SIGN UP TO ENGLISH

#New Edition



3

Richmond

TEACHER'S BOOK

SIGN UP TO ENGLISH 3

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#SCOPE & SEQUENCE

		FUNCTION	GRAMMAR	LEXIS	RECYCLING
WU	**#MAKE A START**				
L1	p.8	Talking about music. Talking about holidays.	Simple Past / *Wh-* & *Yes* / *No* questions / Object pronouns / Possessive adjectives	Leisure activities: *dancing, travelling*; etc.	
L2	p.10	Making predictions about computer technology in the future. Talking about people's feelings.	Simple Present / Present Continuous / Simple Past / Simple Future	Adjectives used to express feelings: *angry, stressed*; etc.	
U1	**#SCREEN TIME**				
L1	p.12	Talking about exergames.	*too* + adjective / *not* + adjective + *enough*	Vocabulary related to video games: *VR headset, joystick*; etc.	Simple Present / Simple Past
L2	p.14	Giving instructions to play video games. Talking about obligation and lack of obligation.	Imperatives (revision) / Modal verbs: *must, have to, don't have (need) to* / Prepositions of movement	Action verbs: *climb, dive, jump;* etc.	Imperatives / *Must* & *mustn't*
L3	p.16	Asking for and giving directions. Talking about general truths.	Conditional sentences type zero	Words and phrases used to give directions: *go past, turn right;* etc.	Simple Present / Imperatives
L4	p.18	Discussing multitasking.	Adjectives ending in *–ing* or *–ed*: *boring, bored*; etc.	Some everyday activities: *go to bed, play video games*; etc.	*Yes* / *No* & *Wh-* questions
		REVIEW LESSON Unit 1			**WORKBOOK SECTION**
U2	**#BRIDGING THE GAP**				
L1	p.21	Talking about greetings around the world.	*When* + Simple Past	Verbs and phrases related to greetings: *bow, wave*; etc.	Simple Past (regular & irregular verbs)
L2	p.23	Describing charity events in the past.	Past Continuous (aff & neg)	Collocations with *money*: *collect* / *raise money*; etc.	Simple Past
L3	p.25	Discussing fundraising campaigns in the past.	Past Continuous (interrog) / *While* + Past Continuous	Vocabulary related to fundraising campaigns: *receive donations, sell food*; etc.	*Yes* / *No* & *Wh-* questions
L4	p.26	Talking about fundraising events in the past.	Simple Past vs Past Continuous	Vocabulary related to fundraising events: *school fair, tea party*; etc.	*When* & *while* / Simple Past / Past Continuous
		REVIEW LESSON Unit 2	**WORLD ISSUES 1**	**PROJECT 1**	**WORKBOOK SECTION**
U3	**#FUTURE EVENTS**				
L1	p.31	Talking about fixed plans and arrangements. Making, accepting and refusing an invitation.	Present Continuous (for arrangements)	*What about… ? / Let's… / Would you like to… ? / I'd love to... / Sorry, ...*	*Would you like to… ?* / Everyday activities
L2	p.33	Discussing New Year's resolutions. Talking about plans for the future.	*Going to* (for future plans & intentions) / *Going to* vs Present Continuous	Verb phrases: *ride a bike, turn off lights*; etc.	Present Continuous / Everyday activities
L3	p.35	Discussing healthy eating habits.	Quantifiers: *a lot of, (a) little* & *(a) few* / *How much* & *how many*	Food items and drinks	*There is* & *there are* / Simple Present
L4	p.37	Talking about the future.	Simple Future / *Will* vs *going to*	Expressions used when shopping for clothes	*Going to* (for future plans) / Clothes
		REVIEW LESSON Unit 3			**WORKBOOK SECTION**
U4	**#LIFE EXPERIENCES**				
L1	p.40	Talking about personal experiences.	Present Perfect (aff) / Present Perfect + *never*	Verb phrases: *eat insects, be abroad*; etc.	Past participles (regular & irregular)
L2	p.42	Asking and answering about past experiences.	*Have you ever… ?* & short answers	Verb phrases: *dye your hair, wear jeans*; etc.	Present Perfect
L3	p.44	Talking about after-school and summer jobs.	*Should* & *shouldn't* / *Must* & *mustn't*	Verb phrases: *walk a dog, make coffee*; etc.	*Have you ever… ?* / Present Perfect + *never*
L4	p.46	Talking about jobs, job ads and applications.	Present Perfect vs Simple Past	Verb phrases: *look for a job, have an interview*; etc.	Simple Past / Present Perfect
		REVIEW LESSON Unit 4	**WORLD ISSUES 2**	**PROJECT 2**	**WORKBOOK SECTION**

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		FUNCTION	GRAMMAR	LEXIS	RECYCLING
U5	**#TEENS IN THE SPOTLIGHT**				
L1	p.50	Discussing typical parent-teen arguments about recent actions.	Present Perfect (for present result of a finished action)	Verb phrases: *tidy your room, do homework*; etc.	Present Perfect / Everyday activities
L2	p.53	Discussing typical teens' reactions to conflict about actions.	Present Perfect with *already* & *yet*	Verb phrases: *slam the door, be grounded*; etc.	Present Perfect
L3	p.55	Discussing news headlines and recent events.	Present Perfect with *just*	Verb phrases: *get married, win an award*; etc.	Present Perfect / Everyday activities
L4	p.57	Talking about newspaper sections. Discussing breaking news.	Simple Present / Simple Past / Present Perfect / Present Continuous / Past Continuous / Simple Future	Newspaper sections: *science, sports;* etc.	Tense revision
		REVIEW LESSON Unit 5			**WORKBOOK SECTION**
U6	**#CHANGES IN LIFESTYLES**				
L1	p.60	Discussing facts about teenage life around the world.	Adverbs of manner (regular & irregular)	Verb phrases: *have proms, wear uniforms;* etc.	Simple Present / Simple Past / Comparatives
L2	p.62	Talking about best-sellers. Comparing how people do things, act or react.	Comparative and superlative form of adverbs	Vocabulary related to books: *best-seller, novel*; etc.	Comparative and superlative of adjectives
L3	p.65	Discussing urban tribes. Talking about past habits and states which are no longer true.	*Used to* (aff & neg)	Vocabulary related to urban tribes: *skaters, hip-hop*; etc.	Simple Present / Simple Past
L4	p.67	Discussing what teenage life used to be like in the past.	*Used to* (interrog) & short answers	Household items: *dishwasher, vacuum cleaner*; etc.	*Yes* / *No* & *Wh-* questions
		REVIEW LESSON Unit 6	**WORLD ISSUES 3**	**PROJECT 3**	**WORKBOOK SECTION**
U7	**#THE POWER OF THE MIND**				
L1	p.72	Discussing the benefits of optimism.	Conditional sentences type 1 / Word categories	Verb phrases: *look on the bright side, give up*; etc.	Conditional sentences type zero
L2	p.74	Talking about dreams and their meanings.	Compounds with *some: somebody / someone, somewhere & something*	Vocabulary related to dreaming and sleeping: a*sleep, nightmare*; etc.	Simple Present / Conditional sentences
L3	p.76	Describing some strange, funny or frightening dreams.	Compounds with *any*: *anyone / anybody, anywhere & anything* Compounds with *no*: *no one / nobody, nowhere & nothing*	Verb phrases: *be chased, get lost*; etc.	Compounds with *some*
L4	p.78	Discussing facts about dreams.	Question tags (in the present, past & future)	Vocabulary related to dreaming: *remember dreams, vivid dreams*; etc.	Simple Present / Simple Past / Simple Future
		REVIEW LESSON Unit 7			**WORKBOOK SECTION**
U8	**#GROWING TRENDS**				
L1	p.81	Discussing e-waste and pollution up to the present.	Present Perfect with *for* & *since*	Some nouns and noun phrases: *e-waste footprint, recyclers*; etc.	Present Perfect / Time expressions
L2	p.84	Discussing unusual jobs and duration.	*How long* + Present Perfect	Unusual jobs: *video game tester, animal chiropractor*; etc.	Present Perfect with *for* & *since*
L3	p.86	Discussing and comparing some popular teen career choices.	Comparisons: *not as… as*	Adjectives used to describe jobs: *well-paid, rewarding, stressful;* etc.	Simple Present / Simple Future
L4	p.88	Talking about jobs of the future.	Adjective + preposition + noun / *-ing*: *bad at something, bad at doing something*; etc.	Adjectives: *interested, afraid;* etc.	Simple Present / Simple Future / Conditional sentences
		REVIEW LESSON Unit 8	**WORLD ISSUES 4**	**PROJECT 4**	**WORKBOOK SECTION**

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#INTRODUCTION

General Characteristics of the Series

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

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

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

Components of the Series

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

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

For students

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

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

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

The four macro skills (reading, listening, speaking and writing) are well balanced and addressed in all the lessons of the units. The *Review lesson* is always present after lesson 4 and it is a very useful tool for students to revise the contents they have previously learnt. *World Issues* is a special section with extra reading practice and follow-up activities that focus on the development of students' reading skills and vocabulary enlargement. The *Project Work* section offers students the possibility

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

The *Workbook* section appears at the end of the **Student's Book** and consists of 32 pages (4 pages per unit). The *Workbook* provides a series of activities for students to do at home and help them practise and consolidate all the grammar structures and vocabulary learnt in each lesson of the **Student's Book**.

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

For teachers

The **Teacher's Book** contains:

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

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

Class Audio
It includes the listening input required for class work. These have been carefully graded and organised to suit the needs and interests of the teacher and the students and to provide aural input and native speaker pronunciation models. The Class Audio can be found online.

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

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

Outstanding Features within the Lessons

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

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

Reference to Icons on the Student's Book pages

 Reading activity

 Listening activity

 Speaking activity

 Writing activity

 Social emotional activity

 Interactive Activities*

 Workbook*

 Project Work *

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

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STRUCTURE OF THE UNITS

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

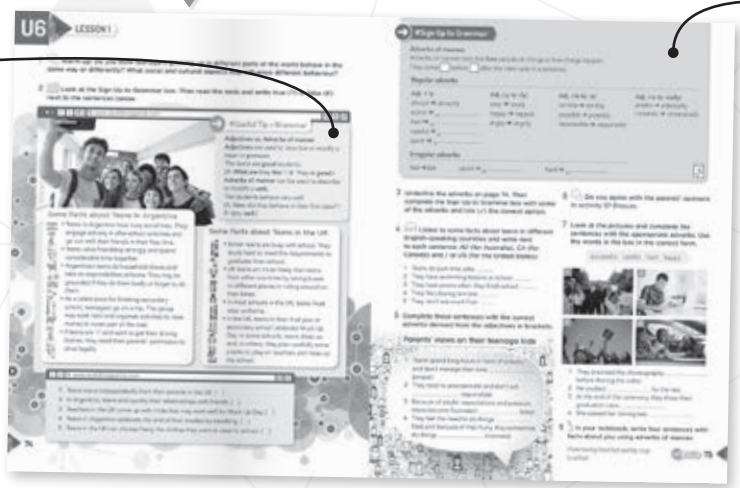


The **#Unit Goals** section lists the objectives of the unit and provides a self-assessment opportunity to help develop students' sense of progress and awareness of their learning process.

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

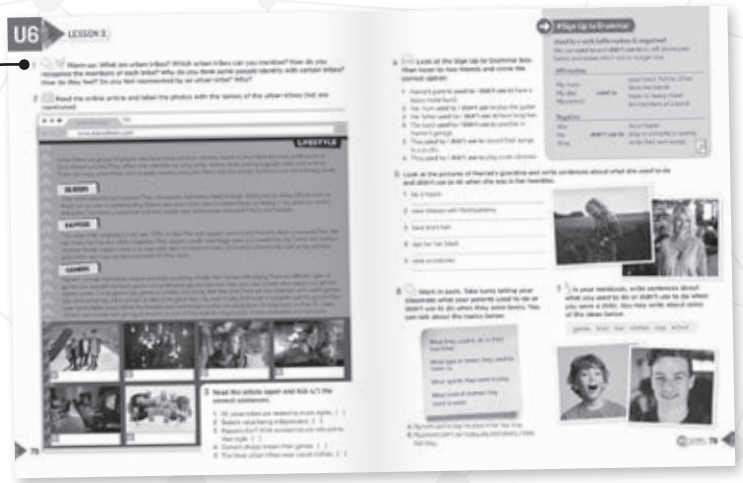
Each lesson presents and practises grammar and vocabulary with integrated skills.

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

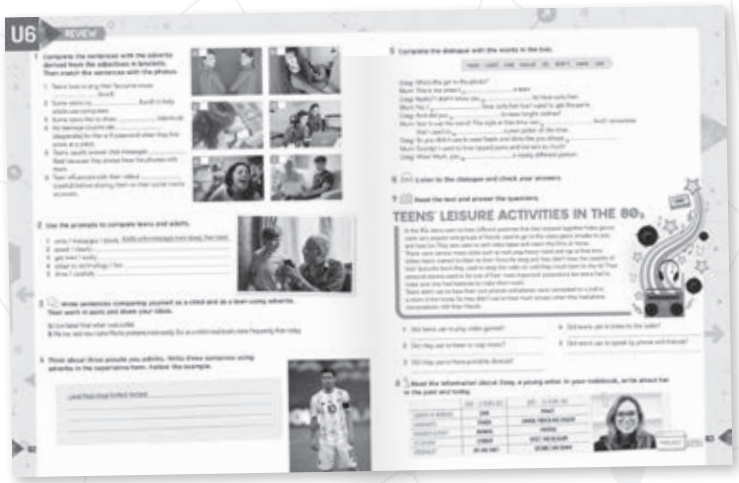


Clear grammar presentations in every lesson are followed by online **Interactive Activities** for reinforcement, extension and consolidation of the grammar and vocabulary topics studied.

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

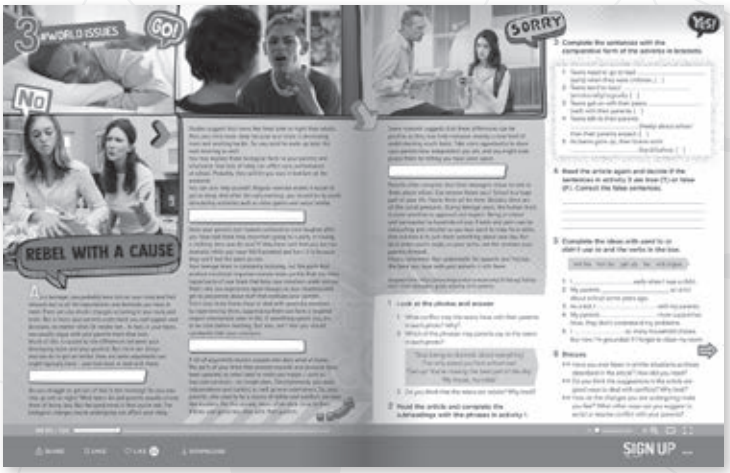


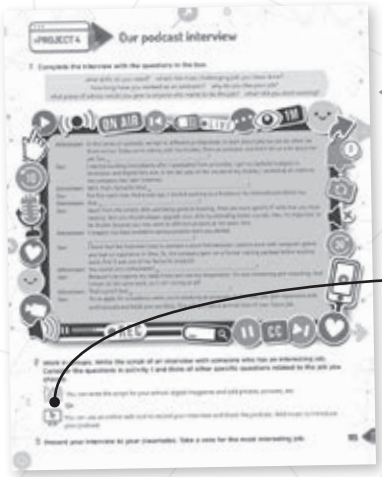
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A **Review** lesson at the end of every unit provides consolidated practice for each of the grammar and vocabulary areas.

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

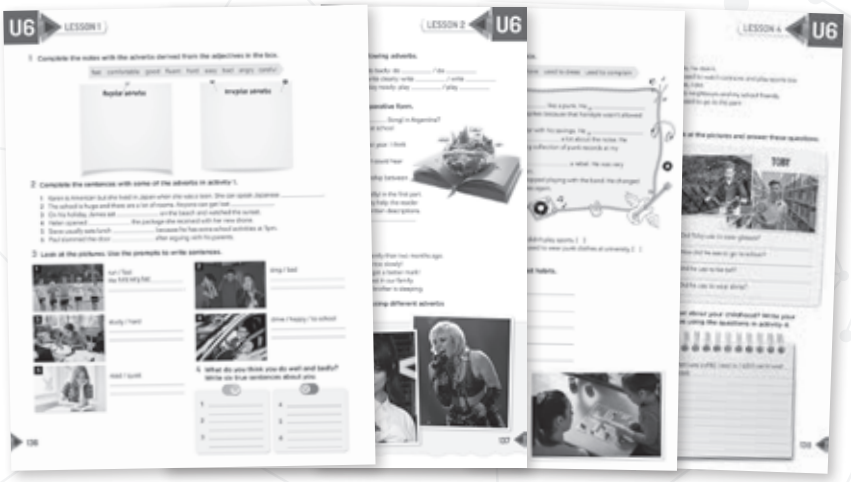




A **Project Work** section every two units provides students with the opportunity to apply the skills learnt in the units on a creative task.

Digital options provide alternatives to the projects using electronic media.

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



WELCOME UNIT – #MAKE A START

CONTENTS			COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	PHONOLOGY	
Leisure activities: *dancing, travelling;* etc.	Simple Past *Wh-* & *Yes / No* questions Object Pronouns Possessive Adjectives	Intonation of *Yes / No* & *Wh-* questions	Talking about music. Talking about holidays.
Adjectives used to express feelings: *angry, stressed*; etc.	Simple Present / Present Continuous / Simple Past / Simple Future	Pronunciation of some adjectives used to express feelings: *enthusiastic, anxious*; etc. Pronunciation of *Is it... ? and Does it... ?* in the context of *Yes / No* questions	Making predictions about computer technology in the future. Talking about people's feelings.
Extras: Suggested optional games and activities for consolidation.			

Pages 4 & 5

Greet the class and introduce yourself. Tell students that you are going to share some facts about you and they have to identify if they are true or false. Write some phrases on the board and complete them with your ideas: *I hardly ever..., I enjoy..., Last year, I..., Next holiday, I will...*; etc. After students identify the true and false ideas, have them copy the phrases in their notebooks and finish them with their ideas. Walk around the classroom and monitor their work. Then ask some volunteers to share their facts so that their classmates say if they are true or false. After that, tell the class to open their books to pages 4 and 5 and read aloud the title of the unit. Elicit the meaning of *make a start* (to begin doing something) and explain that they will begin revising grammar and vocabulary they have learnt in previous levels.

1 Read the questions aloud and invite students to share their ideas. Write key vocabulary on the board and have students support their answers.

Answer key: (Possible answers) *Kinds of music: rock, pop, reggaeton, hip-hop, rap, trap, R & B (rhythm & blues), salsa, jazz, electronic;* etc.
Students' own answers

2 2 Direct students' attention to the article on a digital magazine and ask them if they read magazines online. Elicit the features that are different from printed magazines; for example: readers can watch videos and listen to audio recordings, they can leave comments and reply to other readers' comments, and they can share the articles on their social media and other websites; etc. Then read aloud the title and the photo captions. Ask the class if they know the *Playing for Change Band* and invite students to describe the photos. Elicit how the street musicians are related to the band and invite them to explain what the title refers to. Then have a volunteer read aloud the questions to check understanding. Play the audio for students to listen to and read the article. Finally, check the answers with the class.

Answer key: 1 *It's a movement founded by music producer Mark Johnson and film producer and philanthropist Whitney Kroenke. It connects street musicians and audiences from all over the world through music.* **2** Songs Around the World *are unique international versions of songs that result from combining separate performances by street musicians in different countries and in different styles.*

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Audio script 2

Speaker: *Connecting the world*
In 2002, music producer Mark Johnson was on the underground station in New York and saw a big crowd looking at two monks playing music and singing in a language he did not understand. He realised that their music had the effect of joining diverse people. This experience inspired Mark to start capturing these special moments that he only witnessed outside the recording studio. So, together with film producer and philanthropist Whitney Kroenke, he founded the Playing For Change *movement. They took the high quality of the recording studio and cameras to film street musicians across the USA and, in 2004, they released their first award-winning documentary* A Cinematic Discovery of Street Music.
A year later, Mark and Whitney decided to go beyond the American boundaries and created the concept of Songs Around the World. *They travelled across five continents with a small crew and filmed and recorded over thirty-five street musicians performing the song* Stand by Me *in their own locations and in their own styles. They also learnt about their music, culture and identities and built lasting relationships. Finally, they combined all the separate performances making a unique international version of the song. This first video went viral just in a few days. And when they released the first CD/DVD* Songs Around the World, *it debuted on the Billboard Top 10 charts.*
In 2008, the crew invited many of the greatest musicians they met from different countries to form the Playing For Change Band. *The street musicians who once performed locally started touring around the world to play music together on stage. Mark and Whitney also established the* Playing For Change Foundation, *a non-profit organisation, which builds and supports music and art schools for children in many parts of the world.* Playing For Change *continues to develop strong relationships with street musicians and many of their productions also involve famous artists such as Keith Richards, Ringo Starr, Billie Eilish, Jack Johnson, Lila Downs and Becky G. When COVID-19 started and the crew could not travel, they established more connections by hiring local film directors and recording engineers in seventeen countries to keep on producing the videos with street musicians. Even when everyone had to stay at home, these universal songs shortened geographical distances and brought musicians and audiences from different cultures closer together.*

3 Have a volunteer read the rubrics and the question words in the box. Remind students to read the posts with the gaps before writing the corresponding words. Check the answers orally with the class. Model the questions for students to repeat them and practise intonation (*Wh-* questions usually end in falling intonation). Then tell students to read the article again to answer the questions in their notebooks. Walk around the classroom and monitor their work. Finally, invite some volunteers to share their answers with the class to check.

Answer key: 1 *Where, They filmed the street musicians across the USA.* **2** *When, They created* Songs Around the World *in 2005, a year after their first documentary.* **3** *How many, They visited five continents.* **4** *How, They hired local film directors and recording engineers in seventeen countries.* **5** *Who, Some of the famous artists were Keith Richards, Ringo Starr, Billie Eilish, Jack Johnson, Lila Downs and Becky G.*

#Useful Tip > Grammar

Draw students' attention to the Useful Tip box. Work on the intonation of *Yes / No* questions (they usually end in rising intonation) and have students repeat them after you. Then read the *Wh-* questions aloud and have students practise the intonation.

4 3 Read aloud the rubric and go over the sentences with the whole class. Then play the audio for students to decide if the sentences are true or false. Check answers with the whole class.

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

#NOTE

Explain to students that in the UK (United Kingdom) people use the word *holiday* and in the USA (United States of America) people use the word *vacation*.

Audio script 3

Jamie: *Hello. Ellen? It's me Jamie. Guess where I am?*
Ellen: *Oh, hi, Jamie. Are you here in Connecticut?*
Jamie: *No! Totally wrong! I am in New Orleans!*
Ellen: *Really?*

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Jamie: *Really!*
Ellen: *But… aren't you working?*
Jamie: *No, no, no work this time. I'm on vacation!*
Ellen: *And where is your hotel?*
Jamie: *Hotel? No, I'm not staying at a hotel. I am at my cousin's house. We are having lots of fun!*
Ellen: *Oh, great! And which good things are you doing?*
Jamie: *Well, there are a lot of things to do here. Yesterday we were on the street to watch a parade. There were people dancing. It was fantastic!*
Ellen: *Cool! What's the weather like?*
Jamie: *What? The weather? Beautiful! Not hot. Not cold. Sunny and perfect.*
Ellen: *Really? Great!*
Jamie: *Yeah… I have to go now. Call you later. Bye!*

5 Ask students to write down the questions and complete the answers. Check with the whole class.

Answer key: 1 *travel to New York?, didn't;* **2** *Why did he go to New Orleans?, was;* **3** *Did he play music on the street?, he didn't;* **4** *Who did he visit?, visited, cousin*

6 Tell students to complete the post. Then invite different students to read aloud their answers. Go over the differences between object and possessive pronouns if necessary.

Answer key: 1 *me;* **2** *their;* **3** *them;* **4** *her;* **5** *us;* **6** *our*

Optional Activity

Invite students to write six questions in their notebooks to learn about their classmates' last holidays. Suggest that they may ask about the destination, means of transport, accommodation and activities. Walk around the classroom and help them if necessary. Then students work in pairs and take turns to ask and answer the questions.

Pages 6 & 7

1 Read aloud the rubric and model the pronunciation of the words in the box. Ask students to choose the most important devices and discuss the questions in pairs. Then invite some volunteers to share their ideas with the class.

Answer key: Students' own answers

2 Focus students' attention on the texts and photos and elicit the tenses they have to use to fill in the gaps. Then students work on their own. Check answers with the whole class.

Answer key: 1 *were;* **2** *became;* **3** *wasn't;* **4** *used;* **5** *is evolving;* **6** *have;* **7** *are;* **8** *plays;* **9** *will bring;* **10** *think;* **11** *will recognise;* **12** *Are;* **13** *will detect*

Optional Activity

Copy the prompts on the board and tell students to write questions about computing technology in their notebooks. Then check the questions orally and elicit the answers.

1 What / computers be like in the early 2000s?

2 What / most people / do with computers in the past?

3 Why / AI be important today?

4 computers / recognise emotions in the future?

Answer key: 1 *What were computers like in the early 2000s? They were big and slow.* **2** *What did most people do with computers in the past? They played games, sent emails or typed out documents.* **3** *Why is AI important today? Because it's used in search engines, navigation apps, voice assistants and video streaming services.* **4** *Will computers recognise emotions in the future? Yes, they will.*

3 Have students work individually. Check by asking some volunteers to read out their predictions.

Answer key: 1 *will / won't drive;* **2** *will / won't have;* **3** *will / won't perceive;* **4** *will / won't communicate;* **5** *will / won't learn*

4 Read the instruction aloud and go over the prompts to check understanding. Give students time to write their sentences. Finally, have some volunteers share their ideas with the class.

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Answer key: 1 *Drones will / won't deliver packages.* **2** *People will / won't teleport.* **3** *Clothes will / won't include AI.* **4** *Microchips will / won't connect human brains to computers.* **5** *Self-driving cars will / won't be common.*

5 Check students know the meaning of the adjectives in the box. Then read aloud the adjectives and ask the class to repeat them after you to practise pronunciation and stress. Have students label the photos and then check answers with the whole class.

Answer key: 1 *anxious / worried;* **2** *bored;* **3** *stressed;* **4** *angry;* **5** *frustrated;* **6** *enthusiastic;* **7** *exhausted*

6 4 Read aloud the rubric and revise the concept of *Affective Computing* with the class. Then go over the sentences with the class and clear up any doubts. You may play the audio twice and make some pauses in between to help students do the task. Check answers with the whole class.

Answer key: 1 *can;* **2** *collect;* **3** *respond;* **4** *nervousness;* **5** *interested*

Audio script 4

Software specialist: *Imagine this situation. After a long day at school, you go back home and turn on your computer to start doing your homework. An animated kid on your computer screen smiles and says 'Hi, it's good to see you again. But you look exhausted. Why don't you take a short break?'*
Does this sound like science fiction to you? Well, believe it or not, specialists are already working on this emerging technology called Affective Computing, also known as emotion AI. AI technology can be used to recognise human emotions and respond to them. Sensors like cameras can scan and collect behavioural data connected with emotions. By monitoring your facial expressions, gestures and postures, the system can interpret how you feel. What does your expression say about your mood? Are you feeling enthusiastic, angry or bored? Why are you leaning back in your chair? Are you tired, stressed or relaxed? Microphones also work as sensors that can identify voice tones and associate them to specific feelings. A shaky voice may indicate you are anxious or nervous. Or if you raise your voice because you cannot solve a difficult task, the system senses your frustration. Affective Computing can use this information to adapt the lesson or activity so that you do not lose interest and can learn effectively.
So, what's your opinion about Affective Computing? Do you think in the future our computers will detect our moods and help us feel more relaxed and happier? We can't be sure but technology never ceases to amaze us!

7 Have students do this exercise individually. Check by asking some volunteers to read the questions aloud. Work on the pronunciation of *Is it… ?* /ɪz ɪt/ and *Does it… ?* /dəz ɪt/ and the intonation of *Yes / No* questions. If necessary, have the whole class practise the /z/ sound. Finally, check the answers with the class.

Answer key: 1 *Is Affective Computing an old technology? No.* **2** *Is it useful for education? Yes.* **3** *Does it only work with cameras? No.* **4** *Can it analyse voices? Yes.* **5** *Can a camera scan facial expressions? Yes.* **6** *Do sensors scan your mind? No.*

8 Read the instructions and the example dialogue aloud. Monitor students' work as they take turns to ask questions and identify the devices.

Answer key: Students' own answers

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UNIT 1 – #SCREEN TIME

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Vocabulary related to video games: *VR headset, joystick*; etc.	*too* + adjective *not* + adjective + *enough*	Pronunciation of *too* & *enough*	Talking about exergames.
L2	Action verbs: *climb, dive, fight, fly, jump, run*; etc.	Imperatives to give commands / instructions (revision) Modal verbs: *must, have to, don't have / need to* Prepositions of movement	Pronunciation of some prepositions of movement: *towards, through*; etc.	Giving instructions and commands to play a video game. Talking about obligation and lack of obligation.
L3	Words and phrases used to give directions: *go straight ahead, go along, go past*; etc.	Conditional sentences type zero	Intonation of conditional sentences	Asking for and giving directions. Talking about general truths.
L4	Some everyday activities: *go to bed, play video games*; etc.	Adjectives ending in *–ed* or *–ing: interesting, worrying, boring, interested, worried, bored*; etc.	Pronunciation and stress of some adjectives ending in *–ing* or *–ed*	Discussing multitasking.
	Extras: Suggested optional games and activities for consolidation.			

Opening Pages – Pages 8 & 9

Tell the class that the opening pages introduce the topics and objectives of each unit of the Student's Book. Read the title aloud and draw students' attention to the photos on the double-page spread. Invite the class to describe the images and write key vocabulary on the board. Then encourage students to explain what *screen time* is and how it is related to the images: *Screen time refers to the amount of time using a device with a screen*. Elicit examples of other devices that do not appear in the photos and ask students which devices they mostly use and why. Write the examples on the board and find out if there is a specific device that is used by most students: *smartphones, tablets, computers, TV, e-book readers*; etc. Ask students how they control the time they spend on their electronic devices and if they set screen time limits. Then refer the class to the *#Pic Of The Unit* box and explain that the questions will help them discuss their ideas in relation to the images and topic of the unit. Read aloud the questions and invite students to answer them in pairs. Walk around the classroom monitoring their work and help them with vocabulary if necessary. After some minutes, have some volunteers share their ideas with the class and add more key vocabulary on the board. Finally, direct students' attention to the *#Unit Goals* box and explain that they will learn about the objectives of the unit and will later use this box for self-evaluation by ticking the boxes of the faces that best represent their performance.

Lesson 1 – Pages 10 & 11

1 Students discuss the warm-up questions in class. You may act as a moderator and write students' answers on the board as you elicit them.

Answer key: Students' own answers

2 Students read the text silently and tick the most appropriate title. Give students some minutes to do the task and explain the meaning of some new words that they might not know. Then check

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students' answers by asking some volunteers to read the title they chose. Encourage students to support their answers with information from the text.

Answer key: *Move or lose!*

3 Tell students to read the text again and write the correct sentences. Check answers by asking some volunteers to read their sentences aloud.

