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	Everyday English	Listening	Pronunciation	Speaking	Writing		
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	Lessons	Vocabulary	Grammar	Reading
UNIT 6 Helpful Tips pp. 93-108	6a What should I do?	household chores	can / could / be able to / should	letters and replies in an advice column
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	7b Where to shop: online or in department stores?	in a shop	Comparative & Superlative Degrees (adverbs)	a blog entry (comparing shopping online with visiting department stores)
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UNIT 8 Digital Era pp. 125-140	8a Communication technology	devices	Cause - Result - so / such	a magazine article (the evolution of communication technology)
	8b Are social media a good or a bad thing?	social media	Relative Clauses (who, which, that, whose)	an article (positive and negative effects of social media)
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	Everyday English	Listening	Pronunciation	Speaking	Writing		
	giving and receiving advice	informal conversations (analysing the phrases related to giving and receiving advice)	rising and falling intonation in requests	talking about household chores	a letter of advice for an advice column	Project Time 6	Progress Check 6
	making polite requests	a short talk (understanding regulations in a public place)		giving a presentation about dining etiquette rules in one's country	a short paragraph with etiquette tips for travellers to one's country		
	talking about consequences	a job interview (completing a job application form)		talking about one's future career	a short paragraph about one's dream job		
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	stating preferences	a podcast (listening for specific information)		talking about preferences in technological devices	a formal letter to the editor stating a preference	Project Time 8	Progress Check 8
	reacting to good/bad news	a news report (listening for gist and following basic points)		talking about current events	a news report for a school newspaper		
	stating personal opinion	short talks (listening for gist)	/w/ and /v/ sounds	acting out a dialogue between avatars	short informal messages with chat acronyms		
	guessing from context	a short talk (listening for gist)	intonation in conditional sentences	talking about imaginary situations	a short paragraph about an animation movie	Project Time 9	Progress Check 9
	comparing and contrasting	short talks (responding to descriptions)		talking about one's favourite superhero	a short paragraph comparing and contrasting superheroes		
	asking about character	short talks (identifying opinions about different characters)		talking about one's personal real-life hero	a paragraph about the person one admires most		
	talking about interests	short talks (identifying vocabulary related to hobbies)		talking about a summer camp one would enjoy going to	a paragraph about one's favourite hobby	Project Time 10	Progress Check 10
	making generalisations	a teacher's instructions (listening for specific information)		making a presentation about how to carry out a task	a paragraph giving tips about a hobby		
	describing a process	a TV show (ordering the steps of a recipe)	words with a challenging pronunciation	describing a recipe	a paragraph describing one's favourite recipe		

Introduction

- Lead in by introducing yourself. Say: *Hello/Hi! I'm ... / My name is ...* . Go around the class asking pupils: *What's your name?* Respond with: *Nice to meet you!*
- Ask pupils to look at the content pages to familiarise themselves with the structure of the book. Explain to them that there are 10 units and each unit deals with a different topic. There are 3 lessons (a, b and c) in each unit, which are related to the unit topic.
- Tell pupils that the book starts with 6 introductory lessons, which revise some of the vocabulary and structures they have learned in previous classes.

INTRODUCTORY LESSONS

- Read the list of language points, tell pupils to look at the pictures and ask them which topics these pictures correspond to (*social expressions, classroom language, the time, prepositions of time*).
- Explain to pupils that in the 6 introductory lessons, A-F, they will deal with both vocabulary and grammar. Go over the grammar phenomena in the list (*the verbs "be" and "have got", question words, possessive case/adjectives/pronouns, love/like/enjoy/hate + -ing*) and point out that all of them are structures which pupils already know from *TEEN spirit A1-A2*.

Introductory Lessons

- Classroom Language
- Social Expressions
- The verb "be"
- Question Words
- The Time
- "have got"
- Possessive Case
- Possessive Adjectives & Possessive Pronouns
- Prepositions of Time
- Love/like/enjoy/hate + -ing



INTRO A

Classroom Language

1 Put the words in the correct order to make classroom expressions.

Then, listen and check.

- pen / you / me / give / can / a
Can you give me a pen ?
- to / go / the / I / may / toilet
May I go to the toilet ?
- repeat / you / question / the / can
Can you repeat the question ?
- don't / exercise / I / this / understand
I don't understand this exercise ?
- "tiny" / what / mean / does
What does "tiny" mean ?
- do / the / you / how / word / "money" / spell
How do you spell the word "money" ?

NOTE

To be more polite, we can use "Please", "Excuse me" or "Sorry".

2 Work with a partner. Use the classroom expressions from exercise 1 with the phrases from the "NOTE" box to make them more polite.

3 Look at the classroom expressions in exercise 1 again and match them with the correct response.

- a. Yes, of course. Here you are.
- It means "very small".
- Well, first of all, read the text and then tick "True" or "False".
- M-O-N-E-Y.
- Sure! What's the capital of Italy?
- Yes, you may.

