain active and healthy. Like a muscle, your brain is stronger when you use it. So how can you remember better? The first strategy is to take care of yourself: get enough sleep, eat a healthy diet and manage stress through exercise and meditation. OK, so you take care of yourself. Now what? Write things down. Not on a phone or a computer. Write using a pen or a pencil. Science shows that this helps you to remember, even if you don't look at your notes. Or give your brain a job: teach the information to another person. You repeat the information, building more neuron connections. You can also identify information that you need to learn or review.

S  ³⁵ **Read and complete the notes in Activity 4. Then listen again and check.**

Students write the phrases from the box under the sentences they go with and listen to the audio again to check their notes.

Answers

1. your phone, information online, 2. like a muscle, 3. enough sleep, healthy diet, manage stress, 4. pen or pencil, 5. teach someone

Audio Script

See Audio Script 34.

S **Think Fast! Choose one item and try to memorise the information. Can you remember it when time is up?**

Students do a three-minute timed challenge: they pick one of the notes from Activities 4 and 5 and try to memorise it. After three minutes, they try to recall the information.

- Draw students' attention to the *Guess What!* box. Tell them that mnemonic devices are strategies to help you remember specific information. For example, making a chant or song can help you to remember lists or names.

Answers

Answers will vary.

Wrap-up

Students personalise the lesson with a discussion.

- Draw students' attention to the items in Activity 4. Say *Reread the tips for helping your memory be better.*
- Write the following questions on the board:
 - » Do you use any of these tips? Which ones?
 - » Can you suggest other tips for remembering things?
- Students form small groups and discuss the questions.
- Come together as a class and have some students share their thoughts and ideas.

Workbook p. 144, Activity 3

Preparing for the Next Lesson

Ask students to watch an Aboriginal artist at work <https://goo.gl/THCrcB> or listen to an explanation of an Aboriginal musical instrument at <https://goo.gl/Zu3ndb>.

Culture

Objectives

Students will be able to talk about Aboriginal Australians and the Great Barrier Reef.

Lesson 7

Student's Book pp. 76 and 77

✓ Homework Check!

Workbook pp. 144, Activity 3

Answers

3 Do research about another famous nuclear disaster. In your notebook, write about..

Answers will vary.

Warm-up

Students complete a simple map of Australia.

- Draw an outline of Australia on the board.
- Mark the locations of these important Australian cities with dots: *Melbourne, Sydney, Brisbane, Perth, Adelaide*. Mark the location of Canberra with a star. Do not write the names on the map.
- Write the names of the cities next to the map. Encourage students to guess the location of each city.
- Write the first letter for each city on the map and invite volunteers to complete the names. Elicit the name of the capital city: *Canberra*.

1 Read and complete the sentences.

Students learn facts about Aboriginal Australians by completing sentences with the options provided.

Answers

1. forty-five thousand, 2. 3%, 3. Ayers Rock, 4. didgeridoo, 5. kangaroo

2 Read the article. Then write the underlined words under the correct pictures.

Students read the article and write captions for the photos, using the words they find underlined in the text.

Answers

top to bottom, left to right Uluru, rock paintings, body painting, dot painting

Wrap-up

Students prepare a quiz based on the text.

- Write the following question on the board: *What do Aboriginal Australians call the period that is the beginning of creation? (Dreamtime).*
- Students form pairs. They come up with eight questions about the text to quiz their classmates. Be sure that both students in each pair write down their questions.
- Tell students to remember to make an answer key.
- Have students form new pairs and quiz each other on the text.

▶▶▶▶▶ (No homework today.)

Lesson 8

Student's Book pp. 76 and 77

Warm-up

Students make a KWL Chart to review what they know about Australia.

- Draw a KWL Chart on the board, similar to following:

What I Know	What I Want to Know	What I Have Learned

- Ask students to think about what they know about Australia and what they want to know. Elicit some ideas.
- Have students complete the chart. Then they should set it aside to use at the end of the lesson.

3 Look at the pictures and unscramble the words. Do you know what place it is?

Students look at the photos and unscramble the three words that make up the name of the place. unscramble the three words that make up the name of the place.

Answers

Great Barrier Reef

4 Listen and number the questions in the correct order.

Students number the questions according to the audio.

Answers

first column 5, 6, 1, 7
second column 2, 4, 3

Audio Script

INTERVIEWER: Hello and welcome to the programme The Wonders of Nature. Today's guest comes all the way from Australia and he will talk to us about the Great Barrier Reef. Welcome, Steve Star.

STEVE STAR: Hello, thank you for having me.

INTERVIEWER: Tell us, where is the Great Barrier Reef?

STEVE STAR: It is located off the Queensland coast of Australia.

INTERVIEWER: How big is it?

STEVE STAR: It is 2,000 kilometres long and 180 metres high. It consists of 3,000 individual reefs and 900 islands. It's as big as 70 million football fields!

INTERVIEWER: Oh, no! I can't imagine anything like it! What is it made of?

STEVE STAR: It is made of coral, and coral is formed from thousands of little creatures called polyps.

INTERVIEWER: How many types of fish live there?

STEVE STAR: 1,500 types. And there are also 26 types of whales and dolphins, 100 types of starfish and many more.

INTERVIEWER: Are there any threats to the Great Barrier Reef?

STEVE STAR: The GBR faces several threats, some caused by humans and some caused by nature itself. For example, ships running around on the reef destroy parts of it. Tourists kill the reef by visiting it, littering, etc. The natural threat is the Crown-of-thorns starfish that eats the polyps.

INTERVIEWER: Is the GBR a Natural Wonder of the World?

STEVE STAR: Yes, it is.

INTERVIEWER: Wow! And finally, is it true that you can see it from outer space?

STEVE STAR: Yes! Astronauts can see it from the Moon. They say you can see a white fine line in the blue ocean...

70

5 Match the questions with the answers.

Students write the numbers of the questions in Activity 5 next to the corresponding answers.

Answers

1. 7/6, 2. 1, 3. 4, 4. 2, 5. 3, 6. 6/7, 7. 5

6 Stop and Think! Discuss. Are there natural wonders under threat in your country?

- Ask *What are the threats the GBR faces?*
- Then ask *What are some natural wonders in your country? Are they under threat?*
- Students form pairs and brainstorm answers. Elicit students' ideas.

Answers

Answers will vary.

Wrap-up

Students review facts about Australia.

- Students take out their KWL Charts and complete the final column.
- Students form small groups of three or four and share what they have learned.
- Encourage students to investigate the things they would still like to know about Australia.

▶▶▶▶▶ (No homework today.)

Project

Objectives

Students will be able to make a personalised timeline.

Lesson 9

Student's Book pp. 78 and 79

Warm-up

Students talk about their life events to build interest in the project theme.

- Write *Life Events* on the board and elicit examples, such as *being born, starting school, travelling or moving to a different house*.
- Students form pairs and talk about their life events.

1 Look at the timeline on page 79 and choose the correct option.

Students answer the questions using information from the timeline on page 79.

Answers

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

2 Classify the events from Aaron's timeline. Write PE or WE.

Students identify whether each event from the timeline is a personal experience or a world event.

Answers

top to bottom WE, PE, PE, WE, WE, PE, WE, PE, PE, WE, PE, PE, WE, WE

3 List seven important personal events for you and your family. Write the dates.

Students think of and write seven events and the date each happened for their personal timelines.

Answers

Answers will vary.

Wrap-up

Students quiz each other about the information in Aaron's timeline.

- Students form pairs. They take turns asking and answering questions about the timeline on page 79.

Lesson 10

Student's Book pp. 78 and 79

Warm-up

Students use a timeline to tell Aaron's story.

- Elicit sequencing words and write them on the board: *first, then, after that, next, finally*. Leave these on the board for later in the lesson.
- Draw students' attention to Aaron's timeline on page 79.
- Students form pairs. Using the sequence words and timeline, they take turns telling Aaron's story.

4 Make a personalised timeline. Use Aaron's timeline as a model.

Using the timeline on page 79 as a model, students add to the events and dates they thought of in Activity 3 and use their own events to create a personalised timeline.

Answers

Answers will vary.

The Digital Touch

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

- Create a digital timeline online with Timeline at <http://goo.gl/HyDTHb>. Timeline is also available as a free Apple or Android app.

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

Wrap-up

Students use a timeline to tell their story with sequence words.

- Draw students' attention to the sequencing words on the board.
- Students form pairs. Using the sequence words and their own timeline, they take turns telling each other their own stories.
- Have a few students share their stories with the class.

Workbook p. 145, Activities 1 - 3

Review

Objectives

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

Lesson 11

Student's Book p. 80

✓ Homework Check!

Workbook p. 145, Activities 1 - 3

Answers

1 Complete the table.

Present Simple make a mistake, get into trouble, prepare breakfast, drinks, works, buys souvenirs, have a lot of fun

Past Simple made a mistake, got into trouble, prepared breakfast, drank, worked, bought souvenirs, had a lot of fun

Past Continuous was making a mistake, were getting into trouble, was preparing breakfast, was drinking, was working, was buying souvenirs, were having a lot of fun

2 Write two activities you used to do and two activities you didn't use to do when you were a kid.

Answers will vary.

3 Look at the pictures and write sentences using *when* or *while*.

1. She was doing yoga when the lights went out.
2. She was chewing gum while she was walking her dog.
3. He was riding his bike when he heard a loud noise.
5. They were studying for a maths exam while they were listening to music.

Warm-up

- Students review vocabulary with a board relay race.
- Students form teams of five or six. Divide the board by drawing lines down the board to form as many columns as there are teams.
 - Give each team a marker.
 - Using the glossaries and suggested definitions below, say a definition for one of the vocabulary words.
 - A member from each team writes a word on the board. Once a team member is finished writing the word, stop saying the definition.
 - The students at the board each give the marker to another team member as in a relay race.
 - Say another definition and follow the same procedure.

- When you have reviewed all the definitions, look at the students' answers.
- The team with the most complete and correctly spelled words wins.

1 Write sentences using *used to*.

Students use the cues given to write sentences.

Answers

1. She used to live in a house when she was a child.
2. Did you use to go on holiday every summer?
3. He didn't use to smoke.

2 Unscramble names of keepsakes. Then read and number the questions.

Students unscramble the keepsakes vocabulary words and match each to one of the questions below.

Answers

1. necklace, 2. baby tooth, 3. toy car, 4. drawing, 5. seashell; *top to bottom* 1, 5, 2, 4, 3

3 Circle and correct the mistakes.

Students review verb phrases by correcting the sentences.

Answers

1. (in)of, 2. (much)many, 3. (do)make, 4. (of)with, 5. (with)for

4 Write sentences using the past simple tense.

Students complete the sentences in the past simple using the cues.

Answers

1. forgot her name at the party. 2. bought a T-shirt at the stadium. 3. mobile phone got lost during P.E. class. 4. had fun with our friends yesterday. 5. got into trouble for drawing on the wall. 6. made several mistakes in my German homework. 7. fell in love with my new computer.

Wrap-up

Students review the past simple tense with a game of *Bingo*.

- Draw a grid on the board with nine squares.
- Have students take out a piece of paper and draw a similar grid.
- Tell students to write one past tense verb form from the unit in each square.
- Say a past tense verb in its base form, for example, *forget*. If a student has got *forgot* in a square, she marks it with an X.

- When a student has got three Xs, diagonally, horizontally or vertically, he or she shouts *Bingo!*
- The student must read the verbs back and use each in a sentence to win.
- Play several times.

▶▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 81

Warm-up

Students practise the past simple and past continuous with a game called *Accusations*.

- Write a list of actions that are a little strange on the board, for example:
 - » *paint your windows blue*
 - » *give your cat a bath*
 - » *hit your phone with a hammer*
 - » *dig a big hole in the ground*
- Divide the class into two groups, Students A and Students B.
- Using the actions on the board, Student A asks Student B questions, for example, *When I saw you yesterday, you were painting your windows with blue paint. Why were you doing that?*
- Student B must invent a silly reason why she was doing that, for example, *I was painting my house in team colours.*
- Student B then questions Student A, who answers.
- Come together as a class after the activity to hear some of the students' reasons.

5 Read and complete the text message.

Students complete the past continuous sentences in the text message with the words provided.

Answers

1. listening, 2. talking, 3. eating, 4. watching, 5. having, 6. losing, 7. dancing, 8. playing

6 Read and circle the correct option.

Students review the use of *while* and *when* with the past continuous.

Answers

1. when, 2. while, 3. while, 4. when, 5. when

7 Complete the sentences using the correct forms of the verbs.

Students determine whether each sentence should be completed with the past continuous or past simple and write the correct form of the verbs provided.

Answers

1. raining, 2. saw, 3. started, 4. running, 5. trying

Just for Fun Student's Book p. 82

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

? Big Question

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

- Ask students to turn to the unit opener on page 69 and think about the question 'How much do you remember?'
- Ask students to think about the discussions they've had on remembering, the readings they've read and the timeline they made.
- Students form small groups to discuss the following:
 - » *What's your earliest memory?*
 - » *Are there some things you will never forget?*
 - » *Do any of the elderly people in your life like to talk about their past? Why do you think this is?*

★ Scorecard

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

▶▶▶▶ Study for the unit test.