Answer key: 1 *You need peripheral devices -such as a dance mat, a platform or a flexible resistance hoop-, virtual reality headsets or motion capture systems to play exergames.* **2** *Exergames aren't only about sports. There are adventure games that you play by moving your body.* **3** *You can play exergames with VR headsets.* **4** *Exergames are for users of different ages.*

4 Have students complete the diagram with words from the text in activity 2. Check answers by asking different students to read out the words. Encourage them to identify some of the devices on the photos on the opening pages.

Answer key: 1 *dance mat;* **2** *joystick;* **3** *mouse;* **4** *platform;* **5** *hoop*

5 5 Ask a volunteer to read the instructions aloud. Students then listen to the dialogue between a grandfather and his grandson and answer the questions. Play the audio twice. Invite some volunteers to read their answers aloud to check.

Answer key: 1 *He was in his room.* **2** *Yes, he does.* **3** *Because he wants to show Luke how well he can play tennis.*

Audio script 5

Luke: *Hi, Grandpa. How are you?*
Grandpa: *Oh, there you are at last. Where were you?*
Luke: *Upstairs. In my room.*
Grandpa: *Oh, and let me guess… you were playing video games!*
Luke: *Yeah.*
Grandpa: *I really think you should get more exercise, Luke. The problem is you kids aren't motivated enough to do outdoor activities. You should be out there playing football with your friends!*
Luke: *Oh, come on Grandpa. It's too cold to play outside. And anyway, I was doing exercise in my room. I was playing tennis. I'm actually quite tired.*
Grandpa: *How can you get tired from pressing a few buttons?*
Luke: *No, Grandpa. This game doesn't have buttons. You actually play tennis using a motion sensor.*
Grandpa: *Oh! Well, I guess I have to see this. Let's go upstairs and play.*
Luke: *Um, Grandpa. I don't think that's a good idea. You see, you're not fit enough to play. Um, er, you are not young enough…*
Grandpa: *What are you talking about? You are saying I'm too old to play a video game! Come on! Let's go upstairs and I'll show you how well an old man can play tennis. I'll beat you!*

6 5 Refer students to the *Sign Up to Grammar* box and explain that this box summarises the main grammar topics taught in the lesson and that it should be used as a reference for study. Teach the use of *too* + adjective and *not* + adjective + *enough* before doing the listening activity. Explain that we use *too* + adjective to mean *more than necessary* and *not* + adjective + *enough* to mean *not sufficient*.
You may provide an example to illustrate these ideas: *Peter is too young to drive. = Peter is not old enough to drive*. You may also write the following sentences on the board and ask students to paraphrase them using the target structure:

1 *Alan is too weak to lift that heavy suitcase. (Alan is not strong enough to lift that heavy suitcase.)*

2 *Cynthia is too short to reach the top shelf. (Cynthia isn't tall enough to reach the top shelf.)*

This may be a good opportunity to work on the pronunciation of *too* and *enough*. Say the words in isolation and ask students to repeat them after you.

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

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Now refer students to activity 6 and give them time to read the sentences and options in silence. Then play the audio for students to tick the correct answers. Finally, check orally with the class.

Answer key: 1 *aren't motivated enough;* **2** *cold;* **3** *not fit enough;* **4** *too eager*

7 Focus students' attention on the photos and elicit the sports and activities. Then tell students to match the sentences with the photos. Check answers with the whole class.

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

8 Students use *too…* or *not… enough* and the adjectives in brackets to complete the sentences. Check students' answers by asking some volunteers to read the sentences aloud.

Answer key: 1 *not fast enough;* **2** *not interesting enough;* **3** *too entertaining;* **4** *too energetic;* **5** *too young*

9 In their notebooks, students write as many sentences as they can, using t*oo…* and *not… enough* to complain about different things. They may use the cues given or their own ideas. If you want to make this activity more challenging, you may set a time limit of three minutes. You may turn this activity into a game: the student who writes the most correct sentences in the allotted time is the winner.

Answer key: Students' own answers

10 Pair up students for this paraphrasing activity. Draw students' attention to the example given and encourage them to use it as a model. Make sure students swap roles. Monitor their work as you walk around the classroom.

Answer key: Students' own answers

WB p. 116

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 116. You may assign these exercises as homework.

Answer key:
1 1 *not good enough;* **2** *not fun enough;* **3** *too expensive;* **4** *too old;* **5** *too difficult;* **6** *not fast enough;* **7** *not attractive enough;* **8** *too noisy*
2 Students' own answers
3 1 *too slow;* **2** *not old enough / too young;* **3** *not old enough / too young;* **4** *not big enough;* **5** *not strong enough*
4 Students' own answers

Lesson 2 – Pages 12 & 13

1 Have students discuss the warm-up questions in class. Ask students to put up their hands when they want to participate and to wait for their turn to answer the questions. Encourage students to give reasons for their answers and write key vocabulary on the board.

Answer key: Students' own answers

2 Refer students to the drawings of a virtual superhero performing different actions. Ask students to give this superhero commands by completing the verbs in the list. Then have students match the verbs with the correct pictures. Check answers orally with the class and write the verbs on the board to check spelling.

Answer key: 1 *dive;* **2** *jump;* **3** *fly;* **4** *kill;* **5** *run;* **6** *swim;* **7** *walk;* **8** *fight;* **9** *climb*
(from top to bottom, left to right) *5, 7, 2, 9, 3, 1, 6, 8, 4*

3 Draw students' attention to the four pictures at the bottom of the page. Explain to students that these are screen shots from a video game called *Forest Rage*. Point at the highlighted words in the text and tell students that these are prepositions of movement (words that indicate direction). Have students order the screen shots by asking them to try to infer the meaning of the prepositions when they observe the pictures and read the sentences. Check answers with the whole class. Then read the prepositions aloud (*towards, through*; etc.) and ask students to repeat them after you in order to practise their pronunciation.

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

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4 Students now complete the *Sign Up to Grammar* box (the part on the left) with the highlighted prepositions in activity 3. Check by asking some volunteers to read their answers aloud.

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

Answer key: 1 *up;* **2** *towards;* **3** *into;* **4** *along;* **5** *through*

5 Set the context by explaining to students that Luke has a friend called Andy. Andy knows Luke plays *Forest Rage* very well, so he asks Luke for help. Tell students to read the chat and complete it with the correct prepositions. Have students compare their answers but do not check the activity yet.

6 6 Now students listen to the audio and check their answers.

Answer key: 1 *up;* **2** *into;* **3** *towards;* **4** *up;* **5** *through;* **6** *through;* **7** *along;* **8** *into*

Audio script 6

Andy: *Luke, are you there?*
Madlukxx: *Yeah, what's up?*
Andy: *I need your help. I can't get to level 3. Do I have to climb up the second or the third tree?*
Madlukxx: *The third. The second tree will kill you! You'll see a river from up there. Then, dive into the river and swim towards a big rock. You don't need to climb up the rock. Wait and a crocodile will appear. You have to fight it and then walk through the tunnel.*
Andy: *Thanks, man!*
Madlukxx: *Wait, there's more. When you get to the other side of the tunnel, don't run through the forest, run along the river. You have to kill some creatures on the way and then you'll see a cave. Get into the cave and you'll get to level 3.*
Andy: *Great! See ya!*

Optional Activity

You may have students play *Pictionary*. Divide the class into two groups. Prepare eight or ten slips of paper with different verbs + preposition of movement (*climb up, climb down, run into, go towards, run along, go through*; etc.) Put the slips of paper in a paper bag. One volunteer from group 1 comes to the front of the classroom, picks out a slip of paper from the bag and illustrates the verb phrase written on the piece of paper. Set a time limit of one minute for students to guess. If they get it right, that team scores a point. Repeat the same procedure with group 2. Keep a record on the board of the points each team scores.

7 Draw students' attention to the *Sign Up to Grammar* box (the part on the right). Work on the modal verbs: *must / have to*, *don't have to / don't need to* and *mustn't*. Explain that we use these modal verbs to express strong obligation, lack of obligation and prohibition respectively. Ask different students to read out the examples in the box and copy the phrases on the board if necessary. Then ask some volunteers to provide some more examples.

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

Now refer students to the sentences in activity 7 and tell them to circle the correct options. Invite some volunteers to read their answers aloud to check.

Answer key: 1 *mustn't;* **2** *have to;* **3** *must;* **4** *don't have to;* **5** *mustn't;* **6** *have to*

8 In their notebooks, students write the instructions for the little man in the *Sign Up to Grammar* box illustrations. Remind students to use connectors and add their own ideas. Encourage them to use the example given and continue with their own instructions. You may assign this task as homework.

Answer key: Students' own answers

WB p. 117

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 117. You may assign these exercises as homework.

Answer key:
1 **1** *towards;* **2** *into;* **3** *up;* **4** *along;* **5** *through*
2 **1** *walk along;* **2** *Jump into;* **3** *Fly through;* **4** *climb up;* **5** *run towards*
3 Students' own answers
4 Students' own answers

Lesson 3 – Pages 14 & 15

1 Have students discuss the warm-up questions in class. Encourage students to put up their hands and wait for their turn to answer the questions.

Answer key: Students' own answers

2 Draw students' attention to the *Useful Tip* box. Ask a volunteer to read out the information it contains. Explain that we use conditional sentences type zero to talk about things that are generally or always true. Write these examples on the board: *If / When you water plants regularly, they grow. = Plants grow when / if you water them regularly.* Explain that conditional sentences are made up of two parts, a subordinate clause and a main clause. The subordinate clause (or the condition) is the part of the sentence that contains the words *if* or *when*, and the main clause is the rest of the sentence (usually the result or consequence). The two clauses can come in any order. If the subordinate clause comes first, students must put a comma between it and the main clause. They should not use a comma if the main clause comes first. Also, explain that with conditional sentences type zero, we can also use the imperative in the main clause. Write these examples on the board: *If / When you see Peter, tell him I'm at the library. = Tell Peter I'm at the library if / when you see him.* It may be a good occasion to work on the intonation of conditional sentences in general. Tell students that we normally use a rising intonation with *if / when* clauses (subordinate clauses) and a falling intonation with the rest of these sentences (main clauses). Read out the sentences written on the board, reinforcing the right intonation and ask the class to repeat them after you.
Elicit from students some more examples of conditional sentences type zero and write them on the board to check comprehension. Once you feel students understand this grammar topic, refer them to activity 2 and have them underline all the examples of conditional sentences type zero that they can find in the online forum posts.

Answer key: *If you're near the drugstore opposite the school, go straight ahead for two streets. If you go into the different buildings, you can find clues! If you are near the hospital, go past it and turn right into Pasadena High. When you find the robots there, they always attack you. If you kill all the robots, an old box appears next to Joe's Bar. When you see the stairs, go up to the rooftop and find the magic portal. If you go through it, you get closer to the little gem. If u r on Main St., turn left into Rover St. If you fight all the robots in that area, you get extra points.*

#NOTE

You may also explain that *Secret Treasure* is an American video game and, therefore, students are going to find in the online forum posts some words that people use in the USA such as *drugstore*, *store* and *movie theater*.
In the United Kingdom, people use the words *chemist*, *shop* and *cinema* instead. This is the reason why LindaUK90 and Lisa_London use different words to refer to the same places on the map in this discussion forum. Another difference is observed in the use of the prepositions *on* and *in*: *If u r on Main St.,...* (US) / *If u r in Main St.,...* (UK).

3 Ask students to fill in the blanks in the *Sign Up to Grammar* box using the highlighted words and phrases in activity 2. Students should imagine they are outside the shoe store in Rover St. on the map that is part of the online forum. Check by asking some students to read their answers aloud.

Answer key: **2** *go along;* **3** *Go straight ahead;* **4** *go past;* **5** *next to;* **6** *opposite;* **7** *between*

4 Tell students to read the online forum again to complete the phrases. Remind them to pay attention to the structures of the conditional sentences type zero. Finally, have some students read the sentences aloud to check.

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Answer key: 1 *you kill all the robots;* **2** *you go up to the rooftop;* **3** *fight all the robots in Rover St.;* **4** *you go into the different buildings*

5 Explore the map in this activity with the whole class. Make sure students recognise places such as *the bus stop, the hospital, the bank* and *the school*. Students do the exercise individually and they check their answers in pairs first. Then have two volunteers read the chat aloud for the whole class to check their answers.

Answer key: 1 *past;* **2** *right;* **3** *straight ahead;* **4** *left;* **5** *between*

6 Pair up students. Refer pairs to the map in activity 5. Elicit from the whole class some other possible street names and places in a town and write them on the board. Tell pairs to complete their maps using the words on the board. Then invite a pair to read the example dialogue aloud. Students should start at the bus stop and swap roles to ask for and give directions. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

7 7 Set the context by explaining to students that Wendy went to Jill's house but she got lost. Ask students to look at the map in activity 5 and listen to Wendy's telephone conversation with Jill. Play the audio twice. Students should say where Wendy is when she calls Jill from her mobile phone.

Answer key: *Wendy is standing in front of a shopping centre opposite a green area full of small houses. / Wendy is in Heinemann Road, one street away from Jill's block of flats.*

Audio script 7

Wendy: *Hello! Jill? Can you hear me?*
Jill: *Yes, Wendy. What's up? Where are you? I'm waiting for you.*
Wendy: *Oh, I think I got lost. I really don't know where I am.*
Jill: *Did you follow my directions?*
Wendy: *Yes, I did. I got off the bus at the bus stop near the bank. I went past the bank and then turned right into Castle Street.*
Jill: *Great, what did you do after that?*
Wendy: *I went straight ahead for two streets and turned right into Heinemann Road. I'm now standing in front of a shopping centre opposite a green area full of small houses but I can't see your block of flats or the green house you mentioned.*
Jill: *OK. Don't worry, Jill! Can you see a hospital at the end of Heinemann Road on your left?*
Wendy: *Yes, I can see it from here. So, how can I get to your house from this place?*
Jill: *Well, my block of flats is just opposite the hospital. You can't miss it!*
Wendy: *Thanks, Jill. I'll be there in a couple of minutes. Bye!*
Jill: *Bye, Wendy!*

8 In their notebooks, students write a chat telling their friends how to get to their house from school. Encourage students to use the chat in activity 5 as a model. You may assign this task as homework.

Answer key: Students' own answers

WB p. 118

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 118. You may assign these exercises as homework.

Answer key:
1 2 *To the chemist.* **3** *To the cinema.* **4** *To the hospital.* **5** *To the restaurant.* **6** *To the shopping centre.*
2 1 *Go along;* **2** *go past;* **3** *opposite;* **4** *go straight ahead;* **5** *turn left;* **6** *next to*
3 Possible answers: **1** *to the park;* **2** *goes past the hospital;* **3** *they go along Main Street, turn right into Flower Street and go past the bank*
4 Students' own answers

Lesson 4 – Pages 16 & 17

1 Read the questions aloud and ask students if they know the meaning of the word *multitasking*. If not, write the words *multi* and *task* on the board and elicit the meaning of each word in isolation. Then students should be able to infer what *multitasking* means (a person's ability to do more than one thing at a time.) Finally, have students discuss the warm-up questions in class. Elicit examples of activities students tend to do simultaneously and encourage them to support their answers. You may ask; for example: *What tasks do you do at the same time?, Can you complete all the tasks?, Do you pay more attention to one task than the other?*; etc.

Answer key: Students' own answers

2 Read the sentences aloud and check understanding. Then invite students to work in pairs to decide if the ideas are true or false. Walk around the classroom and monitor students' work. Encourage them to write down their ideas and then invite some volunteers to share their answers.

Answer key: Students' own answers

3 Have students read the text silently. Give them some minutes to read it and when they finish, ask some volunteers to read the correct answers to check activity 2. Encourage students to provide the correct information for the false sentences. Clear up any doubts related with vocabulary and help students understand the meaning of the words from context.

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

4 Ask students to read the article again and answer the questions. You may have students work individually or in pairs. Give them some minutes to do this task. Then check by asking some volunteers to read their answers aloud.

Answer key: 1 *Because they aren't concentrated enough to process the information they get when they direct their attention from one task to another.* **2** *Because they become bored very quickly and there is easy access to the media that distracts them.* **3** *It can be useful to be more connected with the present moment without feeling disturbed by silence.*

5 Explain that adjectives ending in *–ed* are used to describe how somebody feels about something, whereas adjectives ending in *–ing* are used to describe the thing or person that causes the feeling. You may write these examples on the board: *Kate is* ***interested*** *in American History. / Kate thinks American History is* ***interesting***. Invite students to provide some more examples to check comprehension. Then draw students' attention to the *Sign Up to Grammar* box and ask them to complete it using some of the adjectives in bold in activity 3. Check students' answers by asking some volunteers to read the complete sentences aloud. It is a good opportunity to work on the pronunciation and stress of some adjectives ending in *–ed* or *–ing*. Tell students that you are going to read out only the adjectives in bold and ask the class to repeat them after you.

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

Answer key: 1 *worried;* **2** *tiring;* **3** *boring;* **4** *stressed;* **5** *disturbed*

6 Have students read the sentences to complete the adjectives with the correct suffixes. Ask different volunteers to read the sentences aloud to check.

Answer key: 1 *relaxed;* **2** *confused;* **3** *exhausting;* **4** *challenging;* **5** *pleased*

7 8 Tell students that they are now going to listen to sociologist Dr Brown talking about multitasking. Play the audio twice for students to tick the correct option and check their answers. Check orally with the class.

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Answer key: *By unplugging any distracting device while they study.*

Audio script 8

Dr Brown: *Parents of teenagers are concerned about the negative effects of multitasking on their children. Many parents are worried about the teens' lack of concentration. And, while this is worrying, there are other signs that can be disturbing too. Some teens show sleep disorders because they can't be relaxed enough to fall asleep. Others may be absorbed in online games for hours but may be too distracted to focus their attention on a specific task. And they may also feel irritated as a consequence of multitasking. In order to help teens become less stressed, parents can set limits by asking them to turn off their mobiles or other devices while doing homework. Then, they can encourage teens to check if they feel more relaxed doing their activities when there aren't any distractions around them. And teens may also be surprised by how productive they are if they focus on one task at a time.*

8 8 Ask students to complete the sentences with the adjectives. Then play the audio and pause after each idea is mentioned to check.

Answer key: **1** *worried;* **2** *disturbing;* **3** *irritated;* **4** *stressed;* **5** *relaxed*

9 Divide the class into small groups and have students discuss the questions. Tell them to take down notes so as to use them when they later share their opinions. Walk around the classroom to monitor their work and offer help if necessary. Finally, invite the groups to answer the questions and encourage the rest of the class to add their ideas. Write the actions they take to avoid distractions on the board as they mention them.

Cultivating attention

Due to multiple stimuli, students may find it difficult to focus their attention on one task and avoid distractions. It is important to help students reflect on their emotions to regulate themselves and stay focused. Invite students to express how they feel before, during and after doing a task. You may ask: *Do you feel stressed, bored, unmotivated;* etc.*?, Do you lose interest in an activity fast?, How do you feel after completing a task?*; etc. Explain that mindfulness activities, such as being aware of one's breathing, are useful to be fully present and can be practised before starting to work or as brain breaks during the class. Provide other examples of useful techniques such as dividing a big task into small tasks to successfully complete it or switching from one task to another so as to hold their attention. As students apply the strategies that best work for them, they will be more effective but will also have more confidence in themselves and what they can achieve.

Answer key: Students' own answers

10 In their notebooks, students write a short paragraph to help others stay focused. They should include some adjectives ending in *–ed* and *–ing*. You may assign this task as homework.

Answer key: Students' own answers

WB p. 119

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 119. You may assign these exercises as homework.

Answer key:
1 (clockwise) *5, 7, 4, 1, 10, 3, 8, 6, 11, 2, 9*
Students' own answers
2 **1** *surpised, surprising;* **2** *interesting, interested;* **3** *boring, bored;* **4** *relaxed, relaxing*
3 **1** *annoying;* **2** *amusing, frustrated;* **3** *worried;* **4** *exciting;* **5** *terrified*
4 Students' own answers

Review – Pages 18 & 19

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:

1 **1** *too old;* **2** *not fast enough;* **3** *too entertaining;* **4** *not stable enough;* **5** *not safe enough*

2 Students' own answers

3 9 **1** *through;* **2** *into;* **3** *towards;* **4** *up;* **5** *into;* **6** *along;* **7** *through;* **8** *into*

Audio script 9

Amy: *This part is very difficult, Madison. Don't run! We must walk through the forest together.*
Madison: *Are you sure? There's a tunnel over there. I think we have to go into it.*
Amy: *No, that tunnel is dangerous! When we get to the end of this path, we have to walk towards the castle and climb up to the tower.*
Madison: *OK, and what do we do now? Do we dive into this river?*
Amy: *No, we don't need to swim. We have to walk along the river.*
Madison: *Look, is that a secret passage near the trees?*
Amy: *Yes! Let's run through this passage, I think that it is connected with the castle.*
Madison: *OK! We must hurry up! If we get directly into the queen's room, we don't have to fight against the dragon!*

4 **1** *must / have to;* **2** *mustn't;* **3** *must / have to;* **4** *don't have / need to;* **5** *must / have to;* **6** *don't have / need to*

5 Students' own answers

6 **1** *It's next to the restaurant.* **2** *It's opposite the park. / It's between two houses.* **3** *Yes, it is.* **4** *No, there aren't.*

7 Students' own answers

8 **1** *disappointing;* **2** *exciting;* **3** *shocked;* **4** *bored, interesting;* **5** *worried, relaxing, distracted*

9 Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 9. Remind students to tick the boxes of the faces that best represent their performance.

Teacher's Resource Material

- ▶ Tests Unit 1
- ▶ Extra-worksheets Unit 1

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UNIT 2 – #BRIDGING THE GAP

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Verbs and phrases related to greetings: *bow, wave;* etc.	*When* + Simple Past	Pronunciation of some words and expressions related to greetings: *bow, wave, smile*; etc.	Talking about greetings around the world.
L2	Collocations with *money: collect / raise money*; etc.	Past Continuous (aff & neg)	Pronunciation of some words containing the /dʒ/ sound: *page, magical*; etc.	Describing charity events in the past.
L3	Vocabulary related to fundraising campaigns: *receive donations, sell food*; etc.	Past Continuous (interrog) *While* + Past Continuous	Strong forms of *was* /wɒz/ and *were* /wɜ:/ Weak forms of *was* /wəz/ and *were* /wə/ Pronunciation of *wasn't* /wɒznt/ and *weren't* /wɜ:nt/	Discussing fundraising campaigns in the past.
L4	Vocabulary related to fundraising events: *school fair, tea party*; etc.	Past Continuous vs Simple Past	Pronunciation of words and phrases related to fundraising events: *school fair, tea party*; etc.	Talking about fundraising events in the past.
	Extras: Suggested optional games and activities for consolidation.			

Opening pages – Pages 20 & 21

Read aloud the title of the unit and ask students to describe the images on the double-page spread. You may ask guiding questions: *What have the images got in common?, Why do you think these people carry out these actions?*; etc. Then encourage the class to explain the meaning of the phrase *bridging the gap*: *to connect two things or reduce the difference between them.* After that, refer students to the *#Pic Of The Unit* box and read the questions aloud. Clear up any doubts and tell students to discuss the questions in pairs. Walk around the classroom to monitor their work and help them with vocabulary if necessary. After some minutes, invite different volunteers to share their ideas with the class and write key words on the board. Ask students to mention more actions to help others and write them on the board. Finally, draw students' attention to the *#Unit Goals* box and read the sentences aloud. Remind the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 – Pages 22 & 23

1 Write on the board the word *greetings* and elicit from students different expressions people use when greeting one another: *Hi! How are you?, How do you do?, How's it going?;* etc. Write their answers on the board. Then students discuss the warm-up questions as a whole class activity. Allow students to express themselves without correcting or interrupting them. Write their answers on the board and write the numbers of the photos under two different headings: *Informal greetings* and *Formal greetings*.

Answer key: Students' own answers

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box on page 23 and ask a volunteer to read it aloud. Go over the informal and formal greetings listed in this box together with the whole class. Improvise a

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few greeting situations with some students (formal and informal ones). Start by greeting one student (formally or informally) and encourage them to respond naturally, making the necessary corrections if needed. Follow this procedure with three or four more students.

2 Set the context by explaining that the user *@aroundtheworld* made a post and some followers left their comments. Invite students to first read the post in silence and then ask them comprehension questions; for example: *Where is she?, Who did she meet there?, How long did she travel before meeting her sister?, Where are the girls from?;* etc. Then check students understand the meanings of *kiss on the cheek* and *hug*. After that, have the class read the comments and match the usernames with the photos. Check answers orally with the class. Finally, draw students' attention to the highlighted words and phrases in the texts and ask students to repeat them after you, one by one, to practise pronunciation.

Answer key: 1 *nomadlander;* **2** *camille-z;* **3** *akemi08;* **4** *mark_jones*

3 Ask students to write their comments as if they were answering *@aroundtheworld*'s post. Tell them to include their username in the comment. Walk around the classroom and monitor their work. Encourage students to exchange their books to read and check their classmates' comments. Finally, ask some volunteers to share their answers and invite the class to say if they agree with the greetings or if they may add more ideas.

Answer key: Students' own answers

Optional Activity

Play a miming game in class to help students remember the new words and expressions highlighted in activity 2. Encourage different pairs of students to rise from their seats and mime these words and expressions for the rest of the class to guess.

4 Have students work in pairs. Encourage them to read the situations in the box and decide if they would greet someone formally or informally. Then ask them to act out these situations. Model the activity with one student; for example: *meeting friends at the park.* Then address the student and say: *Hiya! How you doing today?* and encourage them to respond naturally; for example: *Hi! I'm fine. What about you?* Ask students to swap roles. Circulate around the classroom and monitor students' work.

Answer key: Students' own answers

5 Draw students' attention to the *Sign Up to Grammar* box. Explain that we use *when* to link two actions in the past (Simple Past) when we are narrating something. Refer students to the verbs in the box in activity 5 and ask them to complete the *Sign Up to Grammar* box with these verbs in the Simple Past. Check answers by asking two students to read the complete sentences aloud.

Answer key: 1 *met;* **2** *hugged;* **3** *introduced;* **4** *shook*

6 10 Elicit from students what they think it would be like for a teenage English girl to go to Brazil as an exchange student. Then go over the sentences with the class to check understanding and play the audio for students to circle the correct options. If necessary, play the recording twice. You may check this activity by asking some volunteers to read their answers aloud.

Answer key: 1 *was;* **2** *nervous;* **3** *funny;* **4** *uncommon;* **5** *felt*

Audio script 10

Helen: *I will never forget my first day in Brazil. I was on an exchange programme and when I arrived at the airport, my host family was there – my 'parents', my 'brother' Gustavo and my 'sister' Julia. I was a bit nervous and when I offered them my hand to shake, they all laughed and said: 'You don't need to be so formal.' Then, they all kissed me on the cheek and hugged me. It was all very weird for me because, in my*

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culture, it is not normal to kiss people you meet for the first time. But I very quickly learned the Brazilian way. All those hugs and kisses that came with friendly smiles really made me feel at home in Brazil. I had a great time!

7 Draw students' attention to the photos and ask them to complete the sentences about Helen's experience in Brazil using the verbs in brackets in the Simple Past. Check this activity by asking some volunteers to write their answers on the board.

Answer key: 1 *was, watched;* **2** *went, tried;* **3** *started, became*

8 In their notebooks, students write sentences about Helen's experiences in Brazil using the structure *When* + Simple Past and the cues given.

Answer key: *When she took surfing lessons, she stood up on the board. When she went to the stadium, she saw the national team training. When she was at school, she helped her classmates study English. When she met other teens, they didn't shake hands. When she visited the Christ the Redeemer statue, she didn't take a train but went hiking to get there.*

WB p. 120

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 120. You may assign these exercises as homework.

Answer key:
1 a *4;* **b** *5;* **c** *6;* **d** *1;* **e** *7;* **f** *2;* **g** *3*
2 1 *arrived, met;* **2** *learnt, was;* **3** *didn't see, waved;* **4** *travelled, sent;* **5** *tried, didn't have;* **6** *brought, came*
3 Students' own answers

Lesson 2 – Pages 24 & 25

1 Have students discuss the warm-up questions in class. Write the word *charity* on the board and elicit its meaning from students. You may ask them: *What organisations in your country collect money for charity?, Why do they do so?, Why is it important to help people in need?, Is donating money the only way in which you can help them*? Encourage students to mention other ways in which they can help people in need and write new vocabulary on the board.

Answer key: Students' own answers

2 Direct students' attention to the photos that accompany the online magazine article and ask guiding questions: *Where do you think that the people are running?, Are there a lot of people?, Do you think this is an international event?, Why is a runner wearing a costume of a panda bear?, How is the marathon connected to charity?* Write students' ideas on the board and then tell them to read the article to check their predictions and answer the questions. After some minutes, invite different volunteers to read the answers aloud to check. Write some words from the article on the board and tell students that these words contain a /dʒ/ sound that may be difficult for them to pronounce: *largest, page, magical, apologised* and *join*. Have students repeat these words after you in order to practise pronunciation.

Answer key: 1 *They were inspired by the New York marathon.* **2** *They can set up their Virgin Money Giving page where people can make donations.* **3** *To try to hold a Guinness World Record and raise consciousness on social issues.* **4** *Yes, they do.* **5** *Yes, they can.*

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box and ask a volunteer to read the tip aloud. Explain that collocations are words or groups of words that naturally go together. Write a list on the board of the verbs that collocate with the noun *money*: *make, donate, collect, raise, lend, earn (through work), win (as a prize), have, get* + *money.*

3 Have students complete the phrases with the correct verbs to get some common collocations. Invite different volunteers to read the answers aloud to check.

Answer key: 1 *join;* **2** *make;* **3** *take;* **4** *raise, collect;* **5** *break*

4 Draw students' attention to the *Sign Up to Grammar* box and ask a volunteer to read out the examples and the explanation. Make sure students grasp the idea of an action in progress in the past (Past Continuous) as opposed to a finished action in the past (Simple Past).

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

Refer students to activity 4 and ask them to find the information in the text to complete the sentences using the Past Continuous. Then have some students read the sentences aloud to check.

Answer key: 1 *was running, were shouting;* **2** *was crossing, were trying*

5 Draw students' attention to the images. Ask students to do the exercise individually. Check answers by asking different students to read the sentences aloud while you write them on the board.

Answer key: 1 *handing out snacks, were handing out bottles of water;* **2** *wasn't wearing a wollen hat, She was wearing a cap.* **3** *I wasn't running with the crowd. I was cheering with other spectators. / I was supporting the runners from the streets.*

6 11 Explain to students that they will listen to two teenagers talking about what they were doing as volunteers during a marathon. Go over the sentences with the class and then play the audio for students to decide if they are true or false. Finally, check students' answers with the whole class.

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

Audio script 11

Brenda: *Hi, Jack! How's it going?*
Jack: *Hi, Brenda! I didn't see you during the marathon yesterday. I was volunteering at the start. I was welcoming the participants during the morning.*
Brenda: *Oh, I see! I wasn't at the start. At first, I was at a drink station and later, at the finish, I was handing out medals.*
Jack: *I was at the finish too.*
Brenda: *Really?*
Jack: *Yes, I was standing near the finishing line to give the runners the certificates for breaking world records.*
Brenda: *I can't believe that we didn't meet there!*
Jack: *Well, I didn't see you. Maybe you saw me, but you didn't recognise me. I was wearing a dinosaur costume.*
Brenda: *Wait! Were you wearing a T-Rex costume?*
Jack: *Yes! That was me!*
Brenda: *Ha ha ha! I saw you were having trouble handing out the certificates with your short arms!*

7 In their notebooks, students write the sentences using the prompts. Walk around the classroom to monitor their work.

Answer key: Students' own answers

8 Now tell students to work in pairs to compare their ideas in activity 7. Refer students to the example given and ask them to use it as a model. Walk around the classroom and monitor their work.