Social Expressions

4 Complete the dialogues with the expressions from the box.

Then, listen and act them out with your partner.

-
-
-
-
-
-

TEEN spirit | A2+ - B1

Introductory Lessons

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sentences from exercise 1 or your own ones (e.g. "Excuse me, I don't understand this exercise.", "May I open the window, please?", "Sorry, can you repeat that more slowly?"). Discuss with pupils where these three phrases can be placed within sentences (at the beginning or the end of a sentence).

EXERCISE 2 (objective: to formulate polite classroom expressions)

- Ask pupils to work in pairs and explain that they have to practise the classroom expressions from exercise 1 together with the phrases from the yellow NOTE. Remind them to use these phrases in the correct place within sentences, as you've already demonstrated.
- Pupils work in pairs to practise using classroom expressions politely. Walk around the classroom monitoring their work.

EXERCISE 3 (objective: to form short classroom exchanges)

- Go over sentences a-f with pupils and read the example aloud. Give them time to complete the exercise in their books and then check answers by asking different pupils to read out the expression-response pairs they have matched.

Social Expressions

EXERCISE 4 (objective: to listen to and practise common social expressions)

- Ask individual pupils to read expressions 1-6 and A-F aloud. Then, model the example in front of the class (- Bye for now! - Goodbye! See you later!) and ask pupils to match the rest of the expressions to form appropriate dialogues.
- Once all pupils have finished, play the recording and ask them to check their answers by themselves. Then, show the correct answers on the board and allow pupils time to act out the dialogues with their partners.
- Pupils work in pairs to practise expressions used in everyday social situations. Walk around the classroom monitoring their work and encouraging pairs to act out all the dialogues.

Classroom Language

EXERCISE 1 (objective: to identify the structure of frequently used classroom expressions)

- Go over the example with pupils, explain that they have to put the words in the correct order to form grammatically correct sentences, and ask them what clues they must look for to make the sentences correct in terms of syntax (check whether it's an affirmative/negative statement, in which case follow the SVO order, or a

question, in which case follow the inverted order; check whether it's a Yes/No question or a wh- question, in which case the question word should come first).

- Give pupils time to complete the exercise in their books, and then play the recording. Ask pupils to check their answers by themselves, and walk around the classroom to check their work as well.
- Draw pupils' attention to the yellow NOTE at the top right of the page and read it aloud. Demonstrate the use of Please, Excuse me and Sorry by giving various examples using

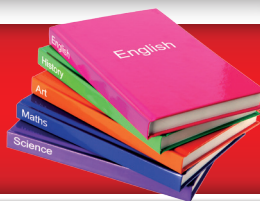
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Teacher's Book

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Unit 1

School Life



Vocabulary	Grammar
<ul style="list-style-type: none"> - school subjects - family - extracurricular activities 	<ul style="list-style-type: none"> - Present Simple - Adverbs of Frequency - Present Continuous - Present Simple VS Present Continuous - State Verbs
<p>You will learn how to:</p>	
<p>Reading</p> <ul style="list-style-type: none"> - locate specific information on a teen blog about school subjects - identify and understand related vocabulary in short texts about educational life - develop scanning as a reading skill in an email about relations and family life - locate specific information in an email about relations and family life - read announcements on a school noticeboard and make decisions based on other people's statements - locate specific information in announcements on a school noticeboard 	<p>Listening</p> <ul style="list-style-type: none"> - listen to informal everyday conversations and identify vocabulary related to school life and family - identify and respond to vocabulary related to school life, family and free time activities - notice and practise rising and falling intonation when asking and answering questions in daily conversations
<p>Speaking</p> <ul style="list-style-type: none"> - greet people and introduce yourself both in formal and informal settings - ask about other people's habits in small groups and talk about yourself individually - exchange personal information - talk about what is happening in a picture - interact in everyday life situations - talk about yourself and your free time activities and ask about others in pairs 	<p>Writing</p> <ul style="list-style-type: none"> - write a paragraph about your favourite schoolday - write a paragraph about your favourite relation - describe yourself, your family and your habits in a short descriptive paragraph with the help of cues

Unit 1

- Tell pupils to look at the pictures and ask them what they can see (*a family getting together, a girl dressed in a chef's uniform, a school noticeboard with school subjects posted on it, a boy dancing, various objects that pupils use at school and different kinds of balls*).
- Ask pupils to guess what topics will be covered in Unit 1 and accept any reasonable suggestions (*e.g. family life, school subjects, hobbies like cooking, dancing and sports, ...*). Then, tell them to look at the vocabulary box to confirm their guesses.
- Read the unit title aloud ("*School Life*") and ask pupils how they think this title relates to the pictures they have already discussed (*e.g. The girl and the boy may have cooking and dancing as extracurricular activities at their schools. / ...*).
- Draw pupils' attention to the boxes on the right and have them read through the unit objectives on their own. Answer any questions pupils may have.

