

About Time

This unit is about how people relate to the concept of time.

In this unit, the students will learn new words and expressions, and review the Present Simple, the Present Progressive, the Past Simple and the Past Progressive.

The chart below shows the global and operative can-do statements for Unit 1.

OBJECTIVE	CAN-DO STATEMENTS: OVERALL AND SPECIFIC	SECTION IN UNIT
Can read an online forum about special days	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand the main points in informational texts that deal with concrete everyday topics (e.g., hobbies, sports, leisure activities, animals)</p>	Reading 1 pages 12-13
Can read a blog about people's attitude to time	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand texts describing people, places, everyday life and culture (e.g., traditional food, dress, festivals)</p>	Reading 2 pages 22-23
Can listen to a radio program about a special day	<p>SPOKEN RECEPTION:</p> <p>Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g., basic personal and family information, shopping, local geography), especially if speech is clearly articulated</p> <p><i>Listening to audio media and recordings</i></p> <p>Can extract important information from short radio broadcasts (e.g., weather forecasts, concert announcements or sports results) and interviews (e.g., addressing personal likes and dislikes), provided that articulation is clear</p>	Listening and Speaking pages 18-19
Can exchange ideas and opinions on a variety of topics, such as cultural events and activities	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree/disagree with others and compare objects/people</p>	

<p>Can make suggestions for possible solutions to problems in specific situations</p> <p>Can exchange ideas and opinions about how young people spend their free time</p>	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Goal-oriented co-operation (e.g., repairing a bike, discussing a document, organizing an event)</i></p> <p>Can discuss what to do next, making/responding to suggestions, asking for and giving directions</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree/disagree with others and compare objects/people</p> <p><i>Informal exchange</i></p> <p>Can ask and answer questions about habits, routines, pastimes and past activities</p>	<p>Vocabulary Practice pages 15 and 25</p> <p>Speak Your Mind Let's Talk page 30</p>
<p>Can prepare for a debate by focusing on brainstorming</p> <p>Can express ideas against a topic and explain the reasons</p>	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his/her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Sustained monologue: Putting a case</i></p> <p>Can express agreement or disagreement using simple formulaic expressions to explain why</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and/or clarification when necessary</p>	<p>Speak Your Mind Let's Debate page 31</p>
<p>Can write an informal email</p>	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and', 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Creative writing</i></p> <p>Can write basic descriptions of events, past activities and personal experiences</p>	<p>Writing page 29</p>
<p>At the end of the unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. collaborate to interview a member of their family about a memorable event 2. collaborate to make a "time capsule" to be opened in the future 3. use the Internet to find current information 	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and', 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Creative writing</i></p> <p>Can write basic descriptions of events, past activities and personal experiences</p> <p><i>Written reports and essays</i></p> <p>Can write simple texts on familiar subjects of interest, linking sentences with appropriate connectors</p>	<p>Task page 35</p>

	<p>MEDIATION:</p> <p>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</p> <p><i>Relaying specific information in writing</i></p> <p>Can relay in writing (in Language B) specific information contained in simple, informational texts (written in Language A)</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and/or clarification when necessary</p>	
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NEW WORDS

PART 1

ancient	contrast	find (it) (funny)	joke	see
article	cut	fire	laugh at	selfie
as if	defend	for instance	mean (adj)	sense of humor
attach	deny	forgive	midday	smell
attempt	dive	gather	mind	smoke
base on	duty	give (someone) a call	nowadays	so that
borrow	elementary	happiness	play a trick on	stranger
bring (someone) luck	elevator	hardly	pop	study
care (v)	every single	hit	record	the public
colleague	excitement	importance	result in	the same thing
consider	favor	jar	roll	tweet

PART 2

adjective	complex	in other words	pass through	singular
adverb	crucial	just	period	tense
arrange	culture	knock (v)	phrase	the press
at all	dictation	later	plural	to be honest
attitude	eventually	lay the table	question mark	tone
be expecting (someone)	excuse	noticeboard	rather	understanding
board (v)	experience (n)	noun	relatively	
certain	gas	paragraph	route	

SPEAK YOUR MIND

advantage	in detail	opinion	support (v)
disadvantage	in fact	speaker	topic
express	note	speech	

These words are reviewed at least three times in this unit of the Student's Book and Workbook.

They are also recycled at least three times in later units of the Student's Book and Workbook as well as numerous times in the Digital Extra components: Wordlist Plus and Vocabulary Booster.

Activities for the students to monitor and assess their own vocabulary acquisition:

- **Track New Words** (Student's Book, pages 19 and 31)
- **Review** (Student's Book, pages 32-33)
- **Check Yourself** (Workbook, pages 26-29)
- **Read and Check** (Student's Book, pages 34-35 and Workbook, pages 30-31)
- **Digital Extra Components:** Wordlist Plus and Vocabulary Booster

In this unit, the students will learn about special days in the calendar and people's attitudes to time, discuss a controversial subject about young people wasting too much time playing on their computers and write an informal email about their favorite holiday, using the new vocabulary, and the Present Simple, Present Progressive, Past Simple and Past Progressive tenses. At the end of the unit, they will be able to interview a member of their family about a memorable event or make a time capsule to present to the class.

Pages 8-9

The opening spread introduces the theme of the unit – time. Tell the students to look at the title and the opening pages of the unit. Ask them what they think “About Time” means. Explain that it is an expression we use when we mean that something should be done immediately, because in fact, it really should have happened a long time ago. Ask them to give examples of when they would use the expression. For example, “It's about time that you answered my message. What is taking you so long?”

Share the objectives on the page with the students. Point out that they show what skills the students will learn and what they will be able to do as they progress through the unit.

A This exercise introduces the students to the topic of time. Ask the students to look at the photographs on the page and to read what the people are saying. Ask them which person they could identify with.

B Now tell them to read the expressions and match each one to a picture.

ANSWERS

1. turn back time – e
2. take your time – a
3. behind the times – c
4. time flies – b
5. a time to remember – f
6. race against time – g
7. kill time – d

C Ask the students if they have the same expressions in their language and how the expressions are similar or different to the ones in English.

Suggestion: Ask the students if they can think of other expressions that are related to time. They can use their cellphones or computers to look up the idioms and their meanings.