Answer key: Students' own answers

Optional Activity

Invite pairs to work together and share how they were helping during the event in activity 8. Encourage students in each pair to take turns to say the activities they and their classmates were doing to check if the other pair was helping in the same way; for example:

A: We were receiving donations yesterday.
B: We weren't doing that. We were picking up donations from neighbours.

WB p. 121

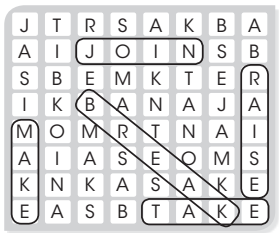
Now that you have finished teaching this lesson, it is advisable to turn to the workbook

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activities on page 121. You may assign these exercises as homework.

Answer key:

1



1 *take;* **2** *break;* **3** *join;* **4** *raise;* **5** *make*

2 **1** *running, interviewing participants;* **2** *Some volunteers were giving directions to runners, they weren't cheering.* **3** *A runner was drinking water, she / he wasn't eating a fruit.* **4** *Some children were standing near the street, they weren't running.* **5** *Some organisers weren't taking photos, they were putting the medals on a table.*

3 **2** *He was drinking coffee / tea.* **3** *She was watering the plant.* **4** *He was taking a selfie.* **5** *He was playing the guitar.*

4 Students' own answers

Lesson 3 – Pages 26 & 27

1 Have students discuss the warm-up questions in class. Allow students to discuss their ideas freely as a whole-class activity.

Helping others

As students reflect on how to contribute to the community, they not only become aware of other people's needs but also of their potential to help and promote well-being. Understanding others' feelings and showing empathy are relevant in order to take action and cooperate in meaningful ways. And this implies that students have to be responsible decision makers and be conscious of the possible consequences of the steps they take. Encourage students to talk about how they feel before, during and after helping others and reflect on how their emotions drive them to make a change and how this has an impact on them as well.

Answer key: Students' own answers

2 Refer students to the article and give them about three minutes to read it on their own and number the sentences in the correct order. Help them with vocabulary if necessary. Finally, have different students read out the sentences to check.

Answer key: *4, 2, 5, 1, 3*

3 Refer students to the *Sign Up to Grammar* box (the part that deals with *Yes / No* questions, *Wh-* questions and short answers). Ask students some comprehension questions: *How do you change an affirmative sentence into an interrogative one in the Past Continuous tense?, How do you make Yes / No questions and Wh- questions?, How do you give short answers?* Then draw students' attention to the use of *while* + Past Continuous (two parallel actions in the past) and contrast it with the use of *when* that they learnt in lesson 1. To check comprehension of the use of *while*, ask students to provide similar examples to the ones in the *Sign Up to Grammar* box and have some volunteers write them on the board. Then tell students to complete the *Sign Up to Grammar* box using the Past Continuous. Check answers by inviting some students to read the sentences aloud. Next, point to the *Short Answers* section and tell students that in short answers the stress falls on the last words: *was* /wɒz/, *were* /wɜ:/, *wasn't* /wɒznt/ and *weren't* /wɜ:nt/ (strong forms of *was* and *were* and the pronunciation of *wasn't* and *weren't*). Read the examples in the box and ask students to repeat them after you. Finally, explain to students that when *was* and *were* are in the middle of a sentence, we generally pronounce them /wəz/ and /wə/ (weak forms). Provide some examples and ask students to repeat them after you.

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

Answer key: **1** *Was, using;* **2** *was;* **3** *were, going;* **4** *were singing;* **5** *were donating;* **6** *were donating;* **7** *were singing*

4 Have students complete the dialogue with the Past Continuous and tell them to compare their answers in pairs. Do not check the activity yet.

5 12 Students listen to the audio and check their answers in activity 4.

Answer key: 1 *What were you doing;* **2** *Was our teacher talking to the headteacher;* **3** *you were studying for the History test;* **4** *Why were you looking for me?* **5** *were sharing ideas for the campaign*

Audio script 12

Emma: *Hey! What were you doing at the headteacher's office during break time?*
Laura: *I was asking her for permission to start the fundraising campaign.*
Emma: *Great! Was our teacher talking to the headteacher too?*
Laura: *No, she was having a meeting with other teachers so she couldn't be with me.*
Emma: *Why didn't you ask me to go with you?*
Laura: *Because I thought you were studying for the History test.*
Emma: *No, I wasn't! I was trying to find you.*
Laura: *Why were you looking for me?*
Emma: *Because all our classmates were sharing ideas for the campaign.*
Laura: *That's awesome!*

6 Ask students to answer the questions about the dialogue in activity 4. Check by asking some volunteers to read their answers aloud.

Answer key: 1 *No, she wasn't.* **2** *No, she wasn't.* **3** *Yes, she was.* **4** *Yes, they were.*

7 Tell students to finish the sentences with their ideas. Read the first phrase and encourage students to complete it. Write the examples on the board and remind students to use the Past Continuous. Check by asking some volunteers to read their answers aloud.

Answer key: Students' own answers

Optional Activity

Invite students to work in pairs and take turns to ask and answer questions to find more information about the phrases in activity 7. Encourage students to ask *Yes / No* questions and *Wh-* questions. Model the activity with a volunteer to check understanding. Ask; for example: *Why were you searching for some fundraising ideas on the web?, What was your friend doing while you were searching for some fundraising ideas on the web?, Was your friend talking to the headteacher while you were searching for some fundraising ideas on the web?*; etc. Walk around the classroom and monitor students' work.

8 Read the instruction aloud. Give students time to read and tick the phrases that are true for them and then ask their classmates about their activities. Refer students to the model dialogue and encourage them to swap roles. Monitor students' work as you walk around the classroom. Make sure they speak only in the target language.

Answer key: Students' own answers

9 In their notebooks, students write sentences to correct the information in activity 8. You may assign this task as homework.

Answer key: Students' own answers

WB p. 122

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 122. You may assign these exercises as homework.

Answer key:
1 1 *were playing music, was doing yoga;* **2** *were playing, was cooking;* **3** *was reading a book / story, was chatting*
2 1 *Yes, he was.* **2** *No, she wasn't.* **3** *No, he wasn't.* **4** *Yes, they were.* **5** *Yes, she was.* **6** *No, she wasn't.*
3 1 *What were you doing yesterday afternoon?* **2** *Why were you wearing a costume during the race?* **3** *Where were you collecting donations?* **4** *How were you helping during the charity event?* **5** *Who was checking the donations on the fundraising page?*
5, 2, 4, 1, 3

Lesson 4 – Pages 28 & 29

1 Have students discuss the warm-up questions in class as a whole-group activity. Encourage them to talk about different fundraising events and write

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key vocabulary on the board. Ask them if they have organised a fundraising event at school and have them explain why or why not.

Answer key: Students' own answers

2 Draw students' attention to the poster in activity 3 and ask them to scan the information. Encourage them to infer what a *school fair* is and then tell them to use the words in red in the poster to label the activities shown in the photos. Finally, check orally with the class.

Answer key: 1 *spin the wheel;* **2** *table football competition;* **3** *treasure hunt;* **4** *face painting;* **5** *ring toss*

3 Invite students to identify the website and its features: *It's a school website / blog. The post appears in the Community section and there are comments replying to the post.* Then go over the sentences with the class to check comprehension. Tell students to read the texts to decide if the sentences are true or false. After some minutes, have some volunteers read their answers aloud to check. Encourage students to correct the false information.

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

4 Draw students' attention to the *Sign Up to Grammar* box. Read out the information and explain that we use the Simple Past and the Past Continuous in combination to indicate that something happened and interrupted an action that was in progress at that time. Write this example on the board:

***When** Kevin **arrived** at the café, Andrea **was talking** to somebody on her mobile phone.*

Explain that this means that Andrea started talking on the phone *before* Kevin arrived at the café, and she was still talking when he entered the place. It is also possible to alter the order without changing the meaning of the sentence. Make sure students notice that in this case the comma is not needed. You may write this sentence on the board:

*Andrea **was talking** to somebody on her mobile phone **when** Kevin **arrived** at the café.*

Explain that *when* and *while* are time markers. They can be used with the Past Simple (*when*) or the Past Continuous (*while*). Write these sentences on the board to illustrate these ideas:

***While** she **was chatting** with her mum on her mobile, it **ran** out of battery.*
***When** her mobile **ran** out of battery, she **was chatting** with her mum.*

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

Ask students to underline similar examples in the texts on page 28. Check answers with the whole class. Then ask students to write three more examples of their own in their notebooks. Finally, encourage some students to come to the front and write their example sentences on the board.

Answer key: *While we were tidying up after the event, we learnt that we raised enough money for the renovation. While I was going home after the fair, I called some relatives and told them to donate money online. While I was running with my bear costume, I tripped and fell down. My little brother lost his cap while he was looking for the treasure. I was waiting to have my face painted when I saw that there were freshly baked cakes and cookies.*

5 Invite students to analyse the school website and read the introduction. Then ask questions to check comprehension: *What section is it?, What is the interview about?, Who is the interviewer?, Who is the interviewee?* Give students some minutes to read and complete the interview with the correct forms of the verbs in brackets. Finally, invite some volunteers to read parts of the interview aloud to correct the activity and write the answers on the board to check spelling.

Answer key: 1*were planning;* **2** *thought;* **3** *was;* **4** *Did, have;* **5** *were organising;* **6** *didn't know;* **7** *told;* **8** *worked;* **9** *did, do;* **10** *was;* **11** *decided;* **12** *collected;* **13** *cooked;* **14** *were;* **15** *were;* **16** *made;* **17** *was helping;* **18** *were running;* **19** *did, like;* **20** *enjoyed*

6 13 Read the instruction aloud and give students time to read the sentences. Then play the audio for students to circle the correct words. Ask

different volunteers to read aloud the complete sentences to check.

Answer key: 1 *number;* **2** *counting;* **3** *couldn't;* **4** *weren't*

Audio script 13

Steve: *I was a member of the fair committee. It took us months to organise the event, but we got into groups to get everything ready on time. While some members were decorating the gym, others were organising the games and preparing the food and drink stalls. We really wanted everything to be perfect. All was going really well but then it was time to vote for the runner with the best costume. All the participants had numbers so that people who wanted to vote for them, wrote the number on a piece of paper and put it in a basket. While we were counting the votes on a table, some children were playing around us. Suddenly, one of them hit his arm against the table and slipped his glass of orange juice all over the pieces of paper. It was a disaster! We quickly cleaned up but it was impossible to check the votes. When we explained the problem to the participants, they didn't care about the prize and considered themselves all winners.*

7 In their notebooks, students write a comment about something funny that happened to them at the school fair. Encourage them to use the comments on page 28 as models. Remind them to use the Simple Past, the Past Continuous, *when* and *while*. You may write on the board some questions to help students: *Where were you?, What were you wearing / doing?, What happened?, How did you feel?, How did people react to it?, What did you do?, What happened in the end?*; etc. You may assign this task as homework.

Answer key: Students' own answers

WB p. 123

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 123. You may assign these exercises as homework.

Answer key:
1 1 *organised;* **2** *baked;* **3** *offered;* **4** *decorated;* **5** *were setting;* **6** *stepped;* **7** *broke;* **8** *got;* **9** *didn't want;* **10** *saw;* **11** *asked;* **12** *were finishing;* **13** *went;* **14** *became;* **15** *told;* **16** *were making;* **17** *was;* **18** *had;* **19** *attended;* **20** *raised*
2 1 *When;* **2** *while;* **3** *while;* **4** *When;* **5** *While;* **6** *when*
3 Students' own answers

Review – Pages 30 & 31

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:
1 1 *When she arrived at the airport, she sent a message to her family.* **2** *When he met the teacher, shook hands;* **3** *They bought souvenirs when they had free time.* **4** *She joined the football team, when she had her first PE lesson at school.*
2 *3, 4, 5, 1, 2*
1 *was breaking a record;* **2** *were raising money;* **3** *were making donations;* **4** *wasn't taking part in;* **5** *was joining a team*
3 14 **1** ✓; **2** ✗; **3** ✓; **4** ✗; **5** ✗

Audio script 14

Jen: *Hi! I'm uploading this story today because I was really busy during the school campaign yesterday. While people were arriving at school with their donations, some of the volunteers were trying to organise the items they were receiving in bags. I wasn't doing voluntary work at school because I was collecting people's donations at their homes. At the same time, we were checking that the website we were using to raise money was working well. Fortunately, we didn't have any problems. And while we were going back home, one of my friends texted me that they were waiting for us at school to have dinner and celebrate that the campaign was a success! So, thank you so much for your help!!!*

4 1 *Yes, they were.* **2** *No, they weren't.* **3** *Yes, she was.* **4** *Yes, it was.* **5** *No, they weren't.*

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5 **1** *held;* **2** *wanted;* **3** *were talking;* **4** *mentioned;* **5** *changed;* **6** *decided;* **7** *were discussing;* **8** *were giving;* **9** *heard;* **10** *didn't have;* **11** *suggested;* **12** *was;* **13** *saw;* **14** *were coming;* **15** *had;* **16** *felt;* **17** *was;* **18** *got;* **19** *thought;* **20** *was;* **21** *was jumping;* **22** *appeared;* **23** *ran;* **24** *couldn't;* **25** *was shaking;* **26** *didn't come;* **27** *sold;* **28** *bought*

6 **1** *Because they wanted to buy new uniforms. / To buy new uniforms.* **2** *They sold home-made food.* **3** *He was really nervous.* **4** *No, it didn't. Because a woman appeared when it was near the hamburgers and it ran away.* **5** *Yes, they did.* **6** *Yesterday. / They bought the uniforms yesterday.*

7 Students' own answers

8 Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 1 & 2 on page 112 of the Student's Book. These activities are thoroughly explained on page 92 of this Teacher's Book.

1 #WORLD ISSUES

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Vocabulary related to video games Vocabulary related to fundraising campaigns Collocations with *money*	Recycling of units 1 & 2 grammar topics	Integrating acquired knowledge with a real life issue: in this case, reading about an online fundraising event.

DIGITAL FUNDRAISING

Pages 32 & 33

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: reading about an online fundraising event.

1 Read the title and the rubric aloud. Encourage students to describe the images. You may ask: *What are the people doing in the photo?, How do they feel?, What do you think they do?, What is Amnesty International?*; etc. If students do not know much about the organisation, explain that they will learn about it in the text. Then read the questions and help them with vocabulary if necessary. As students share their ideas, write them on the board. Finally, students read the text to check their answers.

Answer key: 1 *It's a way of raising money for a good cause by using digital tools.* **2** *Amnesty International is a non-governmental organisation that defends human rights. It obtains funding from people's donations and fundraising events.* **3** *In 2020, Amnesty International received the support of the charity video game marathon called* Z event.

2 Ask students to read the article again and correct the wrong information. Have them compare their answers in pairs and then check with the class.

Answer key: 1 *Amnesty International obtains funding from people's donations and fundraising events.* **2** *The offices are in different countries.* **3** Z event *started to raise money in 2016.* **4** *They collected the money by playing games, taking on challenges and selling T-shirts.* **5** *They got more money than the previous year, breaking their previous world record.*

3 Have students complete the tips and remind them to pay attention to the words before and after the gaps and to the use of collocations. Finally, have volunteers read the complete tips to check.

Answer key: 1 *long;* **2** *many, take;* **3** *play, must;* **4** *need;* **5** *have, make*

4 Students answer the questions in small groups and take down notes so as to use them when discussing with the class. Walk around the classroom and monitor their work. Finally, invite the groups to share their ideas.

Answer key: Students' own answers

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

Teacher's Resource Material

- ▶ Tests Unit 2
- ▶ Extra-worksheets Unit 2

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UNIT 3 – #FUTURE EVENTS

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	*What about... ? / How about... ? / Let's... / Would you like to... ? / I'd love to... / Sorry, I...*	Present Continuous (for arrangements)		Talking about fixed plans and arrangements. Making, accepting and refusing an invitation.
L2	Verb phrases: *ride a bike, turn off lights*; etc.	*Going to* (for future plans, firm intentions & predictions) (aff, neg & interrog) *Going to* vs Present Continuous	Pronunciation of the diphthong /əʊ/ in *going to*	Discussing New Year's resolutions. Talking about plans for the future.
L3	Food items and drinks	Quantifiers: *a lot of, lots of, (a) few & (a) little* *How much & how many*	Pronunciation of some words that might be difficult to pronounce: *staple, ginger, cinnamon*; etc.	Discussing healthy eating habits.
L4	Expressions used when shopping for clothes	Simple Future *Will* vs *going to*	Pronunciation of contracted forms of *will* and *will not* (*I'll, she'll, I won't, she won't*; etc.)	Talking about the future. Making instant decisions. Making predictions based on personal opinion.
Extras: Suggested optional games and activities for consolidation.				

Opening pages – Pages 34 & 35

Read the title of the unit aloud and direct students' attention to the photos on the double-page spread. Ask: *How do you think the images are related to future events?, What objects used for organising future events can you identify?, Do you think about your future in the short term and in the long term?* Help students with vocabulary and write key words on the board. Then focus their attention on the *#Pic Of the Unit* box and tell students to discuss the questions in pairs. Walk around the classroom and monitor their work. After some minutes, invite different volunteers to share their answers and encourage the rest of the class to add their ideas. Finally, read aloud the objectives in the *#Unit Goals* box and remind students that they will use this box for self-evaluation at the end of the unit.

Lesson 1 – Pages 36 & 37

1 Students discuss whether they keep a diary to organise their daily, weekly or monthly activities. If so, students say if they keep a paper or a digital diary. If not, have students explain why they do not keep one.

Answer key: Students' own answers

2 Refer students to the *Sign Up to Grammar* box on page 37. Ask a student to read out its content. Present the topic by explaining that we can use the Present Continuous to talk about arrangements and fixed plans made before the time of speaking. You may write these sentences on the board:
Mary is playing tennis now.
Mary is playing tennis this evening.

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Elicit from students which sentence indicates present time (an activity taking place at this moment) and which one indicates future time (arrangement). Then draw students' attention to the time expressions at the bottom of the box and tell them that we often use these expressions (*tomorrow morning, next Sunday*; etc.) to indicate future time. Ask students to provide some examples using the Present Continuous to talk about fixed plans and arrangements. Encourage them to put up their hands and wait for their time to speak. You may help them by asking some questions such as: *Are you going to the cinema tonight?, Are you meeting your best friend tomorrow evening?*; etc.

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

Finally, ask students to read Tom's and Kate's diaries on page 36. Give them about two minutes to do some silent reading and then ask them to circle the correct options in the sentences below the diaries. Check answers by asking different volunteers to take turns reading out the complete sentences.

Answer key: 1 *are working on;* **2** *isn't buying;* **3** *is taking;* **4** *is seeing;* **5** *isn't having;* **6** *are going*

3 Have students write the correct forms of the verbs in brackets so that they make true sentences about themselves. Check this activity by asking some students to read out their sentences.

Answer key: Students' own answers

4 Tell students to read the chat between Tom and Kate and complete the messages with the correct forms of the verbs. Then have students compare their answers in pairs. Check the activity by asking different volunteers to read out the complete messages.

Answer key: 1 *are, doing;* **2** *'m having;* **3** *'m doing;* **4** *'m not getting;* **5** *'m not having;* **6** *Are, performing;* **7** *are going*

Optional Activity

Play a *Memory Game* with the class. Divide the class into two groups and explain that you will say true and false information about Tom's and Kate's arrangements in activity 4. Ask students to close their books and start playing with group A. If students say the correct answer, they earn a point. If they identify a false sentence and can correct the information, they get an extra point. Read one sentence to each group and write the points on the board. The group with more points wins.
Suggested sentences: *1 Kate and Tom are studying for a test today. 2 Tom is having his skateboard lesson today. 3 Tom is doing the shopping today. 4 Tom and Kate are making a video call at seven. 5 Kate is having her Drama class in the afternoon. 6 Kate is performing at the theatre next Saturday. 7 Tom is seeing the play next Saturday. 8 Dave and Emma aren't going to the theatre.*

Answer key: 1 *F. They're practising for the presentation.* **2** *F. He's having his guitar lesson.* **3** *T;* **4** *T;* **5** *F. She isn't having her Drama class in the afternoon.* **6** *T;* **7** *T;* **8** *F. They're going to the theatre.*

5 15 Have students read the sentences in silence and check understanding. Then play the audio for the class to decide if the sentences are true or false. Play the audio again so that students can check or complete their answers. Finally, ask some volunteers to read their answers aloud to correct the activity.

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

Audio script 15

Anna: *Hi, Lisa!*
Lisa: *Oh… hi, Anna! How's it going?*
Anna: *Fine, thanks. I've got great news! Yesterday, I won three tickets for the cinema. I'm going to see* Cruella *with my sister tonight. Would you like to come with us?*

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Lisa: *I'm afraid I can't make it. I'm in bed with a bad cold.*
Anna: *Oh, that's a pity! Hope you get better soon! How about going together next week? You know I love watching films!*
Lisa: *Sure! Anyway, thanks for the invitation… Have fun!*
Anna: *Thanks! Take care!*
Lisa: *Thanks! Bye.*

#Useful Tip > Language

Draw students' attention to the *Useful Tip* box. Ask different students to take turns reading out its content. Explain that when making an invitation we use some expressions like *Would you like to… ?, How / What about… + ing?, Let's…* and that we can either accept or refuse an invitation by using different phrases such as: *Great idea!, I'd love to (but)…, That would be great!, I'm afraid I can't make it*; etc. Use the target expressions to invite different students to do something together with you and encourage them to either accept or refuse your invitations. Once students are familiar with the different ways to make, accept or refuse invitations they can pass on to activity 6.

6 Ask students to work in pairs. Tell students to take turns to invite their classmates to do one of the activities in the box. Draw students' attention to the example given and ask them to use it as a model. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

7 Invite students to write about their arrangements. Remind them to include a time expression to indicate future time. You may assign this task as homework.

Answer key: Students' own answers

WB p. 124

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 124. You may assign these exercises as homework.

Answer key:
1 **1** *F. He's studying for the English test with Olivia on Wednesday. / He's having an English test on Thursday.* **2** *T;* **3** *F. He's training with the football team on Friday afternoon / at 3:30 pm.* **4** *T;* **5** *F. He's watching series online on Saturday.*
2 **1** *No, he isn't.* **2** *No, he isn't.* **3** *No, they aren't.* **4** *Yes, he is.*
3 **1** *What about going to the theatre on Saturday?* Students' own answers; **2** *Let's have a picnic near the lake.* Students' own answers
4 Students' own answers

Lesson 2 – Pages 38 & 39

1 Encourage students to discuss the warm-up questions and check that they understand the meaning of the word *resolutions*. Invite students to reflect on the value of setting goals and their feelings when they achieve them.

Answer key: Students' own answers

2 Direct students' attention to the *Sign Up to Grammar* box on page 39. Ask different volunteers to read only the top section of the box that contains the use of *going to* and three examples (not the gapped parts). Explain that we use *going to* + verb to talk about future plans, firm intentions and predictions based on strong evidence. Work on the correct pronunciations of *going*, laying emphasis on the diphthong sound /əʊ/. Read out the three example sentences aloud and ask students to repeat them after you. Then refer students to activity 2 and elicit from the class the meaning of *green* in the title of the post: *it refers to the protection of the environment*. Give students time to read the post and complete the comments with the correct names. Invite different volunteers to read aloud the complete sentences to check. Encourage the class to refer to the texts to support their answers and clear up any vocabulary doubts.

Answer key: **1** *Lucas, eco-club members;* **2** *Jeff;* **3** *Claire;* **4** *Eco-club members;* **5** *Carol;* **6** *Eco-club members*

3 Now ask students to read and complete the gaps in the *Sign Up to Grammar* box on page 39. Check

by asking some volunteers to read their answers aloud.

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

Answer key: 1 *am going to;* **2** *are going to;* **3** *aren't going to;* **4** *Are, going to;* **5** *Is;* **6** *going to;* **7** *What;* **8** *How*

4 In their notebooks, students write about three things they are going to do and three things they aren't going to do next year. Point at the ideas in the note and encourage students to use some of them.

Answer key: Students' own answers

5 Students work in pairs. They take turns asking one another questions about their eco-friendly plans for the future. Draw students' attention to the example given and ask them to use it as a model. Monitor their work and then ask some volunteers to act out their dialogues.

Answer key: Students' own answers

Optional Activity

Invite students to work in groups and discuss eco-friendly plans for the future at school. They may use some of the ideas from page 38. Tell them to choose five plans and think about ways to implement them. Write two headings on the board: *Our green plans* and *Tips to implement them*. Tell the groups to write their ideas using the correct forms of the verbs under each heading in their notebooks. Then have the groups share their plans and tips with the rest of the class. After that, encourage the class to vote for the green ideas they would like to put into practice at school. Have students design a poster with the ideas and tips as a reminder to apply them daily or weekly and also to track their progress.

6 Ask students to read the sentences and circle the correct options. You may check students' answers by engaging them in some sort of competition in which students from two different teams (A and B) take turns to read out their sentences and they get a point for every correct answer. The team that gets more points is the winner.

Answer key: 1 *am going to study;* **2** *are flying;* **3** *is going to run;* **4** *is having;* **5** *aren't going to move*

7 16 Read the rubric aloud and give the class time to read the questions in silence. Direct students' attention to the photo on the right and encourage them to describe it and identify the place: *The photo shows the Mayan ruins in Tulum, Mexico*. This will provide students with context before they listen to the voice message. Then play the audio twice for students to answer the questions. Finally, ask different volunteers to read their answers aloud to check.

Answer key: 1 *She's going to spend her holiday in Tulum.* **2** *She's going to be on holiday for two weeks.* **3** *Yes, she is.* **4** *No, they aren't.* **5** *Yes, they are.*

Audio script 16

Alicia: *Hi, Sylvia. What's up?*
Guess what? I'm going to spend the summer holiday with my family at the beach for two weeks. We're going to stay at a big flat in Tulum and I can invite a friend. The flat is near the beach and we're going to spend most of the time relaxing or going snorkelling. My sister wants to visit the natural reserve so we're going to rent some bikes to go there. And we're going to see the Mayan ruins too. Would you like to come with us? It's going to be great fun 'cause we aren't going to stay indoors with my parents and we're going to do lots of activities on our own. Isn't it great?
Say you'll come with us, please!

8 Have a volunteer read the rubric and the example aloud. Then give students time to write the questions and answer them. Ask them to work in pairs and take turns to ask and answer about their plans for next holiday. Walk around the classroom and monitor their work.

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Answer key: 2 *Where are you going to go?* **3** *Where are you going to stay?* **4** *What are you going to do?*
Students'own answers

9 In their notebooks, students write a chat message and invite a friend to go on holiday. Ask them to include the information in activity 8 and encourage them to use the phrases they learnt in lesson 1 to make invitations. You may assign this task as homework.

Answer key: Students' own answers

WB p. 125

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 125. You may assign these exercises as homework.

Answer key:
1 1 *are, going to do;* **2** *'m going to separate;* **3** *are, going to reduce;* **4** *'m going to use;* **5** *'m going to make;* **6** *'m going to give*
2 1 *He's going to invite his friends to the mountains.* **2** *They're going to stay at a campsite.* **3** *They're going to ride mountain bikes in the forest trails.* **4** *They're going kayaking on the lake.* **5** *They're going to sleep in a transparent bubble dome.*
3 Students' own answers
4 Students' own answers

Lesson 3 – Pages 40 & 41

1 Engage students in a class discussion about the kind of food they usually eat and whether they consider their eating habits healthy.
Help them think about their habits by asking more guiding questions: *Do you eat varied types of food?, Do you eat a lot of processed foods?, Do you think you get all the nutrients you need?, Why are nutrients important?, Does your family plan healthy meals?*; etc. Write key words on the board as students share their ideas.

Promoting well-being

It's important to have students reflect on their eating habits and the impact on their health and well-being. As they make connections between what they eat and how they feel, both physically and mentally, students can make informed decisions when planning their meals. Encourage the class to consider the types of snacks they have, the food groups that they mostly have, the amount of water they drink and their mealtimes. If students do not have much information about the food groups, invite them to visit this website: *www.myplate.gov/eat-healthy/what-is-myplate*. As homework, you may ask students to design their plates with pictures of the food they eat in each group and label the food items. They may present their plates to their classmates the following class and explain if they are healthy or they should make changes in any group.

Answer key: Students' own answers

2 Tell students that they are going to read an article about some healthy eating habits in different countries around the world. Ask students to read the article silently and encourage them to decide if the sentences are true or false. Give them some minutes to do this task. Walk around the classroom and help students with new vocabulary they may not know. Have students compare their answers in pairs and then invite some volunteers to read the sentences aloud to check. Encourage students to correct the false sentences. Finally, explain the meaning of some new words: *stew, staples, raw, spices, ginger, curry, cinnamon*; etc. and ask students to repeat these words after you to practise pronunciation.

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

3 Direct students' attention to the *Sign Up to Grammar* box on page 41. Most students may be acquainted with quantifiers (*a lot of, a few* and *a little*) but it might be helpful to do some revision of their use. If they are not acquainted with this topic at all, explain that we use *a few* and *a little* for small quantities and *a lot of* for big quantities. Say that *a few* is used with countable nouns, *a little* with uncountable nouns and *a lot of* (or *lots of*) with both countable and uncountable nouns. Then ask four different volunteers to read out one sentence

each. Elicit more examples from students to check comprehension.

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

Refer students to activity 3 and have them complete the table with examples from the article. Have different students read aloud the examples to check.

Answer key: Countable nouns: big quantities: *a lot of veggies and fruits, lots of dairy products, lots of vegetables; a lot of papayas, mangoes, carrots;* small quantities: *few raw ingredients, few dishes*
Uncountable nouns: big quantities*: lots of fish and soup; lots of fresh fruit; a lot of corn; a lot of unprocessed food, lots of spices;* small quantities: *little added salt and sugar*

4 Invite students to read the comment in silence and then ask them to complete the sentences using *a lot of, a few* or *a little*. Remind them to pay attention to the nouns after the gaps and also to the whole text so as not to convey a contradictory idea. Check by asking some volunteers to read the sentences aloud.

Answer key: 1 *a lot of;* **2** *a lot of;* **3** *a few;* **4** *a little;* **5** *a little*

5 17 Read the rubric aloud and, before playing the audio, ask students to go through the sentences. Play the audio and have students tick the correct sentences. Play the audio again for students to complete the activity or correct their answers. Finally, check answers with the whole class.

Answer key: Correct sentences: *2, 4, 5*

Audio script 17

Steve: *Hi Michael! Are you still doing homework or are you free now?*
Michael: *Hey! I'm reading an article about healthy eating habits around the world to do a project for school. It says that teens in the USA eat a lot of packaged food, much more than fresh food.*
Steve: *Well, I eat a lot of hamburgers and snacks.*
Michael: *Me too. And I love pizza! I can't just eat a few slices. And do you drink fizzy drinks?*
Steve: *No, I drink lots of water.*
Michael: *That's better! It says here that fizzy drinks are high in sugar. How much added sugar do you usually take?*
Steve: *I have no idea! But I love eating doughnuts.*
Michael: *How many doughnuts do you eat a week?*
Steve: *Not many, maybe one or two.*
Michael: *It's true that doughnuts contain a lot of fat and sugar but they're delicious! The article suggests trying to consume little added sugar and eating lots of fruit.*
Steve: *That's not bad!*

#Useful Tip > Grammar

Draw students' attention to the *Useful Tip* box. Explain that we use *how many* with countable nouns and *how much* with uncountable nouns. Ask a student to read out the examples in the box and then elicit more examples from the class.