Vocabulary

VOCABULARY FOCUS

- Have pupils listen to and repeat the new words (choral repetition). At this point, the focus is on pronouncing the words correctly, so draw attention to sounds and stress in the words and phrases.
- Teach the meaning of the new words. Ask pupils questions, such as:
Do you know any of these words? Are there any words you remember from TEEN spirit A1-A2? (e.g. foreign)
At this point, the focus is on meaning. You can give pupils a direct translation of the words in their L1 or you can have them deduce the meanings of some of the words by using simple examples (e.g. "It is **healthy** to eat fruit and vegetables. It isn't **healthy** to eat pizza.") and/or English definitions (e.g. "When I do something **on my own**, I do it without any help.").
- Once the new vocabulary has been taught, you may want to ask further questions and encourage pupils to answer using the words they have just learnt:
Which word has a similar meaning to "rare"? (unusual)
What can you look at to see what your next lesson is? (our class timetable)
If you have a baby brother and your parents aren't at home, what should you do? (take care of him)

- Spelling "Traps"**: (objective: to notice the correct spelling of each vocabulary item and improve spelling skills)

- At this point, the focus is on the written forms of the words. Remind pupils that the written form of a word and the way it is pronounced do not always correspond and give them an example to illustrate this point (e.g. In the word "Science", we don't hear the "silent c" when we say the word, but it must be included when we write it.). Tell them that such parts of the words will be called spelling "traps", as they were in the previous book.

- Since different pupils may encounter different difficulties in spelling the words, before you start this activity, make it clear to them that **there is not only one correct answer**; each pupil has to find those parts of the words that he/she thinks are the most difficult to spell.

- Have pupils listen to the words again so that they notice their written forms and underline the spelling "traps".

- Once they have finished, you may want to ask some pupils which "traps" they have underlined. Encourage them to explain why these particular parts of the words seem difficult to them.

EXERCISE 1 (objective: to identify vocabulary for school subjects)

- Go over the words in the box, making sure that pupils remember their meanings. Tell pupils to look at the blackboard and

1a

Vocabulary



Vocabulary focus

Listen and repeat.

- Science
- Physical Education (PE)
- Language and Literature
- Information Technology (IT)
- usual
- unusual
- healthy
- take care of (myself)
- grow up
- comment
- half (of)
- foreign
- rare
- local
- on my own
- timetable
- roommate
- suitable

Now, listen again and underline the spelling "traps".

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Unit 1 | School Life

Unusual subjects at schools

Vocabulary

school subjects

Grammar

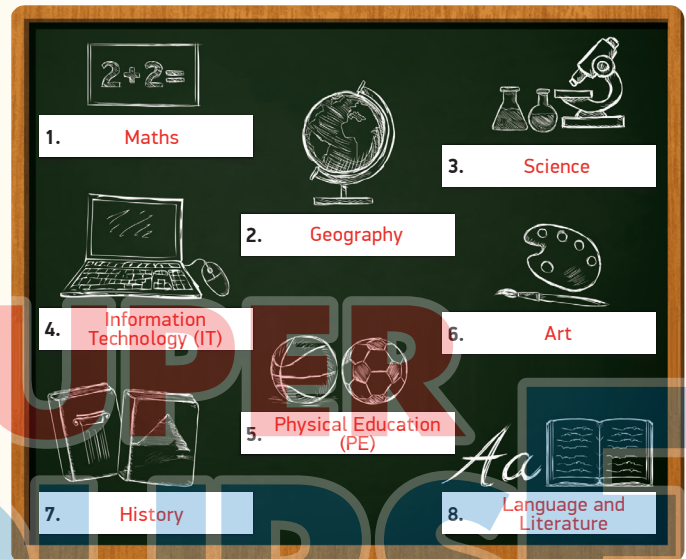
- Present Simple
- Adverbs of Frequency

How to

greet people
(formal & informal)

1 Label the pictures with the words from the box.

History Geography Art Science Physical Education (PE)
Language and Literature Maths Information Technology (IT)



2 Complete the sentences with the words/phrases from the box.

take care of grow up healthy suitable unusual roommate on my own

- To be **healthy**, you must eat a lot of fruit and vegetables.
- My grandparents **take care of** me when my parents are at work.
- This book is not **suitable** for young children because the story is scary.
- At weekends, my **roommate** and I clean our flat.
- Josh doesn't like Maths and Biology. He prefers **unusual** subjects, like cooking.
- Rosie wants her children to **grow up** away from the city.
- I don't need your help. I can do this exercise **on my own**.

ask them what all the "drawings" depict (*school subjects*).

- Give pupils a few minutes to complete the exercise and then check answers on the board.