Unit *Where have you been to?*

Grammar

Present Perfect: She has had a wonderful experience.

Short answers: Has she had a bad experience? Yes, she has.
No, she hasn't.

Present Perfect: Ever: Have you ever been to England?

Present Perfect: Already, Yet, Just: He has already made some friends. Have you seen anything interesting yet?
I have just come back.

Present Perfect: Never, Been, Gone: He has never been to China. He isn't here. He has gone to Chile.

Might: I might sign up this year.

Would: Would you eat a bug?

Vocabulary

Travel: book a flight, catch a train, exchange money, get a passport, hire a guide, pack a suitcase, stay in a hotel

Collocations: get hot, get hungry, get lost, get ready, get started, get there, get thirsty, get up

Listening

Identifying activities people have done

Writing

Writing about experiences people have had

Project

Making a Travel Experience poster

Vocabulary

Objective

Students will be able to use **travel** vocabulary and **collocations** to talk about holidays.

Lesson 1

Student's Book pp. 84 and 85

Warm-up

Students look at photos of travel destinations to generate interest and activate prior knowledge.

- Bring post cards and / or photos of travel destinations to class, enough for each group to have four or five pictures.
- Students form groups. Distribute the travel photos and encourage students to guess the places. Monitor and give clues as needed.
- If time permits, tell students to exchange pictures with another group and continue the activity.

74

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



Teaching Tip

Setting the Tone for the Lesson

Here are some tips to set the tone for a fun, but under-control learning environment:

- Don't allow food in the classroom unless it's a special occasion. Students finishing lunch or a snack will probably not be paying much attention to the lesson.
- Think of students as young adults. Adults can get bored or distracted, as well. Instead of getting frustrated with students, negotiate rewards for the class being focused, such as a timed break at the end of the class or a favourite game.

- 1  ³⁷ Listen and tick (✓) the holiday destination.
Students listen and tick the correct locations.

Answers

1. a busy restaurant, 2. a water park, 3. a beach

Audio Script

1. [a busy foreign restaurant]
2. [a water park with kids splashing]
3. [a beach]

- 2  ³⁸ Listen and number the activities.
Students listen to the travel advice and number the activities in the order they are mentioned.

Answers

1. get a passport, 2. book a flight, 3. stay in a hotel, 4. hire a guide, 5. pack a suitcase, 6. exchange money, 7. catch a train

Audio Script

The world is full of amazing destinations where you can relax and explore at the same time! If you go abroad, first, you need to get a passport. It's a form of identification that says who you are and what country you're from. And you'll need to book a flight. Most people do it online. You can make a hotel reservation online, too. Choose carefully. You want to stay in a hotel that is safe and comfortable, but not too expensive. Hire a guide! The knowledge of a local guide is worth your money! On the day before the trip, pack a suitcase with the clothing you will need. Check the weather forecast and don't take too much stuff. When you arrive at your destination, exchange money. Make sure you do it in a formal exchange office and not in the street! Finally, if you can catch a train to get from one place to another—riding a train is one of greatest pleasures of travelling!

- 3 **Read the descriptions and write the travel activity.**
Students identify which travel activity from Activity 2 corresponds to each description.
- Draw students' attention to the **Guess What!** box. Read the information aloud. Ask students why they think those destinations are so popular and whether they would like to visit them.

Answers

1. get a passport, 2. book a flight, 3. pack a suitcase, 4. exchange money, 5. hire a guide, 6. stay in a hotel, 7. catch a train

Extension

Students do a role play activity related to travel activities vocabulary.

- Write a travel activity phrase in large letters on a sheet of paper. Do the same for the other travel activity phrases. Number the papers 1 through 7. Stick the papers in different areas of the classroom as activity stations.
- Have students count off by sevens and go to their corresponding station.
- Groups at the stations role-play their activity, for example, checking into a hotel or packing a suitcase. Each student should have a role in the role play, although they can be objects, too.
- After five minutes, have groups rotate to a different station and do a new role play. Repeat as time permits.

Wrap-up

Students review vocabulary with a matching activity.

- Write these locations on the board: *at home, at an airport, at a government office, at a station, at a travel destination.*
- Refer students to the vocabulary phrases in Activity 2. Ask *Where do you do each activity?*
- Students form groups and match the locations to the travel activities vocabulary phrases. Some activities have more than one answer.
- Elicit students' answers.

Workbook p. 146, Activity 1

Lesson 2

Student's Book pp. 84 and 85

✓ Homework Check!

Workbook p. 146, Activity 1

Answers

1 Unscramble and match. Then look and number the photos.

1. exchange money, 2. hire a guide, 3. stay in a hotel, 4. book a flight, 5. catch a train, 6. get a passport, 7. pack a suitcase; *left to right, top to bottom: 5, 1, 2, 6, 4, 7, 3*

Warm-up

Students review vocabulary with a game of Bingo.

- Elicit the travel activities phrases from the previous lesson and write the nouns from these phrases on the board, for example, *passport*.

- Draw a grid with nine squares on the board. In the centre square, write *Free Space*.
- Have students copy the grid and write one noun in each space. They can use one word twice.
- Say the beginnings of the phrases for students to cross out the corresponding nouns. The first student with three in a row horizontally, vertically or diagonally should shout *Bingo!* Elicit the three phrases.
- Play several times.

4 Read and match the sentence halves.

Students read the text and then match the parts of the sentences.

Answers

1. a rock formation in Utah. 2. very early in the morning. 3. packed water and snacks. 4. because he got lost in the desert. 5. helped him find the destination.

5 Read the text in Activity 4 again and underline the expressions with *get*. Then complete the dictionary entries.

Students underline expressions with *get* in the text in Activity 4 and complete the collocations.

Answers

1. hot, 2. hungry, 3. lost, 4. ready, 5. started, 6. there, 7. thirsty, 8. up

6 Think Fast! In your notebook, write five sentences using *get*.

Students do a three-minute timed challenge: they write sentences using the expressions with *get*.

Answers

Answers will vary.

Wrap-up

Students play *Charades* to review collocations with *get*.

- Divide the class into three or four groups.
- One student in each group acts out a travel activity for the others to guess.
- Groups repeat with different volunteers acting out the vocabulary.

▶▶▶ Workbook p. 146, Activity 2

Grammar

Objectives

Students will be able to use **present perfect** and **ever**, **already** and **yet** to talk about the present results of past actions.

✓ Homework Check!

Workbook p. 146, Activity 2

Answers

2 Read and complete the e-mail.

1. there, 2. up, 3. ready, 4. started, 5. lost, 6. hungry, 7. hot, 8. thirsty

Lesson 3

Student's Book p. 86

Warm-up

Students play Two Truths and a Lie to build interest in the topic.

- Write the following statements about Portugal on the board:
 - » *The capital of Portugal is Lisbon.*
 - » *Portugal has got a population of 11 million people.*
 - » *Portuguese is only spoken in two countries, Portugal and Brazil. (LIE—It's the official language in nine countries: Portugal, Brazil, Mozambique, Angola, Guinea-Bissau, East Timor, Equatorial Guinea, Cape Verde, and São Tomé and Príncipe.)*
- Tell students that two of the statements are true, but one is a lie.
- Students form pairs and guess which statement is the lie.

1 Read and number the photos.

Students read the brochure and match the points describing the programme to the photos.

- Draw students' attention to the **Present Perfect** box and explain the use.

Answers

top to bottom 2, 5, 4

2 Complete the e-mail.

Students read the e-mail from a student interested in studying in Portugal and complete it.

- Draw students' attention to the **Guess What!** box. Read the information aloud. Ask students to choose someone in the class and ask about a life event.

Answers

1. programme at Jefferson, 2. I am studying,
3. to Portugal before, 4. heard a lot of,
5. My cousin did a, 6. send me

Extension

Students practise the present perfect with a game called Find Someone Who.

- Write *Have you ever...?* on the board. Elicit an example of the question from the brochure: *Have you ever studied or lived in another country?*
- Have students count off by sevens and go to their corresponding station.
- Elicit other ways to complete the question, for example, *eaten sushi, visited the US, played tennis, swum with dolphins*, etc.
- Tell students to write five questions with *Have you ever...?* Then have them ask other classmates the questions until they find at least one person who has done each activity.

Wrap-up

Students practise past participles with a ball toss game.

- Write two or three verbs on the board and elicit their past participles, for example, *see – seen*.
- Say another verb and toss the ball to a student. He or she should say the past participle. The rest of the class can help if needed.
- Then the student says another verb and tosses the ball to another student. Continue until all students have participated.

▶▶▶ **Workbook p. 147, Activity 1**

Lesson 4

Student's Book p. 87

✓ Homework Check!

Workbook p. 147, Activity 1

Answers

1 Read and complete using *ever* and the present perfect.

1. Have you ever been to China? 2. Has he ever tried chai tea? 3. Has she ever got lost? 4. Have they ever taken a train? 5. Have you ever lived abroad?

Warm-up

Students practise the present perfect with *ever* with a game of Ask, Don't Answer!

- Ask *Have you ever...?* and encourage the class to complete the question.
- Divide students into large groups and have each group stand in a circle.
- Students should ask the person to their left a question with *Have you ever...?*
- Instead of answering, the student must immediately ask a new question. Questions cannot be repeated.
- If a student takes answers or repeats a question, he or she is 'out.' The last student in each group is the winner.

3 Write the past and past participle forms of the verbs.

Students identify the past and past participle form of the verbs in Activities 1 and 2.

Answers

1. studied, studied, 2. lived, lived, 3. made, made,
4. gave, given, 5. was / were, been, 6. took, taken,
7. heard, heard, 8. had, had

4 Complete the sentences using the present perfect tense.

Students form the present perfect of the verbs given as cues to complete the sentences.

Answers

1. have been, 2. has heard, 3. has lived, 4. has given

5 Listen and tick (✓) the correct option.

Students listen to the conversation and tick the corresponding answers.

- Draw students' attention to the **Present Perfect: *Already, Yet*** box and explain the difference in use of both words.

Answers

1. Jo's cousin, 2. 17, 3. Yes, he has. 4. No, he hasn't.
5. tried some unusual foods

Audio Script

JASON: Hello, Jo! It's Jason, your favourite cousin! Happy birthday!

Jo: Thanks Jason. It's nice to hear from you.

Jason: I can't believe you're 17! Are you having a good birthday?

Jo: Yes! My host family made me a cake and gave me a sweater!

JASON: How's it going in Portugal? Have you learned Portuguese yet?

Jo: Yes, I have. I've already learned a few expressions!

JASON: How are things at school?

Jo: Not bad. I study a lot, but I'm getting good marks.

JASON: And have you made any friends yet?

Jo: A few. There's Fabio—he's Italian, and Sylvie, a French girl.

JASON: And what about Lisbon? Have you seen anything interesting yet?

Jo: No, I haven't. But next week, we're going to St. George's Castle.

JASON: What's the most interesting thing you've done so far?

Jo: I've already tried some unusual food. I've had all kinds of traditional dishes.

JASON: It sounds like you're having a great time, then.

Jo: Yes! But I miss home. Say 'hi' to everyone for me.

JASON: I will!

6  ⁴⁰ Complete using *already* or *yet*. Then listen again and check your answers.

Students are exposed to the use of *already* and *yet* with present perfect as they complete the sentences.

Answers

1. yet, 2. already, 3. yet, 4. yet, 5. already

Audio Script

See Audio Script 39.

Wrap-up

Students practise the present perfect and *already* and *yet* by completing sentences and questions.

- Write sentences or questions on the board, with a space replacing *already* and *yet*, for example, *Has Sara cleaned her room _____?*
- Have students complete them in their notebooks. Then elicit the answers.

Listening & Writing

Objectives

Students will be able to use *might* and *would* and **present perfect with *never*** to talk about experiences.

Lesson 5

Student's Book p. 88

✓ Homework Check!

Workbook p. 147, Activities 2 and 3

Answers

2 Look and write sentences using *already* and *yet*.

1. I have already seen a family of elephants.
2. I have already taken pictures.
3. I have already watched a sunset.
4. I haven't eaten bobotie yet.
5. I haven't given a monkey bananas yet.
6. I haven't bought souvenirs yet.
7. I have already heard a lion roar.

3 In your notebook, write about one thing...

Answers will vary.

Warm-up

Students do a role play to demonstrate the meaning of a past participle.

- Students form small groups and choose a past participle. (Alternatively, assign each group a past participle.)
- Give them time to plan a role play. It should be a situation that can be described with the past participle.
- Invite groups to do their role play for the class. Then vote on the most entertaining role play.

1  ⁴¹ Look at the Wild Adventures Survival Courses brochure. Then listen and circle T (True) or F (False).

Students are exposed to *might* and *would* as they listen to two teens talking about the courses listed in the brochure. Then they answer comprehension questions.

- Draw students' attention to the ***Might*** and ***Would*** boxes on pages 88 and 89 and explain their use.

Answers

1. T, 2. F (She might not sign up this year and she would take the Island Survivor course.), 3. T, 4. T, 5. T, 6. F (Megan will know next week if she can take a survival course.)