6 Ask students to complete the questions using *how much* or *how many*. To correct the activity, invite some volunteers to read the complete questions aloud. Check that they understand the meanings of the words that refer to containers.

Answer key: 1 *how much;* **2** *how much;* **3** *how many;* **4** *how many;* **5** *how many;* **6** *how many;* **7** *how many*

7 Now ask students to have a look at the pictures of the order and ask them to write the answers to the questions in activity 6 using *a lot*, *a few* or *a little*. Check students' answers by asking one volunteer to read out the questions and another one to read out the answers.

Answer key: 1 *A lot.* **2** *A little.* **3** *A few.* **4** *A few.* **5** *A few.* **6** *A few.* **7** *A few.*

8 Ask a student to read the instruction aloud. Draw students' attention to the example given and ask them to use it as a model. Monitor students' work as they walk around the classroom asking

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and answering the questions. Once students have finished, invite different volunteers to share their results with the class.

Answer key: Students' own answers

WB p. 126

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 126. You may assign these exercises as homework.

Answer key:
1 **1** *a lot of;* **2** *a lot of, a little;* **3** *a lot of;* **4** *a lot of;* **5** *a lot of, a few;* **6** *a little*
2 **1** *How much;* **2** *How many;* **3** *How many;* **4** *How many;* **5** *How much;* **6** *How much*
3 Students' own answers
4 Students' own answers

Lesson 4 – Pages 42 & 43

1 Students discuss how often they go shopping for clothes. Encourage them to discuss the warm-up questions as a whole-class activity. Invite students to reflect on the impact the fashion industry has on the environment and remind them of the green resolutions in lesson 2. Elicit some ideas to reduce the amount of clothes they usually buy and write them on the board; for example: *buy second-hand clothes, donate clothes, repair clothes so as to use them for a long time, think if they really need a clothing item before buying it*; etc.

Answer key: Students' own answers

2 Students read the dialogue silently. Then they read the sentences and answer true (T) or false (F). Give students about five minutes to do the task. Check by reading out the sentences and having the whole class answer *true* or *false*.

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

3 Draw students' attention to the *Sign Up to Grammar* box on page 43 and ask them to fill in the blanks using the sentences in bold in activity 2. Check answers by asking some volunteers to read out the sentences and their corresponding uses. Then refer students to the future time expressions and example sentences at the bottom of the box. Finally, write some sentences on the board using the contracted forms of *will ('ll)* and *will not (won't)*. Read these sentences aloud and ask students to repeat them after you to practise pronunciation.

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

Answer key: **1** *Our friend will wear it on her winter holidays.* **2** *We'll take it!* **3** *I think Julia will love it!*

4 18 Before you play the audio, ask students to complete the dialogue using the words in the box. Then play the audio for students to check their answers.

Answer key: **1** *help;* **2** *pair;* **3** *much;* **4** *on;* **5** *size;* **6** *Here;* **7** *take*

Audio script 18

Shop assistant: *Can I help you?*
Customer: *Yes, please. I'm looking for a pair of trainers. How much are these black ones?*
Shop assistant: *Eighty dollars.*
Customer: *Can I try them on?*
Shop assistant: *Sure. What size are you?*
Customer: *6 and a half.*
Shop assistant: *Here you are.*
Customer: *Thanks. Oh, they fit me perfectly! I'll take them.*

5 Students work in pairs. They act out similar dialogues to the ones on page 42. Encourage students to swap roles. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

6 Ask students to complete the dialogues using *will* or *going to* and the verbs in brackets. Check answers by asking different students to read out the dialogues.

Answer key: 1 *I'll help you.* **2** *It's going to snow.* **3** *I'm going to organise a costume party.* **4** *you'll win the race*

7 19 Direct students' attention to the photo and encourage them to describe it. Ask: *What's the person doing?, How?, Why is the person using a VR headset?, Do you think people will buy clothes in this way in the future?* Then tell students to read the sentences about the future and clear up any vocabulary doubts. Play the audio for students to complete the sentences. Play the audio again making pauses after the ideas are mentioned to give students time to write or correct their answers. Finally, ask different students to read the sentences aloud to check.

Answer key: 1 *will;* **2** *will;* **3** *will;* **4** *won't;* **5** *will;* **6** *won't*

Audio script 19

Speaker: *I think that in the future, customers will mostly shop online. And because of e-commerce, companies will offer more personalised products as they will collect data from their customers. The use of data and artificial intelligence will help predict the type and amount of goods needed. In this way, the production won't generate unnecessary waste and won't have a damaging impact on the environment. Besides, people will use 3D printers to make their own devices so they won't buy them anymore. And, finally, people won't use cash but instead will make digital transactions.*

8 Have students work in pairs. Ask them to make predictions about the topics in the box. Make sure students use *will* and *won't*. Monitor students' work and then choose different students at random to share their ideas with the rest of the class.

Answer key: Students' own answers

9 In their notebooks, students write a tweet using their predictions in activity 8. Draw students' attention to the beginning of the tweet and encourage them to use it in their writings. You may assign this task as homework. Check by asking some volunteers to read their tweets aloud.

Answer key: Students' own answers

WB p. 127

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 127. You may assign these exercises as homework.

Answer key:
1 1 *How much is that blue skirt?* **2** *Can I try it on?* **3** *Can I help you?* **4** *How about that black skirt?*
1 *Can I help you?* **2** *How much is that blue skirt?* **3** *How about that black skirt?* **4** *Can I try it on?*
2 *3, 1, 2*
3 1 *will eat;* **2** *won't be;* **3** *will be;* **4** *won't use;* **5** *will affect;* **6** *will live;* **7** *won't replace;* **8** *will discover*
4 Students' own answers

Review – Pages 44 & 45

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:
1 **Wrong information:**
I'm staying at the campsite with my classmates until late on Sunday afternoon. In the afternoon, I'm attending my Art lesson from 4 pm to 6 pm. On Tuesday, it's Pam's birthday and we are spending the afternoon at her house. The next day, I'm doing a Biology project with some classmates in the afternoon. I think that I'm free on Thursday or Friday afternoon.
Correct sentences: *She's staying at the campsite with her classmates until early in the afternoon. On Monday afternoon, she's seeing an exhibition in an Art gallery. On Tuesday, it's Pam's birthday and they are spending the afternoon at the park. On Wednesday, she's studying for a Biology test. She isn't free on Thursday.*
2 1 *how many;* **2** *will make it;* **3** *am going to;* **4** *How much;* **5** *will order;* **6** *a few*

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3 **1** *Would you like to go with me?* **2** *How about going to the next date;* **3** *what about asking your sister*
4 Students' own answers
5 Students' own answers
6 20 *4, 1, 5, 2, 7, 6, 3, 11, 12, 9, 14, 8, 10, 13*

Audio script 20

Shop assistant: *Can I help you?*
Daniel: *Yes, please. How much are those black jeans?*
Shop assistant: *They're £50.*
Daniel: *Can I try them on?*
Shop assistant: *Sure. What size are you?*
Daniel: *34.*
Shop assistant: *Just a minute, please.*
(a few minutes later...)
Daniel: *They're perfect. I'll take them.*
Shop assistant: *Good. Would you like anything else?*
Daniel: *Can I have a look at that belt?*
Shop assistant: *Of course. Here you are.*
Daniel: *How much is it?*
Shop assistant: *£30.*
Daniel: *That's expensive! I'll just take the jeans.*

7 **1** *is taking;* **2** *'ll find;* **3** *'m going to hike;* **4** *is going to hit;* **5** *are, going to stay, 'm moving*
8 Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 35. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

#NOTE

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

Teacher's Resource Material

- Tests Unit 3
- Extra-worksheets Unit 3

UNIT 4 – #LIFE EXPERIENCES

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Verb phrases: *eat insects, be abroad;* etc.	Present Perfect (aff) Past Participles (regular & irregular) Present Perfect + *never*	Pronunciation of some Past Participles	Talking about personal experiences.
L2	Verb phrases: *dye your hair, wear jeans;* etc.	*Have you ever… ?* & short answers	Pronunciation of the */æ/* sound in *sang, had, bad, back* and *black*	Asking and answering about past experiences.
L3	Verb phrases: *walk a dog, make coffee;* etc.	*Should* & *shouldn't* / *Must* & *mustn't*		Talking about after-school and summer jobs. Making recommendations.
L4	Verb phrases: *look for a job, have an interview;* etc.	Present Perfect vs Simple Past	Pronunciation of contracted forms of *have ('ve)* and *has ('s)*	Talking about jobs, job advertisements and job applications.
Extras: Suggested optional games and activities for consolidation.				

Opening Pages – Pages 46 & 47

Read the title of the unit aloud and direct students' attention to the photos on the double-page spread. Encourage the class to describe the images and identify the situations. Ask guiding questions, for example: *Where are the people?, What are they doing?, Are the activities related to sports, jobs, leisure, holidays;* etc.*?, Which experience would you like to have? Why?, Which one wouldn't you like to go through? Why not?* Help students with vocabulary if necessary and write key words on the board. Then focus students' attention on the *#Pic Of The Unit* box and go over the questions. Tell students to discuss the questions in pairs and walk around the classroom to monitor their performance. After some minutes, invite different volunteers to share their answers with the rest of the class. Add more vocabulary on the board as students share their ideas. Finally, draw students' attention to the *#Unit Goals* box and have some volunteers read the objectives aloud. Remind the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 – Pages 48 & 49

1 Write *Would you ever… ?* on the board. Ask students to provide some examples of different things they would like to do when travelling or going to new places: *Would you ever go scuba diving?, Would you ever try exotic food?*; etc. Encourage students to talk freely and write their ideas on the board. After that, read the phrases in activity 1 aloud and tell students to match them with the photos in activity 2. Then check orally with the class and invite some volunteers to mention which of the activities they would like to do. Encourage them to give reasons to support their answers.

Answer key: Top row: *b, f, e;* Bottom row: *d, a, c*

2 Direct students' attention to the *Sign Up to Grammar* box on page 49. Go through it with students and ask them to ignore the blanks. Work on meaning and form. Explain that we can use the Present Perfect to talk about our life experiences.

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Then refer students to the post in activity 2 and elicit the meaning of the title *Time flies!* from students: *it means that time passes very quickly.* Encourage them to get the idea from the context by reading the subtitle and looking at the pictures. Then give them time to read the post and tick the correct photos. Check orally with the class and have students say the words from the text that refer to each photo; for example: *visiting the Parthenon in Greece, have slept in a tent*; etc. Clear up any vocabulary doubts if necessary.

Answer key: *a, b, f*

3 Ask students to read the post on page 48 again and find the Past Participles to complete the *Sign Up to Grammar* box. Explain that the Past Participles are the verb forms in the third column in the list of Irregular Verbs. Go over the examples of the infinitive verbs and their past participle forms and then have students write the missing verbs. Choose different students at random to provide their answers to check. Finally, have students practise the pronunciation of the Past Participles that appear in the box.

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

Answer key: 1 *lived;* **2** *tried;* **3** *been;* **4** *eaten;* **5** *gone;* **6** *made;* **7** *met;* **8** *seen;* **9** *slept;* **10** *swum*

#Useful Tip > Grammar

Ask a volunteer to read out the information in the box. Call students' attention to the use of *been* and *gone* with the Present Perfect. Clarify their use by saying that *a person has been to a place and is now back.* In contrast, say that *a person has gone to a place and hasn't returned yet.* Elicit some more examples from students. Conduct a brief substitution drill to practise the use of *been.* Say, for example: *New York,* and students must say: *I have been to New York or I have never been to New York.*

4 Tell students to go over the sentences and read the post again to correct them. Give them some minutes to complete the activity and compare their answers in pairs. Finally, invite some volunteers to read the sentences aloud to check.

Answer key: 1 *Chloe has travelled to more than forty countries.* **2** *She has made friends from around the world.* **3** *Chloe has never eaten fried insects but her sister has.* **4** *Chloe has been to China.* **5** *Chloe and her family have never flown in a hot-air balloon.* **6** *Chloe has never taken care of sloths in Panama. / Chloe has seen sloths in Panama.*

Optional Activity

Play a chain game with students. Get them in groups of more than five students. One of the students in each group must start by saying a sentence about a personal life experience, for example, Pedro: *I have slept in a hammock but I have never slept in a tent.* Then the student on Pedro's left repeats what he has just said and adds a new sentence about himself / herself. For example, Sofía: *Pedro has slept in a hammock but he has never slept in a tent. I have been to Uruguay but I have never been to Brazil.* The next student continues in the same way and adds some more information about himself / herself. The game should be stopped when one of the players fails to remember what the other players have mentioned before.

5 21 Students listen to Anna's experience and circle the correct options. Play the audio twice. Then you may ask some volunteers to read their answers aloud.

Answer key: 1 *has;* **2** *didn't like;* **3** *has never;* **4** *like*

Audio script 21

Anna: *Well… er… In my life, I've tried some exotic food like snails for example… and… yuck!, to be honest, I didn't like them at all. But there are many other things I've never eaten, for example, sushi. Many people think sushi is delicious so I would like to try it one of these days. Why not?*

6 Read the instruction aloud and go over the first sentence with the class. Explain the meaning of *dye* and encourage some students to complete the sentence so that it is true for them. Write the past participle on the board to check spelling. After some time, check answers with different students. If students read out an affirmative sentence, you may ask more questions about their experience; for example:

Student: *I have dyed my hair.*
Teacher: *When did you dye your hair?, What colour did you choose?, Why did you dye your hair?;* etc.

Answer key: Possible answers: **1** *I have (never) dyed my hair.* **2** *I have (never) ridden a horse.* **3** *My parents have (never) jumped out of an airplane.* **4** *My friend has (never) bought a car.* **5** *I have (never) read science fiction books.*

7 Ask students to write their sentences. Walk around the classroom and help them with vocabulary if necessary.

Answer key: Students' own answers

8 Invite students to work in pairs. Tell them to take turns to share their ideas in activity 7. Have two volunteers read the example dialogue aloud and check students understand the activity. Walk around the classroom to monitor students' work.

Answer key: Students' own answers

WB p. 128

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 128. You may assign these exercises as homework.

Answer key:
1 2 *has never dived with manta rays, has seen turtles;* **3** *have never travelled abroad, have visited most of our country;* **4** *have ridden horses;* **5** *have never flown in a helicopter;* **6** *has been to the Atacama desert, has taken lots of photos*
2 a *5;* **b** *3;* **c** *1;* **d** *6;* **e** *2;* **f** *4*
3 1 *have been;* **2** *has eaten;* **3** *has never slept;* **4** *have bought;* **5** *has driven;* **6** *has never made*
4 Students' own answers

Lesson 2 – Pages 50 & 51

1 Focus students' attention on the photo of the girl covering her face and on the photo of the boy with the hand on his forehead on page 51. Ask students how they may feel and encourage them to speculate why. Write their answers on the board; for example: *ashamed, embarrassed, guilty, shy, worried*; etc. Finally, ask students if they remember any situation in which they felt sorry or embarrassed and encourage them to talk about what happened. Help them with vocabulary if necessary and write the words on the board.

Answer key: Students' own answers

2 Ask a volunteer to read the rubric and the titles in the box aloud. Clear up any vocabulary doubts and give them time to read the texts to match them with the titles. After some minutes, invite some students to share their answers with the class. Encourage students to support their answers with phrases from the texts. Have students work on the pronunciation of /æ/ in words such as *sang, had, bad, back* and *black*.

Answer key: millie2009: *Audition disaster;* **sam_k:** *Not you!;* **colourful-head:** *Follow the instructions;* **funny-frannie:** *Blue jeans blues*

3 Students read the texts again and identify the correct and wrong sentences. Ask some volunteers to read their answers aloud and encourage students to correct the wrong information.

Answer key: 1 ✓; **2** ✗; **3** ✗; **4** ✓

4 Direct students' attention to the *Sign Up to Grammar* box and ask them to complete it with *have, has, haven't* or *hasn't*. Then have students tick the correct option. Give students about three minutes to do this task. Choose different students at random to provide the answers.

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

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Answer key: 1 *haven't;* **2** *have;* **3** *hasn't;* **4** *have;* **5** *has;* **Option 1:** *Has… ever... ?;* **Option 2:** *to check people's past experiences.*

5 Have students complete the questions with the correct forms of the verbs in brackets using the Present Perfect. After that, students match them with the answers. Have different volunteers read the questions aloud and write the past participle forms on the board to check spelling. Invite other students to read the corresponding answers aloud.

Answer key: 1*Has, felt;* **2** *Has, dyed;* **3** *Have, bought;* **4** *Has, attended;* **5** *Have, laughed*
(from top to bottom) *3, 4, 1, 5, 2*

6 Tell students to order the words to make questions and then write their answers. Ask some volunteers to read them aloud to check. If students provide an affirmative answer, ask them some questions to have more information and encourage their classmates to make questions as well.

Answer key: 1 *Have you ever been to a wrong class?* **2** *Have you ever waved to a stranger?* **3** *Have you ever liked your crush's photo accidentally?*
Students' own answers

7 22 Have a volunteer read the instruction aloud and go over the phrases with the class to check understanding. Then play the audio for students to tick the answers. Play the audio again so that they check or complete their answers. Finally, read the phrases aloud and have the class answer *Yes* or *No*.

Answer key: Ruth: Yes: *fall in front of a lot of people;* No: *hit herself against a wall, come back to a shop;* **Mark**: Yes: *send a message to the wrong person;* No: *lie to his parents, be grounded for a month*

Audio script 22

Ruth: *Well, I've felt embarrassed a lot of times. On many occasions, I've fallen in crowded places so I've just laughed while trying to stand up quickly and disappear from the crowd. And a month ago, when I was going to a clothes shop, I met a friend at the entrance and stopped to talk to her. After our chat, I turned around to walk into the shop, but I hit myself against the closed door. There was a loud noise and everyone looked at me. I became so nervous that I just walked away. I've never come back to the shop.*

Mark: *I've been embarrassed because I've sent chat messages to the wrong person. It has happened many times because I usually chat with too many people at the same time. Once, I was passing on messages from our basketball team to one of my mates but instead, I sent them to a classmate. Fortunately, the messages weren't about anything personal. But my brother has had a terrible experience with chats. He has lied to my parents many times until he once wanted to text me that he wasn't going to school and that I shouldn't say anything to our parents when I got home. But instead of sending the message to me, he sent it to the family chat group. He was grounded for a complete month. I don't know if he has felt embarrassed or if he has lied to them again but I'm sure he's still sorry for that mistake.*

8 Students work in pairs. They ask and answer questions using the information in activity 7. Encourage students to follow the example. Make sure students swap roles. Walk around the classroom and monitor their performance.

Answer key: Students' own answers

9 In their notebooks, students write a short text similar to the ones in activity 2. You may assign this task as homework.

Answer key: Students' own answers

WB p. 129

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 129. You may assign these exercises as homework.

Answer key:

1

W	R	I	T	T	E	N	S
O	I	F	A	W	S	N	T
L	R	I	D	D	E	N	W
R	D	N	E	L	A	S	O
S	D	E	L	O	T	W	R
E	A	A	N	D	E	L	N
N	F	F	O	E	N	S	I
T	W	A	L	L	T	E	N

1 *written;* **2** *ridden;* **3** *worn;* **4** *eaten;* **5** *sent;* **6** *fallen*

2 Students' own answers

3 **1** *has taken;* **2** *has woken up;* **3** *has, given;* **4** *has, hidden, has asked;* **5** *has had;* **6** *has, told;* **7** *has felt;* **8** *has, shared*

Lesson 3 – Pages 52 & 53

1 Write the word *allowance* on the board. Explain that it refers to an amount of money people are given regularly. Say that some parents usually give their children and teenagers some pocket money (a sort of allowance) for them to buy some things they might need. Then ask students: *Do you get an allowance from your parents?, Do you do some kind of work to earn it?, If so, what do you do?*; etc. Let students talk about these issues openly and encourage them to share their experiences for a couple of minutes. Finally, ask a volunteer to read out the warm-up questions for the whole class to answer them. Write the jobs and the positive and negative aspects of having a job that students mention on the board. Then elicit the jobs that are represented in the photos and add them to those that students mentioned when discussing the questions.

Answer key: Students' own answers

2 Give students time to read the text and compare the information with their previous ideas. Then invite students to share new information that they did not mention when discussing the questions in activity 1 and say if there is a fact that has surprised them and why.

Answer key: Students' own answers

3 Have students read the article again. Then ask them to read the sentences and answer true or false. Choose different students at random to provide the answers. Encourage students to provide the correct information of the false sentences. Clear up any vocabulary doubts if necessary.

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

Optional Activity

Play a miming game with students. A volunteer comes to the front of the class and mimes a job from activities 1 and 2 as the other students try to guess which job it is.

4 23 Read out the instructions for this listening task. Play the audio twice if necessary. Check orally with the class and encourage students to mention key words that helped them identify the job Luke is applying for; for example: *animals, pets, food, backyard, play, bite.*

Answer key: *dog / pet sitting*

Audio script 23

Mrs Jones: *Oh, hello! You must be Luke. Come on in!*
Luke: *Hi, Mrs Jones! Sorry I'm late and sorry about my clothes. I had football practice this morning.*
Mrs Jones: *No problem. Well, Luke, have you ever had a job like this before?*
Luke: *No, Mrs Jones. I've never worked before. This is going to be my first job.*
Mrs Jones: *And do you like animals?*
Luke: *Yes, very much. I have two pets at home: a dog and a canary.*
Mrs Jones: *OK. And have you ever made some food for your dog?*
Luke: *Made some food? No, never but I guess I can learn.*
Mrs Jones: *Sure. And you should learn all about Samantha's routine too. You should be here at 8 am every day from Monday to Friday. She wakes up early and usually plays in the backyard. Then, she likes to watch television.*
Luke: *Watch television?*

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Mrs Jones: *Yes. And then you have to walk her for twenty minutes and make her some lunch. You should play with her in the afternoon but you mustn't interrupt her during her after lunch nap. You can go home at 5 pm when I come back home from work. So, Luke, are you interested?*
Luke: *Well, I don't know really. It depends… Does she bite? And how much do you pay?*
Mrs Jones: *Well, to tell you the truth, I'm thinking of…*

5 23 Ask students to try to remember what the people said in the dialogue and tick the correct sentences. Then students listen to the job interview again to check their answers. Go over the right answers with the whole class. Finally, ask students to say if they think Luke finally got the job and give some reasons.

Answer key: Correct sentences: *2, 4, 5*

6 Refer students to the *Sign Up to Grammar* box. Go over the sentences with the class and elicit from students the difference in meaning between *should, shouldn't, must* and *mustn't*. Ask them if they consider that the recommendations are useful and encourage them to explain why or why not.

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

Draw students' attention to the sentences in activity 6 and tell them to write the correct modal verb. Finally, invite some volunteers to read the sentences aloud to check.

Answer key: 1 *should;* **2** *should;* **3** *must;* **4** *should, mustn't;* **5** *shouldn't*

7 Ask students to read the tips and circle the correct options. Give students about five minutes to do this task. Then check by asking different volunteers to read parts of the text aloud. Help students with vocabulary if necessary.

Answer key: 1 *must;* **2** *should;* **3** *should;* **4** *should;* **5** *should*

8 In their notebooks, students write more tips for job interviews. You may assign this task as homework.

Answer key: Students' own answers

Optional Activity

Encourage students to organise the vocabulary related to jobs in a table in their notebooks. Copy the following table on the board and have them complete it with words and phrases from this lesson:

After-school jobs
Types of jobs:
Skills:
Applications:

Then go over the categories and invite different volunteers to read the words aloud to check.

Answer key: Types of jobs: *making coffee and fast food, serving and cleaning up, stocking shelves at groceries, delivering goods, babysitting, tutoring and helping with homework, walking dogs, pet sitting, lawn mowing;* **Skills:** *time-management, problem-solving, communication, tech skills, listening;* **Applications:** *have a resume, have references, practise for an interview, know about the company*

WB p. 130

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 130. You may assign these exercises as homework.

Answer key:
1 *2, 3, 4, 1, 5*
2 **1** *must;* **2** *should;* **3** *mustn't;* **4** *must;* **5** *should;* **6** *mustn't*
3 Possible answers: *You should keep eye contact. You should be prepared and have a pen and paper ready. It's a good idea to arrive 10-15 minutes early. You must turn off your mobile phone and wear formal clothes. It's not a good idea to wear bright colours or heavy perfume or make-up. You mustn't use your mobile phone. You shouldn't look around the room while the interviewer is speaking. You mustn't chew gum. You shouldn't play with something in your hands.*

Lesson 4 – Pages 54 & 55

1 Encourage students to discuss the warm-up questions in class. Ask them whether they have ever applied for a job. If so, ask them to share their experiences with the rest of the class. If not, ask them what they would like to do. Write different job names on the board as you elicit answers from students. Then give them time to reflect on the skills and strengths they have for the jobs they like. You may explain that there are two big groups of skills: *hard skills* (skill sets that are specific of the job) and *soft skills* (personality traits and interpersonal skills that characterise people's relationships), and provide some examples: *IT skills and knowledge of a foreign language are hard skills whereas communication and teamwork are soft skills*. Write the two groups on the board and add students' skills as they mention them. Ask them why they think those skills are relevant to the jobs they like and how they can improve them.

Developing self-awareness

As students recognise their skills and strengths, they build self-awareness and boost their confidence as well. When thinking about their hard and soft skills, they will probably become conscious of abilities they have not identified before and they will be able to assess the skills they possess in relation to the jobs they would like to do. You may encourage the class to mention strategies to practise the skills they would like to improve.

Answer key: Students' own answers

2 Read the instruction aloud and check students understand the meaning of *ads*. Also, explain that it is the informal form of the word *advertisement* and add that another form is *advert*. Then go over the questions that are at the bottom of the page and check comprehension. Encourage students to underline key words in the questions that will help them to find the information in the adverts; for example: *customer service, available on Saturdays*; etc. Give students some minutes to carry out the task. Have different volunteers share their answers to check and encourage students to support their answers with key words and phrases taken from the three ads.

Answer key: Veggie Fast Food Restaurant: *Are you available on Saturdays?, Have you ever taken orders?, Have you ever cooked for many people?, Are you a team player?, Are you sixteen years old?;* **Pet Shop:** *Have you ever worked in customer service?, Are you available on Saturdays?, Have you ever processed payments?, Have you ever taken orders?, Can you lift and carry heavy objects?, Are you a team player?, Are you sixteen years old?;* **Grocery shop:** *Have you ever worked in customer service?, Are you available on Saturdays?, Have you ever processed payments?*

3 Ask the whole class which of the jobs from activity 2 they would apply for. Ask students to account for their answers with information taken from the ads.

Answer key: Students' own answers

4 Draw students' attention to the *Sign Up to Grammar* box. Ask them to read it and fill in the gaps with either *Present Perfect* or *Simple Past*. Check answers with the whole class. Finally, work on the pronunciation of the contracted forms of *have ('ve)* and *has ('s)* by writing some example sentences on the board, reading them aloud and asking the whole class to repeat them after you. For example: *She's been to Greece several times. We've never studied abroad.*

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

Answer key: 1 *Present Perfect;* **2** *Simple Past*

5 Choose a student to read out the instructions for this task. Explain that these are useful structures that can be used when applying for a job. Have students complete the sentences with the verbs in brackets in the correct tense. Then invite different volunteers to read the answers aloud to check. Finally, encourage the class to identify the adjectives used for expressing good qualities that a candidate can include in the application; for example: *sociable, people oriented*; etc.

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Answer key: 1 *took;* **2** *have never worked;* **3** *have had;* **4** *have never used;* **5** *joined, have built*

6 24 Tell students that they will listen to a job interview. Draw students' attention to the photo and encourage them to describe it. Then go over the sentences and ask the class to predict what the post is. Play the audio for students to decide if the sentences are true or false. Then play the audio again so that students check or complete the activity. Finally, invite some volunteers to read the answers aloud to check. Encourage students to correct the false sentences and say if George got the job.

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

Audio script 24

Mr Turner: *Good morning! Are you here for the interview?*
George: *Yes, I'm George. Good morning, Mr Turner.*
Mr Turner: *Well, George, have you ever worked in a job like this before?*
George: *No, I haven't. I've had other jobs but I've never been in food service.*
Mr Turner: *OK. Do you know how to prepare coffee?*
George: *Yes, I love making coffee and I've learnt to make designs on the surface.*
Mr Turner: *That's good to know! And have you ever used a big coffee machine?*
George: *No, I've only used the espresso machine at home.*
Mr Turner: *OK. Do you know how to run the cash register?*
George: *Yes, I do! I've helped at my grandma's toy shop working at the cash register.*
Mr Turner: *Great! And do you pay attention to people's needs?*
George: *Yes, I do. I like being helpful and I pay attention to detail. I'm very friendly and polite too.*
Mr Turner: *I'm happy to hear that. If you want to take the job, you can come tomorrow to start the training to use the commercial coffee machine.*
George: *Absolutely! I can come tomorrow. Thank you, Mr Turner!*

7 Tell students to complete the application form of the job they chose in activity 3. Remind them to include key words and phrases relevant to the job ad. You may assign this task as homework.

Answer key: Students' own answers

8 Have students work in pairs. Student A interviews Student B for one of the jobs listed in this activity. Draw students' attention to the model example. Encourage students to swap roles. Monitor their work as you walk around the classroom. Ask some volunteers to role play the dialogue for the whole class.

Answer key: Students' own answers

WB **p. 131**

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 131. You may assign these exercises as homework.

Answer key:
1 1 *have worked;* **2** *have been;* **3** *organised;* **4** *led;* **5** *have done;* **6** *have never given;* **7** *won;* **8** *got;* **9** *have helped*
2 *Skating instructor needed!*
3 Students' own answers

Review – Pages 56 & 57

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:
1 1 *She has practised snowboarding many times.* **2** *They have lived in a motor home. They have been to fifteen countries.* **3** *He has never eaten sushi.* **4** *He has travelled by train only once.*
2 1 *forgotten;* **2** *been;* **3** *slipped, fallen;* **4** *worn;* **5** *sent*
Students' own answers
3 Students' own answers
4 25 *Because she confused her mum with another woman. She surprised the woman from behind and scared her.*

Audio script 25

Sarah: *Last year, I was waiting for my mum outside the cinema and I saw her coming towards me. But just a few metres away from me, she suddenly stopped and stood there looking at the opposite direction. It was strange because she knew I would be near the entrance of the building. So I started shouting at her but she didn't move. I decided to approach her and when I was behind her, I covered her eyes. I said playfully, 'Guess who I am!' but the woman just screamed and jumped forwards. She turned around all terrified and I realised that she wasn't my mum. I apologised to her and walked quickly back to the cinema's doors. I was flushing with embarrassment and I was looking down as I walked. When I lifted my head, I saw my mum standing near the door and laughing out loud. I have never lived such an embarrassing experience again. I have never felt so ashamed!*

5 25 **1** *waiting for her mum;* **2** *knew;* **3** *scared;* **4** *saw;* **5** *has never felt*

6 **1** *Speak clearly;* **2** *Listen carefully;* **3** *Don't interrupt, unless it is urgent;* **4** *Dress appropriately*

7 **1** *shouldn't;* **2** *must;* **3** *mustn't;* **4** *should;* **5** *mustn't*

8 Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 3 & 4 on page 113 of the Student's Book. These activities are thoroughly explained on page 93 of this Teacher's Book.

