



Donata Banzato
Fiona Dalziel

That's it!

ENGLISH THE EASY WAY

3

PEARSON

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Pronunciation	Grammar	Skills and culture
◎ Strong and weak forms of <i>was/were</i>	◎ <i>Past simple</i> of <i>to be</i> and <i>to have</i> (<i>got</i>): affirmative, negative and interrogative forms; short answers	◎ Reading: "Welcome to Wales" ◎ Writing: write an e-mail about holidays in Wales ◎ Listening: listen to a short piece about King Arthur and identify the correct information ◎ Spoken interaction: ask and answer questions about the legend of King Arthur
◎ Regular verbs: the <i>-ed</i> sound	◎ <i>Past simple</i> : regular and irregular verbs (affirmative forms) ◎ <i>Temporal connectors</i> : <i>first, after that, then, finally...</i>	◎ Reading: "Junk food: a pleasant danger" ◎ Writing: write a summary about <i>Junk Food</i> , and write a short report comparing what grandparents ate in the past and what we eat now. ◎ Listening: listen to an interview with a nutritionist and complete the food guide pyramid ◎ Spoken interaction: discuss eating habits
◎ Difference between the sound /əʊ/ and the sound /au/	◎ <i>Past simple</i> : regular and irregular verbs (negative and interrogative forms; short answers)	◎ Reading: "A technological life" ◎ Listening: listen to an interview about technological gadgets ◎ Writing: write a report about technological gadgets ◎ Spoken interaction: discuss the use of technological gadgets
◎ Difference between the sound /ɜ:/ and the sound /eə/	◎ <i>Past continuous</i> : affirmative, negative and interrogative forms; short answers ◎ <i>Could / Couldn't</i>	◎ Reading: "Young, British and violent" ◎ Listening: listen to the confessions of a violent teenager and complete the sentences ◎ Writing: write a report about teenage violence ◎ Spoken interaction: discuss teenage violence
	◎ Prepositions of place: <i>next to, near, opposite, between, on the left / right</i> ◎ <i>Going to</i> : affirmative, negative and interrogative forms; short answers	◎ Reading: "The British Museum" ◎ Listening and reading: listen to and understand a plan for visiting London ◎ Writing: write a plan for visiting London ◎ Spoken interaction: discuss a plan for visiting London
◎ Difference between the sound /s/ and the sound /z/	◎ <i>Must / Mustn't</i> ◎ <i>Don't have to</i> ◎ <i>Do I have to?</i>	◎ Reading: "Are you a safe road traveller?" ◎ Listening: listen to and understand a lesson on road safety education ◎ Spoken interaction: discuss behaviour on streets and roads ◎ Writing: write a report about proper street and road behaviour