EXERCISE 2 (objective: to use new vocabulary in context)

- Go over the words in the box, making sure that pupils remember them. Read the first sentence (gapped) and emphasise that it's important for pupils to read the whole sentence (i.e. what is **before and after** the gap) in order to find the correct answer.
- Give pupils a few minutes to complete the exercise and then check answers by asking different pupils to read out the sentences.

Grammar

- Lead-in: Present Simple - Adverbs of Frequency**

Write the following example sentences on the board:

- I **wake up** at 7:00 every day.
- Tina **visits** her grandparents at weekends.
- Nurses **work** in hospitals.

Write the verbs (*wake up, visits, work*) in a different colour and remind pupils that these verbs are in the Present Simple tense. Tell them to look at the examples carefully and ask them what this tense is used to talk about (*daily routines and habits, as in sentences 1 and 2, and facts that are generally true, as in sentence 3*).

- Point to sentences 1 and 3 and remind pupils that, in affirmative sentences with the Present Simple, we use the base form of the verb for subjects *I/you/we/*

Grammar

Present Simple - Adverbs of Frequency

Present Simple

Form

✓ I work	✗ I don't work	?
He works	He doesn't work	Does he work?

Use

- for habits and routines
*I **drink** milk in the morning.*
- for facts that are generally true
*The sun **rises** in the east.*

Time expressions

every day/week/month, on Mondays, at the weekend, at weekends, once/twice/three times a week, in the morning/afternoon/evening, at night, etc.

Adverbs of Frequency

We use adverbs of frequency to show how often something happens.



Adverbs of frequency go:

- before main verbs.
*We **sometimes** play basketball with our friends.*
- after the verb "be".
*Mum **is usually** at home in the evening.*

3 Write sentences about yourself using the Present Simple and the words/phrases given.

- always / twice a day
I always brush my teeth twice a day.
- often / on Mondays
Students' own answers
- usually / at the weekend
- always / once a month
- never / in the morning
- rarely / at night

4 Look at the pictures for thirty seconds. Then, cover them and write as many sentences as you can about what Dylan does every Saturday.

Then, work with a partner. Score one point for each correct sentence.



Dylan goes for a coffee every Saturday.

5 Look at the pictures and make sentences about facts that are generally true in these countries.



- ENGLAND**
people / have / a big breakfast
People have a big breakfast in England.



- THE USA**
people / not take off / their shoes / in the house
People don't take off their shoes in the house in the USA.



- THE NETHERLANDS**
people / use / bikes
People use bikes in the Netherlands.



- SPAIN**
people / love / football
People love football in Spain.



- INDIA**
people / not eat / beef
People don't eat beef in India.

6 Now, work with a partner. Take turns to ask and answer questions about what is generally true in your country. Use the Present Simple and the verbs/phrases from exercise 5.

Do people have a big breakfast in your country? Yes, they do.

- Go over the grammar box (*Present Simple - Adverbs of Frequency*) on the board.

EXERCISE 3

- (objective: to write sentences about personal habits and routines)
- Read item 1 aloud and explain to pupils that they have to use the adverbs of frequency and the time expressions given, as well as their own words, to write sentences about their personal habits and routines. Give them time to write their sentences and then ask different pupils to present their habits and routines in class or walk around the classroom to check their work.

EXERCISE 4

- (objective: to write and talk about other people's habits and routines)
- Tell pupils that this exercise is like a memory game and they are going to play in pairs. They have 30 seconds to look at the pictures in exercise 4, then they must cover them and write sentences about what Dylan does every Saturday, as in the example (*Answers: go for a coffee, walk the dog, do the/go shopping, water the plants, play basketball, have a shower, cook, watch TV, wash/do the dishes, work on the computer/surf the Net/play computer games, go to the cinema, read the newspaper*).
- Once both pupils have finished, they can uncover the pictures and take turns to read their sentences to each other. Each of them gets one point for a correct sentence and the pupil with the most points is the winner in the pair. You can also have pupils to compare their scores with the whole class to find out who the person with the best memory in class is.

EXERCISE 5

- (objective: to write sentences about facts that are generally true)
- Read the example aloud and give pupils time to write sentences 2-5 in their books. Check answers on the board. You can discuss some of these facts with pupils by asking questions like:

Do you know any of these facts? Can you give us more information about them? (e.g. I know that people don't eat beef in India, because they mustn't kill cows.) Which fact is the most interesting or surprising for you?

EXERCISE 6

- (objective: to ask and answer questions about facts that are generally true in a country)
- Go over the speech bubbles with pupils and explain that they have to ask and answer about what applies in their country, using the facts from exercise 5 and the Present Simple. You can ask pupils which of these facts are true in their country before they start working with their partners, in order to give them a warm-up for the speaking activity.
- Pupils work in pairs to ask and answer questions about what is generally true in their country. Walk around the classroom monitoring their work. Some pairs might like to present their dialogues to the class.

they. Then, point to sentence 2, and explain that we add -s (or -es or -ies) to the verb for he/she/it. You can quickly review the spelling rules for adding -s/-es/-ies to verbs.