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CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Food items and drinks Vocabulary related to jobs	Recycling of units 3 & 4 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about first jobs experiences.

FIRST JOBS' EXPERIENCES
Pages 58 & 59

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, talking and reading about first jobs experiences.

1 Read aloud the title and direct students' attention to the photos. Encourage the class to identify the job sector represented in the images and mention the types of jobs related to this area. Ask them if they would like to have their first job experience in the food service industry and give reasons for their answers. Then elicit the food items in the photos and help students with vocabulary if necessary. Invite the class to discuss the questions and read the texts to check their ideas. Finally, have different students share the answers to check.

Answer key: 1 *Jeff Moore was a doughnut decorator. Thomas Clark worked as a crew member at a fast-food restaurant. And Serena Stewart washed and chopped vegetables.* **2** Jeff: *cooking skills, being responsible and hard-working;* Thomas: *determination and perseverance;* Serena: *being fast and efficient, and life skills such as problem-solving and communication skills;* **3** *Jeff's first job helped him to be responsible and hard-working but also to take on new challenges and learn from them. Thomas's first encounter with the food service industry was the beginning of his career as a professional chef. And Serena became a manager in a restaurant.*

2 Tell students to read the texts again and complete the sentences with the correct names. Finally, have some volunteers read their answers and support them with information from the texts.

Answer key: 1 *Thomas, Serena;* **2** *Jeff;* **3** *Thomas;* **4** *Serena;* **5** *Jeff;* **6** *Serena;* **7** *Thomas;* **8** *Jeff*

3 Ask students what Thomas does in the restaurant and have them complete the recommendations with the correct verb. Then have different students read the sentences aloud to check. Clear up any vocabulary doubts if necessary.

Answer key: 1 *must;* **2** *should;* **3** *shouldn't;* **4** *should, mustn't;* **5** *shouldn't*

4 Read the instruction and the words in the box aloud to check understanding. Students complete the list and then compare their answers in pairs. Finally, ask some volunteers to read the phrases aloud to check.

Answer key: 1 *packet;* **2** *some;* **3** *lots;* **4** *lot;* **5** *slices;* **6** *tin;* **7** *bottle;* **8** *some*

5 Students discuss the questions in groups. Remind them to take down notes of their ideas and walk around the classroom monitoring their work. After some minutes, ask some representatives of the groups to report their ideas.

Answer key: Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 47. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

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

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UNIT 5 – #TEENS IN THE SPOTLIGHT

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Verb phrases: *tidy your room, do homework*; etc.	Present Perfect (for present result of a finished action) Past participles (revision)	Pronunciation of contracted forms: *'s , 've, hasn't* & *haven't* + Past Participle	Discussing typical parent-teen arguments about recent actions.
L2	Verb phrases: *slam the door, be grounded*; etc.	Present Perfect with *already* & *yet*		Discussing typical teens' reactions to conflict.
L3	Verb phrases: *graduate from school, win an award*; etc.	Present Perfect with *just*	Pronunciation of /dʒ/ in *just*	Discussing news headlines. Talking about very recent events.
L4	Newspaper sections: *science, sports;* etc.	Simple Present / Simple Past / Present Perfect / Present Continuous / Past Continuous / Simple Future		Discussing breaking news. Talking about newspaper sections.
Extras: Suggested optional games and activities for consolidation.				

Opening Pages – Pages 60 & 61

Read the title of the unit aloud and encourage students to explain the meaning of the phrase by relating it to the photos on the double-page spread: *To be in the spotlight means to be the centre of attention*. Invite students to describe the images and ask guiding questions; for example: *What are the teens doing?, Where are they?, Who are they with?, Why are they in the spotlight?*; etc. Help the class with vocabulary if necessary and write key words on the board. Then focus students' attention on the *#Pic Of The Unit* box and go over the questions with the class. Clear up any vocabulary doubts and ask students to discuss their ideas in pairs. Walk around the classroom and monitor their work. After some minutes, invite different volunteers to share their answers with the class. Have students support their views by referring to the images and elicit examples of other situations in which they have been in the spotlight. Finally, direct students' attention to the *#Unit Goals* box and ask some volunteers to read the objectives of the unit aloud. Remind the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 – Pages 62 & 63

1 Ask the class: *How often do you have arguments with your parents?, What are these arguments about?, How do you resolve your differences?*; etc. Encourage students to discuss these questions as a whole-group activity. Then read out the instructions for activity 1 and go over the list with students. Check if they need help with vocabulary. Finally, students complete the list with the words from the box. Check answers with the whole class and have students answer the questions. Since there are no right or wrong answers to this activity, you may carry out a brief group discussion as different students come up with their answers.

Answer key: 1 *appearance;* **2** *devices;* **3** *habits;* **4** *marks;* **5** *chores;* **6** *music;* **7** *rules;* **8** *friend*

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2 Draw students' attention to the three photos. Ask the whole class to describe what they can see in each of these pictures. Then students read the three dialogues silently to identify the causes for the arguments from the list in activity 1 and explain the reasons the teens give in the dialogues. Give students about three minutes to carry out this task. Finally, ask three different students to read their answers aloud.

Answer key: Dialogue 1: *household chores / cleaning room, He's taking a break.;* Dialogue 2: *use of digital devices, She's chatting with her friends now.;* Dialogue 3: *rules set for going out / coming home too late, She was at the shopping centre with Helen and decided to watch a film.*

3 Ask a student to read out the use of the Present Perfect (for present result of a finished action) in the *Sign Up to Grammar* box. Then have some other volunteers read out the example sentences. Explain that one of the uses of the Present Perfect is to talk about the present result of a finished action. Mention that it is not important when these actions took place and that the *Yes / No* questions (second column in the box) are used when checking whether an action has taken place or not.

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

Refer students to the *Useful Tip* box. Have some volunteers read the sentences aloud. Make sure students understand that they can use contracted forms with the Present Perfect (*'ve, 's, haven't* and *hasn't*). Write some sentences on the board using these contracted forms and ask different students to read them aloud. Help them with the correct pronunciation of these contracted forms. Finally, ask students to underline the examples of the Present Perfect (for present result of a finished action) in the dialogues on page 62. Give students about three minutes to do this activity and then check by choosing different students at random to read out one sentence each.

Answer key: Dialogue 1: *Have you cleaned the floor?, No, I haven't finished., And you haven't tidied up your room!, I have been there...;* Dialogue 2: *Have you studied for the test, Molly?, ... you haven't done anything for school., But I haven't said goodbye to Laura.;* Dialogue 3: *I have called you many times., I haven't received any calls., It has run out of battery.*

Optional Activity

Revise the different uses of *'s* with the class. Write on the board: *'s = is, 's = has* and *'s = possessive 's*. Then divide the class into groups and write sentences on the board. Have them copy the sentences in their notebooks and identify the use of *'s*. Determine a time limit and check orally with the groups. Assign a point for each correct answer to each group. The group with more correct answers wins. If there is a tie, encourage the groups to provide their own examples until one group wins.

Suggested sentences:
1 He's broken his arm.
2 She's always late.
3 She lives in her aunt's house.
4 He's having dinner at the moment.
5 He's taken the dog to the park.
6 She's painted her bedroom walls.
7 Sue's car is new.
8 These are Mike's tickets for the concert.

Answer key: 1 *has;* **2** *is;* **3** *possessive 's;* **4** *is;* **5** *has;* **6** *has;* **7** *possessive 's;* **8** *possessive 's*

4 Explain to the class that these are chats that the teens in activity 2, Tom and Molly, have with their friends. Tell students to complete the sentences using the verbs in the contracted forms of the Present Perfect. Check answers by asking different students to read out the chat messages. Monitor students' correct pronunciation of the contracted forms.

Answer key: 1 *haven't cleaned;* **2** *have brought;* **3** *hasn't started;* **4** *'ve taken;* **5** *Have, practised*

Optional Activity

Play a guessing game with students. Invite two of them to leave the room for a couple of minutes. With the help of the rest, change a few things in the classroom. Then call the two students back into the room and encourage them to guess what has changed. For example: *Juan has taken off his jacket. Someone has opened the window. Lucy has changed seats with David.*

5 26 Tell students that they will listen to Sarah talking to her parents. Go over the sentences with the whole class. Then play the audio and have students tick the correct options. You may play the audio once again. Finally, invite some volunteers to read the complete sentences aloud to check.

Answer key: 1 *have arrived;* **2** *hasn't had;* **3** *hasn't played;* **4** *has exercised;* **5** *have passed to;* **6** *haven't had*

Audio script 26

Mum: *What's all that noise?*
Dad: *I don't know! It's too loud! I have just arrived, but I think that Sarah is playing video games.*
Mum: *Sarah, can you come here?*
Sarah: *Just a second…*
Dad: *Please, turn off the volume or use your headphones.*
Sarah: *Well, I didn't worry about the noise because you weren't at home and Mike hasn't complained.*
Mum: *Mike isn't here, Sarah. He has gone to his guitar lesson. Have you attended your singing lessons?*
Sarah: *No, I've forgotten to tell you that the teacher cancelled the class yesterday.*
Dad: *OK, Sarah. But you can't be playing video games all day! Have you done your homework?*
Sarah: *Yes, and I haven't played games all day. I've walked the dog and it has done some exercise at the park.*
Mum: *OK. That's great!*
Sarah: *So, can I keep on playing video games? I'm playing with Greg and we have passed to the next level.*
Dad: *Yes, but turn down the volume, please. We have had a busy day and need to relax.*

6 Read the instruction and the phrases in the box aloud. Model the activity by making guesses about what a student has done and hasn't done; for example: *Selena has chatted with her friends. She hasn't done homework.* Then give students time to write their sentences in their notebooks. Walk around the classroom and monitor their work. Help them with vocabulary if necessary.

Answer key: Students' own answers

7 Have students work in pairs. Invite a pair to read the example dialogue aloud and have students tell their partners what they think they have and haven't done on that specific day. Make sure pairs take turns when talking to their partners. Monitor students' work as you walk around the classroom.

Answer key: Students' own answers

8 In their notebooks, students write some sentences – at least three – about what their relatives have or haven't done on that specific day. Encourage students to use the example sentence as a model. You may assign this task as homework.

Answer key: Students' own answers

WB p. 132

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 132. You may assign these exercises as homework.

Answer key:
1 1 *Have, taken;* **2** *have left;* **3** *have seen;* **4** *haven't done;* **5** *have been;* **6** *have walked;* **7** *have cleaned*
1 *have talked;* **2** *have passed;* **3** *have arrived;* **4** *has told;* **5** *haven't mentioned*
2 1 *Has your mum got a call from my mum?* **2** *she hasn't let me stay over;* **3** *your mum hasn't said that to my mum;* **4** *Have you invited Iris and Clara?* **5** *they have sent me messages but I haven't read them.*
3 1 *ridden;* **2** *washed;* **3** *made;* **4** *heard;* **5** *had;* **6** *fed*
4 1 *Have you made;* **2** *have you washed;* **3** *fed;* **4** *have ridden;* **5** *have you had;* **6** *have heard*
5 Students' own answers

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Lesson 2 – Pages 64 & 65

1 Invite a volunteer to read the warm-up questions aloud. Encourage students to share their ideas and help them with vocabulary if necessary. Write key words on the board as students discuss the questions.

Resolving conflicts

Students should work on their relationship skills so that when they find themselves in conflict situations, they can handle them in constructive ways. By reflecting on their reactions when facing conflicts with their parents and the consequences they may have, students can think of new ways to respond to their parents' limits and find strategies to control their emotions during conflict on different occasions. Invite students to mention ways to avoid getting into arguments with other people and how they can establish healthy relationships with their relatives, friends, classmates; etc. Encourage them to talk about how they deal with the problems they might have with others and write their ideas on the board; for example: *by listening attentively to others' views, by communicating their opinions clearly, by apologising and forgiving, by working out possible solutions cooperatively*; etc.

Answer key: Students' own answers

2 Direct students' attention to the web page and ask them where they can find the quiz: in an online magazine. Invite them to describe the photos and say how the teens feel and why. Then invite a volunteer to read the introduction aloud and check comprehension. Have sudents take the quiz and then compare their answers in pairs. Encourage students to use a dictionary to look up the meanings of new words. Walk around the classroom and monitor students' work. Finally, ask some volunteers to say if their reactions are similar to their classmates' and give reasons for their answers. Take this opportunity to check vocabulary and clear up any doubts.

Answer key: Students' own answers

3 Ask students to look at the quiz key and find out which answers show good communication between teens and their parents. Explain that option C in the three questions shows a healthy way to communicate with parents. Encourage students to provide other ideas for resolving the conflicts in the quiz.

Answer key: Students' own answers

4 Draw students' attention to the *Sign Up to Grammar* box. Ask them to read it silently and clarify any queries they may have. Then ask students to circle *yet* or *already* to complete the rules.

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

Answer key: 1 *already;* **2** *yet;* **3** *yet;* **4** *already*

5 27 Ask a volunteer to read the instruction aloud. Have students read the question and the options in silence and check understanding. Encourage students to underline key words in the options to help them identify the correct answer. Then play the audio and have students complete the activity. Check orally with the class.

Answer key: *Because she hasn't cleaned her room and she can't go to the cinema.*

Audio script 27

Mum: *Isabel! Have you cleaned your room yet?*
Isabel: *No, Mum. I started this morning but I haven't finished yet.*
Mum: *Oh, Isabel! How many times do I have to tell you to do things?*
Isabel: *Sorry, Mum. I can do it later, OK? Right now I'm going to the cinema with Rod.*
Mum: *No, you are not going! You are going to clean your room right now! When you finish, you can go to the cinema.*
Isabel: *But Mum! Rod's waiting for me. He's already bought the tickets! It's not fair!*

Mum: *Listen, Isabel! I've already asked you to clean your room three times! You've had the whole day to do that. Now, go to your bedroom and stay there.*
Isabel: *It's not fair. You always ruin everything!*

6 27 Now tell students to complete the dialogue with the words in the box. Remind the class to first read the dialogue with the gaps and predict the categories they need to write, paying attention to the words that appear before and after the gaps. Give students time to write the words and then play the dialogue to check their answers. You may pause the audio after the words are mentioned so that students can correct them.

Answer key: 1 *yet;* **2** *haven't;* **3** *many;* **4** *going;* **5** *can;* **6** *already;* **7** *asked;* **8** *had;* **9** *fair*

Optional Activity

Write prompts on the board and encourage students to write sentences in their notebooks about what Isabel has already done and hasn't done yet. Then invite different volunteers to write the complete sentences on the board to check.

Suggested prompts:
1 Isabel / clean room
2 Isabel / go to the cinema / with Rod
3 Isabel / have tickets / for the film
4 her friend / buy the tickets
5 her mum / tell her to clean the room

Answer key: 1 *She hasn't cleaned the room yet.* **2** *She hasn't gone to the cinema with Rod yet.* **3** *She has already had tickets for the film.* **4** *Her friend has already bought the tickets.* **5** *Her mum has already told her to clean the room.*

7 Ask a volunteer to read out the instruction and work on the first question with the class to check understanding. Revise the use of *yet* with negative and interrogative sentences in the Present Perfect and the use of *already* with affirmative sentences in the Present Perfect. Have students complete the dialogues individually and check by asking some students to read their answers aloud.

Answer key: 1 1 *done all the chores yet;* **2** *have already washed the dishes;* **3** *haven't walked the dog yet;* **4** *I have already said*
2 1 *have already set the table;* **2** *haven't prepared the salad yet;* **3** *have already checked;* **4** *hasn't bought them yet*

8 In their notebooks, students write a similar dialogue to the one in activity 6 between a parent and a teenage child. Encourage students to use the Present Perfect with *yet* and *already*. You may ask students to write the dialogues in pairs or you may assign this task as individual homework.

Answer key: Students' own answers

9 In pairs, students role play the dialogues they wrote in activity 8. Encourage pairs to read the situations aloud first and then act them out without reading.

Answer key: Students' own answers

WB p. 133

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 133. You may assign these exercises as homework.

Answer key:
1 1 *have already told;* **2** *haven't shared, yet;* **3** *have already done;* **4** *haven't saved, yet;* **5** *haven't asked, yet;* **6** *have already lent;* **7** *have already tried;* **8** *Has, had, yet;* **9** *haven't found, yet*
2 1 *broken off a relationship;* **2** *Liam-15 hasn't bought expensive trainers.* **3** *He hasn't asked his parents to help him buy the trainers.* **4** *Cindy09 hasn't had a nose piercing behind her parents' back.* **5** *She has tried to change her parents' view.*
3 2 *Have you had a big argument wiith your parents yet?* **3** *Have you asked your parents for permission to have a tattoo yet?* **4** *Have you dated someone your parents don't like yet?* **5** *Have you been grounded for failing a test yet?* **6** *Have you negotiated your curfew with your parents yet?*
Students' own answers
4 Possible answers: **1** *I've already done homework. / I haven't done homework yet.* **2** *I've already had dinner. / I haven't had dinner yet.* **3** *I've already exercised. /*

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I haven't exercised yet. **4** *I've already gone shopping. / I haven't gone shopping yet.* **5** *I've already tidied up my room. / I haven't tidied up my room yet.*
5 Students' own answers

Lesson 3 – Pages 66 & 67

1 Read the warm-up questions aloud and have students share their ideas. You may also ask: *Are you interested in getting updated news?, Do you like learning about a specific area?, Which one?, Why?, Do you share information with your friends?, How?, Do you check the sources of the news you get?, How can you avoid reading fake news?;* etc. Write students' suggestions on the board as they discuss the questions.

Answer key: Students' own answers

2 Direct students' attention to the *Sign Up to Grammar* box on page 67. Explain that we use *just* with the Present Perfect to talk about very recent events. Drill the target structure (*have / has + just +* past participle) by encouraging students to describe what you have just done. You may move around the classroom and do different things such as opening or closing a door or window, writing something on the board, combing your hair; etc. As you perform these actions, ask students to describe what you have just done. For example: Teacher: *What have I just done?* Students: *You have ('ve) just opened the door. You have ('ve) just written something on the board. You have ('ve) just combed your hair.* Work on the pronunciation of the /dʒ/ sound in *just* with the whole class.

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

Now, refer students to the news in activity 2 and encourage them to identify the famous teens in the photos. Invite the class to share the information they may know and explain why they are well-known. Then ask the class to complete the headlines with the verbs from the box in the Present Perfect. Finally, have different volunteers read the headlines aloud to check.

Answer key: 1 *has, become;* **2** *has, given;* **3** *has, won;* **4** *have, completed;* **5** *has, broken;* **6** *have, released*

#NOTE

Malala Yousafzai (July 12, 1997) is a Pakistani activist and girl's education advocate. In 2014, she became the youngest Nobel Peace Prize laureate.

Billie Eilish (December 18, 2001) is an American pop singer and songwriter. In 2015, she released a song with her brother which became viral in weeks. Then she uploaded other tracks which led her to establish her popularity.

Greta Thunberg (January 3, 2003) is a Swedish environmental activist. She started protesting outside the Swedish parliament when she was 15 and her *School Strike for Climate* became a global campaign.

Erriyon Knighton (January 29, 2004) is an American sprinter. He specialises in 200-metre events. He became a professional before he turned 17.

NCT Dream (2016) is a South Korean boy band. The K-pop band has seven members and they are recognised internationally.

Optional Activity

Ask students what pieces of news they would like to read about today when they return home and why. For example: *(Students' favourite football team) have just won the national championship. Scientists have just found a cure for AIDS. The release date of (students' favourite film) has just been announced.*

3 Tell students to match the verbs with the phrases to make some possible collocations. Remind the class of the meaning of *collocation* (the combination of words formed when two or more words are often used together in a way that sounds correct). Give students about three minutes to carry out this task. Students may work in pairs and then you may check by asking different students to read out the answers.

Answer key: (from top to bottom) *4, 8, 7, 3, 9, 1, 5, 2, 6*

4 Have students use some of the collocations in activity 3 to complete the news headlines. Then check answers by asking some volunteers to read each sentence aloud.

Answer key: 1 *has just got married;* **2** *has just reached the top;* **3** *has just hit the music charts;* **4** *has just dropped a hint*

5 Students look at the photos and use the prompts to describe what has just happened. To correct the activity, choose some students at random and ask them to read out their answers.

Answer key: 1 *graduated from school;* **2** *She has just won a prize.* **3** *He has just fallen off the skate.* **4** *She has just failed an exam.* **5** *He has just made a video for his social account.* **6** *They have just painted a mural.*

Optional Activity

In groups, students play a miming game. One student within each group writes down an action that has just taken place and mimes it. The rest of the students in the groups try to guess what has just happened. Encourage different students within the groups to write down and mime as many actions as possible. Monitor students' work as you walk around the classroom.

6 28 Read the instruction aloud and go over the sentences with the class to check understanding. Students listen to two dialogues and decide if the sentences are true or false. Play the audio twice and then check by asking different volunteers to read their answers aloud. Encourage students to correct the false sentences.

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

Audio script 28

Speaker: *Dialogue 1*
Ana: *Look at the news! Coco Gauff has just defeated Venus Williams at Wimbledon.*
Liz: *Yes! I've just watched the match! Coco is only fifteen years old and she's become the youngest player to win a singles title.*

Speaker: *Dialogue 2*
Tom: *I've just read the news online and some teenage activists are protesting outside the ministry of Environment.*
Peter: *Why? What has happened?*
Tom: *I've checked their social media account and they're asking for urgent measures to stop climate change.*
Peter: *Can you send me the post so I can share it on my account?*
Tom: *Sure! I've just posted it on my account too.*

7 Students look at the photos and work in pairs. They discuss with their partners what they think has just happened in each picture. Tell students that there are several possible answers. Ask students to use the example dialogue as a model and encourage them to swap roles. Monitor their work as you walk around the classroom.

Answer key: Students' own answers

8 In their notebooks, students write three news headlines. Refer students to the example and ask them to use it as a model.

Answer key: Students' own answers

WB p. 134

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 134. You may assign these exercises as homework.

Answer key:
1 1 *have just designed;* **2** *has just signed;* **3** *have just sent;* **4** *have just launched;* **5** *has just released*
2 1 *has just got;* **2** *has just got;* **3** *have just reached;* **4** *has just fallen;* **5** *has just won;* **6** *has just done*
a *1;* **b** *6;* **c** *3;* **d** *5;* **e** *4;* **f** *2*
3 Students' own answers

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Lesson 4 – Pages 68 & 69

1 Go over the warm-up questions with the class and encourage students to give reasons for their answers. Direct their attention to the photo with the person looking at the screens at the top of the page and ask them if they think this will be a possible way to get the news in the future. Then have them read the headlines in the box and say which ones they think that will be in the news. Write students' ideas on the board and help them with vocabulary if necessary. Encourage them to use *will* and *won't* to make predictions and some phrases such as *I (don't) think,... , I (strongly) believe...*; etc.

Answer key: Students' own answers

2 Read the rubric and the news headlines aloud. Draw students' attention to the photos and have them predict what the news are about. You may ask guiding questions; for example: *Where do you think that the teenage students have travelled to?, Why?, How long have they travelled?, Do you think that an incident occurred to them while travelling?, What is the person in the photo on the right doing?, Why is the T-shirt smart?, Who will these T-shirts be for?, Do you think that the T-shirts will be expensive?*; etc. Then have students read the news and tick the sentences that are correct. After some minutes, invite different volunteers to share their answers to check. Have them correct the wrong information and clear up any vocabulary doubts. Finally, ask students if they think that the events that appear in the news will happen in 2060 and explain why or why not.

Answer key: Correct sentences: *1, 3, 5*

3 Students read silently the *Sign Up to Grammar* box and fill in the gaps with some example sentences taken from the texts in activity 2. Check by asking different students to provide some possible answers.

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

Answer key: Some possible answers: **2** *It takes some time to adapt to gravity again and this usually makes people dizzy.* **3** *Now, the teens' parents are waiting for them at the Kennedy Space Center.* **4** *Two years ago, the team started working on technology that could be adapted to different types of fabric.* **5** *While they were travelling,... ;* **6** *The T-shirt will be available next month...*

4 Students complete the sentences using the correct form of the verbs in brackets. Do not check answers at this stage.

5 29 Play the audio twice for students to check their answers to activity 4. You may double-check by asking different students to read out the answers.

Answer key: 1 *will be, works, has, received;* **2** *represents, ends, contain;* **3** *has become, are;* **4** *failed, will start*

Audio script 29

Speaker:

1 She-Hulk *will be available to watch on an on-demand video streaming next year. The character works as a lawyer and has the same superpowers as Hulk after she received blood transfusion from him.*

2 Clothing production represents 10% of carbon emissions and 85% of the pieces of cloth ends in landfills. Moreover, many types of clothes contain microplastics that pollute the oceans.

3 Skateboarding has become an official sport in the Olympic Games. Park and street competitions are now part of the Olympic programme.

4 Yesterday, technology used by a social media platform failed to identify and remove racist comments. National governments will start to impose financial penalties on the companies soon.

6 Ask students to work in pairs and answer the questions in their notebooks. Check orally with the class and write the sections that students mention on the board. Check answers with the whole class.

Answer key: 1 *Entertainment;* **2** *Science;* **3** *Sports;* **4** *Technology*
Other sections: *Fashion, Health, Education, Politics*

Optional Activity

Play a *Memory Game* with the class. Divide students into two groups and ask them to close their books. Explain that they will have to answer questions about the news items in activity 4. Assign a point for each correct answer. If a group answers incorrectly or students cannot answer a question, the other group has the opportunity to get an extra point by answering that question. The group that gets more points wins.

Suggested questions:
1 *When will* She-Hulk *be available to watch on demand?*
2 *What's the character's job?*
3 *How did she get her superpowers?*
4 *How many pieces of cloth end in landfills?*
5 *Why do many types of clothes pollute the oceans?*
6 *Which sport is part of the Olympic programme?*
7 *Why did a social media platform fail yesterday?*

Answer key: 1 *Next year.* **2** *She's a lawyer.* **3** *She received blood transfusion from Hulk and got the same superpowers.* **4** *A lot.* **5** *Because they contain microplastics that end up in the oceans.* **6** *Skateboarding.* **7** *Because it didn't identify and remove racist comments.*

7 In pairs, students discuss the news items listed. Circulate around the classroom and monitor their oral work. Finally, invite some volunteers to share their ideas and give reasons to support their answers.

Answer key: Students' own answers

8 In their notebooks, students write a short newspaper article. Encourage them to choose one of the news items in activity 7 and use the articles in activity 2 as models. You may assign this activity as homework.

Answer key: Students' own answers

WB p. 135

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 135. You may assign these exercises as homework.

Answer key:
1 1 *technology;* **2** *international;* **3** *science;* **4** *fashion;* **5** *culture;* **6** *business;* **7** *travel;* **8** *entertainment;* **9** *sports;* **10** *opinion*
2 1 *did;* **2** *done;* **3** *eat;* **4** *eaten;* **5** *flew;* **6** *went;* **7** *gone;* **8** *known;* **9** *read;* **10** *read;* **11** *sing;* **12** *sang;* **13** *swim;* **14** *swam;* **15** *take*
1 *'ve read;* **2** *flew, were, took;* **3** *'ve sung;* **4** *ate;* **5** *has done*
3 1 *has been;* **2** *say;* **3** *were;* **4** *warn;* **5** *was;* **6** *are;* **7** *were;* **8** *need;* **9** *was*

Review – Pages 70 & 71

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:
1 2 *She hasn't bought the dog food yet.* **3** *She has already washed the dishes.* **4** *She hasn't finished the History project yet.* **5** *She has already done the shopping with Grandma.* **6** *She hasn't sent the video link to Grace yet.*
2 30 **1** *forgotten;* **2** *haven't;* **3** *at night;* **4** *hasn't;* **5** *has;* **6** *has*

Audio script 30

Mum: *Hi, Jenna! What are you doing at home? I thought you were with Grandma.*
Jenna: *Hi, Mum! I've already been to the supermarket with Grandma. And I've just walked the dog.*
Mum: *OK. Have you bought the dog food?*
Jenna: *Oh no! I've forgotten to do that!*
Mum: *OK, don't worry. I'll do that!*
Jenna: *Thanks! Mum, have you and dad already decided to let me go to Amelia's pool party?*
Mum: *No, we haven't discussed that yet. But you know that I think it should be in the afternoon, not at night.*

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Jenna: *Yes, but we're going to be at Amelia's home. Her parents will be there too. Mum, pleaseeee!!!*
Mum: *Stop, Jenna. We're not talking about this now. Besides, you haven't finished your History project yet. And you know you must have good marks at school to have permission to go out.*
Jenna: *I know, but I haven't had time to search for all the information I need. And Grace hasn't sent me the photos she's downloaded for the project. Can you help me with that later?*
Mum: *OK, but give me a minute. I've just come home.*

3 **1** *won a race;* **2** *She has just caught a cold.* **3** *has just broken into pieces;* **4** *has just hit his head;* **5** *have just got married;* **6** *has just reached the top*

4 Students' own answers

5 **1** *already;* **2** *yet;* **3** *already;* **4** *just;* **5** *just;* **6** *yet*

6 **1** *will begin;* **2** *includes;* **3** *introduced;* **4** *are;* **5** *have joined;* **6** *have already been;* **7** *will make;* **8** *will take;* **9** *is;* **10** *won't be;* **11** *was;* **12** *became;* **13** *will debut*

7 **1** *It has introduced six sports.* **2** *Yes, they have.* **3** *No, it won't.* **4** *Because of its popularity and history in Japan.* **5** *Yes, they will.*

8 Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 61. Remind students to tick the boxes of the faces that best represent their performance.

Teacher's Resource Material

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

UNIT 6 – #CHANGES IN LIFESTYLE

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Verb phrases: *have proms, wear uniforms;* etc.	Adverbs of manner (regular & irregular): *badly, hard, happily, well, fast, comfortably;* etc.	Pronunciation of some adjectives and adverbs: *affectionate, unconventional, comfortable, busily, loudly;* etc.	Discussing different facts about teenage life around the world.
L2	Vocabulary related to books: *best-seller, novel;* etc.	Comparative of adverbs: *more clearly than, better than;* etc. Superlative of adverbs: *the most clearly (of all);* etc.		Talking about different book genres and best-sellers. Comparing how people do things, act or react.
L3	Vocabulary related to urban tribes: *skaters, hip-hop;* etc.	*Used to* + verb (aff & neg)	Pronunciation of some words related to urban tribes Pronunciation of *used to* /ju:stə/ or /ju:stu/	Discussing urban tribes. Talking about past habits and states which are no longer true. Talking and writing about childhood memories.
L4	Household items: *vacuum cleaner, microwave, dishwasher;* etc.	*Used to* + verb (interrog) & short answers	Pronunciation of some household items Intonation of *Yes / No* & *Wh-* questions	Discussing what teenage life used to be like in the past.
	Extras: Suggested optional games and activities for consolidation.			