Audio Script

TYLER: Look, Megan! This is so cool. I did a survival course last summer in the desert. I loved it.

MEGAN: Oh, I saw that. I did the Junior Explorer course with my little brother last year. Which course are you going to do?

TYLER: Hmm. I haven't decided yet. I might take the Island Survivor course. Or I might take the Mountain Adventurer course.

MEGAN: I would do the Island Survivor course. It will be like being on holiday!

TYLER: Are you taking a survival course this summer?

MEGAN: I might not sign up this year. My aunt might take me on a trip to Spain.

TYLER: When will you know?

MEGAN: Next week.

Wrap-up

Students discuss the survival course from the brochure that they prefer.

Workbook p. 148, Activity 1

Lesson 6

Student's Book pp. 88 and 89

✓ Homework Check!

Workbook p. 148, Activity 1

Answers

1 Look at the map and circle the correct option.

1. India, 2. cities, 3. railway, 4. transportation

Warm-up

Students review *might* for plans and predictions.

- Write six sentences with *might* scrambled on the board, for example, *might / pizza / tonight / some / have / I*.
- Give students two minutes to unscramble the sentences in their notebooks.
- Check by asking volunteers to write the unscrambled sentences on the board.

2 Read and tick (✓) about you. Then calculate your Survival IQ.

Students are exposed to the use of *would* as they read and answer the quiz.

Answers

Answers will vary.

3 Listen and mark (✓ or ✗) the activities that each person has done.

Students listen to the conversation and mark the activities each person has or hasn't done.

- Draw students' attention to the **Present Perfect: Never** box and explain its use.

Answers

Tara ✗, ✓

Mike ✓, ✗

Audio Script

MIKE: I brought that board game you like, *Have You Ever...?*

TARA: OK, Mike. What are the rules again?

MIKE: I ask you a question. You answer, but your answer might be a lie. I guess if you're telling a lie or not, and if I guess correctly, I win the card.

TARA: And if you guess incorrectly?

MIKE: You win the card.

TARA: OK. You go first.

MIKE: Have you ever... gone bungee jumping?

TARA: Yes! I went bungee jumping in February.

MIKE: Hmm. You're lying! You've never gone bungee jumping.

TARA: You're right. I've never gone bungee jumping. But it sounds like fun!

MIKE: OK. Your turn.

TARA: Have you ever... swum with sharks?

MIKE: No. I've never swum with sharks.

TARA: I believe you.

MIKE: You're... wrong! I swam with sharks on a trip last autumn. They were really close to the beach and the lifeguard told everyone to get out of the water.

TARA: Wow! OK. So you *did* swim with sharks!

MIKE: Yep. OK. My turn. Have you ever... touched a spider?

TARA: No. No spiders. I've never touched a spider.

MIKE: Well, OK. I can believe that.

TARA: Hey! And you're wrong. My cousin has got two pet tarantulas, and one time he let me carry it in my hand.

MIKE: Ew. So you have touched a spider, I guess, technically...

TARA: Yes. OK. Have you ever... seen a tornado?

MIKE: In real life?

TARA: Yes.

MIKE: No, I haven't.

TARA: You're... telling the truth.

MIKE: I am. I've never seen a tornado. But I'd like to someday. If I can see one from a safe place!

4 Write sentences about Tara and Mike using the present perfect tense.

Students write sentences about Tara and Mike's activities in Activity 3. They should use *never* in the negative sentences.

Answers

1. Tara has never gone bungee jumping. 2. Tara has touched a spider. 3. Mike has swum with sharks. 4. Mike has never seen a tornado.

5 Think Fast! In your notebook, write four sentences about things you have never done.

Students use the present perfect to write about four things they have never done.

Answers

Answers will vary.

Extension

Students make future predictions using *might*.

- Write different time references on the board: *tomorrow, next week, next year, in five years, in ten years.*
- Have students form small groups. Assign each group a time reference. Ask them to write three predictions about that time using *might*, for example, *It might rain tomorrow.*
- Come together as a class and have some students share their predictions.

Wrap-up

Students ask each other about activities they have done.

- Form pairs and have them brainstorm and list ten adventurous activities. Each student should write the list.
- Form new pairs and ask each other questions using their lists of activities. Monitor, offering help as needed.

Workbook p. 148, Activity 2

Culture

Objectives

Students will be able to talk about Antarctica and the race to the South Pole.

Lesson 7

Student's Book p. 90

✓ Homework Check!

Workbook p. 148, Activity 2

Answers

2 Read the article and match the numbers with their meaning.

left column 7, 2, 4

right column 3, 1, 6, 5

Warm-up

Students play a game to activate prior knowledge and generate interest.

- Write *ANTARCTICA* on the board.
- Form small groups and give them two minutes to make as many words as possible.
- Elicit students' answers.

1  ⁴³ Read and guess. Then listen and circle the correct option.

Students guess the correct option and listen to the audio to check their answers.

Answers

1. southern 2. twice 3. ice 4. desert 5. Summer
6. 4,000 7. dark

Audio Script

Antarctica is a pretty interesting place. It's a continent in the southern hemisphere. It's big—about twice the size of Australia. Ninety-nine percent of the continent is covered in ice, and that ice is 1.6 kilometres thick. But Antarctica doesn't get a lot of rain or snow. It's actually the world's largest desert. Since it's in the southern hemisphere, summer begins in December. No one lives in Antarctica permanently, but around 4,000 scientists live there in the summer months. Many of the scientists leave during the winter months when it is extremely cold and it is dark for 24 hours a day.

2 Look and label the map.

Students identify the continents and oceans on the map.

Answers

left side South America, Pacific Ocean
right side Africa, Atlantic Ocean, Indian Ocean, Australia

Wrap-up

Students make maps from the perspective of their country / countries.

▮▮▮▮▶ (No homework today.)

Lesson 8

Student's Book p. 91

Warm-up

Students guess the meaning of vocabulary with a game called Call My Bluff.

- Have students close their books.
- Write and number the vocabulary items from the listening on the board: 1. *ultimate*, 2. *reach*, 3. *motorised*, 4. *supplies*, 5. *tragically*
- Students count off to form five groups.
- Assign one word for each group. Provide each group the definition for their vocabulary item; refer to the glossary on page 91.
- Tell students that they should think of another definition, one that might fool their classmates.
- Monitor, offering help as needed.
- Have groups read both definitions aloud. The other students try to call their bluff and say which definition is made up.
- You may also include other items from the text that you feel your students may have difficulty with, and add more groups.

3 Read the article and write A (Amundsen) or S (Scott).

Students read the article and identify which explorer each fact relates to.

Answers

1. S, 2. S, 3. A, 4. A, 5. A, 6. S, 7. A, 8. S

4 Underline the dates in the article. Then complete the timeline.

Students identify the dates in the text and use them to fill in the timeline.

Answers

left to right Oct 20, 1911, Nov 1, 1911, Dec 14, 1911, Jan 17, 1912, Jan 26, 1912

5 Stop and Think! Discuss. Is it OK for people to risk their lives in order to explore a place? Why or why not?

- Ask *Why do you think Scott and Amundsen risked their lives to get to the South Pole?*
- Elicit some answers.
- Then ask *Do you think it's OK for people to risk their lives in order to explore a place?*
- Students form small groups to discuss.
- Monitor, offering help as needed.
- Come together as a class and have a few students share their thoughts and ideas.

Answers

Answers will vary.

Wrap-up

Students retell a text using a timeline.

- Draw students' attention to the text in Activity 3. Ask them to tell you what they see in the photos.
- Draw students' attention to the timeline in Activity 4.
- Students form pairs and take turns retelling the text, using the timeline.
- Monitor, offering help as needed.
- Finish the activity with a round-robin. Write *In 1911, ...* on the board.
- Have one student begin retelling the text, beginning with the phrase on the board.
- The next student continues to retell with another sentence. Then another student says a sentence and so on.

▮▮▮▮▶ (No homework today.)

Project

Objectives

Students will be able to make a travel experience poster.

Lesson 9

Student's Book p. 92

Warm-up

Students play a game of Pictionary to review travel activities vocabulary.

- Model the activity by drawing one of the vocabulary items on the board, for example, *catch a train*. You cannot speak or write any words; you can only draw pictures.
- The student who guesses comes to the board and draws another action.
- The student who guesses comes up to the board next.
- Continue until all actions have been reviewed or all students have had a chance to play.

1 Look and classify the activities for each destination.

Students write the activities under the corresponding destination.

Answers

1. swim in the ocean, stay at a five star hotel
2. ride a horse, mine for gold
3. sail, find a treasure

2 Look at the Travel Experience poster on page 93. What is the destination?

Students identify the destination featured in the poster on page 93.

Answer

A jousting tournament in the Middle Ages

3 Read and circle the correct option.

Students read the travel poster and answer comprehension questions by choosing the correct options to complete the sentences.

Answers

1. historical, 2. jousting tournament, 3. one example, 4. mentions

Wrap-up

Students share their reactions to a text.

- Write the following questions on the board:
 - » *Would you enjoy the travel destination from the text?*
 - » *Have you ever visited an important historical place? What was it? What did you do there?*
 - » *If you could visit a historical place, where would you go?*
- Students form small groups of three or four and discuss.
- Come together as a class and have some students share their thoughts and ideas.

Lesson 10

Student's Book p. 93

Warm-up

Students analyse a travel poster to prepare for the project.

- Draw students' attention to the travel poster on page 93.
- Ask *What types of information does the poster give?* Elicit or provide one or two, for example, *places you can see, things you can do*.
- Students form pairs and analyse the content of the poster.
- Students should identify something similar to the following: *places you can see, things you can do, food you can eat, places you can stay, background of the place / activities*.

4 Design a Travel Experience poster.

Using the poster on page 93 as a model, students follow the steps to design and present their own posters advertising a travel experience.

Answers

Answers will vary.

The Digital Touch

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

- Students can create a poster by dragging photos into a Microsoft Word document.
- Instead of a poster, students can promote their travel destination with a narrated slideshow with Smilebox, <http://goo.gl/nBDzq>.

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

Extension

Students make a to-do list to plan a trip based on a travel poster or slideshow.

- Display students' posters in your classroom, or have students watch each other's slideshows.
- Have students imagine a trip to their destination or the destination in one of their classmates' posters.
- Have them make a 'to do' list of preparations for the trip, for example: *get a passport, book a flight*, etc.
- Ask students if they have ever done any of these activities.
- If time permits, have students explore their travel destination online.

Wrap-up

Students present their travel posters and vote on the best.

- Students form groups of four or five. They present their posters to each other, showing their posters and talking about the trips.
- After all students in each group have presented their posters, each group votes on the best one. (Students cannot vote for their own poster.)
- The finalists from each group come up to the front of the class and present their posters.
- Students vote on the best poster.

▶▶▶ Workbook p. 149, Activities 1 - 4

Review

Objectives

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

Lesson 11

Student's Book p. 94

✓ Homework Check!

Workbook p. 149, Activities 1 - 4

Answers

1 Read and complete the sentences.

1. angry, 2. thirsty, 3. up, 4. hungry, 5. ready

2 Read and circle the correct option.

1. been, 2. been, 3. gone, 4. gone

3 Unscramble the sentences. Then look and number the situations.

1. I would never invite him to a party. 2. Would you travel by train in Europe? 3. We would never live in Canada. 4. Would she ever go on a jungle adventure trip? 5. She might never go skydiving.

4 Look and complete using the present perfect and never.

1. haven't, have never flown, 2. hasn't, has never sung

Warm-up

Students brainstorm the language from the unit with a relay race.

- Students form three teams and line up in front of the board.
- Ask *How much can you remember from the unit?* Explain that they should write down as many vocabulary words, grammar examples, reading topics and listening topics as they can remember. Explain that each student can only write one item before passing the marker in relay fashion to the next student.
- Set a stopwatch for two or three minutes. Give the first student in each team a marker.
- Students race to write down the items from the unit.
- The team with the most correctly written items when the stopwatch goes off wins.

1 Complete the travel activities.

Students identify and complete travel activities vocabulary.

Answers

1. book, 2. catch, 3. stay, 4. get, 5. hire, 6. exchange, 7. pack

2 Look and circle the correct option.

Students identify the expression with *get* represented in each photograph.

Answers

1. get hungry, 2. get there, 3. get thirsty, 4. get up

Extension

Students review travel activities vocabulary and collocations with *get*.

- Have students write each vocabulary item in a sentence.
- When they finish, have volunteers write their sentences on the board.
- Check students' sentences together with the class.

Wrap-up

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Students review vocabulary with a game called Categories.

- Students form two teams, Team A and Team B.
- Assign each team a category, for example, for Team A, assign *travel destinations*; for Team B, assign *travel activities*. Students should not let the other team know their category.
- Teams meet for five minutes to make a list of ten items in their category.
- The teams write the first two items on the board. Then they try to guess the categories. If they guess right away, they win eight points, one for each unlisted item. If not, teams add another item to the board and guess again.
- The team with the most points wins.
- Play again, but this time, let teams choose their own categories.

▶▶▶▶ (No homework today.)

Lesson 12

Student's Book p. 95

Warm-up

Students review past participles.