- Review negative sentences and questions by asking pupils to transform the sentences written on the board. Remind them that in negative sentences we use *don't/doesn't* + base verb form, and in questions we use *do/does* + subject + base verb form:
 - I **don't wake up** at 7:00 every day.*
*Do I **wake up** at 7:00 every day?*
 - Tina **doesn't visit** her grandparents at weekends.*
*Does Tina **visit** her grandparents at weekends?*
 - Nurses **don't work** in hospitals.*
*Do nurses **work** in hospitals?*

- Ask pupils which time expressions they can remember that are used with the Present Simple and write any correct answers on the board (*e.g. every day, at the weekend, ...*). Get pupils to say sentences using these time expressions (*e.g. I study for school every day, ...*) and point out that such expressions can be used either at the beginning or at the end of the sentences.
- Then, remind pupils that there are some other words that are also used with the Present Simple, the adverbs of frequency, which show how often something happens. Start by saying one or two adverbs of frequency and elicit others from pupils. Write two examples on the board (*e.g. I **always wake up** early in the morning. / I **am always busy** in the morning.*) to illustrate their placement in sentences with main verbs and with the verb "be".

Reading

Before you read! (objective: to warm up for reading)

- Tell pupils to look at the pictures and the texts and discuss what they see. You can ask questions, such as:
Who has written the posts on the teen blog? (Oliver from the UK, Felix from Denmark and Shehara from Sri Lanka) Each of them has attached a photo to their posts. What are they doing in the photos? (Oliver is cooking. Felix is video shooting with a big camera. Shehara is helping to plant trees.)
 Explain to pupils that Oliver, Felix and Shehara can do these activities at their schools and ask: **What unusual subjects do pupils do at these schools?** (cooking at Oliver's school, filmmaking at Felix's school, environmental education at Shehara's school)

EXERCISE 7 (objective: to read blog posts about unusual subjects at schools around the world)

- Play the recording and ask pupils to follow the texts in their books.
- Ask comprehension questions about the blog posts, such as:
*Why does Oliver refer to cooking as an "important life lesson"? (Because it will help him learn to take care of himself when he leaves home.)
 What does Felix find out about in filmmaking? (what directors, cameramen, actors and writers do)
 What do Shehara and her classmates often do at weekends? (They plant trees and flowers around their town and feed the animals in their local zoo.)*
- Have various pupils read parts of the posts aloud.

EXERCISE 8 (objective: to locate specific information in a text)

- Give pupils a few minutes to read the sentences and write O, F or S according to the posts. Point out that the information from the texts is paraphrased in the sentences of the exercise, so pupils should try to grasp the general meaning rather than look for identical sentences in the posts.

- Go over the answers with pupils and ask them to justify their choices.

EXERCISE 9 (objective: to identify and understand related vocabulary in short texts about educational life)

- Draw pupils' attention to the underlined words in the posts and tell them that exercise 9 is about working out the meaning of these words within this particular context and finding synonyms for them.
- Give pupils time to complete items 1-6 and check answers on the board.

EXERCISE 10 (objective: to discuss the topic of unusual school subjects further by encouraging pupils to share personal experiences)

Reading

Before you read!

Look at the pictures. Can you guess what unusual subjects pupils do at these schools?

7

Listen and read the following posts on a teen blog about different school subjects around the world.





https://www.teenblog.com



Hi! I'm Oliver. I'm 14 years old and I'm a pupil at a school in Canterbury, a small city in England. My school has excellent teachers and a friendly atmosphere. We learn a lot of subjects, from Maths and Science to History and Art. But we don't have only the usual subjects at my school. We also learn other important life lessons, like how to cook. Cooking is my favourite lesson because we learn to make different dishes and find out more about healthy eating. This way, I can learn to take care of myself when I grow up and leave home.

Posted by Oliver, UK, 20th September

Comments 2



Felix, Denmark

25th September 16:08

Wow! Your school sounds amazing! My school is in a beautiful old building in the centre of Copenhagen and around half of our pupils are from foreign countries. We don't have cooking lessons at our school, but we have some other interesting subjects. For example, my favourite subject is filmmaking. We find out what directors, cameramen, actors and writers do. It's very exciting!

Shehara, Sri Lanka

6th October 15:38

Our school is famous for its nature programme. We take part in a lot of interesting projects and do our best to save rare plants and animals. After school or at weekends, we plant trees and flowers around our town and feed the animals in our local zoo. When I finish my studies, I really want to help solve the world's environmental problems!