Opening Pages – Pages 72 and 73

Read the title of the unit aloud and invite students to describe the images on the double-page spread. Elicit the changes in lifestyle that they can see in the photos; for example: *playing video games in the past and now, fashion and trendy clothes in the past and at present;* etc. Have students identify the different gadgets in the photos and write them on the board. Then draw students' attention to the *#Pic Of The Unit* box and ask some volunteers to read the questions aloud. Have students discuss their ideas in pairs. Walk around the classroom to monitor students' work and offer help if necessary. After some minutes, have different volunteers share their answers with the class and write key words on the board. Ask students which photo or object in the photos attracts their attention and why. Finally, draw students' attention to the *#Unit Goals* box and read the sentences aloud. Remind the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 – Pages 74 and 75

1 Before discussing the warm-up questions, you may write *Teenage Life* on the board and ask students to think of different aspects connected with this phrase, such as: relationships, entertainment, interests, responsibilities, values, etc. You may help the class brainstorm ideas by asking some questions: *What is your relationship with your family / friends like?, Are your parents overprotective / lenient / affectionate?, What do you do in your free time?* Encourage some whole-class discussion and then focus on the questions.

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You may divide the board into two columns: *Social aspects* and *Cultural aspects*. As students share their ideas, write key vocabulary on the board.

Answer key: Students' own answers

2 Refer students to the *Sign Up to Grammar* box and explain that it shows the use and forms of some adverbs of manner (regular and irregular). Work on the pronunciation of these adverbs with the whole class. Then tell students that they will find instances of these adverbs in the texts in activity 2. Finally, have students read silently these two texts and write true or false next to each sentence. Ask some volunteers to read their answers aloud to check this activity. Encourage students to correct the wrong information.

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

#Useful Tip > Grammar

Draw students' attention to the *Useful Tip* box. Ask a volunteer to read aloud the information in this box. Make sure students understand the difference between adjectives and adverbs of manner. Finally, help students pronounce properly the adjectives and adverbs listed in this box.

3 Ask a volunteer to read out the instructions for this activity and give students time to underline the adverbs on page 74. Explain that they have to find examples in the texts and in the sentences at the bottom in activity 2 as well. Then have some volunteers read the sentences with the adverbs aloud. Copy some sentences on the board and elicit the position of the adverbs of manner. Make sure students understand that adverbs are formed from adjectives. Then choose some students at random to read out the examples in the *Sign Up to Grammar* box and help the whole class analyse the spelling rules. You may ask the class what regular adverbs have in common so that students can recognise the suffix *-ly*. Lay emphasis on the changes of spelling required: *-le* to *-ly*, *-y* to *–ily* and *-ic* to *-ically*. Finally, ask students to focus on the form of irregular adverbs of manner and complete the *Sign Up to Grammar* box. Check answers with the whole class.

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

Answer key: Correct option: *They come after the main verb in a sentence.* **1** *actively;* **2** *badly;* **3** *carefully;* **4** *quickly;* **5** *well;* **6** *hard*

Optional Activity

Have students work in pairs. Tell them to write more facts about teens in Argentina using adverbs of manner. And, if they know facts about teens in other countries, encourage them to include this information as well. Give students some minutes to work and walk around the classroom monitoring them and offering help if necessary. Finally, invite different volunteers to share their facts with the class.

4 31 Ask a student to read aloud the instructions for this listening task. Together with the whole class, go over the sentences before playing the audio to check vocabulary. Then play the audio for students to identify the correct country / countries that the facts refer to. You may play the audio again and then check by asking different students to provide the answers.

Answer key: 1 *AU, US and CA;* **2** *AU;* **3** *US and CA;* **4** *CA;* **5** *US*

Audio script 31

Speaker:

1 *Teens in Australia*

Most teens take part-time jobs to earn their own money and become a bit economically independent from their parents. If they are under 16, they need to get their parents' permission to apply for jobs legally. Teens play at least one sport and they all attend regularly swimming lessons at school. After turning 18, teens can buy alcohol legally and have the right to vote.

2 *Teens in the US*
Apart from school, teens usually have part-time jobs. School graduation is really important, and they attend proms to celebrate finishing school. In their free time, teens like playing video games. They prefer life-simulation games and multiplayer games to interact. American teens also like going to food chains to eat pizza, hamburgers and tacos. Their diets are poor in fruit and vegetables.

3 *Teens in Canada*
Teens have busy lives attending school from 9 am to 3 pm. When they graduate from high school, they have their proms. Apart from going to school, they do part-time work and practise sports too. Some of the popular sports are ice hockey, football and lacrosse. Canadian teens also do household chores but can freely spend their leisure time with their friends. They often go to the shopping centre or play video games together.

5 Ask a volunteer to read aloud the instructions for this activity. To check answers, choose different students to read out their sentences. You may help students out with the pronunciation of some of the adverbs.

Answer key: 1 *properly;* **2** *responsibly;* **3** *easily;* **4** *fast, incorrectly*

6 Encourage students to decide which of the opinions in activity 5 they agree with. Then ask them to work in pairs and share their ideas comparing their answers. Remind students to use some expressions, such as: *In my opinion..., I think..., I agree., I don't agree. / I disagree., What do you think?*; etc. You may write these expressions on the board so that students have them in mind. Walk around the classroom to monitor students' work. Finally, invite different pairs to report their opinions to the whole class and give reasons to explain why they do not agree with the ideas in activity 5.

Answer key: Students' own answers

7 Have a student read out the rubrics for this activity. Remind students that there are some irregular adverbs. Check by asking some volunteers to read their answers aloud.

Answer key: 1 *carefully;* **2** *hard;* **3** *happily;* **4** *succesfully*

8 In their notebooks, students write four sentences about them using adverbs of manner. You may write some adjectives on the board for students to change them into adverbs and then include them in their sentences. Students may exchange their notebooks to do peer correction.

Answer key: Students' own answers

WB p. 136

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 136. You may assign these exercises as homework.

Answer key:
1 **1 Regular adverbs:** *comfortably, fluently, easily, badly, angrily, carefully;* **Irregular adverbs:** *fast, well, hard*
2 **1** *fluently;* **2** *easily;* **3** *comfortably;* **4** *carefully;* **5** *fast;* **6** *angrily*
3 **2** *She sings badly.* **3** *She studies hard.* **4** *She drives happily to school.* **5** *She reads quietly.*
4 Students' own answers

Lesson 2 – Pages 76 & 77

1 Tell students that you are going to talk about books. You may write some questions on the board for students to answer in groups. For instance: *Do you like reading?, What kind of books do you read?, What genre do you prefer?, Do you have an e-reader?, What's your favourite book / writer?* Then focus on the questions in activity 1 and the titles of the books. Invite students who are familiar with the books to briefly explain what the stories are about. Finally, give them some minutes to work in pairs and answer the questions. Check answers with the whole class. If students have read any of the books in the box, ask them if they liked it or not and why. Encourage the class to identify the genres of the books and mention their characteristics.

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Answer key: *A best-seller is a new book or other product that has sold a great number of copies.*
Students' own answers

#NOTE

The Hobbit is a fantasy novel by J. R. R. Tolkien first published in 1937. It included black and white illustrations by Tolkien.

Harry Potter and the Deathly Hallows is a fantasy novel written by J. K. Rowling. It is the final novel of the *Harry Potter* series. It was published in 2007.

The Hunger Games is a dystopian novel written by Suzanne Collins. It was published in 2008. It is the first novel of the trilogy called *The Hunger Games* and the two other novels are *Catching Fire* (2009) and *Mockingjay* (2010). There is also a prequel novel called *The Ballad of Songbirds and Snakes*.

Twilight is the first book of *The Twilight Saga* written by Stephenie Meyer. The vampire romance novel was published in 2005 and it quickly became a best-seller.

2 Explain to students that they are going to read a book review. Encourage them to think of the characteristics of book reviews: 1) They tell you about a reader's experience with a book. 2) They give you an opinion and some insight into the story. 3) They help readers decide whether they want to read a book. Invite the class to describe the parts of the blog and elicit information that they can identify by skimming it. You may ask guiding questions; for example: *What's the name of Julia's blog?, What can you find on her blog?, What's the name of the book she has reviewed?, Who do you think that the man in the photo is?, Why are there four yellow stars below the photo?*; etc. Then students read the book review silently and answer the questions. After checking, you may choose different students to read out each paragraph of the book review to work on pronunciation and also to check the meaning of new words.
You may ask students if they have read the book or seen the play and share their opinions about them. If not, you may ask them if they would like to read the book after this review.

Answer key: 1 *The protagonist Christopher Boone, a fifteen-year-old boy who lives with his father in Swindon, England, tells the story. Because he discovers that his neighbour's dog has been murdered and he decides to solve the case. He writes down all the information he gets in this book.* **2** *It's a mystery novel.* **3** *Yes, there are.* **4** *Yes, she does.*

3 32 Read the instruction aloud and go over the sentences with the class. Clear up any vocabulary doubts if necessary. Then play the audio for students to tick the correct options. Play the audio again so that they can check or complete the activity. Finally, have different volunteers read their answers aloud to check.

Answer key: 1 *a bit later;* **2** *better;* **3** *faster;* **4** *well*

Audio script 32

Julia: *Hi all! I've just posted a new review on my blog so you can tap on the link to go to my site. This book took me longer to read than I expected so I didn't post the review earlier. The story is narrated by Christopher who adds maps, diagrams and illustrations to express his ideas more clearly than just by using words. I must admit that as I advanced, the plot became more gripping and I read the book faster than at the beginning. And, no spoilers, but the story ends much better than I thought. I highly recommend this book and I hope you share your reviews after reading it.*

4 Direct students' attention to the comparative form of adverbs in the *Sign Up to Grammar* box. Remind students of the difference between regular and irregular adverbs (regular adverbs add the suffix *-ly*). Read the first example sentence aloud and elicit the structure of the comparative form of regular adverbs by asking: *What do we write before and after regular adverbs when we want to make a comparison?* (*more* + adverb + *than*). Then go over the first incomplete sentence with the class and encourage students to make the comparative form of *carefully*. After that, focus students' attention

on the example sentence of the comparative form of irregular adverbs and ask: *What happens with irregular adverbs?* (The adverbs change, for example, from *badly* to *worse than*.) Also remind students that we can use adverb + *-er* + *than* for short words and *less* + adverb + *than* to make comparisons but with the opposite meaning. Write the structures on the board and have students copy them in their notebooks. Finally, tell students to complete the column of the Comparative form of adverbs in the *Sign Up to Grammar* box with the adverbs in activity 3 and check by having some volunteers read out the answers. Write the words on the board next to the corresponding structure to check spelling.

Answer key: 1 *more carefully than;* **2** *earlier than;* **3** *faster than;* **4** *better than*

Optional Activity

Explain to the class that they will practise the comparative form of adverbs. Write some sentences with adverbs on the board and encourage students to write another sentence with the same meaning by using the comparative forms of adverbs. You may work on the first sentences with the class as an example. Give them time to write their sentences and compare them in pairs. Finally, invite some volunteers to read their answers aloud and write the comparative forms of adverbs on the board to check spelling.

Suggested sentences:
1 Anna speaks English well but she doesn't speak German so well.
2 I go to bed late. My parents go to bed a bit early for me.
3 Alex is studying hard for the test because he didn't pass the previous one.
4 My friend writes clearly but my brother doesn't. I don't understand his handwriting.
5 Speak up, please. I can't hear you. People in this café are speaking loudly.

Answer key: 1 *Anna speaks English better than German.* **2** *I go to bed later than my parents. / My parents go to bed earlier than I.* **3** *Alex is studying harder for this test than for the previous one.* **4** *My friend writes more clearly than my brother. / My brother writes less clearly than my friend.* **5** *People in this café are speaking more loudly than you.*

5 Ask students to read the instruction for this exercise and write the sentences using the prompts. To check, ask some volunteers to read out their answers.

Answer key: 1 *more quickly than;* **2** *The film* It *works better than Stephen King's book.* **3** *Some e-book versions appear later than the printed books.* **4** *Fans of* Alice in Wonderland *try harder to get limited editions than other readers.* **5** *Teens read books online more easily than adults.*

6 Read the instruction and prompts aloud. Pair students up and have two volunteers read the example dialogue aloud. Then students share their opinions using comparative adverbs. Walk around the classroom and monitor their performance. Finally, invite different pairs to share their comparisons with the class.

Answer key: Students' own answers

7 Read out the instructions and direct students' attention to the example sentences of the superlative form of adverbs in the *Sign Up to Grammar* box. Work on the structures used with superlative adverbs: *the most* + adverb (for adverbs with two or more syllables). Draw students' attention to the irregular form of the adverb *badly* in the example sentence at the bottom of the box: *the worst*. As with the comparative forms of adverbs, remind students that we can also use *the* + adverb + *-est* for short adverbs. Write the structures on the board and have students copy them in their notebooks. Then ask students to work in pairs and complete the gaps in the *Sign Up to Grammar* box (2 to 5) using the cues given. Have some volunteers write the answers on the board to check.

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

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Answer key: 2 *Of all the people responsible for the story, the writer of the book thought the most carefully about the ending.* **3** *I arrived the earliest at the party of all the guests.* **4** *Of all the people in town, Christopher solved the crime the fastest.* **5** *Of all the subjects, Christopher likes Maths the best.*

8 Ask students to read the instructions and look at the example. Remind them to use some phrases such as: *In my opinion…, I (don't) think…*; etc. You may write these phrases on the board and elicit some other expressions and connectors that students may use in their writing task. Have students copy them in their notebooks. You may assign this writing activity as homework.

Answer key: Students' own answers

WB p. 137

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 137. You may assign these exercises as homework.

Answer key:
1 2 *faster, the fastest;* **3** *harder, the hardest;* **4** *worse, the worst;* **5** *more clearly, the most clearly;* **6** *more noisily, the most noisily*
2 1 *longer than, more freely than;* **2** *worse than, more clearly than;* **3** *better than, more rapidly than;* **4** *more correctly than, more beautifully than*
3 *3, 4, 1, 2, 5*
4 Students' own answers

Lesson 3 – Pages 78 & 79

1 Read the warm-up questions aloud and invite students to share their ideas. You may write the words *Urban tribes* on the board and draw a diagram by adding arrows to different words associated with the topic that students mention; for example: *skaters, gamers, accessories, hairstyles, music*; etc. Encourage them to look at the photos to have more ideas. Work on the pronunciation of the urban tribes and the words related to them. Encourage them to explain why they feel or do not feel represented by urban tribes and elicit other groups they may feel connected to. Have them give reasons to support their answers and write key words on the board.

Fostering a sense of belonging

Discussing the questions about urban tribes can be a good opportunity to explore the reasons for belonging to groups and feeling connected to others. Invite students to reflect on the importance of promoting a sense of belonging and the positive effects this has on them; for example: feeling respected and valued, having interest and motivation to do things and share with others, being cooperative, building positive relationships; etc. You may extend the question about the sense of belonging to the school setting and encourage the class to mention in which ways they feel represented at school and how much they feel that they belong to the school context. Ask them to give examples to support their ideas and write them on the board. Remind students that they should not try to fit in just to feel that they belong, but that the idea of belonging is inclusive and it implies being accepted and valued by who they are.

Answer key: Students' own answers

2 Tell students to read the article in silence and identify the urban tribes that are mentioned to label the photos. Then check orally with the class and encourage them to describe the people in the images and mention key words from the text to support their answers; for example: *rappers usually wear baggy jeans and trainers. They have got big watches, gold chains and rings too.*

Answer key: 1 *skaters;* **2** *heavies;* **3** *punks;* **4** *geeks;* **5** *gamers;* **6** *rappers*

3 Have students read the article again to identify the correct sentences. After some minutes, invite different volunteers to read their answers aloud to check. Encourage students to explain why the other sentences are incorrect.

Answer key: Correct sentences: *2, 5*

4 33 Refer the class to the *Sign Up to Grammar* box and have different students read out the explanation and the example sentences. You may copy one affirmative and one negative sentence on the board and underline *used to* and *didn't use to*. Work on the pronunciation of *used to* by providing some examples: /ju:stə/ when *used to* is not at the end of the sentence and /ju:stu/ when the words appear at the end of the sentence; for example: *I don't drive any more but I used to.*

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

Direct students' attention to activity 4 and give them time to read the sentences in silence. Then play the audio twice for students to circle the correct options and check or complete their answers. Finally, invite some volunteers to read the sentences aloud to correct the activity.

Answer key: 1 *used to;* **2** *didn't use to;* **3** *used to;* **4** *didn't use to;* **5** *didn't use to;* **6** *used to*

Audio script 33

Harriet: *Did you know that my parents used to be heavies in their early twenties?*
Dylan: *Really? It's difficult to imagine them listening to heavy metal bands.*
Harriet: *Not only that! They used to have a band. My dad used to play the guitar and my mum used to sing.*
Dylan: *And I suppose they used to wear tight jeans and leather jackets.*
Harriet: *Absolutely! And my dad used to have long hair.*
Dylan: *I can't believe that! I have to see some photos!*
Harriet: *They didn't use to take many pictures but I think there are some photos of their band. They used to rehearse in my grandparents' garage.*
Dylan: *Do you know if they recorded any songs?*
Harriet: *No, they didn't. They didn't have the equipment and it was expensive to record in a studio.*
Dylan: *Did they write their own songs?*
Harriet: *Hmm… I'm not sure. They used to make cover versions of* Metallica *songs.*
Dylan: *Wow! Your parents were very cool!*

5 Have students read the instructions and look at the pictures. Ask them to use the cues to write sentences about the person in the photos. You may work on the first sentence with the class as an example to check understanding. Then give students time to write the sentences and compare them in pairs. Finally, choose different students to read out their answers.

Answer key: 1 *She used to be a hippie.* **2** *She used to wear dresses with floral patterns.* **3** *She didn't use to have short hair.* **4** *She didn't use to dye her hair black.* **5** *She used to wear accessories.*

6 Ask students to work in pairs and take turns to tell their classmates what their parents used to and didn't use to do as teenagers. Go through the list of suggested topics with the whole class and ask students to provide some other topics. Read the example aloud and encourage students to use different expressions to interact, such as: *My parents too. / Mine neither., They also used to…, Did they use to… ?*; etc. Walk around the classroom to monitor students' performance.

Answer key: Students' own answers

7 Tell students to write sentences in their notebooks. Go over the topics and encourage the class to add their own ideas as well. You may assign this task as homework.

Answer key: Students' own answers

Optional Activity

Tell students to work in pairs and compare what they used to and didn't use to do when they were children. Have them take turns to read the sentences in activity 7 and say if they used to do similar things. Walk around the classroom and monitor their work. Finally, invite some volunteers to share their ideas with the class.

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WB p. 138

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 138. You may assign these exercises as homework.

Answer key:
1 **1** *used to dress;* **2** *used to wear;* **3** *used to have;* **4** *used to complain;* **5** *used to listen to;* **6** *didn't use to be*
2 **1** *F;* **2** *T;* **3** *F;* **4** *F;* **5** *F*
3 **1** *Celia used to have a nose piercing.* **2** *My grandad didn't use to play video games.* **3** *I used to be a hippie.* **4** *Sheila didn't use to wear glasses.* **5** *The Smiths used to live in the countryside.*
4 Students' own answers

Lesson 4 – Pages 80 & 81

1 Have students discuss the warm-up questions in class. Elicit some possible differences between teenage life in the past and present, for example: entertainment (music, films, technology), relationships, household chores, clothes and fashion. Help students with vocabulary if necessary and write key words on the board.

Answer key: Students' own answers

2 Direct students' attention to the interrogative form of *used to* in the *Sign Up to Grammar* box. Have some volunteers read out the questions in this box and help the whole class to analyse the structures of both *Yes / No* and *Wh-* questions. Point out that when we use *did*, the verb must be in its base form (or infinitive). Then focus on the form of the short answers.

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

Now refer students to activity 2. Go over the questions in the box with the class to check understanding. Then invite a volunteer to read the introduction of the article aloud and encourage the class to predict the answers to the questions. Add their ideas to the key words from activity 1 on the board. After that, give students time to read the text in silence and complete it with the questions. Finally, ask some students to read the answers aloud to correct the activity and check their predictions.

Answer key: **1** *What did they use to do in their free time?* **2** *What types of clothes did they use to wear?* **3** *How did they use to manage with school without access to the internet?* **4** *Did they use to do household chores?*

3 Tell students to scan the text to label the photos and tick the correct household items. Have some volunteers read aloud their answers. This is a good opportunity to check and practise the pronunciation of some household items. You may also encourage students to describe and explain what each household item is used for.

Answer key: **1** *microwave;* **2** *sewing machine;* **3** *computer;* **4** *record player;* **5** *dishwasher;* **6** *vacuum cleaner*
Items teens in the 70s used: *1, 2, 4, 6*

4 Now students read the text again and answer the *Yes / No* questions. Ask different volunteers to read their answers aloud to check and encourage them to refer to the text to support their answers; for example: *Did teens used to watch films from their cars? Yes, they did. (Teenagers also used to watch films at the cinema or at the drive-in.)*

Answer key: **1** *Yes, they did.* **2** *No, they didn't.* **3** *No, they didn't.* **4** *No, they didn't.* **5** *Yes, they did.* **6** *No, they didn't.*

5 Read the instruction aloud and work on the first question with the class as an example. Give students time to order the words to make the questions. Finally, have some volunteers read the questions aloud to check.

Answer key: **1** *Did teens use to go to the cinema?* **2** *Did teens use to wear loose clothes?* **3** *Did teens use to have computers?* **4** *Did teens use to play music on record players?* **5** *Did teens use to listen to rock and roll?*

6 34 Now explain to students that they will listen to a dialogue between a teen and his aunt and tell them that they have to put a tick in the

square brackets next to the questions they hear in activity 5. Direct their attention to the photo and have them describe it. Encourage students to pay attention to the clothes and the devices that teens used to have in the 1990s and write key vocabulary on the board. Play the audio twice so that students can complete and check the activity. Finally, ask some students to read the questions that are mentioned aloud.

Answer key: *1, 3, 4*

Audio script 34

Sam: *What were your teenage years like?*
Aunt: *They were great! I loved being a teen in the 90s!*
Sam: *Why? Did teens use to have computers?*
Aunt: *Yes, but wi-fi connection didn't exist. We didn't use to play online games like you do today.*
Sam: *I can't imagine my life without wi-fi! And what type of music did you use to listen to?*
Aunt: *I used to listen to pop music, but other teens used to listen to heavy metal or rock bands.*
Sam: *Did teens use to play music on record players?*
Aunt: *No, we used to listen to CDs, which were smaller than records.*
Sam: *And did teens use to go to the cinema?*
Aunt: *Yes, but we also used to rent videotapes and watch films at home.*

7 34 Students now listen to the audio to decide if the sentences are correct or wrong. Give the class time to read the sentences silently before listening to the recording. Play the audio and then invite different students to read their answers aloud. Encourage them to remember the information from the audio to correct the wrong sentences.

Answer key: 1 ✗; 2 ✓ 3 ✗; 4 ✗; 5 ✓

Optional Activity

Invite students to work in pairs and write sentences to compare teenage lifestyles in the 70s and in the 90s. Encourage them to use the information from the text about the 70s on page 80 and the information from the listening activities about the 90s on page 81. Remind the class to use *used to* and *didn't use to* and encourage them to include the comparative forms of adverbs when possible. You may write a sentence on the board as an example: T*eens in the 70s used to listen to music on record players but teens in the 90s used to listen to music on CD players.* Give students time to write their sentences and walk around the classroom to monitor their work. Finally, have some volunteers read their ideas aloud.

8 Students work in pairs. They imagine they are both senior citizens and ask each other questions about their teenage years. Encourage them to use *Yes / No* and *Wh-* questions. Walk around the classroom to check students' performance and offer help if needed. You may also work on the correct intonation of *Yes / No* questions (rising intonation) and *Wh-* questions (falling intonation).

Answer key: Students' own answers

9 In their notebooks, students write about the teenage years of an older relative. Tell them to follow the example as a guide and encourage them to include vocabulary discussed in this unit and in the previous activity. You may assign this task as homework.

Answer key: Students' own answers

WB p. 139

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 139. You may assign these exercises as homework.

Answer key:
1 *3, 5, 2, 1, 4*
2 **1** *used to do;* **2** *didn't use to have;* **3** *didn't use to clean;* **4** *vacuum cleaner;* **5** *washing machine;* **6** *didn't use to be;* **7** *didn't use to heat;* **8** *microwave*
3 **1** *to listen to pop music;* **2** *Did teens use to go to the cinema?* **3** *Did teens use to work?* **4** *Did teens use to wear similar clothes?*

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4 **1** *No, he didn't.* **2** *He used to go to school by bike. / He used to cycle to school.* **3** *No, he didn't.* **4** *No, he didn't.*
5 Students' own answers

Review – Pages 82 & 83

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:
1 **1** *loudly;* **2** *hard;* **3** *identically;* **4** *desperately;* **5** *fast;* **6** *carefully*
a *3;* **b** *4;* **c** *5;* **d** *6;* **e** *1;* **f** *2*
2 Possible answers: **2** *Adults speak more clearly than teens.* **3** *Adults get tired more easily than teens.* **4** *Teens adapt to technology faster than adults.* **5** *Adults drive more carefully than teens.*
3 Students' own answers
4 Students' own answers
5 Students' own answers
6 35 **1** *was;* **2** *used;* **3** *didn't;* **4** *use;* **5** *casual;* **6** *wear;* **7** *do;* **8** *were*

Audio script 35

Greg: *Who's this girl in the photo?*
Mum: *This is me when I was a teen.*
Greg: *Really? I didn't know you used to have curly hair.*
Mum: *No, I didn't have curly hair but I used to get the perm.*
Greg: *And did you use to wear bright clothes?*
Mum: *Yes! It was the trend! The style at that time was casual. And I remember that I used to wear a jean jacket all the time.*
Greg: *So you didn't use to wear heels and skirts like you always do.*
Mum: *Exactly! I used to love ripped jeans and trainers so much!*
Greg: *Wow mum, you were a totally different person*

7 **1** *Yes, they did.* **2** *No, they didn't.* **3** *Yes, they did.* **4** *Yes, they did.* **5** *Yes, they did*
8 Suggested answer: *Zoey used to live in Spain when she was 8 years old but she now lives in France. She used to speak only Spanish but now she also speaks French and English. When she was a child, her favourite activity used to be drawing. Now her favourite activity is painting. She used to be a student but now she's an artist and a blogger. When she was 8, she used to be shy and quiet. Now she's sociable and funny.*

At this point, you can ask students to do the *Project Work* activities for units 5 & 6 on page 114 of the Student's Book. These activities are thoroughly explained on page 94 of this Teacher's Book.

3 #WORLD ISSUES

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Verb phrases	Recycling of units 5 & 6 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about parent-teen conflicts and reactions.

REBEL WITH A CAUSE
Pages 84 & 85

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, reading and talking about parent-teen conflicts and reactions.

1 Focus students' attention on the photos and elicit what they show: parent-teen conflicts. Then read the title aloud and have the class think of a possible cause that the teens in the photos may have to argue with their parents. Write their ideas on the board and help them with vocabulary if needed. After that, have them share their answers orally. Finally, ask students if they have had a similar conflict with their parents and how they solved it.

Answer key: Students' own answers

2 Tell the class to read and complete the article with the phrases. Ask students to compare their answers in pairs. Finally, check orally with the class.

Answer key: *'Get up! You're missing the best part of the day', 'Stop being so dramatic about everything', 'My house, my rules!', 'I've only asked you how school was'*

3 Ask students to complete the sentences. You may work on the first sentence with the class to check understanding. To correct, have some students read their answers and write them on the board to check spelling.

Answer key: 1 *earlier than;* **2** *more emotionally than;* **3** *better than;* **4** *more freely;* **5** *harder than*

4 Tell students to read the article again to identify the true and false sentences in activity 3 and to write the correct information in activity 4. Finally, check orally with the class.

Answer key: 1 *F. Teens feel tired later at night than adults.* **2** *T;* **3** *T;* **4** *F. Parents often complain that their teenagers refuse to talk to them about school.* **5** *T*

5 Have students complete the sentences. Remind them to pay attention to the words after the gaps. Finally, invite some volunteers to read their answers aloud to check.

Answer key: 1 *used to get up;* **2** *didn't use to be;* **3** *didn't use to argue;* **4** *used to be;* **5** *didn't use to do*

6 Ask students to discuss their ideas in groups. Walk around the classroom to monitor and help them with vocabulary if needed. Finally, invite the groups to share their answers and write their suggestions to avoid or resolve conflict on the board.

Answer key: Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 73. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ▶ Tests Unit 6
- ▶ Extra-worksheets Unit 6

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UNIT 7 – #THE POWER OF THE MIND

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Verb phrases: *look on the bright side, give up;* etc.	Conditional sentences Type 1 Word categories: noun, adjective, adverb, verb, conjunction, pronoun & article	Stress pattern in word categories (nouns, adjectives and adverbs): *optimist / optimism, optimistic, optimistically;* etc.	Discussing the benefits of optimism.
L2	Vocabulary related to dreaming and sleeping: *asleep, nightmare;* etc.	Compounds with *some: somebody / someone, something & somewhere*	Stress pattern in compounds with *some*	Reading and talking about dreams and their meanings.
L3	Verb phrases: *be chased, get lost;* etc.	Compounds with *any: anybody / anyone, anything & anywhere.* Compounds with *no: nobody / no one, nothing & nowhere*	Stress pattern in compounds with *any* & *no*	Describing some strange, funny or frightening dreams.
L4	Vocabulary related to dreaming: *remember dreams, vivid dreams;* etc.	Question tags (in the past, present & future)	Intonation of question tags	Discussing facts about dreams.
	Extras: Suggested optional games and activities for consolidation.			

Opening Pages – Pages 86 & 87

Read the title of the unit aloud and invite students to mention in which ways they think that their minds are powerful. You may ask: *Do you tend to have positive or negative thoughts?, Do you meditate or do activities to reduce stress?, Do you usually remember your dreams?, Do you have nightmares?, Do you try to make your dreams come true?;* etc. Highlight the different meanings of *dream*: *representations or series of events that occur when you sleep* and *something you want very much or that is ideal.* Write students' ideas on the board and help them with vocabulary if necessary. Then direct their attention to the images on the double-page spread. Encourage them to describe each photo and add key words on the board as they share their ideas. After that, focus students' attention on the *#Pic Of The Unit* box and go over the questions with the class to check understanding. Give students some minutes to discuss their ideas in pairs and write down notes while they interact. Walk around the classroom to monitor their work and help them with vocabulary if necessary. Then have some volunteers answer the questions and encourage a whole-class discussion. You may ask students if they have ever had a similar dream to those represented in the images and how they felt after that dream. You may also focus on the phrase *Follow that dream.* on page 86 and have the class share if they have a big dream that they would like to fulfil and the actions they take to make it real. Finally, direct students' attention to the *#Unit Goals* box and have some volunteers read the objectives aloud. Remind students that they will use this box for self-evaluation after completing the unit.

Lesson 1 – Pages 88 & 89

1 Go over the questions and invite students to share their opinions. Elicit words that they associate with *optimism* and *pessimism* and write them on the board. When students answer if they consider themselves optimists or pessimists, ask them to give examples. Encourage the class to mention how they may have a more optimistic attitude when facing a situation that is not as expected.

Having a positive mindset

Being optimitic is an emotional skill related to well-being. When students discuss their attitudes and reactions to daily situations and life events, they can examine their thoughts and feelings and become aware of how these influence on their behaviour and their relationships. Encourage students to think of ways in which they can be more optimistic and write their ideas on the board. Also ask them if they have found it difficult to remain positive in a hard situation and elicit ideas about how to handle it; for example: *asking for help, focusing on possible solutions, trying harder, considering that it is a temporary situation*; etc.