- Invite several volunteers to write a verb on the board. When they finish, they should give their markers to other students for them to add new verbs to the board.
- Repeat the process, but have students write the corresponding past participles. They can use the *Verb List* at the end of the book as a guide.

3 Look and write the past and past participle forms of the verbs.

Students review the past past participles of the verbs given.

Answers

1. ate, eaten, 2. made, made, 3. took, taken, 4. gave, given, 5. heard, heard, 6. saw, seen

4 Unscramble the sentences.

Students unscramble the words to form sentences using the present perfect tense.

Answers

1. Bryan has been to Japan. 2. Karen hasn't studied for the test. 3. Have you ever written a letter? 4. Have you ever gone to a concert? 5. I have just finished my homework.

5 Look at the cues and write the sentences using the present perfect tense.

Students review forming sentences in the present perfect using cues and *already* or *yet*.

Answers

1. We have already had lunch. 2. She has not been to the museum yet. 3. He has already taken the test. 4. They have not seen the film yet. 5. Have you done your chores yet?

Extension

Students review with a game called Shoot for Points.

- Bring in balls or crumple up pieces of paper to make balls.
- Place the rubbish bin in an area of the room where there is some space. Take some masking or coloured tape and draw a line several feet away.
- Students form two or three teams. Give each team a ball.
- A member of Team 1 takes a shot, trying to get his or her team's ball into the basket. If the student does it, he or she gets a chance to answer a question or complete an item.
- If the student answers correctly, that team gets a point. If not, reuse the question later.
- Continue with different teams until all of the questions have been answered.
- The team with most points wins.
- Here are some questions and items you can ask:
 1. *What's the past participle of...?*
 2. *Name three things you need to do to travel to another country.*
 3. *What's a collocation with get that means you can't find your way?*
 4. *Complete the sentence: I need to ___ a guide for our trip.*
 5. *Name two activities you can do on a tropical beach.*

Answers

2. get a passport, pack a suitcase, book a flight, exchange money, stay in a hotel, 3. get lost, 4. hire, 5. sail, swim in the ocean

6 Read and correct the sentences.

Students write correct sentences.

Answers

1. I wouldn't go to the gym this afternoon. 2 We might not go to the party tomorrow. 3. My family might travel to Spain this summer. 4. She wouldn't be a teacher when she grows up.

7 Look and write about Gianna and Quinn using the present perfect and never.

Students write sentences about Gianna and Quinn.

Answers

1. Gianna has never failed a test. 2. She has never gone sailing. 3. Quinn has never won a race. He has never taken a dance class.

Just for Fun Student's Book p. 96

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

? Big Question

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

- Ask students to turn to the unit opener on page 83 and think about the question 'Where have you been to?'
- Ask students to think about the discussions they've had on travel, the readings they've read and the poster they made.
- Students form small groups to discuss the following:
 - » *How often do you travel? Where have you been to?*
 - » *What do you need to travel?*
 - » *What has been your best trip? your worst trip?*
- Monitor, offering help as needed, particularly with vocabulary.

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★ Scorecard

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

Study for the unit test.

Unit What are you like?

Grammar

Question tags: He has got a lot of pets, hasn't he?

Vocabulary

Personality traits: considerate, dishonest, friendly, honest, impatient, inconsiderate, irresponsible, patient, reasonable, responsible, unfriendly, unreasonable

Reading

Understanding implicit information

Speaking

Role-playing a job interview

Project

Creating a personality quiz

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

Vocabulary

Objective

Students will be able to use **personality traits** and **adjectives prefixes** vocabulary to talk about what people are like.

Lesson 1

Student's Book p. 98

Warm-up

Students complete sentences about themselves using personality adjectives.

- Brainstorm with the class four or five superheroes (like Spiderman, Batman, etc.).
- Write the superheroes' names on the board and ask students to list adjectives that could describe what the hero is like on the board under each name, for example, *brave, strong, smart*, etc.
- Then write on the board *I think I am... My friends think I am... My [family member] thinks I am...* and tell students to complete the sentences about themselves using the adjectives on the board. For the third sentence, students fill in a family relationship (*mum, brother, grandpa*, etc.).
- Have students share their sentences in small groups.

Teaching Tip

Keeping a Grammar Notebook

Encourage students to keep a notebook for all the grammar that they have been studying. Notebook entries could include tables, explanations, diagrams, timelines, etc. with students' own sample sentences that illustrate the target structure.

1 Read the leaflet and circle two words that describe personality traits.

Students practise personality traits vocabulary by identifying vocabulary words in a text.

Answers

responsible, honest

2 Match the sentence halves to create definitions of people's traits.

Students combine sentence halves to make definitions of personality traits.

Answers

top to bottom 5, 1, 6, 4, 3, 2

3 Think Fast! Name the positive forms of irresponsible, dishonest and unfriendly, as fast as you can!

Students do a thirty-second timed challenge: they name the antonyms of the adjectives with prefixes.

- Draw students' attention to the **Guess What!** box. Read the information aloud and discuss the adjective prefixes. Elicit other prefixes (*dis-*, *il-*, *ir-*) that students may know.

Answers

responsible, honest, friendly

Wrap-up

Students invent funny nicknames for fictional characters.

- Invite students to invent nicknames for people, using an adjective that begins with the same letter as the person's name, for example, *Friendly Fernanda*, *Reasonable Richard*, etc. Students can draw simple cartoons of their characters, showing that particular personality trait.

Workbook p. 150, Activities 1 and 2



Teaching Tip

Having Fun With Language

Encourage students to play with language and to share their enjoyment of words that they think sound funny, of tongue twisters, of bizarre names of places, etc.

Lesson 2

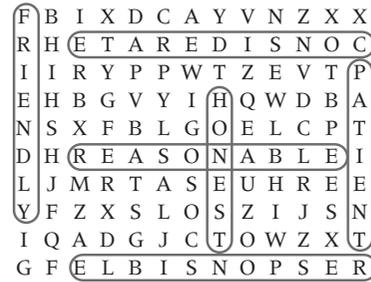
Student's Book p. 99

✓ Homework Check!

Workbook p. 150, Activities 1 and 2

Answers

1 Find six positive personality traits in the word search.



- friendly, 2. considerate, 3. patient, 4. honest, 5. reasonable, 6. responsible

2 Complete the chart with the negative forms of the adjectives in Activity 1.

im-, *ir-*, *in-* inconsiderate, irresponsible, impatient
un- unfriendly, unreasonable, *dis-* dishonest

Warm-up

Students practise personality adjectives by performing skits.

- Divide students into small groups of three or four and write the personality adjectives on separate slips of paper, with one adjective for each group.
- One student from each group chooses a slip of paper. The group develops a brief skit to illustrate their personality adjective. They must not say the adjective or any form of the adjective in their skit.
- Groups perform their skits for the class and other groups try to guess the adjective each skit is illustrating. Groups get one point for each correct guess and one point if others correctly guess their adjective.

4 Look at the pictures and complete the sentences.

Students complete descriptions with the most appropriate personality adjectives.

Answers

- dishonest, 2. considerate, 3. patient, 4. reasonable, 5. unfriendly, 6. irresponsible

5 Discuss what personality traits you think Bea and Mike have got.

Students look at photos and speculate about people's personalities.

Answers

Answers will vary.

6  ⁴⁴ Listen and write what Bea and Mike say, according to how they describe themselves and each other.

Students listen and take notes about what Bea and Mike say they are like.

Answers

Bea considerate, reasonable, friendly

Mike responsible, honest, impatient

Audio Script

BEA: So, Mike... check out this ad looking for a fundraising volunteer! Have you seen it?

MIKE: No... Who posted it?

BEA: Happy Paws! I know how much you love animals, so I thought you'd be interested in it!

MIKE: Yes, I love animals! But I'm not sure I'm the right person for this position...

BEA: Why not? You're so responsible! And definitely the most honest guy I know...

MIKE: Yeah... but, you know, this volunteer needs to be nice and friendly, talk to shop owners to convince them to get a collection can... I'm too impatient for that.

BEA: Well, you're right about that!

MIKE: Why don't *you* apply to it?

BEA: Me?

MIKE: Of course! You're so considerate and reasonable, you'll be able to convince the shop owners easily! Besides, your friendly attitude is perfect for the job!

BEA: Hmm... I guess I'll think about it!

MIKE: You really should!

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7 Stop and Think! Discuss. What personality traits should volunteers working in different areas have? Why?

- Brainstorm some areas that people volunteer in as a class (healthcare, cleaning up a city, tutoring younger children, etc.).
- Organise students into small groups and have them discuss the traits that volunteers in each area should have. (If necessary, write ideas on the board to get them started.)
- Invite groups to share their comments with the rest of the class.

Answers

Answers will vary.

Wrap-up

Students describe imaginary friends and family for Bea and Mike.

- In small groups, tell students to imagine what, for example, Mike's parents are like and to describe them using personality adjectives.

Workbook p. 150, Activity 3

Grammar

Objectives

Students will be able to use **question tags** to confirm information.

Lesson 3

Student's Book p. 100

✓ Homework Check!

Workbook p. 150, Activity 3

Answers

3 Complete each sentence with the correct word.

1. inconsiderate, 2. honest, 3. irresponsible,
4. patient, 5. unreasonable, 6. friendly

Warm-up

Students play a game to review personality traits vocabulary.

- Students form pairs. Tell them to look at the dogs and cats in the photos on pages 98 and 99 and write down two or three personality adjectives to describe each animal.
- Pairs take turns with another pair describing the animals' personalities to each other and see if they can guess which animal the other pair is describing.

1 Look at the picture and the words on the right. Make predictions about what is happening.

Students use vocabulary and a visual prompt to make predictions about a situation.

Answers

Answers will vary.

2  ⁴⁵ Listen and check your predictions. Then choose the correct option to complete the sentences.

Students listen to confirm answers and complete summarising sentences.

Answers

1. at Happy Paws' office. 2. an interviewer and a candidate for a volunteer position.

Audio Script

STEVEN: Hi, welcome to our office, Bea. Please sit down.
BEA: Thanks. I'm glad to be here.
STEVEN: This is not your first time at Happy Paws, is it?
BEA: No, it isn't. I came here with my friend Mike last week.
STEVEN: I see. Your CV is impressive! I see you did volunteer work at Nursing Care last year, didn't you?
BEA: Yes, I did. It was a great experience.
STEVEN: But you haven't worked there this year, have you?
BEA: No, it was a one-year programme, and they closed it this year.
STEVEN: Oh, yes, their volunteer programme was excellent, wasn't it? It's a shame they had to close it down.
BEA: Yes, I really enjoyed working there.
STEVEN: I see from your CV that you haven't got any pets. You like pets, don't you?
BEA: Yes, I do! I love animals.
STEVEN: But you haven't got any fundraising experience, have you?
BEA: Well... no, I don't. But I'm eager to learn how to do it.
STEVEN: That's great!

3 Match each statement to a question tag.

Students match statements with question tags.

- Draw students' attention to the **Question Tags** box and clarify any doubts students may have.

Answers

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

Extension

Students discuss volunteer activities.

- Organise students into groups and invite them to share knowledge and experience of volunteer work. Encourage them to ask each other questions about their experience and to use question tags.

Wrap-up

Students race to write the correct question tags on the board.

- Students form teams and line up at the board.
- For each turn, one student from each team comes up to the board to write. Read the beginning of a question for the students at the board to complete with a question tag.

- Some example questions are 1. *She likes animals, ... ?*, 2. *He hasn't got any experience, ... ?*, 3. *You are available on weekends, ... ?*, 4. *I'm not late for the interview, ... ?* Answers: 1. doesn't she, 2. has he, 3. aren't you, 4. am I
- The student who writes first the correct question tag on the board wins a point for his or her team.

Workbook p. 151, Activity 1



Teaching Tip

Making Your Own Grammar Practice Exercises

At the end of a section of grammar study, invite students to try writing their own practice exercises based on the material on the relevant pages. Students can make copies of their exercises and exchange them with their classmates.

Lesson 4

Student's Book pp. 100 and 101

✓ Homework Check!

Workbook p. 151, Activity 1

Answers

1 Complete each sentence with a question tag. Then match the sentences to the pictures.

1. can we, 2. isn't he, 3. wasn't it, 4. isn't she, 5. will he, 6. don't they

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

Warm-up

Students play Last Man Standing to practise question tags.

- Prepare questions using tags and find a soft ball or object you can toss to students.
- Have the class stand up. Toss the ball to the first student, and say the beginning of a question for the student to complete with a question tag. If the student says the correct question tag, he or she tosses the ball back to you. If the student doesn't say the correct question tag, he or she tosses the ball back to you and sits down. Repeat with the rest of the class.
- The last students left standing win the game.

4 Complete with question tags.

Students complete question tags with the correct endings.

- Draw students' attention to the **Intonation in Question Tags** box and answer any questions students may have. Ask them to practise saying the question tags with falling or rising intonation.
- Draw students' attention to the **Guess What!** box. Read the information aloud and discuss how this question tag is an exceptional case.

Answers

1. do you? 2. didn't she? 3. won't they? 4. am I?
5. wasn't he? 6. have you? 7. is he? 8. is she?

5 Work with a partner. Take turns practising the question tags in Activity 4.

Students work in pairs practising saying question tags.