POSSIBLE EXPRESSIONS:

time after time (do something again and again)

time is money (time shouldn't be wasted because you could be using it to make money)

ahead of time (before the set time, early)

serve time (spend time in jail)

high time (past the appropriate time)

pressed for time (need to hurry)

pass the time (keep yourself busy)

run out of time (have no time left)

PART 1 It's a Date!

In this part, the students will read about some special (national) days that many people celebrate. They will learn the vocabulary they need in order to understand the reading text and discuss it.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

This feature exposes the students to the new vocabulary in the Workbook or digitally before they come to class. In line with the flipped classroom methodology, the students match the words to their meanings on page 4 of the Workbook or alternatively, they have the option of learning and practicing the new words before the lesson using the Digital Extra component called Wordlist Plus. They can access the interactive wordlists and activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose. The students can do the exercise/s in the Workbook instead of, or in addition to, the preparation on the Digital Extra component.

Suggestion: Point out that the students may be familiar with a word in one context and not be aware that it can be used as a different part of speech or in other contexts. For example *hit* can mean to strike someone (v) or be a bestseller (n), as in this unit.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

A The students are introduced to some of the new words they will learn in Part 1. They do a variety of exercises to reinforce their understanding of the new words in different contexts before they are exposed to the reading text. The students practice recognition of the new words to internalize their meanings.

- 1 The students decide which of the new words they can use to talk about feelings. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

care, excitement, find (it) (funny), happiness, joke

- 2 In this exercise, the students match the new words in A to their meanings in B.

ANSWERS

1. c 2. f 3. h 4. g 5. a 6. e 7. b 8. d

- 3 In this recognition exercise, the students choose the correct new word to complete the sentence.

ANSWERS

1. excitement	5. find
2. Nowadays	6. so that
3. result in	7. importance
4. care	8. jar

- 4 In this activity, the students identify the words and expressions in exercise A1 that match the meanings given. Remind the students to make any necessary changes to the words, for example, adding *s* to make it plural or making sure that the subject agrees with the verb.

ANSWERS

- | | |
|--------------|-----------------|
| 1. strangers | 3. defended |
| 2. article | 4. For instance |

- 5** In this exercise, the students complete a post about a special day with the new words given. To ensure comprehension, ask them what the post encourages people to do.

ANSWERS

- | | |
|-----------------|---------------|
| 1. Nowadays | 4. hit |
| 2. For instance | 5. excitement |
| 3. selfie | |

It encourages people to take selfies.

You may wish to share some of the following background information with the class.

National Selfie Day is celebrated on June 21. People celebrate by taking a selfie and discovering new locations for their selfies. It wasn't until the early 2000s with the introduction of the first cellphone camera that the selfie was available to the public. Since then, the selfie has changed rapidly, becoming both a casual means of communication and a perfected art form. Selfies have helped launch people's careers in every field from entertainment and art to marketing and business.

B

These exercises introduce more new words in the context of a listening passage.

- 1** Ask the students to find words that are connected to National Forgiveness Day.

ANSWERS

forgive, mean, attempt, give (someone) a call

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- 2** This exercise practices the words from exercise B1 so that the students will be familiar with the vocabulary before reading the text on page 12. In this recognition exercise, the students show that they understand the meanings of the new words by choosing the correct answer to complete the sentence.

ANSWERS

- | | |
|-------------|--------------|
| 1. don't go | 4. didn't do |
| 2. badly | 5. a little |
| 3. he has | 6. try |

- 3** In this exercise, the students answer the questions in relation to themselves, paying attention to the new words in bold.

Accept all logical and grammatically correct answers.

Suggestion: The students can do this exercise in pairs, taking turns to ask and answer the questions.

- 4** In this activity, the new words are presented in a different context. The students listen to the conversation in order to find out what Anna does on National Forgiveness Day.

See *Suggestions for Teaching Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Dan: Who are you calling, Anna?

Anna: I'm giving Rachel a call, Dan.



- Dan:** But you were angry with her! Remember you told her a secret and she told everyone? You've hardly spoken since then.
- Anna:** That's right, and that's why I'm calling her. To forgive her. Today is July 7th and it's National Forgiveness Day, when people should forgive other people for things they did. It's true she did a mean thing, and I can't deny that I was angry with her, but the time has come to forgive.
- Dan:** Do you think she'll agree to talk to you? You see her every single day and you never talk to each other. In fact, you usually attempt to avoid seeing her and act as if she's not there.
- Anna:** True, but we were best friends all through elementary school. We even borrowed each other's clothes. Maybe we can go back to being friends again.
- Dan:** Well, good luck with that!

ANSWER

She is calling Rachel to forgive her.

WORKBOOK page 5

Refer the students to the Workbook, page 5 for practice of the new words.

Pages 12-13

READING 1 Special Days

In this section, the students read an online forum. To familiarize them with the text type, tell them to look at the two pages. Point out the different writers and look at the titles of the special days that they write about. Explain how the text is organized so the students can get an idea about what information it contains and who would want to read or write about their special day. (Someone who likes knowing about and even taking part in activities for special days on the calendar.)

A The students read about special (National) days on an online forum. Point out that a National Day is a day that is significant for the whole nation and is celebrated throughout the country. These can be fun days like National Ice Cream Day or serious memorial days for important people or events. The students read the forum for the main idea, deciding which writer thinks everyone should do something on his or her special day.

ANSWER

Kelly – She says that “doing something to help another person even if you don't know them, is every person's duty.”

See *Suggestions for Teaching Reading* in the Introduction to this Teacher's Guide.

Suggestion for less-advanced students: Have the students read about each special day separately and complete the sentences below about the main idea.

1. On National Siblings' Day, brothers and sisters
2. On National Retro Day, people
3. The purpose of Random Acts of Kindness Day is to

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized.

ANSWERS

1. 1. National Retro Day
2. Random Acts of Kindness Day
3. National Siblings' Day
2. He tries to leave the house.

- B** The students answer questions about *Special Days* (pages 12-13) in order to demonstrate their comprehension of the text. The questions reflect levels of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

1. One of the following: They are with us when we experience both sad and happy events. / We share our thoughts and secrets with them. / They are the people who are closest to us.
2. Because they are old-fashioned.
3. Acting like teens is an example of doing crazy things.
4. do the same for someone else
5. a
6. 1. Emily, Kelly
2. Emily, Joey
3. Kelly
4. Joey
7. Accept all logical and grammatically correct answers.