PLANIFICACIÓN ANUAL

Revision Unit	Funciones	Vocabulario	Proyecto
page 4	<p>Revisión</p> <ul style="list-style-type: none"> ○ Describir rutinas: <i>My sister gets up at quarter to seven.</i> ○ Hablar sobre la frecuencia de las actividades: <i>We sometimes have lunch in the school canteen.</i> ○ Hablar sobre habilidades: <i>Robbie can play the piano.</i> ○ Describir lo que nos gusta hacer: <i>Caitlin likes cooking with her mum.</i> ○ Hablar sobre acciones en progreso al momento en que se habla: <i>I am studying for tomorrow's test.</i> 	<p>Revisión</p> <ul style="list-style-type: none"> ○ Actividades relacionadas con la rutina ○ Alimentos ○ Adjetivos descriptivos 	
Unit 1 Summer holidays page 7	<ul style="list-style-type: none"> ○ Hablar de situaciones y cosas que ocurrieron en el pasado: <i>I was in Spain with my dad. I had a great time!</i> ○ Preguntar y decir cuándo y dónde nació alguien: <i>Where was your mum born? My mum was born in Wales.</i> 	<ul style="list-style-type: none"> ○ Los años ○ Expresiones de tiempo pasado: <i>last night / week / month / year; yesterday morning / afternoon / evening; a week / a month / a year ago</i> 	<ul style="list-style-type: none"> ○ Crear un álbum de fotos de las vacaciones
Unit 2 Sam's appetite page 19	<ul style="list-style-type: none"> ○ Hablar de acciones en el pasado: <i>We played football for about an hour.</i> ○ Hablar sobre la salud: <i>What's the matter? I don't feel very well today. I've got a stomach ache. And she's got the flu.</i> ○ Usar conectores temporales: <i>First, I got up at 7 o'clock. After that, I had breakfast with my family.</i> 	<ul style="list-style-type: none"> ○ El cuerpo: <i>head, leg, arm, hand, finger, foot, nose, eyes, mouth, ears, etc.</i> ○ Salud: enfermedades y accidentes: <i>headache, toothache, stomach ache, sore throat, flu, temperature, cough, cold, etc.</i> 	<ul style="list-style-type: none"> ○ Crear una lista de consejos para llevar una vida saludable
	CLIL: Natural Sciences-Global Warming FAQ / Lighten your load + Progress Test – Integración y consolidación (page 31)		
Unit 3 A high-tech girl page 33	<ul style="list-style-type: none"> ○ Preguntar y dar información sobre el pasado: <i>I didn't see you at the weekend. Were you ill? No, I wasn't ill. I was busy.</i> ○ Hablar sobre nuevas tecnologías: <i>Last night we downloaded some songs and ringtones from mum's new computer.</i> 	<ul style="list-style-type: none"> ○ Aparatos tecnológicos: <i>mobile phone, laptop, CD/DVD player, earphones, microphone, web cam, etc.</i> ○ Partes de aparatos tecnológicos: <i>keyboard, mouse, touchpad, earpiece, etc.</i> 	<ul style="list-style-type: none"> ○ Crear un aviso para vender o promocionar un producto en línea
Unit 4 Yasmin's money page 45	<ul style="list-style-type: none"> ○ Hablar sobre lo que alguien estaba haciendo en un momento del pasado: <i>What were you doing at 10 this morning? We were finishing the History lesson.</i> ○ Hablar sobre lo que uno podía o no podía hacer en el pasado: <i>Could you speak Spanish when you were five? Yes, I could do that (fairly) well. / No, I couldn't.</i> 	<ul style="list-style-type: none"> ○ Dinero británico: <i>coins (pence), bank notes (pounds)</i> ○ Prendas de vestir y accesorios: <i>dress, jacket, trousers, shirt, cardigan, hat, blouse, shoes, skirt, cap, tie, etc.</i> 	<ul style="list-style-type: none"> ○ Elaborar una lista de prendas de vestir para comprar en una salida de compras
	CLIL: Art-All about Keith / Social Sciences-Mercosur + Progress Test – Integración y consolidación (page 58)		
Unit 5 Asking the way page 59	<ul style="list-style-type: none"> ○ Preguntar y dar indicaciones para llegar a un lugar: <i>How do we get to the British Museum? Go up Tottenham Court Road, then turn right at Great Russell Street.</i> ○ Preguntar y expresar lo que uno piensa hacer en el futuro: <i>What are you going to see? We are going to see the Rosetta Stone.</i> 	<ul style="list-style-type: none"> ○ Lugares de una ciudad: <i>cinema, bank, post office, greengrocer's, hospital, pub, restaurant, supermarket, school, newsagent's, library, petrol station, baker's, railway station, park, clothes shop, butcher's, chemist's, church, bookshop, etc.</i> 	<ul style="list-style-type: none"> ○ Crear un plan de itinerario para mostrarle la ciudad a un visitante del extranjero
Unit 6 Buses, trains and trams page 71	<ul style="list-style-type: none"> ○ Hablar de obligación y prohibición: <i>They must be with an adult. I mustn't be home later than 6 o'clock.</i> ○ Preguntar si uno debe hacer algo: <i>Do we have to pay to get in?</i> ○ Expresar que algo no es necesario: <i>We don't have to pay to get in.</i> 	<ul style="list-style-type: none"> ○ Medios de transporte: <i>sports car, lorry, van, motorbike, scooter, moped, train, underground (train) / tube, coach, bus, racing car, taxi, ferry, plane, ship, sailing boat</i> 	<ul style="list-style-type: none"> ○ Crear una lista de consejos para un turista extranjero
	Progress Test–Consolidación (page 83)		