8

Read the posts again and mark the sentences with **O** (Oliver), **F** (Felix) or **S** (Shehara).

1. My classmates come from all over the world. F
2. I know what I want to do when I leave school. S
3. I feel comfortable at school and I like my teachers. O
4. Our school tries to help with the planet's wildlife problems. S
5. I learn about different jobs in my favourite lesson. F
6. My favourite subject can help me when I live on my own. O

9

Choose and circle the words closest in meaning to those underlined in the posts.

1. <u>important</u>	serious	terrible	careful
2. <u>find out</u>	create	learn	organise
3. <u>amazing</u>	expensive	hard	great
4. <u>famous</u>	well-known	clever	free
5. <u>take part in</u>	explain	win	join
6. <u>solve</u>	discuss	fix	protect

10

Do you have any unusual subjects at your school? What are they? Do you like them?

11

What new subjects would you like to have at your school?

16

Unit 1 School Life

A2+ - B1 TEEN spirit

- Read the questions aloud and have several pupils talk about similar experiences in class. Encourage them to elaborate on their answers by asking: *What do you learn about in this lesson? / What activities does the lesson include? / In what ways is it an interesting or useful experience for you?*

EXERCISE 11 (objective: to expand on the previous discussion by expressing opinions and preferences)

- Read the question aloud and get pupils to think of subjects they don't study at their school at the moment, but would like to. Encourage pupils to share their preferences with the class and write their ideas on the board to create a list

of possible uncommon school subjects (e.g. robotics, pottery, astronomy, ...).

Everyday English

EXERCISE 12 (objective: to greet people and introduce oneself both in formal and informal settings)

- Play the recording once and have pupils complete the gaps with the indications *formal* and *informal*. Ask them to justify their answers, confirm them, and then emphasise the different phrases used in a formal/informal setting.
- Play the recording again and have pupils practise both dialogues in pairs using their own personal information. Walk around the classroom monitoring their work. You may want to ask pairs to act out their dialogues in front of the class.

Speaking

EXERCISE 14 (objective: to ask and answer about habits and preferences in small groups)

- Explain to pupils that they are going to work in groups of four in order to find the most suitable roommate for them within their group. To do so, they have to ask the other people in the group questions about their habits and preferences, using the phrases given. Go over the speech bubbles with pupils and explain that it's a good idea to take notes, because they will need to remember the answers of all the pupils in their group for exercise 15.

EXERCISE 15 (objective: to give a presentation justifying a choice)

- Once pupils have finished working in their groups, give them time to go through their notes and decide who would be the most suitable roommate for them, bearing in mind that they need at least two reasons to support their choice. Then, give several pupils a turn to tell the class about the best roommate for them.

Writing

EXERCISES 16 & 17 (objective: to write a short paragraph about one's favourite schoolday and indicate reasons)

- Read the model aloud and ask pupils to state the reasons why Friday is Karen's favourite schoolday (*She likes the lessons on this day, she finishes school earlier than on other days, she doesn't have any homework to do in the afternoon.*). Tell pupils that now, they have to write a paragraph about their favourite schoolday using Karen's paragraph as a model.
- Pupils write their paragraphs in their notebooks or on a piece of paper and give them to the teacher. When the teacher returns their work, they rewrite their paragraphs, including the corrections, and put them in their writing portfolios.

EXPRESSION OF THE DAY

EXERCISE 18 (objective: to acquaint pupils with English idioms/proverbs and increase cross-cultural awareness)

- Ask two pupils to read the dialogue aloud and encourage the class to say what they think the highlighted expression means. Once a correct guess has been made, ask pupils to think of a similar expression in their own language.
- Meaning of the expression: Something very easy to do.

EXTENSION ACTIVITY (OPTIONAL)

Guessing from Hints

Write a list of objects on the board (*e.g. map, socks, magazine, etc.*) and have pupils work in pairs: pupil A has to choose an object from the list and describe it using the Present Simple, continuing until pupil B guesses what he/she is talking about. For example:

Pupil A: *Tourists usually carry it when they walk around a foreign city. Our Geography teacher also uses it in class ...*

Pupil B: *A map!*

Everyday English

greeting people (formal & informal)

12 Listen to the following dialogues. Which do you think is formal and which informal?

Then, act them out with your partner.