Answers

Answers will vary.

6 Think Fast! Write two other statements followed by question tags which the interviewer could ask Bea to confirm information from her résumé.

Students do a one-minute timed challenge: they write two more question tags for an interview.

Answers

Answers will vary.

Wrap-up

Students play a guessing game using question tags.

- Organise students into teams of two or three players. One team chooses an activity or event that they took part in recently. Then, without mentioning the event, they exchange question tags about it and students from other teams listen and try to guess what the first team is discussing. For example, *We had to wait a long time, didn't we? It was really exciting, wasn't it? You were a little scared, weren't you?* (an amusement park).

Workbook p. 151, Activity 2

Reading & Speaking

Objectives

Students will be able to activate existing knowledge and read for specific information. They will also be able to role-play a job interview.

Lesson 5

Student's Book p. 102

✓ Homework Check!

Workbook p. 151, Activity 2

Answers

2 Correct the mistakes in the question tags.

1. don't you, 2. didn't it, 3. is it, 4. can't you

Warm-up

Students create short volunteer position advertisements.

- Have students form small groups and tell them to open their books to page 98 and re-read the ad for the volunteer position at Happy Paws.
- Tell students they will create ads for the position. They can use 140 characters or less, including a hashtag to identify their advertisement.
- Encourage groups to first discuss what information from the ad on page 98 is most important to include.
- Groups share their ads with the class.

1 Read the ad for another position at Happy Paws. Circle T (True) or F (False).

Students read an ad and find specific information.

- First, ask students to identify the text type and where it comes from (an ad in a local newspaper).
- Then have students read the ad and the statements carefully and mark each statement true or false.

Answers

1. T, 2. T, 3. F

2 Read the résumés. Write A or K next to the questions below.

Students read teens' resumes and find specific information.

- Draw students' attention to the **Be Strategic!** box and ask them to read the information. Remind students to draw on their existing knowledge of the world to help them understand texts.

Answers

1. A, 2. K, 3. A, 4. K

3 Stop and Think! Discuss. Do you think it is important to be a volunteer? Why / Why not?

- Organise students into small groups and have them brainstorm ideas about the importance of volunteer work. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

Answers

Answers will vary.

Extension

Students talk about volunteer work in the place where they live.

- Organise students into small groups and invite them to exchange information about local volunteer projects that they take part in or that they know about.

Wrap-up

Students write their own résumés.

- Invite students to create their own résumés using the ones on page 101 as models. Have them include information that is relevant to the Happy Paws job ad.

Workbook p. 152, Activities 1 and 2

Lesson 6

Student's Book p. 103

✓ Homework Check!

Workbook p. 152, Activities 1 and 2

Answers

1 Read the text and complete it with the headings of three of the tips.

Learn about the position, Dress for success,
Answer the questions

2 Read and rank the volunteers from 1 – 3 with 1 having the best chance to get the volunteer position at Happy Paws.

top to bottom 2, 1, 3

Warm-up

Students play a memory game about the candidates from the previous lesson.

- Read aloud a series of statements, some true and some false, about Aiden and Kaitlyn, the candidates from the previous lesson, and have students say which are true and which are false.

4 Tick (✓) the questions an interviewer would ask Aiden and Kaitlyn to get more information about them.

Students select the questions that are relevant to a specific interview.

Answers

left column, top to bottom: 1st, 3rd

right column, top to bottom: 1st, 3rd

5 Complete the phrases used to open and close an interview.

Students complete greetings and leave-taking expressions with the correct words.

Answers

Opening: Interviewer Welcome, I'm, Please, Candidate

Thank, meet, fine

Closing: Interviewer today, touch, Candidate interview, hearing

6 Choose one of the roles below and role-play a job interview. Then swap roles.

Students role-play job interviews for the volunteer position at Happy Paws.

Answers

Answers will vary.

Wrap-up

Students debate which candidate is best for the job.

- Assign students to small groups and tell each group whether they will argue that Aiden or Kaitlyn is the best candidate for the volunteer job.
- Have two groups debate each other at a time, taking turns to share their reasons for preferring Aiden or Kaitlyn.
- After each debate, have the class vote on which side won the argument.

Workbook p. 152, Activity 3

Preparing for the Next Lesson

Ask students to watch a video about fetishes made by the Zuni people of New Mexico: <http://goo.gl/ClfdBU> or invite them to consult the official website of the Zuni tribe: <http://www.ashiwi.org>.

Culture

Objectives

Students will be able to appreciate diversity of cultures and discuss people's attitudes toward animals.

Lesson 7

Student's Book pp. 104 and 105

✓ Homework Check!

Workbook p. 152, Activity 3

Answers

3 Complete a mind map in your notebook with your own ideas about one of the tips below. Then write about the tip.

Answers will vary.

Warm-up

Students play a vocabulary game about animals.

- Find a ball or another soft object to toss to students and tell them to stand up.
- Tell students that you will say the name of an animal, and whoever gets the ball has to say either an animal that eats that animal or one that is eaten by it. (Example: *wolf – a wolf eats a rabbit; rabbit – a rabbit is eaten by an owl*, and so on.)
- If the student correctly names another animal in the food chain, he or she tosses the ball to another student. If the student cannot think of another animal in the food chain or is incorrect, he or she tosses the ball to you and sits down.
- Model the activity with a student before beginning. Continue as time allows or until only a few students are left standing.

1 Label the pictures.

Students label photos of animals with the correct names from the box.

Answers

left to right, top to bottom mountain lion, wolf, bear, badger, mole, eagle, coyote

2 Complete the first column of the chart according to your associations between the animals and the words.

Students complete a chart with their ideas about animals.

Answers

Answers will vary.

3 Read and compare the information with your ideas in Activity 2. Complete the second column of the chart.

Students read the text about Zuni animal fetishes and compare the information with their own ideas.

Answers

1. mole, 2. mountain lion, 3. eagle, 4. bear, 5. badger, 6. wolf, 7. coyote

Wrap-up

Students design their own versions of animal fetishes.

- As a class project, invite students to draw their own designs for a piece of animal fetish artwork. They can use the information in the text or their own ideas about the special characteristics of a certain animal. Have them write short explanatory texts next to their designs.
- Display students' work around the classroom.

|||▶ (No homework today.)



Teaching Tip

Organising Project Work

When giving students any type of project work, make sure that they are very clear about what it is that they have to produce and how much time they have to produce it. A clearly defined end product and a clear timeframe will help to focus students' attention on the task and help them to finish in the time given.

Warm-up

Students recap information from the article about the Zuni people.

- In a quick-fire quiz format, test students on what they can remember about the Zuni people and the associations that they make between animals and some of their main characteristics.

4 Complete the mind map about the Zuni people.

Students summarise and organise information from the text in a mind map.

Answers

technique hand carving, *materials* stone, precious gems, coral, shells, other, *examples of animals* mountain lion, bear, coyote, badger, eagle, mole, wolf, *beliefs* have magical powers, protect people

5  Listen and match each person to their fetish.

Students listen to the recording and match each person with the correct fetish.

Answers

left to right 2, 1, 3

Audio Script

1. Allison.

ALLISON: My aunt gave this fetish to me and I carry it in a necklace. I have always liked this animal, it's big and furry. According to the Zuni, this animal is a great protector and healer. Look, it is so beautiful, isn't it?

2. Keith.

KEITH: I got this fetish when I went to New Mexico last year. I bought it because I love this animal. Then later I learned from a Zuni woman that they see this animal as creative and intuitive. That's great, because I'm an artist and creativity and intuition are very important in my work.

3. Joanna.

JOANNA: I have collected fetishes for many, many years. This is my favourite piece, it shows the most important animal for the Zuni. It is associated with personal power, leadership and resourcefulness.

6 Stop and Think! Discuss. Are there any animals associated with personality traits in your culture?

- Write on the board a few well-known sayings or comparisons involving animals, for example, *as sly as a fox*, *an elephant never forgets*, etc. Discuss the ideas behind these sayings.
- Then have students work in groups thinking of personality traits that are associated with certain animals and that are expressed in proverbs, sayings, etc.

Answers

Answers will vary.

Extension

Students research indigenous cultures of North America.

- Organise students into small groups and invite them to carry out research to prepare a presentation about either a) some other aspect of the culture and traditions of the Zuni people or b) the traditions, way of life, art, etc. of some other North American indigenous culture.

Wrap-up

Students discuss their personal responses to the text.

- In small groups, have students share and discuss their responses to the text about fetishes and encourage them to say which fetish figure they most identify with.
- Tell them to make a list of four of their favourite celebrities and to say which piece of fetish artwork they would choose as a gift for each celebrity and why.

||| (No homework today.)

Project

Objectives

Students will be able to create and carry out a quiz.

Lesson 9

Student's Book pp. 106 and 107

Warm-up

Students play a game to distinguish questions asking for objective facts from those asking for subjective opinions.

- Discuss with students the difference between objective facts and subjective opinions.
- Tell students that you will say some questions, and they should stay seated if the question asks for an objective fact and stand up if the question asks for a subjective opinion.
- Read aloud a series of quiz questions, some concerning facts about the world (*What is the capital of Spain?*), some that ask for factual information about the students themselves (*How old are you?*), and some that ask for students' opinions (*How do you like to spend your free time?*).
- Students who stand up when they should stay seated or vice versa are 'out' of the game.

1 Look at the text below and tick (✓) the text type.

Students look at a text and identify what type of text it is.

Answer

a quiz

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

Students read a personality quiz and determine whether statements about it are true or false.

Answers

1. T, 2. T, 3. F, 4. T

Wrap-up

Students act out skits illustrating the behaviours represented in the quiz.

- Divide students into five groups, one for each quiz question.
- Tell groups to choose one of the answer options for their question and make up a skit to illustrate the personality of someone who would choose that answer on the quiz. The only rule is that they cannot use the exact wording of the answer in their skit.

- Groups perform their skits for the class, and the other groups guess which answer option each group is performing.



Teaching Tip

Evaluating Group Work

Teenagers usually enjoy working in teams.

To ensure that group work goes well, conduct an oral evaluation after a task such as a project in which you ask students to reflect on how much they participated in their group, how they shared tasks, how well they cooperated, how much they listened to the other people on their team, how they made decisions, how they resolved differences of opinion, etc.

▶▶▶▶ (No homework today.)

Lesson 10

Student's Book p. 107

Warm-up

Students play Charades to review personality traits vocabulary.

- Write each personality trait on a separate slip of paper (*considerate, friendly, honest, patient, reasonable, responsible*).
- Divide students into teams and have them act out the personality traits for their teams to guess.

3 Work in small groups to create and carry out a quiz.

Students design and create quizzes about personality traits.

- Read aloud the instructions and make sure that students understand the steps that they are to follow.
- Organise students into small groups. Explain that they can use the question format from page 106, but point out also that they can devise their own format if they prefer. As a whole class, brainstorm positive personality traits, questions, and possible answers that students could use.
- Organise students into small groups and have them work on their personality quizzes and the answer options. Make clear that the options should be clearly differentiated to show, for example, evidence of a person being friendly, kind of friendly or unfriendly.

Answers

Answers will vary.

- 4 Now exchange your quiz with another group. Have them answer your questions while you work on their quiz.

Good luck!

Students exchange their personality quizzes with other students and answer them.

- Invite students to answer other students' quizzes and to record their results. Encourage students to compare and discuss their quizzes, including which questions they thought best represented each personality trait.

Answers

Answers will vary.

The Digital Touch

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

- Encourage students to use free online survey and questionnaire tools.
- Have students present their findings from their surveys using PowerPoint or similar slide show presentation programmes like Google Slides.
- If possible, allow students to upload their work to the school's website.

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

Wrap-up

Students compare personality quizzes and vote for their favourites.

- Invite students to vote for their favourites from their classmates' personality quizzes. There can be awards in various categories, e.g., most interesting questions, best interpretation of results, best design, best use of graphics, best use of technology, best overall presentation, etc.

Workbook p. 153, Activities 1 - 3

Review

Objectives

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

Lesson 11

Student's Book p. 108

✓ Homework Check!

Workbook p. 153, Activities 1 - 3

Answers

1 Complete the chart.

Answers will vary.

2 Circle the correct word to complete the quotes.

1. honesty, 2. responsible, 3. patience,
4. unfriendly, 5. Perseverance

3 Complete the sentences with question tags.

1. don't you, 2. isn't she, 3. did it, 4. didn't they,
5. will he, 6. aren't we

Warm-up

Students play a game with adjective prefixes.

- Students form pairs and make a list of funny, incorrect pairings of prefixes and adjectives (like *irhonest, disconsiderate*) and write a sentence using each incorrect adjective.
- Pairs read each other their sentences and use a stopwatch to see how quickly the other pair can identify and correct their adjective prefixes.

1 Complete the chart.

Students complete a chart of adjectives and their opposites.

Answers

Positive, top to bottom honest, reasonable, responsible,
Negative, top to bottom inconsiderate, unfriendly, impatient

2 Look at the scenes. Use adjectives from Activity 1 to describe the people in them.

Students describe people in a scene using personality adjectives.