Pronunciación	Gramática	Habilidades y Cultura
	Revisión <ul style="list-style-type: none"> ➊ Presente simple ➋ Adverbios de frecuencia ➌ <i>can / can't</i> ➍ <i>like + -ing</i> ➎ Presente continuo 	
<ul style="list-style-type: none"> ➊ La diferencia entre las formas fuertes y débiles de <i>was / were</i> 	<ul style="list-style-type: none"> ➊ Pasado simple: <i>to be</i> y <i>to have</i> - Afirmación, negación e interrogación; respuestas cortas 	<ul style="list-style-type: none"> ➊ Culture: Bienvenidos a Gales ➋ Listening: escuchar un diálogo para extraer información personal sobre las vacaciones, escuchar una charla para extraer datos sobre un personaje histórico ➌ Spoken interaction: intercambiar información personal sobre eventos en el pasado, intercambiar información sobre personajes históricos, representar una entrevista a un experto en cultura galesa ➍ Reading: leer un folleto turístico y extraer información específica ➎ Writing: escribir un correo electrónico dando información sobre las vacaciones
<ul style="list-style-type: none"> ➊ La terminación <i>-ed</i> en los verbos regulares del pasado simple 	<ul style="list-style-type: none"> ➊ Pasado simple: (verbos regulares e irregulares) – Afirmación ➋ Conectores temporales (<i>first, after that, then, finally</i>) 	<ul style="list-style-type: none"> ➊ Culture: La comida "chatarra" ➋ Listening: escuchar diálogos y extraer información personal sobre salud y actividades pasadas, escuchar una entrevista a un experto en alimentación y extraer información específica ➌ Spoken interaction: intercambiar información relacionada con la salud, relatar acciones que sucedieron en el pasado, intercambiar información sobre los propios hábitos alimentarios ➍ Reading: leer un texto informativo sobre la comida "chatarra" ➎ Writing: escribir un resumen del artículo sobre comida "chatarra", escribir un informe comparando los hábitos alimentarios de distintas épocas
<ul style="list-style-type: none"> ➊ La diferencia entre el sonido /əʊ/ y el sonido /aʊ/ 	<ul style="list-style-type: none"> ➊ Pasado simple: (verbos regulares e irregulares) – Afirmación, negación e interrogación; respuestas cortas 	<ul style="list-style-type: none"> ➊ Culture: La influencia de los aparatos tecnológicos en la vida diaria ➋ Listening: escuchar una entrevista a un adolescente que habla sobre su experiencia con la tecnología, escuchar y distinguir sonidos ➌ Spoken interaction: intercambiar información personal sobre acciones en pasado, relatar la experiencia propia con el uso de la tecnología ➍ Reading: leer un artículo sobre el uso y abuso de la tecnología ➎ Writing: redactar un informe sobre el uso de aparatos tecnológicos
<ul style="list-style-type: none"> ➊ La diferencia entre el sonido /ɔ:/ y el sonido /eə/ 	<ul style="list-style-type: none"> ➊ Pasado continuo – Afirmación, negación e interrogación; respuestas cortas ➋ <i>could / couldn't</i> (habilidades en tiempo pasado) 	<ul style="list-style-type: none"> ➊ Culture: Los jóvenes británicos y la violencia ➋ Listening: escuchar diálogos para extraer información sobre acciones en progreso en algún momento del pasado, escuchar la confesión de un delincuente adolescente ➌ Spoken interaction: intercambiar información sobre acciones en progreso en algún momento del pasado, sobre habilidades en el pasado y sobre precios ➍ Reading: leer un artículo sobre la violencia juvenil ➎ Writing: escribir un informe sobre la violencia en la adolescencia
	<ul style="list-style-type: none"> ➊ Preposiciones de tiempo: <i>next to, near, opposite, between, on the left/right</i> ➋ <i>going to</i> (futuro) – Afirmación, negación e interrogación; respuestas cortas 	<ul style="list-style-type: none"> ➊ Culture: El Museo Británico ➋ Listening: escuchar diálogos para extraer información personal sobre intenciones futuras, escuchar un diálogo sobre los planes de alguien para visitar una ciudad ➌ Spoken interaction: intercambiar información personal sobre intenciones futuras y discutir un proyecto de visita a una ciudad ➍ Reading: leer un texto informativo sobre el Museo Británico de Londres ➎ Writing: escribir un programa de actividades y recorridos para una visita a una ciudad
<ul style="list-style-type: none"> ➊ La diferencia entre el sonido /s/ y el sonido /z/ 	<ul style="list-style-type: none"> ➊ <i>must / mustn't</i> ➋ <i>have to</i> – Afirmación, negación e interrogación; respuestas cortas 	<ul style="list-style-type: none"> ➊ Culture: El respeto por las leyes de tránsito ➋ Listening: escuchar diálogos para extraer información sobre obligaciones y necesidades, escuchar una lección sobre educación vial ➌ Spoken interaction: intercambiar información sobre obligaciones y necesidades y discutir sobre cuáles son los comportamientos viales correctos ➍ Reading: leer un texto informativo sobre educación vial ➎ Writing: escribir un párrafo sobre lo que deben hacer las personas con mal comportamiento vial