- C** In this exercise, the students write a personal response to the reading text. Tell them to write about something that they could do on Random Acts of Kindness Day.

POSSIBLE ANSWERS

Clean an elderly person's house / do his / her shopping.

Ask someone if they need help doing a task / chore.

Give someone a compliment.

Plant a tree.

Let someone go ahead of you in line.

Give someone your seat on a crowded bus or train.

Suggestion: Have the students share their responses with the class to encourage them to express their opinions.

Suggestion: After reading the text, point out a new word or expression from the Band II vocabulary list that appears in the reading text, in order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge.

Explain that in addition to the expression *give (someone) a call (lines 33-34)*, we can also use *give* with other expressions, for example, *give away* (a secret, something), *give up* (stop trying), *give up on* (expect someone to fail), *give a bow* (bend the head or body). Ask the students what the expressions mean and if they can think of other expressions with *give*.

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

- A** In this exercise, the students complete the sentences by choosing the correct answer.

ANSWERS

- | | |
|-------------|---------------|
| 1. borrow | 5. excitement |
| 2. stranger | 6. so that |
| 3. duty | 7. mean |
| 4. favor | 8. deny |

B In this exercise, the students answer the questions to show that they understand the meaning of the new words.

Accept all logical and grammatically correct answers.

C In this interactive exercise, the students can work in pairs or small groups to choose four of the new words and use them to tell an imaginary story.

D The purpose of this collaborative activity is to give the students the opportunity to speak with a partner about a topic of interest using new and recycled words. The students exchange opinions about the topic, using new words. Point out the speech bubbles that can be used as examples.

Suggestion: Have the students look at the new words on pages 10 and 11 and write a few notes before they begin their discussion. In this way, they will be able to collect their thoughts and convey their ideas more clearly.

WORKBOOK page 6

Refer the students to the Workbook, page 6 to do the vocabulary exercises.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrate a common linguistic feature. In this case, words that are connected to language learning.

Learn New Words

This feature exposes the students to the new vocabulary in the Workbook or digitally before they come to class. In line with the flipped classroom methodology, the students match the words to their meanings on page 8 of the Workbook or alternatively, they have the option of learning and practicing the new words before the lesson using the Digital Extra component called Wordlist Plus. They can access the interactive wordlists and activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose. The students can do the exercise/s in the Workbook instead of, or in addition to, the preparation on the Digital Extra component.

Read the explanation with the class. Have the students do the exercises to demonstrate understanding of the new words.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

E In this exercise, the students give the meaning of the words in bold in the sentences. Tell them that they can give the meaning of the words in their language. Then they decide if the word is a noun or a verb.

ANSWERS

Word	First Appearance	Second Appearance
1. cut	noun חתך, שריטה / قطع, خدش	verb לחתוך / يقطع
2. study	verb ללמוד / يتعلم, يدرس	noun חדר עבודה / غرفة دراسة
3. tweet	verb לצייץ / يغرد	noun ציוץ / تغريدة
4. fire	verb לירות / يطلق النار	noun ירייה / إطلاق النار
5. roll	noun לחמנייה / يتدحرج	verb להתגלגל / قرص خبز
6. smell	verb להריח / يشم	noun ריח / رائحة
7. smoke	noun עשן / دخان	verb לעשן / يدخن
8. record	noun שיא / رقم قياسي	verb להקליט / يسجل
9. contrast	verb למצוא הבדלים / يقابل لبيان الفرق, يجد اختلافًا	noun ניגוד / تباین, تفاوت
10. mind	verb לשים לב / ينتبه	noun מוח / عقل

Suggestion for more-advanced students: Have the students work in pairs to choose five words and write their own sentences using the same words as nouns and verbs.

WORKBOOK page 8

Refer the students to the Workbook, page 8 for practice of the new words.

GRAMMAR Review – Present Simple, Present Progressive

This grammar reviews the Present Simple, extending its use to include actions that happen regularly at a scheduled time. It also reviews the Present Progressive with future meaning.

Remind the students that stative verbs describe “states” and not actions, and we use the Present Simple and not the Present Progressive with them, even if the time is the immediate present.

Read the explanation about the grammar point with the class and go over the rules to check the students’ understanding of the forms. Ask the students the questions to show their understanding of meaning and form.

ANSWERS

1. In the Present Simple we use *do, does*. In the Present Progressive we use *am, is, are*.
2. In the Present Simple it is the base form of the verb (V1). In the Present Progressive it is *V+ing*.

Refer the students to the Grammar Appendix on pages 226-228 for additional information and examples.

- A** In this exercise, the students practice using the correct form of the Present Simple in the context of special days. Tell them to complete the sentences in the Present Simple and then match the activities the people do to the special days on which they are done.

ANSWERS

1. don’t drive b
2. wears d
3. go out, take e
4. buy c
5. teaches a

- B** In this exercise, the students review the use of the Present Progressive. The students match the sentences to the pictures. Then they complete the sentences using the verbs given.

ANSWERS

- | | |
|---------------------|----------------------|
| 1. c are telling | 4. b is helping |
| 2. a is tidying | 5. f is preparing |
| 3. d are taking | 6. e are baking |

- C** In this exercise, the students use the Present Simple and Present Progressive tenses to complete an email.

ANSWERS

- | | |
|-----------------|-------------------|
| 1. is | 7. don’t put |
| 2. love | 8. do ... think |
| 3. is preparing | 9. doesn’t like |
| 4. is making | 10. don’t know |
| 5. am cutting | 11. are ... doing |
| 6. prefer | 12. are having |

- D** In this communicative exercise, the students use the Present Simple and Present Progressive tenses and the new words to ask and answer questions about a special day. Tell them to use the speech bubbles as examples.

Refer the students to the Workbook, page 9 for more practice of the Present Simple and the Present Progressive.

LISTENING AND SPEAKING April Fools' Day

This section integrates the skills of spoken reception and spoken interaction and production. The students first listen to and follow a radio program and then discuss the topic.

Learn New Words

This feature exposes the students to the new vocabulary in the Workbook or digitally before they come to class. In line with the flipped classroom methodology, the students match the words to their meanings on page 12 of the Workbook or alternatively, they have the option of learning and practicing the new words before the lesson using the Digital Extra component called Wordlist Plus. They can access the interactive wordlists and activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose. The students can do the exercise/s in the Workbook instead of, or in addition to, the preparation on the Digital Extra component.