Answers

1. dishonest, 2. irresponsible, 3. friendly,
4. considerate, 5. patient

Extension

Students find photos of people who match certain personality traits.

- Distribute around the class a selection of magazines and newspapers that contain a good variety of photos of people.
- Organise students into pairs. Then give them a personality trait, for example, *responsible*, and ask each student, working alone, to look for a photo of a person who displays that characteristic. Encourage pairs of students to compare their photos and to discuss their choices.

Wrap-up

Students draw sketches of personal qualities for classmates to guess.

- Play a game of Pictionary in teams. A player from one team draws on the board a picture to represent, for example, the concept of 'responsible.' As he / she is drawing, players from other teams try to guess which adjective is being drawn.

▶▶▶ (No homework today.)



Teaching Tip

Learning Vocabulary in Word Families

Encourage students to record and learn vocabulary items in word families. Taking an example from these pages, students can record *honest, dishonest, honesty, honestly*.

Lesson 12

Student's Book p. 109

Warm-up

Students practise identifying the intonation of question tags.

- Read aloud a series of question tags, some with falling intonation (you are pretty sure of the answer) and some with rising intonation (you are not very sure). Ask students to give a thumbs up sign (or something with a similar meaning) when they hear falling intonation and to make a 'so so' or 'more or less' gesture with their hands when they hear rising intonation. After a few examples, invite students to take turns reading the next sentences with either rising or falling intonation.

3 Circle the correct pronoun.

Students identify the correct pronouns in the tag endings of question tags.

Answers

1. it, 2. they, 3. she, 4. we, 5. they, 6. I

4 Match the sentences to the question tags.

Students identify the correct question tags for each sentence.

Answers

1. doesn't he? 2. is he? 3. didn't she? 4. was she?
5. hasn't he? 6. has he? 7. won't she? 8. doesn't she?

5 Write the question tags.

Students complete questions with the correct tag endings.

Answers

1. didn't he? 2. won't he? 3. doesn't she? 4. did she?
5. isn't he? 6. does he? 7. hasn't she? 8. wasn't she?

Just for Fun Student's Book p. 110

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

Big Question

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

- Ask students to turn to the unit opener on page 97 and to look at the photo. Elicit that the girl in the picture is thinking to herself, perhaps thinking about what she is like, that is, what kind of personality she has.
- Discuss with students the question of a person's outward appearance and their inner qualities. Ask them if they think it is possible to know anything about a person's character just from how they look. Write on the board the well-known saying, 'You can't judge a book by its cover,' and ask students if they think that this is true of people.
- Open another discussion on the subject of why we have the personalities that we do. Ask students whether they believe that some people are simply born dishonest, responsible, impatient, etc. or whether these characteristics are the result of our upbringing and education.

Scorecard

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

 **Study for the unit test.**

8 Unit What do we have in common?

Grammar

Too, Either: I like spicy food too. / Me too.

They don't like American food either.

So, Neither: I love horror movies. So do I.

I don't like sushi. Neither do I. / Me neither.

Vocabulary

Habits: go out to eat, hang out, keep a journal, order take-out, sleep in, stay up late, stream films, work out

Listening

Identifying speakers

Reading

Reading a blog

Project

Conducting a Social Acceptance Survey

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

Vocabulary

Objective

Students will be able to use **habits** vocabulary to talk about how they spend their time.

Lesson 1

Student's Book p. 112

Warm-up

Display clocks and calendars (or photos of them) around the room. Write *How do you spend your time?* on the board.

- Students form pairs and answer the question, for example, *I wake up at around six o'clock.*
- Remind students to think about both school days and weekends.

1 ⁴⁷ Listen and write J (Jaya), B (Bryan) or M (Maia). Which activities do they do?

Students are exposed to daily routine vocabulary in a listening as they identify the speakers' habits.

Answers

.....
first row J, M, J, B

second row M, B, M, M

98



Teaching Tip

Helping Students Consolidate Learning

Activities that consolidate learning help students reinforce what they have learned and also retain new material. Consolidation is an opportunity for you to clarify and address any doubts or trouble spots your students may have. It can also offer a chance for you to provide productive activities that personalise the lesson. Here are some activities for using consolidation to close a lesson effectively:

- Students list three things they learned in the lesson.
- Give students a 60-second challenge: Write down everything you can think of from the lesson.
- Brainstorm or mind map what was learned in the lesson, either in pairs, small groups or as a class.

Audio Script

JAYA: Hi! My name is Jaya and I live with my family in Washington, D.C. How do I spend my time?

I'm in the drama club at school. At home, I stream series on my computer. My sister Adya and I stay up late—maybe until one or two in the morning—watching them. But only on the weekends. On school nights, we study and go to bed early.

BRYAN: Hi. I'm Bryan. I'm from Montana. My family has got a cattle ranch, so I do chores in the morning before school—and even on the weekends. And I like to hang out with my friends after school. We play football or go horseback riding. I like to work out, too. Mostly I lift weights and ride an exercise bike.

MAIA: Hello. I'm Maia and I'm from Houston, Texas. My parents are both professors at the university so they're very busy, so we order take-out a lot. I love when we order Chinese take-out. It's nice to be able to eat restaurant food at home. We go out to eat, too, but we usually only eat at restaurants on special occasions. Hmm. What else? I love sleeping in on the weekends, maybe until ten in the morning. I like listening to music. And I want to be a writer, so I keep a journal of my thoughts and experiences.

2 48 Listen again and circle the correct option.

Students identify the words that correctly complete the sentences about the listening.

Answers

1. sister, 2. weekends, 3. football, 4. lifts weights, 5. Chinese, 6. ten

3 Read and match.

Students match the vocabulary phrases with their definitions.

Answers

1. write your thoughts and experiences in a notebook, 2. watch online films, 3. buy food at a restaurant to eat at home, 4. go to a restaurant and eat there, 5. go to bed very late, 6. sleep extra time in the morning, 7. exercise, 8. spend time with people

Wrap-up

Students review the target vocabulary by writing sentences about themselves.

- Tell students to write one example sentence for each vocabulary item. It should be a sentence that is true for them.
- When they finish, ask volunteers to share one of their sentences by writing it on the board.

Workbook p. 154, Activity 1

Teaching Tip

Doing Listening Activities

Listening is often the most difficult skill for students learning English. Here are some tips to make listening activities easier for students:

- Remember to use prediction strategies when possible.
- Repeat the track or pause it at key points to give students time to process all of the information.
- Remind students that they do not need to understand every word.
- Keep the focus of the lesson in mind. In some cases, a listening activity is only meant to introduce new vocabulary or grammar, rather than to teach listening comprehension.

Lesson 2

Student's Book p. 113

✓ Homework Check!

Workbook p. 154, Activity 1

Answers

1 Look at the pictures and complete. Then number the photos.

1. work out, 2. keep a journal, 3. go out to eat, 4. hang out, 5. order take-out, 6. sleep in, 7. stay up late, 8. stream films

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

Warm-up

Students review activities with a game of *Memory* to prepare for the lesson.

- Have students take out a piece of paper. Students cut or tear it into eight pieces.
- Have students count off by As and Bs.
- Draw students' attention to Activity 3. Student A should write the activities from the left column. Student B should write the definitions from the right column.
- Students form pairs, A and B, and shuffle their cards together. They place them facedown between them.
- Student A turns over two cards. If they match, that is, if the cards turned over are the activity and its corresponding definition, Student A keeps them. If not, Student A turns the cards over, keeping them in the same place, and Student B turns two cards over.

- Students play until all cards have been matched. The student with the most cards wins.

4 Read and complete using vocabulary items from Activity 3.

Students complete a text with the vocabulary words and phrases.

Answers

1. stream, 2. order, 3. go, 4. in, 5. journal, 6. out, 7. up, 8. work

5 Read and circle Y (Yes) or N (No).

Students answer comprehension questions about the text in Activity 4.

Answers

1. Y, 2. N, 3. N, 4. Y, 5. Y, 6. Y, 7. N, 8. N

6 Think Fast! Which activities do you usually do? Make a list in your notebook.

Students do a thirty-second timed activity: they list the activities they do.

Answers

Answers will vary.

Wrap-up

Students vote on their favourite *habits* activity.



Workbook p. 154, Activity 2



Teaching Tip

Teaching Verb Phrases

When teaching verb phrases, do everything possible to bring students' attention to the particles, or 'little' words, that form the phrase. Students are likely to remember *sleep* or *stay*, but forget which word goes with it. Being exposed to verb phrases and repeating and producing them will help students to learn them. In addition, help students to associate the verb phrases with activities in their everyday lives by asking questions and talking about the target language in personalisation activities.

Grammar

Objectives

Students will be able to use *too, either; so, neither* and *me too, me neither* to express similar opinions and circumstances.

Lesson 3

Student's Book pp. 114 and 115

✓ Homework Check!

Workbook p. 154, Activity 2

Answers

2 Write sentences about your own habits using the phrases in Activity 1.

Answers will vary.

Warm-up

Students have a word race to generate interest.

- Write *Activities* on the board.
- Students form pairs.
- Set a stopwatch for two minutes.
- Students race to make as many words as they can using the letters of the word on the board.
- When the stopwatch goes off, students take turns reading out their words. As the words are read aloud, students cross them out.
- When all words have been read aloud, the student with the most correctly spelled words wins.

1 Read and tick (✓) the correct option.

Students read the welcome letter and answer comprehension questions about it.

Answers

1. summer camp, 2. a welcome ceremony, 3. other campers, 4. eat snacks

2 Read and complete the dialogues. Then underline the sentences with *too* and *either*.

Students are exposed to the use of *too* and *either* as they complete the sentences with the words in the box.

Answers

meet, Where, from, Have, been, But; I'm from Colorado too! I've never been here either.

3 Read and circle the correct option.

Students identify whether *too* or *either* correctly completes each sentence.

- Students refer to the **Too, Either** box. Then, they read and circle the correct options to complete the dialogues.

Answers

1. too, 2. either, 3. either, 4. too

Wrap-up

Students practise *too* and *either* with a simple coin game.

- Form pairs and give each pair a coin.
- Students take turns making a general statement about themselves or their opinions, for example, *I have got a lot of homework today.*
- The other student flips the coin. If it comes up heads, the student should agree by using *too* or *either*. If it comes up tails, they disagree: *I don't.*
- Monitor, offering help as needed.

Workbook p. 155, Activity 1

Lesson 4

Student's Book pp. 114 and 115

✓ Homework Check!

Workbook p. 155, Activity 1

Answers

Unscramble and write.

1. I hate papaya. I do too. 2. She often sleeps in. He does too. 3. I don't work out every day. She doesn't either. 4. She can't hang out with them today. I can't either. 5. Our English teacher is cool. Our maths teacher is cool too.

Warm-up

Students review the rules for *too* and *either*.

- Write *too* and *either* on the board. Invite volunteers to explain when each is used.
- Form pairs and have them make a two-line dialogue for each.
- Come together as a class and have volunteers share their dialogues.

4 Think Fast! In your notebook, write a dialogue using *too* and *either*.

Students do a two-minute timed challenge: they write their own dialogues that include sentences with *too* and *either*.

Answers

Answers will vary.

5 Listen and complete the infographic.

Students complete the text about teens' habits with information from the listening.

Answers

2.5 or 2½, 72, 75, 4, 10

Audio Script

Did you know?

Teens listen to music for an average of two and a half hours per day.

Seventy-two percent of teens use social media to chat with friends.

Seventy-five percent of teens use social media or watch TV while doing their homework.

Teens spend, on average, only four minutes of free time per day reading.

Only ten percent of teens spend time outdoors on a regular basis.

6 Match.

Students listen to a dialogue about the infographic and match the reply to each statement.

- Draw students' attention to the **So, Neither** box and read the information aloud.

Answers

1. So do I. 2. Neither do I. 3. I do too.
4. I don't either.

7 Read and complete the responses.

Students determine which verbs to use to complete sentences with *so* and *neither*.

- Draw students' attention to the **Guess What!** box. Read the information aloud.

Answers

1. do I, 2. have we, 3. can I, 4. am I, 5. am I

Wrap-up

Students review *too*, *either*, *so* and *neither* with an opinions activity.

- Give students one minute to list five affirmative opinions, for example, *I think the school day should be shorter.*
- Give them another minute to write three negative opinions: *I don't think...*
- Form pairs and have them take turns reading and responding to the opinions using the target grammar.

Workbook p. 155, Activities 2 and 3

Listening & Reading

Objectives

Students will be able to **identify speakers** and **read a blog**.

Lesson 5

Student's Book pp. 116 and 117

✓ Homework Check!

Workbook p. 155, Activities 2 and 3

Answers

2 Write a dialogue for each photo.

Answers will vary.

3 Circle the correct option.

1. So do I. 2. Neither have I. 3. So did I. 4. Neither will I.

Warm-up

Point out the **Be Strategic!** box for this unit and elicit the tips from previous units.

1 Listen and number the speakers.

Students listen and number the speech bubbles in the order they hear them.

Answers

first row 1, 2, 6

second row 3, 5, 4

Audio Script

DR. STEPHENS: Good afternoon. I'm Dr. Stephens, and today I'm here to talk about bullying. What do you think the definition of bullying is? Yes, you in front. What's your name?