-Hello, I'm Tom Lewis. **How do you do?**

-Hello, I'm very well, thank you. **Pleased to meet you,**
Mr Lewis. I'm Sarah Stevens. ¹ formal

-Hi, there. I'm Susan. **What's your name?**

-Hi! My name's Jonathan. **Glad to meet you!**
-Glad to meet you, too. ² informal

Listening

13 Listen to two students talking about their school timetable and fill in with the missing subjects.

		MONDAY
1 st	9:00 - 9:45	¹ Maths
2 nd	9:45 - 10:30	² Physical Education/PE
3 rd	10:30 - 11:15	Language and Literature Break time
4 th	11:30 - 12:15	³ Information Technology/IT
5 th	12:15 - 13:00	⁴ Geography Lunchtime
6 th	13:30 - 14:15	Art
7 th	14:15 - 15:00	⁵ Science

Writing

16 Read Karen's paragraph about her favourite schoolday.

My favourite schoolday is Friday because I like the lessons on this day. We have an English lesson at ten o'clock. English is my favourite subject and my English teacher is great! We also have History. I like History because I think it's very interesting. On Fridays, I finish school at half past one, so I go home earlier than on other days. And, of course, I don't have any homework to do in the afternoon because the next day is Saturday!

17 Now, write a paragraph like Karen's about your favourite schoolday.

TEEN spirit | A2+ - B1

Speaking

14 Work in groups of four. Imagine that you are looking for a roommate. Take turns to ask and answer questions using the phrases given and find the most suitable person for you. You can take notes.

- tidy your room every week
- listen to loud music
- take out the rubbish twice a week
- like parties
- do the dishes after lunch
- make your bed in the morning
- decorate your house with flowers
- like posters on the walls

Do you tidy your room every week?

Yes, I do.

15 Now, tell the class about the most suitable roommate for you. Give at least two reasons.

I think that Sally is the best roommate for me because she tidies her room every week and she doesn't listen to loud music.

Expression of the day

18 Read the dialogue and guess the meaning of the highlighted expression. Is there a similar expression in your language?

-How was your French test?

-Oh, it was a piece of cake! I understood all the questions and finished ten minutes early.



homework for tomorrow.

M: Really?

L: Yes. Tomorrow, our first lesson is Maths and we've got five exercises to do!

M: Oh, no! But, thank goodness our second lesson is IT!

L: No, Mark! Our second lesson isn't IT! It's PE.

M: Oh, yes. You're right! We have an IT lesson at half past eleven, after the break.

L: Yes! And then we have a Geography lesson at a quarter past twelve. We must learn all the European countries and their capitals.

M: I don't like Geography! Have we got anything else for homework?

L: Hmm ... We must do some exercises for Science, our last lesson.

M: Well, I guess I must forget about going to the cinema.

L: Ha ha! Good idea, Mark! See you at school tomorrow!

Listening

EXERCISE 13 (objective: to listen to an informal everyday conversation and identify vocabulary related to school life)

- Tell pupils that they are going to listen to a dialogue between two students. Go over the timetable with them, point to the gaps and explain that they have to fill these in with the missing school subjects.
- Play the recording. Pupils complete the timetable. Check answers on the board.

Transcript:

Mark: Hi, Laura!

Laura: Hello, Mark! How are you?

M: Fine! Hey, let's go to the cinema tonight!

L: Are you serious? We've got a lot of

Project Time 1

Lead-in

- Introduce pupils to the Project Time section of the unit. Tell them that this 2-page section will appear at the end of each unit and will contain three different types of tasks (a written project, a video clip and a PowerPoint presentation). Explain to pupils that the objective of these tasks is to encourage them to use the English language in real-life situations outside the classroom, so that they can consolidate the vocabulary and structures taught in each unit and become effective communicators in English, in various contexts. Also, explain that some of the tasks require individual work while others require pair or group work. Finally, make it clear that each pupil (or each pair or group of pupils) must choose and complete **at least one** of the tasks presented in Project Time.
- Allow pupils time to read through all three projects on their own. Then, answer any questions they may have about the procedure they have to follow and the work they have to do for each task.
- Ask pupils how they think the three projects relate to Unit 1.
 - *Written Project: talking about extracurricular activities and working with school club announcements*
 - *Video Clip: presenting information about one's relations and family life*
 - *PowerPoint Presentation: talking about school subjects*

Organising pupils' work

- Tell pupils that now, they can choose which task(s) they want to work on. Write the three project titles on the board, have pupils make their choices and then write their names next to the corresponding projects:

Project Time 1

Written Project

A poster with a school club announcement

Look at the poster with a club announcement at Maya's school.

Now, make a poster about a club announcement at your school.

<i>A poster with a school club announcement (Written Project)</i>	<i>Mike, Elsa, ...</i>
<i>A video about a member of my family (Video Clip)</i>	<i>Anna, Greg, ...</i>
<i>A school survey (PowerPoint Presentation)</i>	<i>Kelly, Sam, ...</i>

Video Clip

A video about a member of my family

Make a video about a member of your family. Describe what he/she looks like and say what he/she does in his/her spare time.

This is my brother, Dylan.
He's 16 years old.
He's a high school student.
He's tall and thin.
He's got brown eyes and blonde hair.