A This pre-listening activity introduces the new words that appear in the podcast that the students are going to hear.

- 1 This pre-listening activity introduces the new words that appear in the radio program that the students are going to hear. Before they listen, read out the words so that the students hear how they are pronounced. Ask the students which words can be used to describe what happens on April Fools' Day.

ANSWERS

bring (someone) luck, colleague, laugh at, play a trick on, sense of humor

Suggestion: Point out the expression *a sense of humor*. The expression *a sense of* means having an ability to understand and value something (for example funny things) and can often be related to the senses. Ask the students if they know any other expressions with *a sense of*. (For example: a sense of smell / taste, a sense of fun, a sense of adventure, a sense of shame, a sense of direction, a sense of security)

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- 2 This exercise practices comprehension of the meanings of the new words. The students answer questions paying attention to the new words in bold.

POSSIBLE ANSWERS

1. eat a sandwich, look at my phone
2. something small you can carry like a lucky pen or charm
3. to make them laugh
4. a caravan, a tin can
5. a pool, a river, the sea
6. jokes, comedy shows
7. Caesarea, the Old City in Jerusalem
8. Yes. / No.

- 3 In this exercise, the students use the new words in a context.

ANSWERS

- | | |
|-------------------|---------------|
| 1. consider | 5. see |
| 2. sense of humor | 6. gathered |
| 3. based on | 7. the public |
| 4. the same thing | |

B The students listen to a radio program about April Fools' Day. They will hear the recording twice. The first time, they need to listen for the main idea in order to find out what people saw growing on trees.

See *Teaching Suggestions for Teaching Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Presenter: Good afternoon and welcome to our program, “This Day in History”. It’s the first day of April today, and we all know what that means! Your friends and work colleagues might try to play a trick on you! It’s just a bit of fun, so if someone tricks you, just laugh and show them that you have a good sense of humor! With us is Jenny Grey, who knows a lot about European traditions. What can you tell us about April Fools’ Day, Jenny? When did it start?

Jenny: Well, strangely enough we don’t know what the origin of April Fools’ Day is. Some say that it is based on an ancient Roman festival and others say it started in the 16th century.

Presenter: Am I right when I say that what people do on April Fools’ Day depends on their location and the customs vary from country to country?

Jenny: Absolutely! In France people try to attach a paper fish to your back. If they succeed, then people might laugh at you and say you are an “April Fish”! It may sound strange to us, but not to the Italians. In Italy they do the same thing! In many other countries, Britain and the US, for instance, it is common to play a trick on someone. If it works, then that person is an April Fool, which shows how the day gets its name since the word *fool* means a stupid person. In Greece, people really want to trick you because if they succeed, they believe your bad luck will actually bring them good luck!

Presenter: Is there anything else you can tell us about this unusual day, Jenny?

Jenny: Yes, it’s not just your friends that you have to be careful of. Television companies also like to have some fun! The BBC is a British TV company, and is considered to be very serious when it reports news. Sometimes, however, they report false news on April 1st. Once, they hung spaghetti from trees and then showed people gathering it. And another year they reported that a scientist had discovered a new kind of penguin – instead of diving into the water, this one could fly! They even changed some film to show flying penguins. This caused a lot of confusion. You see, the public believed them because they didn’t think the BBC would tell lies!

Presenter: Well, that’s funny, Jenny. I hope you aren’t going to play a trick on me!

Jenny: Oh, no. It’s midday. In Britain, we say that if you play a trick on someone after 12 o’clock, you are the fool!

Presenter: Thank you, Jenny. That was really interesting!

ANSWER

spaghetti

You may wish to share the following background information with the class.

April Fools’ Day is celebrated on April 1 each year and has been celebrated for several centuries by different cultures, though its exact origins remain a mystery. April Fools’ Day traditions include playing hoaxes or practical jokes on others and often yelling “April Fool!” at the end. Even the media enjoys April Fools’ Day jokes which has ensured the unofficial holiday’s long life.

C The students listen to the radio program again. This time, they listen for specific details. Have the students read the questions before they listen. This will help them focus on the specific information they need to listen for in order to answer. The students write their answers on page 12 of the Workbook.

ANSWERS

- | | |
|-----------------|--------------------|
| 1. d | 4. They could fly. |
| 2. a paper fish | 5. before |
| 3. a, e | |

D In this collaborative activity, the students work in pairs to discuss April Fools' Day and explain why it is fun or not. Tell them to use the new words and the point out the speech bubbles that can be used as an example.

WORKBOOK page 13

Refer the students to the Workbook, page 13 for additional vocabulary practice.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
1. The students go to the Vocabulary Tracker on page 232 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
1. In this collaborative exercise, the students work in pairs to make up their own special day and write a Wikipedia entry for it, using the new words. Before they begin writing, they should tick the words that they think they will use. Have the students present their entries to the class.
 2. Ask the students how many words they used.

Suggestion: Each pair describes what people do on the day and the class guesses the name of the special day.

Pages 20-21

PART 2 Take Your Time!

In this part, the students will read about different ways of relating to time around the world.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

This feature exposes the students to the new vocabulary in the Workbook or digitally before they come to class. In line with the flipped classroom methodology, the students match the words to their meanings on page 14 of the Workbook or alternatively, they have the option of learning and practicing the new words before the lesson using the Digital Extra component called Wordlist Plus. They can access the interactive wordlists and activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose. The students can do the exercise/s in the Workbook instead of, or in addition to, the preparation on the Digital Extra component.

- A**
- 1 This exercise introduces some of the new words the students will learn in Part 2. The students decide which of the new words they can use to talk about visiting someone in another country. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

attitude, be expecting (someone), culture, in other words, pass through, understanding

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- 2** The students demonstrate understanding of the new words by matching the new words in A to their meanings in B.

ANSWERS

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

- 3** In this exercise, the students choose the correct answer to demonstrate that they understand the meanings of the new words.

ANSWERS

- | | |
|----------------------|------------------|
| 1. difficult | 4. quite |
| 2. a number of words | 5. not surprised |
| 3. extremely | 6. look at |

- 4** In this exercise, the students complete the phone conversation with the words given. Remind them to make any necessary changes that may include plurals, verb tenses or subject-verb agreements.