SOPHIE: Sophie Adams.

DR. STEPHENS: OK, Sophie. How would you define bullying?

SOPHIE: Bullying is when other kids say bad things about you or laugh at you.

DR. STEPHENS: Yes! Thank you, Sophie. There are many kinds of bullying, but one kind is when kids say bad things to you or about you, or when other kids laugh at you.

DUSTIN: Hi. I'm Dustin. I've read that some bullying is physical, when others try to hurt you or break your stuff.

DR. STEPHENS: Yes, you're right. It's very unfortunate, but bullying can be more than words.

MS. WAGNER: What about when other kids exclude you from a group? Ms. Wagner, by the way.

DR. STEPHENS: Yes, that's another aspect of bullying: excluding others, not letting them participate.

LYNN: Lynn Evans. I have got a question. What should you do if you see or experience bullying?

DR. STEPHENS: Excellent question, Lynn. What should you do if you see or experience bullying?

MARTIN: Martin Skye. ...Well, you should tell someone, but... no one really does.

DR. STEPHENS: Thank you, Martin. This is a very common problem. It can be embarrassing to talk to an adult about it. What if nothing changes? What if it makes things worse? But it does help. The best thing you can do is to stand up for others and include them. If you see bullying, be a friend. Now we're going to talk about...

2 Listen again and write the names.

Students listen again and write the names of the speakers.

Answers

1. Dr. Stephens, 2. Sophie, 3. Martin, 4. Dustin, 5. Lynn, 6. Ms. Wagner

Audio Script

See Audio Script 50.

3 Read and match.

Students match to form statements about the speakers in the listening.

Answers

1. a psychologist. 2. a teacher. 3. a definition of bullying. 4. physical bullying. 5. what to do about bullying. 6. what usually happens. 7. are students. 8. to be a friend.

Wrap-up

Students discuss their reaction to the listening.

- Write the following questions on the board:
 - » *What were the three definitions of bullying in the listening?*
 - » *What is cyber-bullying?*
 - » *What was the advice for what to do if you see bullying?*
 - » *Was it good advice? Have you got any other advice?*
 - » *Why do you think people bully other people?*
- Students form groups of three or four to discuss.
- Monitor, offering help as needed.
- Come together as a class and have some students share their thoughts and ideas.

Workbook p. 156, Activity 1

Lesson 6

Student's Book pp. 116 and 117

✓ Homework Check!

Workbook p. 156, Activity 1

Answers

1 Read and tick (✓) the topics in the article. Then circle the main idea of the article.

the number of fans, the history of the club, team colours, sponsors, the cost for fans, how to watch a game; main idea: the cost for fans

Warm-up

Students test their knowledge about blogs to generate interest.

- Write the following questions and answers options on the board: (Answers are underlined here.)
 - » Where was the first blogger from?
 - a. *Germany*
 - b. *China*
 - c. the US
 - » When was the first blog published?
 - a. 1994
 - b. *2004*
 - c. *2014*
 - » How many blogs are there on the Internet?
 - a. *1.5 million*
 - b. *15 million*
 - c. 1.5 billion

» How many bloggers blog full time?

- a. *2.7%*
- b. 27%
- c. *72%*

» What percentage of blogs are in English?

- a. *20%*
- b. 60%
- c. *80%*

- Students form pairs and guess the answers. Then come together as a class and go over the answers.

4 Read the blog and write the headings.

Students read the text and identify the headings that best fit each blog entry.

Answers

I'm on the Team!, Whew! A Long Week, A Big Move!

5 Read and circle T (True) or F (False).

Students answer comprehension questions about the blog.

Answers

1. F (He moved to a new city.), 2. F (His sister is going to the same school.), 3. T, 4. F (Some students made fun of his red hair.), 5. F (Jarred and his friends told other students to stop making fun of David.), 6. T, 7. T

6 Stop and Think! Discuss. How can friendship prevent bullying?

- Draw students' attention to Activity 1 on page 116. Remind them of the listening text.
- Ask students to think about the discussion questions in the Wrap-up in Lesson 5, especially the one on what to do if you see bullying.
- Students form small groups of three or four. Ask *Do you think that friendship can prevent bullying? How?*
- Monitor, offering help as needed.
- Come together as a class and have a few students share their thoughts and ideas.

Answers

Answers will vary.

Wrap-up

Students retell a text to consolidate their understanding of the content of the lesson.

- Draw students' attention to the statements in Activity 5.
- Elicit the correct information for the false statements. (See Answers for Activity 5.)
- Students form pairs and take turns retelling the text about David, using the statements in Activity 5.
- Monitor, offering help as needed.

▶ Workbook p. 156, Activity 2

Preparing for the Next Lesson

Ask students to watch a travel presentation about Argentina: <http://goo.gl/qVHHY2> or invite them to look for information about Argentina on the web.



Teaching Tip

Setting up Respectful Group Discussions

Learning to communicate effectively is not easy, especially when it's on a difficult topic, such as bullying. Here are some tips for fostering effective communication, particularly when talking about sensitive issues:

- Moderate conversations on sensitive topics. Establish rules for respect in group dialogue.
- Promote active listening. Encourage students to take turns and make eye contact as they listen.

Culture

Objectives

Students will be able to read and talk about Argentina.

Lesson 7

Student's Book pp. 118 and 119

✓ Homework Check!

Workbook p. 156, Activity 2

Answers

2 Read and match.

1. \$3.26 billion dollars, 2. the location of one fan club, 3. a sponsor, 4. current team colours, 5. the name of a stadium, 6. \$35, 7. \$10

Warm-up

Students discuss what they know about *Argentina*.

- Write *Argentina* on the board.
- Invite volunteers to say what they know about Argentina, for example, *It's in the Southern Hemisphere*.

1 Read and number the photos.

Students read the text about Argentina and number the photos to match them to the paragraphs.

Answers

top to bottom 4, 1, 3, 2

2 Read the text again and label the map.

Students identify the places on the map.

Answers

left side Puna de Atacama, Patagonia
right side Iguazu Falls, Buenos Aires

3 ⁵² Read the text and guess. Then listen and circle the correct option.

Students guess the words that complete facts about Argentina and then listen to check their guesses.

Answers

1. penguins, 2. Land, 3. cowboys, 4. drink,
5. The tango, 6. sugar

Audio Script

TEEN GIRL 1: OK. Are you ready? The topic is Argentina. Here's the first trivia question: Are there penguins in Argentina?

TEEN BOY: Penguins? Aren't they only in Antarctica?

TEEN GIRL 2: No, I read somewhere that there are penguins in South Africa, too.

TEEN BOY: OK, I'm going to say... Yes! There are penguins in Argentina.

TEEN GIRL 1: Let's see what the back of the card says... Argentina is home to Magellanic penguins. They are sensitive to pollution and climate change.

TEEN BOY: Woo hoo! I got one right!

TEEN GIRL 2: OK. My turn. What does Argentina mean?

TEEN GIRL 1: I don't know.

TEEN BOY: No idea.

TEEN GIRL 2: Argentina means 'Land of Silver.' Spanish conquistadors believed that the mountains of Argentina were full of silver.

TEEN BOY: Next. What are *gauchos*?

TEEN GIRL 1: I don't know. Boots?

TEEN GIRL 2: Uh, a type of food?

TEEN BOY: *Gauchos* are Argentinean cowboys.

TEEN GIRL 1: Oh! You learn something new every day, I guess. My turn. What is *yerba mate*?

TEEN BOY: Oh! I know this! We had some at school once. It's tea!

TEEN GIRL 1: *Yerba mate* is a traditional tea in Argentina.

TEEN BOY: Awesome!

TEEN GIRL 2: Name a dance from Argentina.

TEEN GIRL 1: Oh! Um... it's not salsa. What's the word...?!

TEEN BOY: Um, taco. No, tango!

TEEN GIRL 2: The tango is a famous dance from Argentina. Tango has got European and African influences.

TEEN BOY: Yes! I think I'm winning! OK. Is the flavour *dulce de leche* popular in Argentina?

TEEN GIRL 2: I thought that was a Mexican thing.

TEEN GIRL 1: What's *dulce de leche*?

TEEN GIRL 1: It's made from milk and sugar and it's really sweet. You can put it on bread.

TEEN GIRL 2: OK, I'm going to say yes, then?

TEEN BOY: *Dulce de leche* is a popular treat in Argentina. It's also a popular flavour of ice cream!

TEEN GIRL 1: Pretty cool.

Wrap-up

Students quiz each other about Argentina to consolidate the lesson.

- Students form pairs and take turns asking and answering questions based on the text in Activity 1.

|||▶ (No homework today.)

Lesson 8

Student's Book pp. 118 and 119

Warm-up

Students make an acrostic to generate interest in the topic of the lesson.

- Write the word *ARGENTINA* vertically down the board.
- Elicit a few words that begin with the letters in *ARGENTINA*. There is no need to go in order.
- Students form pairs and use information from the Student's Book to make an acrostic.
- Monitor, offering help as needed.
- Come together as a class and have some students share their acrostics.

4 Read and complete the text.

Students read the text about Argentinean history and culture and complete the sentences with words from the box.

Answers

1. people, 2. became, 3. Others, 4. million, 5. like, 6. important, 7. introduced, 8. President, 9. groups, 10. shops

5 Read and match.

Students match the beginnings and endings of sentences about the text.

Answers

1. the first immigrants to Argentina. 2. came from many parts of Europe. 3. was in favour of immigration. 4. a unique and complex culture. 5. enrich and transform the country.

6 Stop and Think! Discuss. What challenges might immigrants experience?

- Draw students' attention to the text in Activity 4.
- Have them locate the countries where Argentina's immigrants came from.
- Students form pairs.
- Ask, *What challenges did the immigrants to Argentina face?*
- Monitor, offering help as needed.
- Then ask, *Are they similar to challenges that all immigrants face? Explain.*
- Monitor, offering help as needed.
- Come together as a class and have some students share their thoughts and ideas.

Answers

Answers will vary.

Wrap-up

Students discuss which part of Argentina they would like to visit and why.

|||▶ (No homework today.)

Project

Objectives

Students will be able to conduct a *Social Acceptance* survey.

Lesson 9

Student's Book pp. 120 and 121

Warm-up

Students review the meaning of *all the time*, *sometimes* and *never*.

- Write the corresponding time expressions on the board. Invite volunteers to explain their meaning.
- Elicit example activities for each expression.

1 Take the Social Acceptance Survey. Write *All the time*, *Sometimes* or *Never*.

Students answer the survey with their own information.

Answers

Answers will vary.

2 Listen and circle for Eva's brother, Josh.

Students listen to a person answer the survey and record his responses.

Answers

1. All the time, 2. All the time, 3. Sometimes, 4. Sometimes, 5. Sometimes

Audio Script

EVA: Will you take my survey, Josh?

JOSH: I guess.

EVA: It won't take long. OK. You should answer *All the time*, *Sometimes* or *Never*.

JOSH: OK.

EVA: Question 1. Do you feel accepted and valued in your town / community?

JOSH: Uh, often?

EVA: Question 2. Do you make jokes about members of a particular social group?

JOSH: You mean like making fun of people who are bad at sports? Yeah, all the time.

EVA: OK. Question 3. Can you be yourself around other people?

JOSH: Oh, all the time.

EVA: Oh, your friends know that you sing in the shower? And have got a huge playlist of love songs?

JOSH: Uh, no. OK, OK. Sometimes I can be myself around other people.

EVA: Question 4. Do you criticise people for how they look or talk?

JOSH: Well... I... I do. Sometimes. For example if they have got cheap shoes or ... if they look overweight.

EVA: I see. OK. Question 5. Do people treat you differently from the way they treat other people?

JOSH: I'd say... much better than they treat other people.

EVA: All the time, sometimes or never?

JOSH: Sometimes. I mean, my teachers don't treat me better, but a lot of people at school do.

3 Listen and circle for Eva's neighbour, Amber.

Students listen to a person answer the survey and record her responses.

Answers

1. Sometimes, 2. Sometimes, 3. Sometimes, 4. Never, 5. Sometimes

Audio Script

EVA: Thanks for helping me with my survey, Amber. It won't take long.

AMBER: No problem. I'm glad to help.

EVA: Question 1. Do you feel accepted and valued in your town / community?

AMBER: Hmm. Well, sometimes...

EVA: Only sometimes?

AMBER: Yes.

EVA: Question 2. Do you make jokes about members of a particular social group?

AMBER: Sometimes. But I try not to.

EVA: OK. Question 3. Can you be yourself around other people?

AMBER: Sometimes.

EVA: Question 4. Do you criticise people for how they look or talk?

AMBER: No. It's not right.

EVA: Question 5. Do people treat you differently than they treat other people?

AMBER: Yes, sometimes.

EVA: I'm sorry to hear that.

AMBER: What is this survey for again?

EVA: For school. Our unit is about how different people are... but the same, too.

AMBER: That sounds nice. Good luck with it.

EVA: Thanks! And ... maybe we can talk again sometime.

AMBER: I'd like that.

4 Look at the survey results on page 121. Circle T (True) or F (False).

Students answer comprehension questions about the survey results on page 121.