REVISION UNIT

Tip

Una revisión consiste en retomar un tema para recordar lo que se ha olvidado, para reforzar el aprendizaje o para identificar y corregir puntos débiles en el conocimiento adquirido.

Existen varias maneras de llevar a cabo una revisión. Una de ellas, seguramente una forma poco exitosa, será aquella en la cual los alumnos deberán recorrer y leer el material de manera consecutiva. Otra será aquella revisión que involucre al alumno activamente con el material, por ejemplo invitándolo a que recorra el material para responder una pregunta, a discutir el material con sus compañeros, a completar la información, a extraer información específica, etc.

Por encontrarse al principio del libro, esta unidad de revisión funcionará como prueba diagnóstico para retomar y revisar los temas abordados el año anterior en *That's it! 2*.

Las actividades se podrán abordar de varias maneras. Aquí se ofrecen dos modos de abordaje posibles:

- Pida a los alumnos que resuelvan los ejercicios en forma individual, realice la corrección y vuelque los resultados en una tabla similar a la de abajo.

Los datos obtenidos ayudarán a tener un registro de los ítems que los alumnos lograron resolver en su mayoría y de los que aún necesitan una práctica extra.

- Para enriquecer el proceso de revisión, pida a los alumnos que trabajen de a pares o en grupos. Luego, dirija la corrección grupal en el pizarrón. Recorra el aula mientras trabajan y monitoree la comprensión y la performance de los alumnos.

Students	Present simple	Frequency adverbs	There is / There are	Can / Can't	Prepositions of time	Adjectives	Present continuous
	✓	✓	✗	✓	✗	✓	✗

Answer Key

1

1. starts / finishes 2. don't go 3. plays 4. gets up
 5. has 6. teaches 7. study

2

1. doesn't 2. don't 3. don't 4. doesn't
 5. doesn't 6. don't 7. doesn't 8. don't

3

1. Tom is always late for his guitar lesson.
 2. Do you usually read in bed?
 3. They don't often have dinner before 8.00 pm.
 4. I seldom have a shower after dinner.
 5. We sometimes have lunch in the school canteen.
 6. Emma never does her homework after dinner.