ANSWERS

- | | |
|-----------------|-------------------|
| 1. arranged | 4. laid the table |
| 2. just | 5. In other words |
| 3. To be honest | |

- 5** In this exercise, the students complete a description of the Amondawa people in Brazil, with new words. In order to ensure comprehension, ask the students what is unusual about these people.

ANSWERS

- | | |
|-------------------|-------------|
| 1. certain | 4. crucial |
| 2. understanding | 5. culture |
| 3. In other words | 6. attitude |

They don't understand time in the same way that we do.

You may wish to share the following background information with the class.

The Amondawa tribe, who live deep in the Amazonian rainforests of Brazil, were first discovered in 1986. They keep a traditional way of life by hunting, fishing and farming. However, the Amondawa have no concept of time. They have no watches or calendars and live their lives according to the patterns of day and night and the rainy and dry seasons. They also have no age – and mark the transition from childhood to adulthood to old age by changing their names.

- B** **1** This exercise introduces the rest of the new words in a listening passage. Ask the students which words they could use to talk about traveling.

ANSWERS

board, eventually, experience, later, route

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- 2** In this exercise, the students show their understanding of the new words by using them to answer the questions.

ANSWERS

- | | |
|--------------|----------------------|
| 1. board | 4. excuse |
| 2. the press | 5. later, eventually |
| 3. knock | |

- 3** In this activity, the students match A and B to make sentences. Tell them to pay attention to the new words.

ANSWERS

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

- 4 The purpose of this exercise is to hear the words from exercise B1 in context. The students listen to the news report about a plane that arrived late in order to find out how long the flight's delay was.

LISTENING SCRIPT

And now for some traveling news. Sometimes traveling can be a rather difficult experience when things don't go according to plan. Passengers who were on a plane on the Mumbai-Delhi route in India probably won't forget their flight very quickly. After they boarded the plane, it stood on the ground for so long that they weren't sure if it would take off at all. When the passengers asked what was happening, they were told that there were some problems with the plane. Eventually, some of the passengers knocked on the pilot's door to ask him what was happening, and when he didn't open it, they tried to break it down! In the end, they arrived in Mumbai eight hours late and until now, no one has explained exactly why. Later, the company made some excuses to the press, but the passengers were still very angry.

ANSWER

Eight hours

Pages 22-23

READING 2 Just a Minute

In this section, the students read about different ways people relate to time and demonstrate understanding of the main ideas and basic details.

- A The students read a blog about how people's attitude to time is different around in the world, focusing on the main idea.

ANSWER

In New York he has a better understanding of what it means to arrive on time.

See *Suggestions for Teaching Reading* in the Introduction to this Teacher's Guide.

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized.

ANSWERS

1. People all over the world have different attitudes to time.
2. arrive early – Japan, South Korea
arrive on time – Germany, US
can arrive late – Brazil, India, China, Greece
3. Possible answer
People usually arrive late, but it depends on the situation. If it is a business meeting people are expected to be on time. If it is a social visit, it depends on the nationality of the host. (For example, British and American people would expect people to be on time, but South Americans might expect them to be late.)

Pages 24-25

- B The students answer questions about *Just a Minute* in order to demonstrate their comprehension of the text. The questions reflect levels of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

1. b
2. Result – The bus arrived late / didn't arrive on time.
Cause – People say "English time".
3. It's unusual because time is not usually such a serious matter. / He is not used to people relating to time in such a serious way / being so punctual.
4. d. The new word is *crucial*.
5. early, late
6. the culture of the country

C In this exercise, the students write a personal response to the reading text. Tell them to discuss which country they would find it easy or difficult to live in because of the people's attitudes to time.

Accept all logical and grammatically correct answers.

Suggestion: Have the students share their responses with the class to encourage them to express their opinions.

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of context.

A In this exercise, the students complete the sentences by choosing the correct answer.

ANSWERS

- | | |
|-------------|--------------------------|
| 1. attitude | 5. route |
| 2. excuse | 6. board |
| 3. at all | 7. are expecting someone |
| 4. certain | 8. in other words |

B In this exercise, the students show that they understand the meaning of the new words by relating them to each group of words given.

ANSWERS

- | | |
|------------------|----------------|
| 1. lay the table | 4. culture |
| 2. gas | 5. noticeboard |
| 3. the press | |

C The purpose of this collaborative activity is to give the students the opportunity to speak with a partner using the new words. The students discuss the photos and answer the questions. Tell them to use many new words as possible and the speech bubbles as an example.

WORKBOOK page 16

Refer the students to the Workbook, page 16 for more practice of the new words.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. In this case, words that are connected to language learning.

Learn New Words

This feature exposes the students to the new vocabulary in the Workbook or digitally before they come to class. In line with the flipped classroom methodology, the students match the words to their meanings on page 18 of the Workbook or alternatively, they have the option of learning and practicing the new words before the lesson using the Digital Extra component called Wordlist Plus. They can access the interactive wordlists and activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose. The students can do the exercise/s in the Workbook instead of, or in addition to, the preparation on the Digital Extra component.

Read the explanation with the class and explain that certain words are connected to language learning. Check that the students know the meanings of the words given. Have the students do the exercises to demonstrate understanding of the new words.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- D** 1 In this exercise, the students decide which word is an example of the new word given and then give their own example.

ANSWERS

- | | |
|-------------------|---------------|
| 1. beautiful | 4. importance |
| 2. quickly | 5. foot |
| 3. Present Simple | |

For the examples, accept all logical answers.

- 2 In this activity, the students choose the correct answer to show that they understand the meaning of the new word.

ANSWERS

- | | |
|-----------|------------|
| 1. end | 5. These |
| 2. listen | 6. writing |
| 3. angry | 7. asking |
| 4. Mouse | |

Suggestion: Have the students work in pairs to create a short conversation between two students about learning a new language in which they use at least three of the new words. Ask them to present their conversation to the class or to make a short video clip as homework.

WORKBOOK page 19

Refer the students to the Workbook, page 19 for practice of the new words.

Pages 26-27

GRAMMAR

Review – Past Simple, Past Progressive

This section reviews the Past Simple and Past Progressive tenses and practices *used to*.