Answers

1. T, 2. F, 3. T, 4. T, 5. F

Wrap-up

In groups, students discuss their reactions to the example survey.

Lesson 10

Student's Book pp. 120 and 121

Warm-up

Students prepare to make a survey.

- Elicit question words and write them on the board:
How? Why? Who? When? What? Where?
- Students form groups, the same groups they will be making their surveys with.
- Monitor as students discuss, offering help as necessary.

5 Do your own Social Acceptance Survey. Interview people in your community and record your results.

Students follow the steps to create and carry out their own survey about social acceptance. They use the model on page 121 to create a report of their results.

Answers

Answers will vary.

The Digital Touch

To incorporate digital media into the project, students can create their graphs with a word processing programme such as Microsoft Word. Note that students should have the option to do the task on paper or digitally.

Extension

Students make a different graph for their survey.

- Draw students' attention to the graphs on page 121.
- Ask, *What kind of graph is shown?* Elicit *pie charts / graphs*.
- Brainstorm other types of graphs, for example, *bar graphs, line graphs, pictographs*.
- Have students get into the groups with which they made their surveys.
- Have students choose a different type of graph and create it based on the data they collected.
- Students present their graphs to the class.

Wrap-up

Students present their findings to the class to consolidate the lesson.

- Have one student from each group present his group's findings to the class.
- List the findings on the board, or assign a student to do so.
- When all groups have presented their findings, compare them.
- Encourage the class to draw conclusions based on the findings. Discuss, as a class or in groups, what they might say about social acceptance.

Workbook p. 157, Activities 1 - 3

Review

Objectives

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

Lesson 11

Student's Book p. 122

✓ Homework Check!

Workbook p. 157, Activities 1 - 3

Answers

1 Look and write a paragraph about their habits.

1. Jo orders take-out. Elsie goes out to eat. 2. Jo streams films. Elsie hangs out with friends. 3. Jo sleeps in. Elsie stays up late. 4. Jo and Elsie keep journals. 5. Jo and Elsie work out.

2 Read and number the lines of the dialogue.

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

3 Write a suitable reply.

1. So do I. / I like pizza too. 2. So did I. / I went on holiday last summer too. 3. Neither do I. / I don't like doing household chores either. 4. So will I. / I will study harder too.

Warm-up

Students review vocabulary with a game similar to *Pictionary*.

- Students form two or three teams.
- A student from each team sits with his / her back to the board.
- Write one of the activities from page 113 on the board.
- Students draw pictures to represent the actions. When a student with their back to the board guesses the activity, all teams stop drawing. The team that guessed correctly gets a point.
- A new student sits with his / her back to the board.
- Write another activity and students draw pictures to represent it.
- Continue until all activities have been reviewed.

1 Look and complete the sentences.

Students look at the illustrations and complete the corresponding sentences with vocabulary phrases.

Answers

1. go out to eat, 2. streaming films, 3. keeps a journal, 4. stay up late, 5. works out, 6. order take-out, 7. hang out, 8. sleeps in

2 Read and complete using *too* or *either*.

Students determine whether *too* or *either* correctly completes each sentence.

Answers

1. too, 2. either, 3. either, 4. too

Extension

Students practise vocabulary with a treasure hunt.

- Before class, write down the parts of each activity on two separate cards or sticky notes, for example, *stream / films*.
- Stick them in different areas around the room.
- When students come in, set a stopwatch for one minute.
- Students hunt through the room, trying to match up the parts of the activities.
- The student with the most complete activities when the stopwatch goes off wins.
- Challenge students to make sentences with the activities they have.

Wrap-up

Students review *too*, *either*, *neither* by responding to statements.

- Have students take out a piece of paper and cut or tear it into four pieces.
- On each piece, students write a sentence. Here are some examples: *I'm studying Chinese. I'm going swimming this afternoon. I have got two sisters. I love spicy food.*
- Students form groups of three.
- They put their cards together, shuffle them and place them in a pile in between them.
- The first student draws a card and reads the statement aloud. The other students respond, using *too*, *either*, *neither* or *so*. They take turns until all the cards have been used.
- Monitor, offering help as needed.

▶▶▶▶▶ (No homework today.)

Warm-up

Students review *too*, *either*, *neither* and *so* with a mingle.

- Have students write 10 true statements about themselves. These can be about things they like and don't like to do, things they have got or haven't got, as well as things they're doing or would like to do.
- Monitor, offering help as needed.
- Write *Find someone who...* on the board.
- Tell students to draw a line after each sentence to write their classmates' names.
- Give students a few moments to look at their sentences and think about the questions they will ask their classmates.
- Students stand up and ask each other questions, using the statements on their papers.
- Monitor, offering help as needed.
- When students have finished mingling, have them get into groups to discuss what they found out.
- Encourage students to use *too*, *either*, *neither* and *so*, for example, *I don't like sushi and neither does David.*
- Come together as a class and have some students share what similarities and differences they have with their classmates.

3 Read and match.

Students review the use of *so* and *neither* by matching the appropriate response to each statement.

Answers

1. So do I. 2. So are we. 3. Neither can I.
4. Neither do I. 5. Neither am I. 6. Neither have I.

4 Read and answer using *Me too* or *Me neither*.

Students write responses to statements using *me too* or *me neither*.

Answers

1. Me too, 2. Me too, 3. Me neither, 4. Me too,
5. Me neither, 6. Me too

Just for Fun Student's Book p. 124

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

Big Question

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

- Ask students to turn to the unit opener on page 111 and think about the question 'What do we have in common?'
- Ask students to think about the discussions they've had, the readings they've read, listenings they've heard and the survey they made.
- Students form small groups to discuss the following:
 - » *What makes people different?*
 - » *Are there times when people's differences matter? Explain.*
 - » *There's an expression, 'The world is getting smaller.' What do you think that means? Do you think a 'smaller world' makes people feel more or less different from each other? Explain.*
- Monitor, offering help as needed, particularly with vocabulary.

Scorecard

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

Study for the unit test.



Verb List

Base Form

become
begin
believe
blow out
book
break
build
burn
buy
catch
cause
celebrate
change
check
collect
come
complete
conserve
cry
dance
decorate
draw
dress
drink
drop
eat
escape
exchange
exercise
explore
fall
feed
feel
find
get
give
go
hang out
happen
have
hear
hire
improve

Past Simple

became *
began
believed
blew out
booked
broke
built
burned
bought
caught
caused
celebrated
changed
checked
collected
came
completed
conserved
cried
danced
decorated
drew
dressed
drank
dropped
ate
escaped
exchanged
exercised
explored
fell
fed
felt
found
got
gave
went
hung out
happened
had
heard
hired
improved

Past Participle

become
begun
believed
blown out
booked
broken
built
burnt
bought
caught
caused
celebrated
changed
checked
collected
come
completed
conserved
cried
danced
decorated
drawn
dressed
drunk
dropped
eaten
escaped
exchanged
exercised
explored
fallen
fed
felt
found
got / gotten
given
gone
hung out
happened
had
heard
hired
improved

Base Form

include
invent
keep
laugh
learn
leave
make
open
order
pack
paint
plant
pollute
practise
prevent
produce
protect
provide
put
reach
receive
recycle
reduce
relax
remember
reuse
save
say
see
send
sleep in
start
stay up
stream
take
teach
throw
try
turn
wave
wear
work out
write

Past Simple

included
invented
kept
laughed
learned
left
made
opened
ordered
packed
painted
planted
polluted
practised
prevented
produced
protected
provided
put
reached
received
recycled
reduced
relaxed
remembered
reused
saved
said
saw
sent
slept in
started
stayed up
streamed
took
taught
threw
tried
turned
waved
wore
worked out
wrote

Past Participle

included
invented
kept
laughed
learned
left
made
opened
ordered
packed
painted
planted
polluted
practised
prevented
produced
protected
provided
put
reached
received
recycled
reduced
relaxed
remembered
reused
saved
said
seen
sent
slept in
started
stayed up
streamed
taken
taught
thrown
tried
turned
waved
worn
worked out
written

* Irregular verbs



Audio CD Track List

Track	Listening Activity
02	Unit 0. Who are we? Page 9. Activity 3. Put this interview in order. Then listen and check.
03	Unit 0. Page 9. Activity 4. Listen to the second part of the interview and circle T (True) or F (False).
04	Unit 0. Page 11. Activity 9. Listen and circle the verbs you can hear.
05	Unit 0. Page 12. Activity 2. Listen and check your answers.
06	Unit 1. What are you celebrating? Page 15. Activity 4. Listen and number the celebrations.
07	Unit 1. Page 17. Activity 3. Listen and mark (✓ or ✗) the plans for the trip.
08	Unit 1. Page 17. Activity 4. Listen and circle T (True) or F (False).
09	Unit 1. Page 18. Activity 1. Listen and read. Then circle the correct option.
10	Unit 1. Page 19. Activity 3. Listen and number.
11	Unit 1. Page 19. Activity 4. Listen again and complete the texts in Activity 3.
12	Unit 1. Page 22. Activity 2. Listen and complete the sentences.
13	Unit 2. How are you feeling? Page 28. Activity 1. Listen and number the items.
14	Unit 2. Page 30. Activity 2. Listen and number the recommendations.
15	Unit 2. Page 32. Activity 2. Listen and tick (✓) the topics you hear.
16	Unit 2. Page 32. Activity 3. Listen again and add the topics from Activity 2 to the chart. Then complete the examples.
17	Unit 2. Page 35. Activity 4. Listen and circle T (True) or F (False).
18	Unit 2. Page 35. Activity 6. Listen again and complete.
19	Unit 3. How much do we care? Page 43. Activity 4. Listen and number the suggestions.
20	Unit 3. Page 45. Activity 4. Listen to the interview and tick (✓) the topics that the people talk about.
21	Unit 3. Page 45. Activity 5. Listen again and circle T (True) or F (False).
22	Unit 3. Page 49. Activity 3. Listen and answer: Why is the town of Kamikatsu a special place?
23	Unit 3. Page 49. Activity 4. Listen again and circle T (True) or F (False).
24	Unit 3. Page 50. Activity 2. Listen to the script and tick (✓) the topics in Activity 1.
25	Unit 3. Page 50. Activity 3. Number the missing fragments of each script. Then listen again and check.
26	Unit 4. What would you rather do? Page 56. Activity 1. Read the flyer. Then listen and write C (Carrie) or A (Andrea).
27	Unit 4. Page 56. Activity 2. Listen again and complete the phrases.
28	Unit 4. Page 59. Activity 4. Listen to the conversation. Circle T (True) or F (False).



Audio CD Track List

Track	Listening Activity
29	Unit 4. Page 59. Activity 5. Listen again and complete the sentences in the box.
30	Unit 4. Page 62. Activity 3. Listen and complete the table.
31	Unit 5. How much do you remember? Page 71. Activity 3. Listen and match the people to the keepsakes.
32	Unit 5. Page 72. Activity 2. Listen and underline the cause of the problem.
33	Unit 5. Page 72. Activity 3. Listen again and circle <i>T</i> (True) or <i>F</i> (False).
34	Unit 5. Page 75. Activity 4. Listen again and circle the correct option.
35	Unit 5. Page 75. Activity 5. Read and complete the notes in Activity 4. Then listen again and check.
36	Unit 5. Page 77. Activity 4. Listen and number the questions in the correct order.
37	Unit 6. Where have you been to? Page 84. Activity 1. Listen and tick (✓) the holiday destination.
38	Unit 6. Page 84. Activity 2. Listen and number the activities.
39	Unit 6. Page 87. Activity 5. Listen and tick (✓) the correct option.
40	Unit 6. Page 87. Activity 6. Complete using <i>already</i> or <i>yet</i> . Then listen again and check your answers.
41	Unit 6. Page 88. Activity 1. Look at the Wild Adventures Survival Courses brochure. Then listen and circle <i>T</i> (True) or <i>F</i> (False).
42	Unit 6. Page 89. Activity 3. Listen and mark (✓ or ✗) the activities that each person has done.
43	Unit 6. Page 90. Activity 1. Read and guess. Then listen and circle the correct option.
44	Unit 7. What are you like? Page 99. Activity 6. Listen and write what Bea and Mike say, according to how they describe themselves and each other.
45	Unit 7. Page 100. Activity 2. Listen and check your predictions. Then choose the correct option to complete the sentences.
46	Unit 7. Page 105. Activity 5. Listen and match each person to their fetish.
47	Unit 8. What do we have in common? Page 112. Activity 1. Listen and write <i>J</i> (Jaya), <i>B</i> (Bryan) or <i>M</i> (Maia). Which activities do they do?
48	Unit 8. Page 112. Activity 2. Listen again and circle the correct option.
49	Unit 8. Page 115. Activity 5. Listen and complete the infographic.
50	Unit 8. Page 116. Activity 1. Listen and number the speakers.
51	Unit 8. Page 116. Activity 2. Listen again and write the names.
52	Unit 8. Page 118. Activity 3. Read and guess. Then listen and circle the correct option.
53	Unit 8. Page 120. Activity 2. Listen and circle for Eva's brother, Josh.
54	Unit 8. Page 120. Activity 3. Listen and circle for Eva's neighbour, Amber.

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