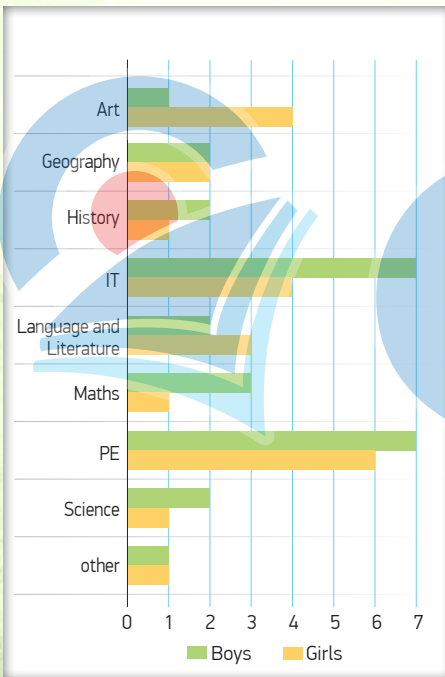
In his spare time, he plays computer games.

PowerPoint Presentation

A school survey

Patrick has asked fifty students at his school about their favourite school subject. Here is his graph with the most popular school subjects.

Ask fifty students at your school about their favourite school subject, make a graph with the most popular subjects and give a PowerPoint presentation in class. You can use Patrick's questionnaire.



QUESTIONNAIRE

Gender: Boy Girl

What's your favourite school subject?

Art

Geography

History

IT

Language and Literature

Maths

PE

Science

other

- Assign a deadline (i.e. a date by which all pupils should have their projects ready to present in class) and tell pupils that you are willing to offer them any kind of help they may need regarding their projects.
- **For the Video Clip and the PowerPoint Presentation:** Make sure that pupils have the technological skills required for the successful completion of these particular tasks.

Presentation

- **Written Project:**
Pupils display their posters in class so that everyone can see their work.
- **Video Clip:**
Pupils present their videos about a member of their family in class.
- **PowerPoint Presentation:**
Pupils present their graphs regarding their schoolmates' favourite school subjects, in class.

Feedback

- At the end of each presentation, give positive feedback to pupils by commenting on the vocabulary/grammar/materials used, as well as their fluency. Since the production of language in real-life situations is demanding, congratulate all pupils on their efforts, even if they have made mistakes, so that you boost their confidence. You can also ask pupils to give their feedback to each other in class; they could mention the things they liked as well as the things they expected to hear/see but didn't.

Progress Check

1

Vocabulary

30

1 Match the following to form expressions. (5 x 3 = 15 points)

- | | | |
|------------------|----------|----------------|
| 1. have the time | <u>c</u> | a. my own |
| 2. put on | <u>e</u> | b. a hand |
| 3. lend | <u>b</u> | c. of my life |
| 4. live on | <u>a</u> | d. like my dad |
| 5. look | <u>d</u> | e. a play |

2 Circle the correct answer.

(5 x 3 = 15 points)

- Going to bed early keeps you healthy / suitable / unusual.
- You can see various delicious / rare / royal animals at the local zoo.
- There's a(n) production / announcement / recipe about the drama club on the board.
- I always read my classmates' voices / timetables / comments on our school blog.
- Emma isn't getting any money for her work. She's a volunteer / relation / roommate.

Grammar

40

3 Complete the sentences with the Present Simple or Present Continuous form of the verbs given.

(5 x 4 = 20 points)

- The baby is sleeping (sleep).
Be quiet, children!
- My friend always wears (always / wear) jeans at school.
- Oliver doesn't understand (not understand) German.
- Are you staying (you / stay) at your grandparents' this month?
- I don't usually drink (usually / not drink) coffee in the morning.

4 Circle the correct answer. (5 x 4 = 20 points)

- I am reading an interesting novel these days / once a week.
- Charlie drinks never / never drinks milk because he doesn't like it.
- What are you doing at night / tonight?
- My favourite team is playing an important match at the moment / at weekends.
- Does your son practise the violin right now / every day?

Everyday English

30

5 Complete the dialogues with the phrases from the box. (6 x 5 = 30 points)

how do you do glad to meet you can I help you
would you like I'd love to no problem

- A. - ¹ Can I help you, madam?
- I'm just looking, thanks.
- B. - Hi, there. I'm Joe. What's your name?
- Hi! My name's Jessica. ² Glad to meet you!
- C. - Can I borrow your pen for a minute, please?
- ³ No problem! Here you are!
- D. - ⁴ Would you like to join us for a movie tonight?
- Oh yes! ⁵ I'd love to!
- E. - Hello, I'm Mia Brown. ⁶ How do you do?
- Hello, I'm very well, thank you. I'm Luke Davis. Pleased to meet you!

HOW DID YOU DO?	Total Score: 100		
	Very Good	Good	Review AGAIN
Vocabulary	24-30	18-21	less than 18
Grammar	32-40	24-28	less than 24
Everyday English	25-30	15-20	less than 15

28

Unit 1 School Life

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