Read the grammar explanation with the class. Review the rules for forming the Past Simple. Explain the form and meaning of the tenses. Remind the students that there are many irregular verbs and that these need to be revised. A list of irregular verbs appears on page 242 of the Student's Book.

Read the explanation about the Past Progressive and explain the different uses of the tense. This section teaches three uses of the Past Progressive and introduces a new use of the Past Progressive to describe the background of a story. Go over the rules and give the students examples of the tense's use so they will recognize when to use it. To check understanding of the uses, ask the students the questions. Tell them to explain their answers.

ANSWERS

1. In the Past Simple we use: *do, does*. In the Past Progressive we use: *am, is, are*.
2. In the Past Simple: Positive V2, Negative and Interrogative: V1.
In the Past Progressive: V+ing.

Refer the students to the Grammar Appendix on pages 228-229 of the Student's Book for additional information and examples.

- A** In this activity, the students practice using the positive and negative forms of the Past Simple. Tell them to complete the sentences to find out about the author Jules Verne.

ANSWERS

1. was
2. studied, didn't want, didn't think
3. bought, spent
4. wrote
5. described
6. died

- B** In this exercise, the students practice writing about the beginning of the book *Around the World in 80 Days*. Tell them to look at the picture and use the words given to write sentences using the Past Progressive tense.

ANSWERS

1. Some men were sitting and speaking.
2. The men were playing cards.
3. The main character, Phileas Fogg, was talking to a group of men.
4. The men were laughing.
5. That night Phileas Fogg was shaking hands with his friend.

- C** The purpose of this exercise is to give the students practice using the Past Simple and Past Progressive. They complete the summary of the story with the correct form of the verbs in brackets and answer the question given.

ANSWERS

- | | |
|-----------------------|-------------------|
| 1. agreed | 9. saved |
| 2. left | 10. were crossing |
| 3. robbed | 11. attacked |
| 4. was traveling | 12. was leaving |
| 5. was following | 13. arrested |
| 6. saw | 14. happened |
| 7. were planning | 15. Did ... win |
| 8. were getting ready | |

The detective wanted to arrest Fogg because he thought he had robbed a bank.

used to

Read the grammar explanation and revise the form and meaning of *used to*.

ANSWERS

1. In the negative we use: *did not / didn't + use to* and in questions we use: *Did + use to ... ?*
2. After *used to* we use the base form of the verb.

Refer the students to the Grammar Appendix on page 230 of the Student's Book for additional information and examples.

- D** **1** In this activity, the students practice writing sentences about the 19th century, using the correct positive, negative and question forms of *used to* and the words given.

ANSWERS

1. People used to learn about the news from newspapers. They didn't use to hear it on the radio.
2. Students used to study only from books. They didn't use to get information from the Internet.
3. People used to become sick more easily. They didn't use to have good hospitals.
4. Some young children used to start work at an early age. They didn't use to go to school.
5. People used to cook with fresh food. They didn't use to buy frozen foods.

Suggestion for more-advanced students: Ask the students who finish exercise 1 quickly to look up information on their phones about what people in the 19th century used to / didn't use to do. Tell them to write down the information and share it with the class.

You may want to share the following background information with the class.

Around the World in Eighty Days is an adventure novel by the French writer Jules Verne. The book was first published as a serial in *Le Temps*, a French magazine, in 1872 and in book form in 1873. The story tells the tale of Phileas Fogg's trip around the world in order to win a bet. The novel won Verne worldwide renown at the time and was a fantastic success setting new sales records. It has been translated into many languages and adapted into TV programs and movies. The novel has also inspired many attempts to travel around the world in 80 days or less. The last was in 2017 by British cyclist Mark Beaumont who set a new world record by completing the trip in 78 days, 14 hours and 40 minutes.

- 2** In this productive exercise, the students work in pairs to ask and answer questions about the information in D1, using the correct form of *used to*. Explain that in their questions, they can relate to information that may be positive or negative. For example: *Did people use to* learn about the news from newspapers? (Yes) or *Did people use to* learn about the news from the radio? (No) Point out the speech bubbles that can be used as an example.

Suggestion: Have the students write five sentences about what they used to / didn't use to do at home when they were younger.

Suggestion for less-advanced students: Write phrases related to the topics above on the board so that the students will be able to form sentences. For example: *do the chores, wash the dishes, take the dog for a walk, go to bed early, watch children's programs on TV, listen to a story, go out in the evening, etc.*

WORKBOOK page 20

Refer the students to the Workbook, page 20 for more practice of the Past Simple and the Past Progressive.

Pages 28-29

WRITING An Informal Email

In this scaffolded writing section, the students learn how to write an informal email to family or friends. Read the explanation about the opening of an email and explain that we usually ask about the reader and give a reason for writing.

After you have read about informal emails, you may wish to check that the students are aware of what constitutes informal language in English. Explain that one aspect is the use of contractions: instead of writing "We are all fine." in the first line, Julie writes "We're all fine." Ask them to find more examples of contractions in the model and to say what the formal form is. In addition, you may wish to draw their attention to the closing comment: "Can't wait to hear from you." Ask the students why this is informal. (It is missing the subject of the sentence, *I*)

- A** **1** The students read the model email from Julie and answer the question.

ANSWER

They eat turkey, cornbread, potatoes, vegetables and pumpkin pie.

- 2** The students copy the chart into their notebooks and complete it according to the information in the email.

ANSWERS

1. She wanted to tell Leora a bit about Thanksgiving.
2. To say thank you for surviving the first year.
3. It takes place on the last Thursday in November.
4. She celebrates with her aunt, uncle and cousins.
They eat a big meal.
5. Julie wants Leora to write back and tell her about her favorite holiday.

Suggestion for less-advanced students: Draw the chart on the board and complete it with the students. Point out that all the answers appear in the model and check that the students go back to the model to find them.

Writing Tip

Read the writing tip with the students. Explain that commas are important for comprehension and to give the reader time to breathe. Point out that we use commas in English when we have a list of three or more items, and after a connector at the beginning of the sentence.

B In this exercise, the students practice adding commas to the sentences.

ANSWERS

1. We can watch TV, listen to music or go to the park.
2. Peter is sick. Therefore, he can't come to the party.
3. My brother has a dog, a cat and a fish.
4. I don't eat broccoli, celery, tomatoes or olives.
5. My friends said the movie wasn't good. However, I decided to watch it anyway.