Answer key: Students' own answers

2 Refer students to the *Sign Up to Grammar* box on page 89 and have different volunteers read out the use and structure of Conditional Sentences Type 1. Copy some examples on the board and encourage students to recognise the tenses used in each clause. Make sure they understand that the *if clause* is always followed by the Present Simple and the tense used in the other clause (the main clause) is the Simple Future. Also, direct students' attention to the Conditional Sentences Type 0 and have them compare their use and structure with the Conditional Sentences Type 1. You may write some examples on the board for students to identify each type of conditional sentences.

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

Refer students to activity 2 and have them read the article to complete the sentences below. Walk around the classroom to help them with vocabulary if needed. Have some students read the complete sentences to check.

Answer key: ***1*** *will;* ***2*** *will;* ***3*** *won't*

Optional Activity

Divide the class into two groups. Tell students that you will read information from the article about optimism and they have to identify if it is true or false. Groups get a point for each correct answer and an extra point if they can provide the right information for the wrong statements. The group with more points wins the game.

Suggested sentences:
1 Optimists have physical benefits as a result of their positive attitudes.
2 When optimists have a bad day or a bad result, they blame others.
3 Only genetics determine your optimism levels.
4 You can actively change your attitude to be more positive.
5 If you focus only on the positive, you will probably face some problems.
6 Optimists never have negative feelings.

Answer key: ***1*** *T;* ***2*** *F. Optimists explain positive events as the results of their own actions or characteristics.* ***3*** *F. Environmental variables out of your control, such as your socioeconomic status, also play an important role.* ***4*** *T;* ***5*** *T;* ***6*** *F. Optimists have negative emotions and they shouldn't repress them.*

3 Students re-read the magazine article on page 88 and underline the Conditional Sentences Type 1 in the text. To check answers, have different students read out the sentences they have underlined and copy some of them on the board for students to analyse the structures.

Answer key: *If you always see the brighter side of things, even in your worst day, you will think that 'tomorrow will probably be better.' If an optimist gets a promotion, they will probably believe it's because they are good at their*

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job and will receive more benefits and promotions in the future. If they don't get the promotion, they will explain that it's possibly because they had a bad month, but will do better in the future. If you become more mindful, focusing on being present in the here and now, you won't worry much about upcoming events. And if you keep a gratitude journal or write down positive emotions, you will develop a more optimistic attitude as well. ... if optimists only focus on the positive, they will probably face some problems.

4 Ask students to read the *Useful Tip* box and analyse the example with the class. Then write on the board some sentences from the article on page 88 to help students identify the word categories: *An optimistic view brings certain advantages. / They may not think about all of the potential risks.* After that, students complete the table in activity 4. Have some volunteers read out their answers to check and help students with pronunciation. Lay emphasis on the change of stress pattern in the different word categories. Write the words on the board and ask some volunteers to come up to the front and underline the stressed syllables in them: *optimist / optimism, optimistic, optimistically; pessimist / pessimism, pessimistic, pessimistically; realist / realism, realistic, realistically.* You may write other examples: *idealist / idealism, idealistic, idealistically; pacifist / pacifism, pacific, pacifically;* etc. Finally, focus students' attention on the changes the words in the table undergo: the suffix *–ic* is added to the nouns to form adjectives and the suffix *-ally* is added to the adjectives to form adverbs. Also, explain the difference between the nouns that are used to refer to people (optimist / pessimist / realist) and the ones used to refer to abstract nouns (optimism / pessimism / realism).

Answer key: Adjective: *optimistic;* **Noun:** *pessimist / pessimism;* **Adverb:** *pessimistically;* **Adjective:** *realistic;* **Adverb:** *realistically*

5 36 Tell students they are going to listen to two people talking about being optimistic. First, ask students to listen to the audio and identify what John has been up to recently: *He's finished reading a book about positive thinking.* Then have students read the sentences and listen to the audio again to do the task. Ask some volunteers to read the sentences aloud to check.

Answer key: 1 *will;* **2** *probably won't;* **3** *will;* **4** *will probably*

Audio script 36

John: *Hi, Emma!*
Emma: *Hi, John! What have you been up to recently?*
John: *Well, I've just finished reading a very interesting book about positive thinking. It's called Think Big.*
Emma: *Oh, really? What is it about?*
John: *Um, the main idea in this book is that if you're optimistic, you'll attract to your life many of those things you really want.*
Emma: *That sounds great! Does it mean that if I really want something and act positively, I'll get it?*
John: *Well, you probably won't get absolutely everything but you will get most of the things you really want. For example, if you want to get a university degree - and you think positively - you will have the energy to study hard and in the end, you will most probably get it.*
Emma: *I see. And what if I want to buy a bigger house? How does it all work?*
John: *Well, if you think big and have positive thoughts all the time, you will probably start working harder to save a lot of money to get your new house. Or maybe you'll get a better-paid job. I'm sure you'll end up living in a bigger and nicer house if you think big.*
Emma: *Wow! Thanks, John. I can tell you that from now on, I'll start thinking positively about everything I want in my life!*
John: *Me too! Bye, Emma!*
Emma: *Bye, John! Take care!*
John: *You too!*

6 Tell students to use the prompts to write conditional sentences type 1. Go over the beginning of the first sentence and encourage the class to complete it with the second clause. Write the answer on the board and give students time to complete the activity. Finally, invite different students to read the sentences aloud to check.

Answer key: 1 *I'll meet new friends;* **2** *You'll see the glass half full if you are optimistic.* **3** *If people don't have confidence, they won't probably achieve their goals.* **4** *She'll try to make things better if she is a realistic optimist.*

7 Students work in pairs and make statements orally using Conditional Sentences Type 1 and the ideas on the box. Read the example aloud to check understanding and encourage students to use the affirmative, negative and interrogative forms. You can write on the board the structure of Conditional Sentences Type 1 in the three different forms to help students. Walk around the classroom to check students' performance and offer help if needed.

Answer key: Students' own answers

8 In their notebooks, students write about the possible changes in their lives. Remind them to use the phrases in the box. When they finish, they may exchange their notebooks with their classmates for peer correction. Or you may assign this activity as homework and correct the written assignment afterwards.

Answer key: Students' own answers

WB p. 140

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 140. You may assign these exercises as homework.

Answer key:
1 **1** *have, will reduce;* **2** *won't try, blame;* **3** *practise, will change;* **4** *won't reach, aren't;* **5** *won't create, don't accompany;* **6** *keep, will focus*
2 **1** *If you're a pessimist, negative events affect you badly.* **2** *You're a pessimist if you expect only negative outcomes.* **3** *If you want to be more positive, you'll change your mindset.* **4** *You'll be more prepared for the future if you're realistic.* **5** *You'll reduce the impact of negative thoughts, if you practise meditation.*
3 *3, 5, 2, 4, 1*
4 Students' own answers

Lesson 2 – Pages 90 & 91

1 Write on the board some words that collocate with *dreams* and encourage the class to try to explain their meaning and give examples: *sweet dreams, vivid dreams, bad / disturbing dreams, recurring dreams, prophetic dreams*; etc. Then discuss the warm-up questions with the class. Direct students' attention to the photos of the woman falling and the woman sleeping underwater and ask them if they have had a similar dream and what they think the images of these dreams may represent. Also ask them why different people may have similar dreams. Write key words on the board and help them with vocabulary.

Answer key: Students' own answers

2 Tell students to read the article about dreams and decide if the sentences below are true or false. Give them time to do the activity and compare their answers in pairs. To correct, invite different volunteers to read their answers aloud and encourage them to correct the false sentences. Finally, focus students' attention on the subheadings in the article and ask them if they have ever had any of these dreams. If so, elicit their opinions about the meanings of the dreams and have them give reasons for agreeing or disagreeing with the interpretations in the article.

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

3 Ask students to read the article again and complete the diagram with words of different categories or short phrases connected with the topic. Finally, have some volunteers say the words they wrote down and copy them on the board.

Answer key: Suggested answers: *interpretations, intense emotions, scary, recurring, peaceful, bad, come true, nightmare*

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Optional Activity

If you have time, ask students to search for more information about dreams. Tell students to work in groups and write about a common dream and the possible interpretations. Encourage them to use conditional sentences. On the following class, each group reads out their descriptions and explanations. After each presentation, invite the class to give their opinions about the information the group has shared. You may ask questions to help them discuss; for example: *Have you ever had this dream?, How did you feel when you woke up?, Why do you think it's a common dream?, Do you agree with the interpretation?;* etc. Students may find information about dreams at http://www.dreammoods.com/commondreams/.

4 Direct students' attention to the compounds with *some* in the *Sign Up to Grammar* box. Have a volunteer read out the sentences and help students complete the box with *a person, a thing / an event* or *a place*. Remind students that compounds with *some* are used in affirmative sentences and that there is no difference in meaning between *somebody* and *someone*. Lay emphasis on the pronunciation of these compounds and the stress pattern: *someone / somebody, something* and *somewhere*.

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

Answer key: 1 *a thing / an event;* **2** *a person;* **3** *a place*

5 Ask a student to read out the instructions. Have students complete the phrases and match them to make sentences about common dreams and their meanings. Help them with vocabulary if necessary. Do not check the activity at this stage.

6 37 Students listen to the audio to check their answers in the previous activity. You may pause after each dream is mentioned for students to check answers. They may also tell you what each compound in the answers refers to: *a person, a thing / an event* or *a place*.

Answer key: 1 *somewhere;* **2** *something;* **3** *someone, something;* **4** *something;* **5** *somewhere;* **6** *somewhere* (from top to bottom) *5, 2, 1, 6, 4, 3*

Audio script 37

Speaker: *Dreams represent a collection of thoughts, emotions, events, people and places that are relevant to the dreamer. While there's little scientific evidence that dreams can mean something specific, there are some associations which are common.*
For instance, elements such as water can represent different emotions depending on the context. If you are somewhere with muddy water in your dream, it may represent sadness, while clear water may be connected to emotional clarity. And wind is associated with something that is going to change or changes that you're currently undergoing.
When somebody's dream is about losing their teeth, it may mean that the person is worried about their appearance. It may also be related to being concerned about something they said.
If you dream with a celebrity, there's something about that person that is relevant to you, or you want to be recognised for.
Another common dream is flying somewhere. These dreams can represent feelings of freedom, but they can also indicate a desire to escape from the realities of life. In dreams, houses and buildings often represent our bodies or ourselves, so when you dream you're somewhere in a house, you may actually be exploring your inner self. Or if you dream that you've discovered a room that you haven't previously seen, you may be discovering something new about yourself.

Sources: https://www.cnet.com/health/sleep/what-it-means-to-dream-about-fire-death-falling-flying/
https://www.verywellmind.com/understanding-your-dreams-2795935
https://www.harpersbazaar.com/beauty/health/a11043/8-common-dreams-and-what-they-mean/

7 Ask students to circle the correct options. To check, have some students read out the sentences.

Answer key: 1 *something;* **2** *somewhere;* **3** *somebody;* **4** *somewhere;* **5** *someone;* **6** *something*

8 Have students read the instructions silently and look at the example. You may model this activity with a student first. Then pairs work on their own and follow the example. You may write these expressions on the board as a guide: *It's somewhere where..., It's something that..., It's someone who...* Walk around the classroom to monitor students' performance.

Answer key: Students' own answers

WB p. 141

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 141. You may assign these exercises as homework.

Answer key:
1 **1** *somewhere;* **2** *something;* **3** *something;* **4** *something;* **5** *somebody / someone;* **6** *something*
2 **1** ✓; **2** ✗; **3** ✓; **4** ✓; **5** ✗
3 **1** *Somebody;* **2** *Somewhere;* **3** *Something;* **4** *Somewhere;* **5** *Something;* **6** *Somebody*
4 Students' own answers

Lesson 3 – Pages 92 & 93

1 Write the word *nightmare* on the board and ask students to mention some things they associate with this word. If some of students' answers are related, you may write them on the board under different categories: *animals, sounds, smells, people*; etc. Students can refer to these words when they discuss the warm-up question.

Answer key: Students' own answers

2 Encourage students to describe the three pictures. You may ask some guiding questions: *What do the pictures show?, What objects can you see?, Where is the person?, How do you think that the images are related to nightmares?* You may ask students to predict what each nightmare is about and give reasons. Then have students read the dream narratives silently and match them to the pictures. To check answers, call on different students to read aloud the texts and ask the whole class what picture matches each dream. If necessary, help out with the meaning and pronunciation of those words that might be new to students: *bugs, ladybirds, coackroaches;* etc.

Answer key: a *3;* **b** *1;* **c** *2;*

3 Read out the instruction and the sentences to check understanding. Students re-read the dream narratives and tick the correct sentences. You may ask students to underline the information in the texts that helped them identify the right sentences. Check by asking some volunteers to read out their answers and encourage students to provide the correct information for the wrong sentences.

Answer key: Correct sentences: *3, 4, 6*

Optional Activity

You may encourage students to analyse the texts and identify some specific words and expressions. For example, you may ask the class to underline time expressions and circle adjectives that describe feelings. You may also direct students' attention to the tenses used in the three narratives and the connectors and phrases used to link the sentences. This activity is meant to help students understand how to write their own dream narratives, which they will have to do at the end of the lesson.

4 Direct students' attention to the *Sign Up to Grammar* box on page 93. Tell them that they will analyse compounds with *some*, *any* and *no*. Ask them to read the box and complete the affirmative sentences first. Then go over the other sentences with the whole class. Encourage them to notice the difference of form and meaning in these other sentences before they complete the other gaps. Check answers with the whole class. Finally, revise the pronunciation of the compounds with *some* and work on stress pattern and pronunciation of these new compounds: *anybody, anything, anywhere, nobody, nothing* and *nowhere*.

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

Answer key: 1 *something;* **2** *somewhere;* **3** *anybody;* **4** *anything;* **5** *nobody;* **6** *nothing*

#Useful Tip > Language

Draw students' attention to the *Useful Tip* box. Ask a volunteer to read aloud the information in this box. Make sure students understand the use of *any* and explain that the compounds with *any* can also be used in affirmative sentences to refer to any place, person or thing: *anywhere, anyone / anybody, anything*. Write examples on the board to illustrate this use and help students compare the use of compounds with *any* in interrogative, negative and affirmative sentences. Some examples: *I can't find my phone. It may be anywhere! / Anyone with a student card can borrow books from the library. / Can you find anything you want in this shop? / There isn't anything I can do to help you.*

Optional Activity

Ask students to work in pairs and take turns to refer to the dream narratives in activity 2 and identify if the information corresponds to *Ben, Ariana* or *Mateo*. Encourage them to use compounds with *some, any* and *no*. Work with a volunteer to illustrate the activity and say, for example: *This teen couldn't see anything on the screen phone. (Ben).* Walk around the classroom to monitor their work and help them if needed.

5 Students complete the conversation with a suitable compound. Ask them to pay attention to the form of the sentences and have a look at the *Sign Up to Grammar* box, if necessary. Check answers by asking two students to read out the dialogue. Finally, clear up any vocabulary doubts and work on the ponunciation of *edge* and *abyss*.

Answer key: 1 *something;* **2** *somewhere;* **3** *anything;* **4** *anyone / anybody;* **5** *someone / somebody;* **6** *anywhere;* **7** *anything;* **8** *anywhere;* **9** *something;* **10** *anyone / anybody;* **11** *nothing*

6 38 Read out the instructions and give students some minutes to read the options. Play the audio twice as students tick the sentences and the option they hear. Then check with the class and ask students to give reasons for their answers. Finally, ask questions for more specific information to test how much they can remember: *Where was Janet in her dream?, What happened when she woke up?, How did she feel?* If students do not remember the answers, you may play the audio again.

Answer key: 1 *a lot of people;* **2** *nothing;* **3** *embarrassing*

Audio script 38

Janet: *Well, I don't know how to start really. It makes me blush when I think of it now. OK, here I go. Last night I had one of the most horrible nightmares I can remember. I dreamt that I was in front of a large audience somewhere. It looked like a theatre or a school stage but I can't remember it very clearly now. What I do remember is that there were lots of people just looking at me and…guess what? I was… , er… , I was feeling so embarrassed! I didn't have any clothes on! It was horrible! Imagine that! When I woke up, I remember I was crying. Has something like this ever happened to you? I mean, have you ever dreamt of something like this, or that you were falling down or late for an important meeting and you couldn't do anything at all to stop it happening?*

7 Ask students to get in pairs and read the instructions silently. Tell them to take down notes because they will need them for a writing activity. Encourage students to use compounds with *some*, *any* and *no* while interacting with their partners. Walk around the classroom to monitor their work.

Answer key: Students' own answers

8 In their notebooks, students write a short text using the ideas the collected in activity 7. Tell students to use the dream narratives on page 92 as models. You may assign this task as homework.

Answer key: Students' own answers

Optional Activity

If you have time, ask students to make a drawing of their classmates' nightmares and add five elements that were not mentioned in the original dream. Then have students get in pairs with a new student. They take turns reading aloud their dream narratives for their partners to find and mention the five differences in the pictures. Walk around the classroom to monitor students' work.

WB p. 142

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 142. You may assign these exercises as homework.

Answer key:
1 **1** *Someone / Somebody;* **2** *nobody / no one;* **3** *something;* **4** *somewhere;* **5** *anything;* **6** *anywhere*
2 **1** *somewhere;* **2** *somebody;* **3** *anywhere;* **4** *no one;* **5** *nowhere;* **6** *anything;* **7** *anywhere;* **8** *somewhere;* **9** *something;* **10** *someone*
3 Students' own answers

Lesson 4 – Pages 94 & 95

1 Read the instruction and the sentences aloud to check understanding. Give students time to decide if the sentences are true or false and compare their ideas in pairs. Walk around the classroom to monitor their work and help them with vocabulary if necessary. Then have some volunteers share their answers and support their ideas. Write key words on the board as they talk.

Answer key: Students' own answers

2 Now direct students' attention to the infographic and revise its characteristics with the class: *An infographic is a graphic design that shows information. There are different formats such as mind maps, bar graphs, pie charts; etc. It includes short texts, pictures and colours to make it visually appealing.* Then students read the information and check their ideas in activity 1. Check answers with the class and have students correct the false sentences. This will help them work on the questions in activity 2. Direct their attention to these questions and ask them to write the answers. Finally, have some volunteers read their answers aloud to check. Ask students if they were surprised by any of the facts and why or why not. Invite them to share any other facts about dreams they may know.

Answer key: (Activity 1) **1** *T;* **2** *F;* **3** *T;* **4** *T*
(Activity 2) **1** *No, I won't.* **2** *It can last between five and twenty minutes.* **3** *They are like films.* **4** *They occur during REM sleep, a phase of sleep characterised by rapid eye movement.*

3 39 Direct students' attention to the *Sign Up to Grammar* box on page 95. Ask them to read the box and write some examples on the board to show the form of question tags in affirmative and negative sentences. Explain that a question tag has a falling intonation when it is used to ask for information (give an example for students to repeat after you). Add that a question tag has a rising intonation when it is used to confirm information (give an example for students to repeat after you). Then refer students to activity 3 and go over the sentences to check understanding. Play the audio for students to write the auxiliaries. You may play the audio again and pause after each sentence is mentioned to check.

Answer key: **1** *won't;* **2** *don't;* **3** *aren't;* **4** *does;* **5** *haven't*

Audio script 39

Speaker: *Number 1*
Interviewer: *In standard dreams, your dreams can show real life situations. So, standard dreams will show people you know and places you recognise, won't they?*
Specialist: *Yes, they can represent your real life and how you feel too.*
Speaker: *Number 2*
Interviewer: *Nightmares typically happen during REM sleep, don't they?*
Specialist: *That's right. That's why people remember their nightmares.*
Speaker: *Number 3*
Interviewer: *If you have a lucid dream, you are aware that you are dreaming, aren't you?*

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Specialist: *Absolutely. And some people can control what happens in the dreams.*
Speaker: *Number 4*
Interviewer: *A daydream never occurs when the person is sleeping, does it?*
Specialist: *No, it doesn't. People are so absorbed in their thoughts that they may feel they were dreaming but they are awake.*
Speaker: *Number 5*
Interviewer: *About 60 to 75% of adults have recurring dreams, that is, adults have had the same dream many times, haven't they?*
Specialist: *Yes, they have. And most recurring dreams are about stressful situations.*

Optional Activity

Tell the class that now they will focus on the specialist's answers in the interview in activity 3. Write the answers and encourage students to match them with the sentences they completed with the question tags in that activity. Give them time to copy the answers in their notebooks and write the corresponding numbers of the sentences next to each answer. Then play the audio and have students check. Finally, focus students' attention on the words and phrases the specialist uses to answer the question tags: *That's right., Absolutely., Yes,...;* etc.

1 That's right. That's why people remember their nightmares. [ ]
2 No, it doesn't. People are so absorbed in their thoughts that they may feel they were dreaming but they are awake. [ ]
3 Yes, they have. And most recurring dreams are about stressful situations. [ ]
4 Yes, they can represent your real life and how you feel too. [ ]
5 Absolutely. And some people can control what happens in the dreams. [ ]

#Useful Tip > Vocabulary

Draw students' attention to the *Useful Tip* box and read aloud the information. Go through the examples so that students understand that these words are written and pronounced in the same way. Then ask them to provide more examples. You may divide the class into groups of 4-5 students and give them three minutes to think of some words. Finally, groups write on the board their examples and explain them. The group with most correct examples is the winner. Examples of some common homonyms: *arm (a weapon / part of the body); band (a strap / a group of musicians); bark (noise made by a dog / the outer part of a tree); bank (sloping raised land along the side of a river / building in a city or town); can (modal verb / a metal container); fan (a piece of cooling equipment / an admirer or a supporter); flat (level and smooth / UK word for apartment); type (write using a keyboard / sort, kind).*

4 Have a student read out the instructions and complete the *Sign Up to Grammar* box. Check by having some volunteers read aloud their answers.

Answer key: 1 *don't;* **2** *haven't;* **3** *won't;* **4** *does*

5 Now that students have completed the *Sign Up to Grammar* box, ask them to complete the rules with the correct word. Have some students read the answers aloud to check.

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

Answer key: 1 *negative;* **2** *affirmative*

6 Tell students to match the phrases and pay attention to the form and tenses of the verbs as well as the subjects used at the beginning of the sentences. Finally, have different students read aloud the sentences to check answers with the whole class.

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

7 Read out the instructions and the example. Encourage pairs to make guesses about their partners. Walk around the classroom to monitor their work. If there is time, invite some students to share the information about their partners' habits.

Answer key: Students' own answers

8 Tell students to write an interview with their classmates using the information in activity 7. Remind them to use question tags. You may assign this exercise as homework. You may also invite pairs to read their interviews aloud or act them out.

Answer key: Students' own answers

WB p. 143

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 143. You may assign these exercises as homework.

Answer key:
1 **1** *don't we;* **2** *isn't he;* **3** *haven't you;* **4** *isn't it;* **5** *have you;* **6** *did you*
2 **1** *You weren't late at school, were you?* **2** *You didn't find the notes for your project, did you?* **3** *You forgot something, didn't you?* **4** *You were afraid of talking, weren't you?* **5** *You have had that dream before, haven't you?* **6** *When you woke up, you were anxious, weren't you?*
3 **1** *don't you;* **2** *have you;* **3** *aren't you;* **4** *did you;* **5** *won't you*
Students' own answers

Review – Pages 96 & 97

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:
1 **1** *have;* **2** *will enjoy;* **3** *will become;* **4** *appreciate;* **5** *consider;* **6** *are;* **7** *will feel;* **8** *write;* **9** *will improve;* **10** *repress;* **11** *won't have*
2 **1** *health;* **2** *healthy;* **3** *optimist;* **4** *optimistic;* **5** *positivity;* **6** *positive*
3 Students' own answers
4 **1** *Someone / Somebody;* **2** *anything;* **3** *somewhere;* **4** *someone / somebody;* **5** *anywhere;* **6** *something*
5 Students' own answers
6 40 **1** *don't they;* **2** *anybody;* **3** *anything;* **4** *nothing;* **5** *haven't you;* **6** *anything;* **7** *won't it;* **8** *something;* **9** *somewhere;* **10** *won't we*

Audio script 40

Mike: *Hi, Lucy! Our final exams start on Monday, don't they?*
Lucy: *Yeah, but I'm not really happy about it.*
Mike: *Well, is anybody ever happy about exams? I don't think so.*
Lucy: *I know! But I've had nightmares. Yesterday, I dreamt that I didn't have anything to do the test, not even a pencil. And when I tried to tell the teacher, nothing came out of my mouth.*
Mike: *That's horrible! You should relax. There's still time and you have started studying, haven't you?*
Lucy: *Well, I've borrowed Lisa's notes and they're really helpful. But I feel I haven't done anything yet!*
Mike: *OK, I'll tell you what. Come and study with me this afternoon after school. We can study for Science today because that will be our first test, won't it?*
Lucy: *Yes, and I really need help to understand at least something about this subject. I think I'll go somewhere after school and buy some snacks for this afternoon.*
Mike: *That sounds great. So, we'll meet after school then, won't we?*
Lucy: *Sure! See you!*

7 **1** *have you;* **2** *aren't they;* **3** *do you;* **4** *don't you;* **5** *won't you;* **6** *did you*
8 Students' own answers
9 Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 87. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ▶ Tests Unit 7
- ▶ Extra-worksheets Unit 7

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UNIT 8 – #GROWING TRENDS

	CONTENTS			COMMUNICATIVE AND LEARNING TASKS
	LEXIS	GRAMMAR	PHONOLOGY	
L1	Some nouns and noun phrases: *e-waste footprint, recyclers;* etc.	Present Perfect with *for* and *since*		Discussing e-waste and pollution up to the present.
L2	Unusual jobs: *video game tester, animal chiropractor;* etc	*How long...* + Present Perfect	Intonation of *How long* + Present Perfect Pronunciation of some unusual jobs: *cat sitter, voice over artist, fortune cookie writer;* etc.	Discussing unusual jobs and duration.
L3	Adjectives used to describe jobs: *well-paid, rewarding, stressful;* etc.	Comparisons: *not as... as*	Pronunciation of some jobs: *business manager, ICT professionals;* etc. Pronunciation of adjectives used to describe jobs	Discussing and comparing some popular teen career choices.
L4	Adjectives: *interested, responsible, fascinated, worried, afraid;* etc.	Adjective + preposition + *noun / -ing: interested in something, interested in doing something;* etc.	Pronunciation of some jobs: *drone pilot, librarian, veterinarian;* etc.	Talking about jobs of the future.
	Extras: Suggested optional games and activities for consolidation.			

Opening Pages – Pages 98 and 99

Read the title of the unit aloud and elicit the meaning of *trend: a general development in a situation, a tendency.* You may ask students about trends in different areas, for example, trends in technology, fashion, food and nutrition, sports; etc. Write their ideas on the board and help them with vocabulary. Then focus their attention on the double-page spread and encourage the class to describe the images and find possible connections between them. You may also ask; for example: *Which image makes you feel hopeful / angry / stressed / worried;* etc.*? Why?, Which growing trend represented in the images do you notice more in your town / city? Why?, How does it affect the community?;* etc. After that, direct students' attention to the *#Pic Of The Unit* box. Go over the questions with the class and check understanding. Give students time to discuss the questions in groups. Walk around the classroom to monitor their work and help them with vocabulary if necessary. After some minutes, invite different volunteers to share their ideas with the rest of the class. Write *Technology* on the board as a title and draw two columns below it with the subheadings: *Beneficial impacts* and *Damaging impacts*, and add key words and phrases that students mention in each column. Finally, draw students' attention to the *#Unit Goals* box and read the sentences aloud. Remind the class that they will use this box for self-evaluation at the end of the unit.

Lesson 1 – Pages 100 & 101

1 Read the questions aloud and invite students to share their ideas. As students mention the sources of pollution, encourage them to think of ways in which to avoid or reduce pollution. Ask them if they are aware of their consumption habits

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in relation to food, clothes, technology, energy; etc. and write key words and phrases on the board as students participate in the discussion. Have them brainstorm the changes they can make to become conscious consumers and be more environmentally friendly. Also tell the class to consider individual, local, global and political actions that can be taken to reduce our impact on the environment. You may ask students to give examples of green actions that are already taken at home, at school and in their town / city and explain how they have made a positive impact on the environment. Write their ideas on the board and help them with vocabulary if necessary.

Being environmentally responsible

Environmental literacy is an important skill that allows people to make informed decisions and take effective actions regarding the environment. As students reflect on their impact on the environment and the eco-friendly actions they can take, they work on different skills such as self-awareness and responsible decision-making as well. You may encourage students to discuss possible changes in their habits both at an individual and a social level to contribute to save the planet. While they try to find solutions, they work cooperatively with a common goal in mind. Moreover, they develop empathy by considering not only ecological integrity but also the well-being of communities that are affected by natural disasters that occur as a consequence of human actions. You may invite the class to visit https://www.footprintcalculator.org/home/en and take the quiz to calculate their ecological footprint. In this way, they will carefully consider their habits and then have more relevant information about the changes they can make. You can also work together with the Science teacher to design a guide to a more eco-friendly school with the class and then encourage the community to put the ideas into practice.

Answer key: Students' own answers

2 Read the name of the online magazine aloud and encourage students to define the word *geek: a person who is extremely interested in computers or in digital technology*. Then go over the sentences with the class and check understanding. Ask students how e-waste affects the environment and write their answers on the board. After that, invite students to read the text in silence and decide if the sentences are true or false. Finally, have some volunteers read their answers aloud to check the activity and encourage them to correct the wrong information. Also, check students' previous ideas about e-waste with the class. Ask them if they know about policies implemented in the country to regulate e-waste. If students do not have any information, you may invite them to visit official government websites to find out. The following class, ask some volunteers to report their findings.

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

3 Have a student read out the instructions for this activity. Direct students' attention to the *Sign Up to Grammar* box and ask the whole class to read the sentences with *for* and *since*. Copy the example sentences on the board and ask students to focus on the difference in use between *for* and *since*. Then students complete the *Sign Up to Grammar* box. Make sure that they understand the difference and ask a volunteer to read aloud the *Remember!* section. Check answers with the whole class.

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

Answer key: 1 *for;* **2** *since*

Optional Activity

Write some time expressions with gaps before them on the board and ask students to copy them in their notebooks to practise the use of *for* and *since*. Then have some volunteers read their answers aloud to check.

Suggested expressions:
1 _____ last Saturday
2 _____ seven hours now
3 _____ my teenage years
4 _____ 2015

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5 _____ ages
6 _____ two weeks

Answer key: 1 *since;* **2** *for;* **3** *since;* **4** *since;* **5** *for;* **6** *for*

4 Ask students to complete the phrases with the verbs in brackets in the Present Perfect tense and circle *for* or *since*. Check by having some volunteers read out their answers.

Answer key: 1 *have charged, since;* **2** *has been, for;* **3** *haven't changed, for;* **4** *Since, has taught;* **5** *have adopted, since*

5 41 Read the instruction aloud and give students time to read the sentences in silence. Clear up any vocabulary doubts. Then play the audio twice for students to tick the correct sentences and complete or check their answers. Finally, check orally with the class.

Answer key: Correct sentences: *2, 5*

Audio script 41

Jake: *I'm 16 and I've separated waste at home since I was a little child. And at school, some students have put different bins so we can separate rubbish too. I think that if you're environmentally aware, you'll find lots of ways to reduce waste. For example, since the school year started, I've brought my own containers to buy food at the cafeteria to reduce plastic waste. And my friends and I have used reusable bottles for more than two years now.*

Luna: *I've lived in London for a year and five months, and I've separated rubbish since I came here. Since I started school, I've attended a recycling workshop because I was curious about the recycling processes. And since the very first day, I've learnt about the importance of recycling our waste. I think that being aware of our impact on the environment is key to adopt green practices. So, I've had a blog for five months now and I post eco tips and share useful information. I hope I can contribute to raise consciousness of environmental issues and how to reduce our waste.*

6 41 Encourage students to remember the information from the audio and write the correct sentences. Then play the audio for students to check. Finally, have some volunteers read their sentences aloud to correct the activity.