4

1. some 2. a 3. some 4. some 5. some

REVISION UNIT

1 Complete the sentences with the verbs in brackets in the correct form.

- School (start) at 8.00 a.m. and (finish) at 4.30 p.m.
- Children in Argentina (not go) to school on Saturday.
- My uncle (play) tennis on Sunday.
- My big sister (get up) at a quarter to six.
- Yasmin's family (have) dinner at 6.45 p.m.
- Miss Susan (teach) Geography.
- Children in Argentina (study) English at school.

2 Complete the sentences with *don't* or *doesn't*.

- Yasmin do her homework at 11 o'clock in the evening.
- Charlie and Sam like Social Studies.
- Emma's parents live in Uruguay.
- Yasmin go to the Village on Saturdays.
- Emma finish school at midday.
- I like snakes.
- Our teacher speak Japanese.
- British children go to school on Saturday.

3 Rewrite the sentences. Include the adverb of frequency in brackets.

- Tom is late for his guitar lesson. (always)
- Do you read in bed? (usually)
- They don't have dinner before 8.00 p.m. (often)
- I have a shower after dinner. (seldom)
- We have lunch in the school canteen. (sometimes)
- Emma does her homework after dinner. (never)

4 Complete the sentences with *a*, *an* or *some*.

- There's milk in the fridge.
- There's banana on the table.
- There's coffee in the cupboard.
- There's pizza in the freezer.
- There's rice in the bowl.

4

four

5 Underline the correct form.

- There's a / There's some bottle of milk in the fridge.
- Is there a / Is there any lemon on the table?
- Are there some / Are there any desks in the classroom?
- There aren't some / There aren't any eggs in the fridge.
- Is there any / Are there any plants in your house?
- There are any / There are some sandwiches in the fridge.
- There's some / There are some oranges in the basket.
- There aren't any / There isn't any sugar in my coffee.

6 Complete the sentences with *much* or *many*.

- How bottles of milk are there in the fridge?
- How homework do you do every day?
- How books are there on your shelves?
- How rice do you eat in a month?
- How pencils do you have?

7 Write what these people can (+) and can't do (-). Use the short form in the negative sentences.

Example: Dan / skate. (-) *Dan can't skate.*

- Robbie / play the piano. (+)
- You / read a book. (-)
- Harry and William / cook. (-)
- Tessa / ride a horse. (+)
- Her parents / speak English. (-)
- Rita / run fast. (+)

8 Complete the sentences with the -ing form of the verbs in brackets.

- Caitlin likes (cook) with her mum.
- My mother doesn't like (do) the dishes.
- Thomas loves (play) rugby.
- Does Mary like (dance)?
- My grandma doesn't like (play) video games with me.

5

- There's a
- Is there a
- Are there any
- There aren't any
- Are there any
- There are some
- There are some
- There isn't any

6

- many
- much
- many
- much
- many

7

- Robbie can play the piano.
- You can't read a book.
- Harry and William can't cook.
- Tessa can ride a horse.
- Her parents can't speak English.
- Rita can run fast.

8

- cooking
- doing
- playing
- dancing
- playing

9 Complete the sentences with *in* or *on*.

1. Our English lesson is Friday.
2. In Argentina, the school year starts March.
3. Christmas Day is 26th December.
4. A lot of people go on holiday January.
5. My friend's birthday is 2nd April.
6. Independence Day is 9th July.
7. The Cup Final is Wednesday evening at 8.45 p.m.
8. Halloween is 31st October.

10 Complete the sentences with *too* and one adjective from the box. Look at the example.

difficult • hot • expensive • small
• long • heavy • far • early • cold

Example: I don't understand Chinese. It's *too difficult*.

1. We don't often go to the city centre.
It's
2. I can't drink this tea. It's
3. The concert starts at 6.00 p.m. and finishes at midnight. It's
4. Peter can't buy that car.
It's
5. I can't move this box. It's
6. You can't swim in the sea in winter.
It's
7. I never get up at 6 o'clock. It's
8. It's a nice T-shirt, but it's

11 Put the words in the correct order.

Write negative sentences.

Example: not / are / They / football / playing / .
They are *not* playing football.