C This activity practices punctuation and capital letters. Tell the students to find the mistakes in the email and write it correctly in their notebooks.

ANSWERS

Hi Clare,

How are you? I hope everything is OK. I am fine. I am writing to invite you to come and visit me here in London.

I'd like you to arrive on October 10 because my friend Rosa will also be in town. We will have so much fun shopping, eating out and going to a concert. I hope you can come. However, if you can't, I'll understand.

Please write soon.

Love,

Kim

WORKBOOK page 23

Refer the students to the Workbook, page 23 for additional practice of the writing skills.

WRITING TASK

This task requires the students to apply what they have learned in the unit. Read the writing task with the class. Tell them that they are going to write an answer to the email in the model telling about their favorite holiday. Tell them to write 80-100 words, to use the new words and to edit their work using the checklist on page 216 of the Workbook.

Suggestions for less-advanced students: Go over the guidelines for the task and make sure that the students understand what they are required to do.

Point out to the students that the checklist can help them see if they have completed all the requirements for the task so that they won't lose any points. The checklist appears on page 216 of the Workbook.

To assess this activity, use the photocopiable chart on page 206 of this Teacher's Guide.

SPEAK YOUR MIND

This section provides the students with the opportunity to practice their spoken language. They learn how to collaborate in a team to structure an argument, and state their points of view in order to debate a topic. Each unit prepares the students for a stage in the debate process. For the full debate process, see page 172 of this Teacher's Guide.

LET'S TALK

A The students use pictures to stimulate a discussion about the way young people spend their free time.

1 In this activity, the students answer the questions about the pictures.

POSSIBLE ANSWERS

1. All are young people spending time doing a hobby or leisure activity, they have a goal and seem determined to achieve it.
2. Differences:
Picture 1 shows an outdoor activity; the people are physically active; it's a healthy activity; it's a group activity.
Picture 2 shows an indoor activity; an inactive, sedentary activity; the person is eating unhealthy food; it's an individual activity.
3. Accept all logical answers.

2 In this interactive activity, the students discuss which activity they would prefer to do and explain their reasons. Then they share their preferences with the class.

LET'S DEBATE

This section introduces the students to the new words and teaches them how to prepare for the debate.

Explain to the students that a debate involves two teams who present arguments for and against a topic and try to persuade the audience to agree with their opinion.

Learn New Words

This feature exposes the students to the new vocabulary in the Workbook or digitally before they come to class. In line with the flipped classroom methodology, the students match the words to their meanings on page 24 of the Workbook or alternatively, they have the option of learning and practicing the new words before the lesson using the Digital Extra component called Wordlist Plus. They can access the interactive wordlists and activities on their cellphones or computers, giving them the ability to practice anywhere and at any time they choose. The students can do the exercise/s in the Workbook instead of, or in addition to, the preparation on the Digital Extra component.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

Read the debate topic with the students. Point out that a debate topic is usually controversial and that they will learn to prepare arguments that will support both views of the topic – for and against.

B The students learn the new words they will need to use in their debate.

1 Tell the students to find the words that can be used to present an idea in a debate.

ANSWERS

express, notes, opinion, speech, support

2 The purpose of this exercise is for the students to complete three of the sentences to show that they understand the meanings of the new words while at the same time relating the sentences to the debate topic.

Accept all logical and grammatically correct answers.

Suggestion for less-advanced students: Do the exercise together as a class. Have the students brainstorm their answers and then choose some of them to write on the board. This will help the students see a variety of answers.

Tip! Brainstorm

The tip focuses on brainstorming. Read the tip with the students. Explain that the first stage in the debate process is brainstorming. The members of each team brainstorm together and write down all their ideas on the topic.

- C** In this activity, the students listen to members of a debating team starting to brainstorm. They read the notes that the team made and complete the graphic organizer.

LISTENING SCRIPT

- Speaker A:** The topic we are discussing today is if young people spend too much time playing on their computers. We agree with the topic, so I think we should express our concern about what happens when young people spend too much time on the computer. We should talk about all the disadvantages.
- Speaker B:** Well, first of all there are the health problems it can cause. We have to talk in detail about how it can affect a person's eyes, neck and back.
- Speaker C:** That's right. We should also mention in our speeches how playing on computers for too long can result in a young person losing their social skills. I also wrote in my notes that some young people can't stop playing games and in fact, they can't even sleep.
- Speaker A:** They also don't do other things like play sports or do homework. These are all great ideas that support our opinion. We will have a huge advantage over the speakers in the other team. Let's write down our ideas in this graphic organizer.

ANSWERS

They are in favor of the topic. (They agree with it.)

- 1 a. eyes
- 4 a. computer games

- D** In this activity, the students, in their teams prepare for a debate.

- 1** In this activity, the students, in their teams or small groups, brainstorm ideas against the topic and prepare a graphic organizer. Tell them to use the graphic organizer in exercise C as a model. Tell them to use the new words and the Useful Phrases to help them.

POSSIBLE IDEAS

Young people need to keep up with changes in technology. It's not time wasted, they are learning computer skills.

Some young people have the attitude that they need computers for future jobs.

They communicate with other teens on the computer.

They can still do sports and go out with friends.

They need to limit their time on the computer, but it is not wasted.

- 2** Tell the students to read the checklist on page 218 in the Workbook to help them prepare to present their ideas to the class.
- 3** The students in each team present their ideas against the topic to the class using their graphic organizer. You may wish to call on one or two students from each team to present their ideas.

While each pair of students is giving their presentation, have the other students evaluate them according to the following criteria:

1. Could I understand what they said?
2. Did they speak fluently?
3. Did they state their opinion / argument clearly?

WORKBOOK page 25

Refer the students to the Workbook, page 25 for additional vocabulary practice.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
1. The students go to the Vocabulary Tracker on page 233 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can also use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
1. In this collaborative exercise, the students work in pairs to write a short conversation between a Japanese tourist and a South American bus driver, who arrived late, using the new words. Tell the students to use the information from the reading text on pages 22-23 to help them. Before they begin writing, they should tick the words that they think they will use. Have the students present their entries to the class.
 2. Ask the students how many new words they used.

Suggestion for more-advanced students: Ask the students who finish quickly to write an additional short conversation between two people from different cultures showing their different attitudes to time. They can use information from the reading text on pages 22-23 or look up their own information.