Answer key: 1 *Jake has separated waste since he was a little child.* **3** *His friends have used reusable bottles for more than two years.* **4** *Luna has lived in London for a year and five months.* **6** *She has had a blog with eco tips for five months.*

7 Ask students to complete the comments with the correct verbs in the Present Perfect tense and *for* or *since*. Remind them to pay attention to the time phrases after the gaps. Finally, invite different students to read the complete sentences aloud to correct the answers and write the verbs on the board to check spelling.

Answer key: 1 *have separated;* **2** *since;* **3** *have used;* **4** *for;* **5** *Since;* **6** *have recommended;* **7** *have become;* **8** *since;* **9** *have kept;* **10** *for;* **11** *Since;* **12** *have decided*

Optional Activity

Invite students to write a comment for Luna's blog in their notebooks. Explain to the class that they will share the eco-friendly actions that the school community has taken to protect the environment and remind students to use *since* and *for*. Tell them to use the comments in activity 7 as models. Then have students exchange their notebooks for peer correction. Finally, invite some volunteers to read their comments aloud.

8 Divide the class into small groups. Invite students to read the example aloud and check understanding. Give students time to share their actions and write down notes of their classmates' ideas. Walk around the classroom to monitor their work and help them with vocabulary if necessary. Finally, invite some students to report some of the actions they have taken.

Answer key: Students' own answers

9 Ask a volunteer to read out the instructions. Explain to students that they will have to use the notes they took in exercise 8. You can assign this activity as homework.

Answer key: Students' own answers

WB p. 144

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 144. You may assign these exercises as homework.

Answer key:
1 **1** *for;* **2** *since;* **3** *since;* **4** *for;* **5** *since;* **6** *for;* **7** *since;* **8** *for*
2 **1** *have been;* **2** *for;* **3** *since;* **4** *have made;* **5** *have consumed;* **6** *for;* **7** *have repaired;* **8** *haven't bought;* **9** *for;* **10** *Since;* **11** *have attended;* **12** *have focused;* **13** *for;* **14** *has been;* **15** *For;* **16** *have tried;* **17** *have had*
3 **1** *F. He's been concerned for many years and, since 2020, he has made drastic changes.* **2** *T;* **3** *T;* **4** *F. He has attended a school workshop to learn more about recycling for a week now.* **5** *F. His green actions have had beneficial effects.*
4 Students' own answers

Lesson 2 – Pages 102 & 103

1 Read the instruction and the words listed below aloud. Then write *Unusual jobs* on the board. Give students some minutes to work in pairs and write a list of as many unusual jobs as they can think of. Then as different pairs share their lists with the whole class, you may write students' answers on the board. Encourage students to explain why the jobs are unusual and have them mention the characteristics they associate with unusual jobs. Tell students that they can also use other words that are not in the list to refer to unusual jobs and help them with vocabulary if necessary.

Answer key: Students' own answers

2 Encourage students to guess the man's job in the photo. Write their answers on the board and ask the class to read the text silently to check their predictions. Also have them explain what a chiropractor does. After that, ask a student to read out the instructions and the questions to check vocabulary. Give students some minutes to re-read the text and answer. Check by asking some volunteers to read out their answers.

Answer key: **1** *He has worked as a chiropractor in Oklahoma.* **2** *He became famous in 2020.* **3** *Because some animals suffer from arthritis or injuries that can have lasting effects on their bodies.* **4** *Yes, he has.* **5** *Yes, they have.*

3 42 Choose a volunteer to read aloud the instructions and the tasks that are listed so that students know what to focus their attention on while listening. Clear up any vocabulary doubts and then play the audio twice if necessary. Check by playing the audio again pausing it after each task is mentioned.

Answer key: *look for bugs, write reports, play video games*

Audio script 42

Interviewer: *Are you a fan of video games? Have you ever thought that playing games would be your dream job? While this may sound unusual, there are many interesting jobs related to the video game industry. Today, I'm talking with Zoey, who works as a video game tester. Hello, Zoey! I assume you love video games. How long have you worked as a video game tester?*
Zoey: *Well, first of all, you're right! I've played video games since I was a child and I still love playing them even for work. And I've done this job for seven years now.*
Interviewer: *So what sort of skills do you need for this job?*
Zoey: *While it's true that you need to be familiar with games and have gaming skills, you must be acquainted with specific terms as well, since you'll be communicating with other members of the team, such as the game developers and animators. As a tester, I not only look for bugs but I also write bug reports. So, I must express myself clearly. Besides, I must be patient as the work may become repetitive and tedious at times. To be honest, I often test certain features and*

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just a part of the game many times and don't even play the entire game.
Interviewer: *That's really tiring. How long have you played the same part of a game?*
Zoey: *I'm not sure about parts of a game but I've certainly played the same game for months until everything worked well.*
Interviewer: *And when the game is released, do you play it just for fun?*
Zoey: *Um… I try not to play immediately after a game is released because I still see it with professional eyes and check it for bugs.*
Interviewer: *And do you play other video games for recreation?*
Zoey: *Sure! I haven't felt tired of video games yet. And I doubt that I ever will.*

4 Direct students' attention to the *Sign Up to Grammar* box. Ask students to read the explanation in this box. Analyse the first question with the whole class and ask students what words are missing. Then follow the same procedure with the other question. Explain that questions with *How long* can be answered by using *for* or *since*. You may invite students to scan the text in activity 2 for sentences with *for* and *since* and you may write them on the board. Finally, encourage the whole class to ask orally the corresponding questions with *How long* for these sentences. For example: *Dr Joren Whitley has worked as a chiropractor for about five years. How long has he worked as a chiropractor?* Lay emphasis on the intonation of this question (falling intonation).

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

Answer key: 1 *have;* **2** *worked;* **3** *How long*

Optional Activity

Invite students to work in pairs and take turns to ask questions using *How long... ?* and answer them. You may write some prompts on the board to guide them: *live in your house, play a sport / an instrument, study English, have a hobby, listen to (name of a band)*. Walk around the classroom and monitor their performance. Finally, invite some students to share their classmates' answers.

5 42 Ask students to read the instructions for this listening task and give them some minutes to look at the sentences. Encourage them to circle the words they remember from the audio to complete the sentences correctly. Play the audio twice as students circle the word they hear. Then choose different students at random to read the answers aloud.

Answer key: 1 *hasn't;* **2** *has to;* **3** *often;* **4** *months;* **5** *has continued*

6 Students write questions using the prompts and paying attention to the answers. Walk around the classroom to check students' work. To correct this activity, you may ask different students to read out the questions. Finally, you may ask the class if they would like to work as game testers and encourage students to give reasons for their answers by considering the positive and negative aspects that Zoey mentioned in the audio.

Answer key: 1 *How long have you been in front of the screen today?* **2** *How long has your workmate studied to become a video game animator?* **3** *How long have your friends played your video games?*

Optional Activity

Have students work in pairs and think of three more questions they would like to ask Zoey about her job. Remind them to use the structure *How long... ?* Walk around the classroom to monitor their work and help them with vocabulary if necessary. Then encourage students to write the answers using *for* and *since*. Finally, invite different pairs to read the questions and answers aloud.

7 Read out the instructions and the words in the note to check understanding. Ask students to repeat the words after you to practise pronunciation. Then students work in pairs and

follow the example. Walk around the classroom to check students' oral work. Finally, ask as many pairs as possible to act out their dialogues.

Answer key: Students' own answers

8 In their notebooks, students write an interview following the model in the previous activity. They may write about one of the jobs mentioned in activity 7 or they may invent one that does not exist. You may assign this task as homework.

Answer key: Students' own answers

WB p. 145

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 145. You may assign these exercises as homework.

Answer key:
1 **1** *What does your job involve?* **2** *What do you think of your job?* **3** *Why did you choose this job?* **4** *How long have you done this job?* **5** *What do you do?*
2 **1** *What do you do?* **2** *How long have you done this job?* **3** *What do you think of your job?* **4** *What does your job involve?* **5** *Why did you choose this job?*
3 **2** *How long have you had a pet?* **3** *How long have you practised a sport?* **4** *How long have you known your best friend?* **5** *How long have you lived in this city?* **6** *How long have you attended classes at this school?*
4 Students' own answers

Lesson 3 – Pages 104 & 105

1 Draw students' attention to the results of the survey. Work on the pronunciation of the jobs mentioned in the list with the whole class. Give students some minutes to read them silently and decide if they would choose one of the jobs mentioned. Then you may ask students to work in groups and share their choices and give reasons. Ask different groups to report their results and you may write their answers on the board to get the *Class Top Ten Career Choice List*. Then read the instruction for activity 1 and discuss the questions with the whole class. Finally, ask students if they have decided on their career choices and how they feel about their career expectations. Encourage the class to mention what they take into account when they think about their future jobs; for example: their interests, skills and knowledge needed, salaries and economic prospect; etc.

Answer key: Students' own answers

#Useful Tip > Vocabulary

Direct students' attention to the *Useful Tip* box. Read out the words in this box and their meaning so that students can find it easier to understand the comments in activity 2. Ask students to repeat these words after you to work on pronunciation.

2 Ask students to read the comments and identify the career choices the teens mention. After checking, give students some minutes to read the texts again and complete them with the sentences given. Check answers with the whole class and encourage students to explain which words or phrases helped them to make the connections between the sentences given and those in the comments.

Answer key: 1 *[3] I've read that there is a wide range of job options related to the field.* **2** *[1] I guess that this job can make a significant contribution to change the situation., [4] Sometimes, work may extend beyond office hours or continue at the weekend.* **3** *[2] I enjoy being active and doing different things every day.*

3 Have a student read out the instruction. Go through the words in bold in activity 2 with the whole class. Check that students pronounce these words correctly. Choose some students to read out the positive and negative adjectives to check this task.

Answer key: Positive: *interesting, exciting, well-paid, rewarding;* **Negative:** *stressful, tiring, boring, badly-paid*

Optional Activity

Divide the class into three groups and ask them to write six sentences wih correct and incorrect information about the comments in activity 2.

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Explain that they can refer to the comments by the numbers to identify them; for example: *The teen in comment 1 has already decided what to do in the future. (False)* Walk around the classroom to monitor their work. Once all the groups have written their sentences, invite different students from each group to read them out to the other groups. When a group identifies a true or false sentence correctly, it gets a point. The group with more points is the winner.

4 43 Ask a volunteer to read aloud the instructions and sentences to check understanding. Then students listen and choose the correct options. You may play the audio again and pause after each piece of information is mentioned.

Answer key: 1 *finance;* **2** *boring;* **3** *producer;* **4** *home;* **5** *well-paid*

Audio script 43

David: *My parents work in finance and their jobs are pretty stressful. They're usually worried about things and their jobs seem to be monotonous. I know that I don't want to work in the finance industry! They hope that I will become a lawyer, but I really want to be a music producer. I love playing the guitar and the piano and I produce my music at home. I've mixed sounds and edited my music for a year now, and I've learnt to use audio software to try out new styles. A few months ago, I started to share my music on my social media accounts and I started to have more followers. It would be really exciting if the artists I admire listened to my songs. And maybe, in a near future, I can turn this passion into a well-paid job.*

5 Draw students' attention to the *Sign Up to Grammar* box and read out the explanation. Go through the examples with the whole class. Give students some minutes to choose the option that expresses the same idea and check with the whole class.

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

Answer key: 1 *easier;* **2** *less challenging*

6 Have a volunteer read out the instruction and the example to make sure students understand this activity. Students write sentences using the prompts given. Check answers by asking some volunteers to read aloud the complete sentences. Encourage them to say if they agree with the ideas and give reasons for their answers.

Answer key: 2 *Working as a PE teacher isn't as exciting as working as a mountain guide.* **3** *Developing video games isn't as entertaining as playing them.* **4** *A secretary's working hours aren't as flexible as a social media influencer's.* **5** *Producing music isn't as stressful as working in finance.*

7 Ask students to read the instructions and the example. Tell them to use the cues given to write sentences. Have students compare their ideas in pairs. Finally, choose different students to read out their answers.

Answer key: Some possible answers: **1** *Being an amateur football player isn't as tiring as being a professional player.* **2** *Giving virtual classes isn't as entertaining as giving classes at school.* **3** *Working outdoors isn't as boring as working in an office.*

8 Ask students to get in pairs and tell them that they will have to ask questions and guess their partner's occupation. Go through the dialogue with the whole class to check students understand the procedure. Walk around the classroom to monitor students' oral performance.

Answer key: Students' own answers

9 Students write a text comparing two jobs and using adjectives from the previous activities. Once they have finished, they may read their texts to their partners. Students may also say if they agree or disagree with their classmates' ideas and can add some more comparisons. Encourage students to use some set phrases to interact: *I (don't) agree because…, I think (Physics) isn't as easy as (History),* etc.

Answer key: Students' own answers

WB p. 146

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 146. You may assign these exercises as homework.

Answer key:
1 **1** *exciting;* **2** *interesting;* **3** *well-paid;* **4** *rewarding;* **5** *boring*
2 **1** *Clara.* **2** *An urban farmer turns rooftops and backyards into fields to grow food.* **3** *She'd like to work outdoors. / in the field.* **4** *No, it won't.* **5** *Yes, they will.*
3 **2** *Workers with years of experience aren't as badly-paid as entry-level workers.* **3** *An artistic job isn't as stressful as an administrative job.* **4** *Doing different tasks isn't as tiring as doing a repetitive one.* **5** *Physical jobs aren't as popular as IT jobs.* **6** *A badly-paid job isn't as rewarding as a well-paid one.*
4 Students' own answers

Lesson 4 – Pages 106 & 107

1 Before passing on to this activity, ask students if they think that there will be some new jobs in the future and if some existing jobs will probably disappear. Discuss the ideas with the whole class and encourage students to support their answers and mention some possible reasons. Then read out the jobs listed to check vocabulary and pronunciation. Once students have made their choices, check answers with the whole class. Encourage students to think of ways in which some jobs that exist now can adapt to changes so as not to disappear in the future.

Answer key: Students' own answers

2 Direct students' attention to the photos and read the jobs aloud. Invite students to describe the images and explain what they think the jobs will involve. Then have a volunteer read the introduction aloud and ask the class which skills they think will be essential to have in the future. Remind them of the difference between soft skills and hard skills that they discussed in lesson 4 in unit 4. Help them with vocabulary if necessary and write key words on the board. After that, go over the questions with the class and check understanding. Give students some minutes to read the text and answer the questions. Have them compare their answers in pairs and finally, invite different volunteers to read their answers aloud.

Answer key: **1** *Space Pilot;* **2** *Extinct Species Revivalist;* **3** *3D Printing Engineer;* **4** *Space Pilot, Extinct Species Revivalist;* **5** *3D Printing Engineer;* **6** *Extinct Species Revivalist*

3 Direct students' attention to the *Sign Up to Grammar* box. Have a volunteer read out the examples as you copy them on the board. Point out that adjectives can be followed by prepositions and nouns or verbs ending in *-ing*. Ask students to look at the highlighted phrases in the text in activity 2 to complete the sentences in the box. Have some volunteers read out the sentences and say if the prepositions are followed by a *noun* or *–ing* in each case.

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

Answer key: **1** *worried;* **2** *responsible;* **3** *interested*

Optional Activity

Write some phrases with adjectives on the board and ask students to complete them with the correct preposition and finish them with their own ideas by using a noun or *-ing*. Have the class copy the phrases in their notebooks and then invite some volunteers to read their sentences aloud to check.

Suggested phrases:
1 I'm responsible _____ at home.
2 My pet is afraid _____.
3 My best friend is good _____.
4 I'm worried _____.
5 I'm fascinated _____.

4 44 Have a volunteer read out the instruction and the options. Help the student with the

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pronunciation of the jobs and encourage the class to briefly explain what they think the jobs involve. Play the audio for students to tick the correct jobs. Once you have checked the answers with the class, ask students why the jobs will be popular in the future. Play the audio again so that students can then provide the answer to your question.

Answer key: *robot receptionist, genetic counsellor, data scientist, robotics engineer*

Audio script 44

Angela Smith: *Well, we've been discussing some jobs of the future in today's programme and I've been thinking of others that may become very popular too. Let's imagine it's the year 2040. You have commuted to work in your self-driving car. A robot receptionist welcomes you with a warm cup of coffee as soon as you get out of the lift. You walk into your office and your 3D virtual interactive desk switches on automatically. Your 3D virtual assistant appears just in front of you and projects a hologram of your tasks for the day. Do you feel fascinated by this idea, or does it sound incredible to you? Well, artificial intelligence (AI) will definitely change our everyday lives. And it will also make advances in technologies faster and more precise, which will have an impact on health areas of study such as gene editing. So genetic counsellors will be one of the jobs of the future and careers related to robotics and AI, such as robotics engineer and data scientist, will surely be in demand.*

Optional Activity

Tell students to work in pairs and think of three possible jobs of the future that have not been included in this lesson. Ask them to mention the field they are related to, the knowledge they will require and the tasks they will involve. Also encourage them to explain the reasons why these jobs will appear in the future. Walk around the classroom to monitor students' work and help them with vocabulary if necessary. Finally, invite some volunteers to share their ideas with the class and check if other pairs have thought of similar jobs. If there is time, have students choose one the jobs and write a job advertisement including the tasks and responsibilities

candidates will take on, the requirements they must meet to be eligible and the benefits they will have. Remind students that they can use the job adverts in lesson 4 in unit 4 as models. You may assign this last activity as homework.

5 Ask students to read the introduction of the forum discussion silently. Encourage them to answer the questions mentioned in this forum and start a class discussion. Then students read and complete the forum post with the correct prepositions. Check by having some students read out the sentences.

Answer key: **1** *in;* **2** *at;* **3** *by;* **4** *about;* **5** *of;* **6** *by;* **7** *in;* **8** *for;* **9** *about;* **10** *of*

6 In their notebooks, students write their answers to the forum in activity 5. Encourage them to include vocabulary used in this unit and in the previous activity. You may assign this task as homework.

Answer key: Students' own answers

WB p. 147

Now that you have finished teaching this lesson, it is advisable to turn to the workbook activities on page 147. You may assign these exercises as homework.

Answer key:
1 **1** *accountant;* **2** *robotics engineer;* **3** *physical therapist;* **4** *wildlife rehabilitator;* **5** *environmental scientist;* **6** *urban planner*
Students' own answers
2 (from top to bottom) *5, not getting; 2, heights; 6, space science; 4, drawing; 1, adopting; 3, designing*
3 **2** *Are you good at Science?* **3** *He is worried about his future.* **4** *My grandparents are fascinated by new job options.* **5** *She's responsible for managing the restaurant.*
4 Students' own answers

Review – Pages 108 & 109

In the *Review lesson*, students will revise all the structures and some key words learnt in lessons 1 to 4 in this unit. It is advisable to turn to this section once you have finished teaching lesson 4.

Answer key:
1 **1** *for;* **2** *since;* **3** *for;* **4** *for;* **5** *since*
2 **1** *has worked;* **2** *has taken;* **3** *haven't been;* **4** *have spent;* **5** *have faced;* **6** *have dived;* **7** *haven't seen;* **8** *haven't had;* **9** *have enjoyed*
3 **1** *He's worked for seven years now.* **2** *No, he doesn't.* **3** *Because they can be cleaned, repackaged and resold.* **4** *Yes, he has.* **5** *Yes, he has.* **6** *He likes working outdoors and he feels that he's helping the environment.*
4 **1** *stressful;* **2** *exciting / interesting;* **3** *boring;* **4** *interesting / exciting;* **5** *rewarding*
5 45 **1** *developer;* **2** *exciting;* **3** *interested;* **4** *boring;* **5** *career;* **6** *responsible;* **7** *nine-to-five;* **8** *flexible;* **9** *high*

Audio script 45

Speaker: *Teens consider that being an influencer, a software developer and a video game designer are the most exciting jobs. And most of them are interested in doing these jobs in the future. Many teenagers think that traditional jobs are boring and they aren't afraid of doing jobs that maybe don't even exist at present. Their career aspirations are related to the development of new technologies, and they believe that they will be responsible for different roles as technology rapidly changes. Regarding working hours, they don't think that nine-to-five jobs will be the norm in the future. And some of them prefer flexible schedules so that they can have work/life balance. Besides, they would choose a job with those conditions instead of one with a high salary and office hours.*

6 Students' own answers
7 Students' own answers

At this point, you can ask students to do the *Project Work* activities for units 7 & 8 on page 115 of the Student's Book. These activities are thoroughly explained on page 95 of this Teacher's Book.

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CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Jobs Verb phrases Noun phrases Adjectives	Recycling of units 7 & 8 grammar topics	Integrating acquired knowledge with a real life issue: in this case, talking and reading about jobs in the future.

THE FUTURE OF WORK
Pages 110 & 111

World Issues is a section that focuses on the development of reading skills and enhances students' ability to integrate acquired knowledge with a real life issue: in this case, reading and talking about jobs in the future.

1 Read the title aloud and direct students' attention to the jobs in the photos. Encourage them to describe the images and find similarities between the jobs; for example: *Flood control engineer and wind turbine technician are jobs related to the environment.* Then go over the questions and the skills in the box and check understanding. As students share their ideas, write key vocabulary on the board. Finally, ask students if they are interested in any of the jobs in the photos and tell them to give reasons for their answers.

Answer key: Students' own answers

2 Ask students to skim the article to check their previous ideas in activity 1. Then students read the text again and identify the correct sentences. Encourage students to underline information in the article to support their answers. Invite different volunteers to read their answers aloud to check and have the class correct the wrong sentences.

Answer key: Correct sentences: *2, 4, 5*

3 Tell students to complete the opinions with the correct words from the box. Remind them to pay attention to the words before and after the gaps in the texts. Finally, have some students read their answers aloud to check.

Answer key: 1 *something;* **2** *nobody;* **3** *fascinated;* **4** *since;* **5** *afraid;* **6** *isn't;* **7** *passionate;* **8** *For;* **9** *worried;* **10** *nothing;* **11** *good;* **12** *interesting*

4 Divide the class into groups and tell them to discuss the questions. Walk around the classroom and monitor students' performance. Finally, invite some volunteers from different groups to share their opinions and encourage them to give reasons for having a more optimistic or pessimistic view of the future of work. Elicit other ways in which they can be prepared for changes in future jobs apart from the skills they mention.

Answer key: Students' own answers

Now that you have finished teaching this unit, it is advisable to go back to the opening pages and ask students to complete the self-evaluation box on page 99. Remind students to tick the boxes of the faces that best represent their performance. This may help develop students' sense of progress and awareness of their learning processes.

Teacher's Resource Material

- ▶ Tests Unit 8
- ▶ Extra-worksheets Unit 8

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>PROJECT 1

Our fundraising event

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Words and phrases used to give directions Vocabulary related to fundraising events Collocations with *money*	Recycling of Units 1 & 2 grammar topics	Designing a leaflet and making an oral presentation.

Page 112
Step 1: Plan

1 Read the rubric aloud and draw students' attention to the leaflet. Ask the class to explain what a *leaflet* is and mention some characteristics: *it's a piece of paper containing information or advertising something*. Elicit the information that students can see on the front and back of the leaflet; for example: *the ticket price, date of the event and activities on the front part, and how to get to the place where the event takes place on the back*. Give students time to read the leaflet in silence and tick the sentences that are correct. Finally, have some volunteers share their answers and encourage the class to correct the wrong information.

Answer key: Correct information: *3, 6*

For next class, ask students to bring the necessary materials to design their leaflets. If students choose to use an online web tool, remind them to be prepared to use it in class.

Step 2: Do / Write

2 Ask students to work in groups to design their leaflets to promote a fundraising event. Encourage the class to mention organisations they would like to help and give their reasons. Then invite students to brainstorm types of activities for the event and write their ideas on the board; for example: *a raffle, a concert, a theme party, a sponsored run, a food sale, games and competitions*; etc. Remind students to include the venue, the date and time and pay attention to the design so that the information is clearly presented and well organised. Tell the groups that they can add a map together with the set of instructions on how to get to the venue if they want. Explain that they can use the leaflet in activity 1 as a model. Have students make a draft first to organise the information and decide on the best layout. Walk around the classroom to monitor their work and offer help if needed. Finally, the groups design their leaflets with their materials or a web-presentation tool.

Answer key: Students' own answers

Step 3: Share

3 Ask a volunteer to read the rubrics and the example phrases aloud. Give the groups time to plan what each of the members is going to say and rehearse their presentations. Walk around the classroom to monitor their work. Then the groups give their oral presentations on their fundraising events by making reference to their leaflets and showing them to the class. After each presentation, encourage students to ask questions to the groups to get more information or clear up any doubts.

Answer key: Students' own answers

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Our package holiday

>PROJECT 2

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
What about… ? Would you like to… ? Leisure activities Verb phrases	Recycling of Units 3 & 4 grammar topics	Designing and presenting a poster of a package holiday. Role playing as travel agents and customers.

Page 113
Step 1: Plan

1 Focus students' attention on the poster and read the introduction aloud. Elicit the purpose of the poster: *to promote Windermere in the Lake District.* Then ask students if they know where the Lake District is and why it is a popular destination. Encourage them to infer information by looking at the photos and icons: *The Lake District is a region in the northwest of England. It is the largest national park in the United Kingdom and a UNESCO World Heritage Site. It's popular for the lakes, mountains and historic sites.* Write students' answers on the board and tell them to complete the poster with the verbs in the box and check their ideas. Finally, have some volunteers read the poster aloud to correct the activity and their previous answers.

Answer key: 1 *Practise;* **2** *Go;* **3** *discover;* **4** *Visit;* **5** *Book*

Read the instructions in activity 2 aloud and have the class mention English-speaking countries. Write them on the board so that students can then select one of the places; for example: *Australia, Canada, the United States, the United Kingdom, Ireland, New Zealand, Barbados, the Bahamas;* etc. Tell pairs to bring all the information they need for next class. If students decide to design their posters on paper, remind them to bring a piece of construction paper, coloured markers and pictures. If they want to use an online web tool, ask them to find out how it works and be prepared to use it.

Step 2: Do / Write

2 Tell pairs to decide on the information that they are going to include and to think about the kinds of activities and accommodation they are going to offer together with the duration of their package holiday. Remind them to make a draft and use the poster in activity 1 as a model. Walk around the classroom and monitor students' work. Once they have made their posters, give pairs time to plan what they are going to say.

Answer key: Students' own answers

Step 3: Share

3 Invite students to present their posters to the class. After the presentations, ask pairs to work together and take turns to act out as travel agents offering their package holidays and as tourists asking for information. Elicit some useful phrases and copy them on the board as a guide: For travel agents: *Have you ever been to... ?, We can offer you..., Great idea! When are you thinking of going there?, How about... ?, You should leave on... (date) and come back on... (date)., You can do many activities there, for example..., You should..., You have to..., You don't need to... (get a visa).* For tourists: *We'd like to spend our holiday in..., We've never been to... so we'll definitely go there because..., That sounds interesting! How much... ?, Do you have any other options regarding accommodation… ?* Walk around the classroom and monitor their work.

Answer key: Students' own answers

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>PROJECT 3

Our fashion report

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Vocabulary related to urban tribes Verb phrases Clothes	Recycling of Units 5 & 6 grammar topics	Writing a short report about an urban tribe, designing a fashion infographic and presenting the information.

Page 114
Step 1: Plan

1 Direct students' attention to the photos and tell them to describe the people's styles. You may ask: *What are they wearing?, What's their look like?, Why do you think they dress in this way? Do you like their style?;* etc. Then have some volunteers read the information in the infographic aloud to check their ideas and clear up any vocabulary doubts. Revise the concept of infographic with the class and tell them to use the words in pink to complete the report. Remind them to read the text to get the gist first and then focus on the words before and after the gaps to predict the word categories that are missing. Finally, invite some volunteers to read the sentences aloud to check.

Answer key: 1 *bright;* **2** *black;* **3** *leather;* **4** *piercings;* **5** *bracelets;* **6** *chains*

Step 2: Do / Write

2 Divide the class into groups and tell them to choose an urban tribe. Read the rubric aloud and encourage students to search for information on the internet. Then tell them to write a similar text to the report in activity 1. Walk around the classroom to monitor students' work and help them with vocabulary if necessary. Remind students that they will use this information to design their infographics. Ask the groups that will carry out the project work on paper to bring all the necessary materials for next class. And tell students who opt for an online web tool to find out how it works and be prepared to use it.

3 Explain to students that they will design a fashion infographic with the information from their reports. First, ask the class to make drafts before they create their final versions. Remind students to use photos, icons, different colours, font types and sizes as in the model in activity 1. Walk around the classroom to monitor their work.

Answer key: Students' own answers

Step 3: Share

4 Tell students to plan what they are going to say and rehearse their presentations. Then invite the groups to present the urban tribes and refer to their infographics as they talk. Encourage the rest of the class to ask any questions they may have at the end of each presentation. Finally, have the class create a big timeline by organising the infographics in chronological order. Ask students to choose two urban tribes and compare their clothing styles, origin, influence on fashion styles; etc.

Answer key: Students' own answers

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Our podcast interview

>PROJECT 4

CONTENTS		COMMUNICATIVE AND LEARNING TASKS
LEXIS	GRAMMAR	
Jobs Adjectives to describe jobs	Recycling of Units 7 & 8 grammar topics	Writing and presenting an interview.

Page 115
Step 1: Plan

1 Ask the class if they listen to podcasts and which types of podcasts they like. Help them with vocabulary and have them support their answers. Then read the instruction and the questions in the box aloud. Ask the class what job Sue, the interviewee, does and elicit the skills they think an animator should have and the tasks that the job involves. Write students' ideas on the board. Then students read and complete the interview with the questions. Finally, ask different students to read the sentences aloud to check.

Answer key: 1 *when did you start working?* **2** *how long have you worked as an animator?* **3** *what skills do you need?* **4** *what's the most challenging job you have done?* **5** *why do you like your job?* **6** *what piece of advice would you give to anyone who wants to do this job?*

Read the rubrics in activity 2 aloud and tell the groups to choose a well-known person who has an interesting job. Ask them to search for information on the internet and bring all the details about this person's job the next class. If the groups create the written version, remind them to bring all the necessary materials. And remind the groups that choose to record the interview with an online web tool that they should find out which one they can use and be prepared to work with it.

Step 2: Do / Write

2 Ask the groups to organise the information they have and write questions for the interview. Tell them to consider these ideas: *how, where and when the person started working; how long the person has done that job; the skills needed to do the job; reasons why the person likes that job; the most difficult tasks the person has ever done; some advice for people who want to do the same job;* etc. Remind them to use the interview in activity 1 as a model. Walk around the classroom to monitor their work and help them if necessary. Finally, students write their interviews and include photos and pictures for the digital magazine or use an online web tool to record their interview.

Answer key: Students' own answers

Step 3: Share

3 Give students time either to rehearse their interviews before performing in front of the class or to prepare their recorded material and check that their devices work. After listening to the interviews, ask students to vote for the most interesting job and give reasons for their choices. Invite students to stick their scripts with the pictures on the classroom walls to share their work with the class. If students have used an online web tool, invite them to post the link to their podcasts on the class / school blog.

Answer key: Students' own answers

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CLASS AUDIO

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