1. doing / Tim / his / is / homework / not / .
2. MP3 player / not / to / are / listening / We / Paul's / .
3. is / bed / making / Mark / not / his / .
4. playing / friends / with / Pam / not / is / her / golf / .
5. friend / test / studying / Maths / is / for / a / My / .

12 Complete the sentences with *am*, *is*, *isn't*, *are*, *do*, *don't* and *does*.

1. What Natasha doing? She's watching TV.
2. We like cleaning our bedrooms. It's boring.
3. What are you reading? I reading a book about wolves.
4. What your uncle do? He's an architect.
5. Robert doing his homework.
He's playing the piano.
6. Emily like Mexican food?
7. you enjoying the party?
8. What you do, Luca? I'm a student.

13 Ask questions using Present Simple or Present Continuous. Look at the answers for help.

Example: No, he doesn't. He doesn't like Maths.
Does he like Maths?

1. No, she isn't. She isn't making a cake.
.....
2. No, they don't. British children don't go to school on Saturdays.
.....
3. Yes, it is. It is raining at the moment.
.....
4. Yes, I do. I like singing.
.....
5. Yes, I am. I am studying for tomorrow's test.
.....
6. No, it doesn't. It never rains in the summer.
.....

9

1. *on*
2. *in*
3. *on*
4. *in*
5. *on*
6. *on*
7. *on*
8. *on*

10

1. *too far*
2. *too hot*
3. *too long*
4. *too expensive*
5. *too heavy*
6. *too cold*
7. *too early*
8. *too small*

11

1. *Tim is not doing his homework.*
2. *We are not listening to Paul's MP3 player.*
3. *Mark is not making his bed.*
4. *Pam is not playing golf with her friends.*
5. *My classmates are not studying for the Maths test.*

12

1. *is*
2. *don't*
3. *am*
4. *does*
5. *isn't*
6. *Does*
7. *Are*
8. *do*

13

1. *Is she making a cake?*
2. *Do British children go to school on Saturdays?*
3. *Is it raining at the moment?*
4. *Do you like singing?*
5. *Are you studying for tomorrow's test?*
6. *Does it rain in the summer?*

Para anotar...

UNIT 1 – Summer holidays

Functions

Hablar de situaciones y cosas que ocurrieron en el pasado
Preguntar y decir cuándo y dónde nació alguien

*I was in Spain with my dad. I had a great time!
Where was your mum born? She was born in Wales.*

Project

Crear un álbum de fotos de las vacaciones

Vocabulary

Los años
Expresiones de tiempo pasado

Grammar

Past simple: *to be* and *to have* – Affirmative, negative and interrogative forms; short answers

CLIL

Ciencias Sociales: trabajo de investigación sobre los Druidas en Gales

Pronunciation

La diferencia entre las formas fuertes y débiles de *was* / *were*

Culture

Bienvenidos a Gales

Detailed skills

Listening

- escuchar un diálogo para extraer información personal sobre las vacaciones
- escuchar una charla para extraer datos sobre un personaje histórico

Spoken interaction

- intercambiar información personal sobre eventos en el pasado
- intercambiar información sobre personajes históricos
- representar una entrevista con un experto en cultura galesa

Reading

- leer un folleto turístico y extraer información específica
- escribir un correo electrónico dando información sobre las vacaciones

Writing

Para prepararse...

Dirija la atención de los alumnos hacia el título de la unidad. Pídale que cuenten algo sobre sus vacaciones de verano, por ejemplo: qué hicieron, qué lugares visitaron y con quién se reunieron. Realice una lista en el pizarrón con los lugares que se mencionen y resérvela para trabajar al final de la clase.

Pregúntele qué creen que aprenderán en esta unidad (el pasado).

I was in Spain with my dad

Before you listen

Pida a algún voluntario que lea las preguntas en voz alta: *You meet your friends after your summer vacation. What would you ask them? What would you like to know? What would you tell them about your holidays?* Anote las respuestas de los alumnos en el pizarrón. Una vez finalizada la actividad 1a, podrán compararlas con las que los personajes (Sam, Emma, Yasmin y Charlie) formulan a sus amigos.