Pages 32-33

REVIEW

This section reviews the new words and expressions taught in the unit. All the new words are listed according to the part of the unit in which they appear. Have the students go over all the words to make sure they know what they mean before doing the exercises. They can test themselves using Wordlist Plus and the Vocabulary Tracker. The review also includes a review of the grammar points taught in the unit.

Suggestions:

1. Play the game "Call My Bluff". In this game, players pretend to give the correct definition of the word. Divide the class into groups of three. Give each group one of the new words. The students in each group write three definitions for the word, but only one is correct. Tell the students to read their definitions. The rest of the class votes for the definition that they think is correct. Explain that the group gets points when the students vote for the incorrect definition as they persuaded (or "bluffed") the others that their false definition was correct.
2. Tell the students to choose five new words and to write the meanings of these words in their notebooks in their own language. Tell them to swap notebooks with their partner and translate their partner's words into English.

- A** In this exercise, the students complete the graphic organizer, putting as many new words as they can into two categories: words that can be used to talk about a fun meeting and words that can be used to talk about travel problems.

POSSIBLE ANSWERS

A fun meeting: arrange, (be) expecting (someone), colleague, excitement, give (someone) a call, happiness, joke, laugh at, selfie, sense of humor, support

Travel problems: board, excuse, mind, gas, importance, pass through, result in, smell, smoke

Suggestion for more-advanced students: Ask the students to write sentences or a short paragraph using the new words they chose in exercise A.

B In this exercise, the students replace the words in bold with new words.

ANSWERS

- | | |
|---------------|------------|
| 1. deny | 5. dive |
| 2. ancient | 6. rather |
| 3. pop / hits | 7. excuse |
| 4. stranger | 8. boarded |

C In this exercise, the students complete a dialogue between friends using the grammar learned in the unit.

ANSWERS

- | | |
|------------------------|--------------------|
| 1. are you doing | 8. met |
| 2. am visiting | 9. started |
| 3. live | 10. liked |
| 4. Do ... speak | 11. offered |
| 5. didn't use to speak | 12. was |
| 6. did ... decide | 13. are you coming |
| 7. was traveling | |

D This exercise reviews new words from the unit. The students complete the paragraph with words and expressions they have learned in Unit 1.

ANSWERS

- | | |
|--------------------|-------------------|
| 1. culture | 5. rather |
| 2. excitement | 6. importance |
| 3. passing through | 7. lays the table |
| 4. Nowadays | 8. For instance |

You may want to share the following background information with the class.

The Chinese New Year is an annual 15-day festival celebrated in China and Chinese communities around the world. It occurs sometime between January 21 and February 20 according to Western calendars. The holiday is sometimes called the Lunar New Year because it follows the phases of the moon and begins with the new moon. Festivities last until the following full moon. Celebrations to bring luck and prosperity in the new year include fireworks, wearing red clothes and decorations. In addition, the Chinese New Year is a time to feast and to visit family members.

E In this productive activity, the students work in pairs to write a dialogue to a friend explaining why they will be late for a party. Tell them to use the new words and the grammar that they have learned. Have them present their dialogues to the class.

WORKBOOK page 26

Refer the students to Check Yourself in the Workbook, page 26.

Point out that Check Yourself reviews vocabulary, grammar and writing. The vocabulary section reviews recognition and production of the vocabulary in the unit. It is cumulative and includes words learned in all previous units.

The students are referred to the Digital Extra component called Vocabulary Booster. It offers reinforcement and assessment, and promotes speaking. Interactive activities include speaking activities, games, a unit review and a cumulative review.

Pages 34-35

READ AND CHECK Time for a Story

The students are presented with a text for independent reading that recycles words taught in the units.

A To monitor vocabulary acquisition, the students are asked to look at the words in bold in the text and see how many they remember. In this unit the words come from both parts of Unit 1.

B The students read the article about time travel in books and movies. Tell the students that while reading, they should focus on the main idea: the different methods used to travel in time that are mentioned in the article.

ANSWERS

the “time slip”

the “time paradox”

the “butterfly effect”

C The students answer the questions about time travel. The questions reflect the categories of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

1. b

2. c

3. c and e

4. they wanted to hunt dinosaurs

5. 1. time slip

2. butterfly effect

3. time paradox

6. can have some very serious and worrying results / can be dangerous

D The students write a paragraph expressing their own opinion about time travel and if they would like to go back or forward in time. Remind them to use correct paragraph structure: main ideas and supporting sentences.

WORKBOOK > page 30

Refer the students to the Workbook, page 30 for an additional reading text and comprehension questions.

TASK

The task requires that the students apply what they have learned in the unit. They can choose one of the two tasks.

In the first task, the students interview a member of their family about a memorable event that happened in their past and then present a summary of the interview to the class.

In the second task, the students make a time capsule to be opened in the future. They can present it to the class, explaining why they chose each item to put inside and what people in the future might think about the items they chose.

Go over the guidelines for the task on page 221 of the Workbook and make sure that the students understand what they are required to do.

Tell the students to mark the checklist on page 221 of the Workbook when they have completed the task. Explain that the checklist can help them see if they have completed all the requirements for the task so that they won't lose any valuable points.

Tell the students that they can use any information in the unit to help them.

To assess this activity, use one of the photocopiable charts on page 211 or 212 of this Teacher's Guide.

Suggestions: The students can use the following digital tools:

to record their interview – *Wevideo* <https://www.wevideo.com/>

to create their time capsule – *Artsintegration* <https://artsintegration.com/wp-content/uploads/2016/09/Digital-Time-Capsule.pdf>

SUGGESTIONS FOR FURTHER READING

Gulliver's Travels by Jonathon Swift (Oxford Bookworms, level 4)

The Time Machine by H.G. Wells (Penguin/Random House)

Festivals Around the World by Richard Northcott (Oxford Bookworms, level 3)

A Christmas Carol by Charles Dickens (Oxford Bookworms, level 3)

Journey to the Center of the Earth by Jules Verne (Pegasus Abridged Classics)

A Christmas Carol by Charles Dickens (Oxford Bookworms, level 3)

Around the World in 80 Days by Jules Verne (Pegasus Abridged Classics)

Dr. Who: Borrowed Time by Naomi A. Alderman (Penguin, level 5)