Dirija la atención de los alumnos a las fotografías. Converse sobre las personas que aparecen en ellas. Formule preguntas como, por ejemplo: *Who are the people in the photo? Where are they? What do you think they are talking about?*

1a 1.02 Lea la consigna con los alumnos para confirmar algunas de las predicciones. Pida a los alumnos que cierren los libros y escuchen el diálogo prestando especial atención a los tres diferentes lugares que visitaron los amigos.

Reproduzca el audio nuevamente. Esta vez, pida a los alumnos que escuchen mientras siguen la lectura en el libro. Pídale que presten especial atención a la pronunciación y entonación.

1b Invite a algunos voluntarios a que lean el diálogo para toda la clase.

Opcional

Dirija la atención de la clase hacia la lista de lugares que los alumnos mencionaron al comienzo de la clase (ver sección "Para prepararse..." arriba). Desafíelos a recordar quién de sus compañeros visitó cada lugar del siguiente modo, por ejemplo:

T: *I was in the mountains.*

A: *(Sofía)* *I was in my grandma's house.*

B: *(Gerónimo!)*

1

Voy a aprender a:

- hablar de situaciones y cosas que ocurrieron en el pasado
- preguntar y decir cuándo nació alguien
- escribir un texto breve sobre algo que ocurrió en el pasado

I was in Spain with my dad

Before you listen

You meet your friends after your summer vacation. What would you ask them? What would you like to know? What would you tell them about your holidays?

Now look at the picture.

Who are the people in the picture?
Where are they?
Which country's flag can you see?

1a 1.02 Sam, Emma, Yasmin and Charlie are at school. They are talking about their summer holidays. Listen to the dialogue.

Emma	How was your holiday, Sam?
Sam	It was OK. I was in Spain with my dad. There were a lot of British people there.
Yasmin	What about you, Charlie?
Charlie	We were in Italy. It was great! The weather and food were fantastic! How was your holiday, Yasmin?
Yasmin	I was in Wales with Emma and her family. It was nice, except for the rain!
Emma	My mum was born in Wales and my grandparents, too. So we go there every summer.
Yasmin	Emma's grandparents are really amusing! When were they born, Emma?
Sam	My grandfather was born in 1932 and my grandmother in 1934.
Yasmin	Emma's got a nice cousin in Wales, too. His name's Owen and he's 14. We had a great time together.
Charlie	OK, OK... Come on, Sam! We've got rugby training now. See you, girls!
Yasmin & Emma	Bye bye, guys!
Sam	Bye, girls!

1b Now repeat the dialogue with your classmate.

Comprehension

2 Read the dialogue again and complete the summary.

The four children meet at school. They are talking about their (1). This year Charlie had his holiday in (2), Sam had his holiday in (3) with his father. Yasmin had her holiday in (4) with (5) and her family. In fact, Emma's (6) comes from Wales. Emma and Yasmin had a good (7) with Emma's cousin, (8).

Comprehension

2 Pida a los alumnos que relean el diálogo y completen el texto con la información requerida.

Realice la corrección grupal en el pizarrón. Invite a algunos voluntarios a que escriban las respuestas.

Opcional

Desafíe a los alumnos a crear sus propios diálogos sobre las vacaciones de verano de a pares. Provea una versión simplificada del diálogo de la actividad 1a, donde se enfatice en la nueva estructura presentada, por ejemplo:

A: *How was your holiday?*

B: *It was.... I was in.... What about you?*

A: *I was in ... with my....*

Invite a varias a parejas de voluntarios a que actúen el intercambio frente a la clase.

Focus on VOCABULARY

Years

For numbers, we use:

1865 eighteen hundred and sixty-five.

For years, we use:

1865 eighteen sixty-five.

3a 1.03 Listen and repeat the years.

1861 eighteen sixty-one

1908 nineteen oh eight

1974 nineteen seventy-four

2000 two thousand

2009 two thousand and nine

2016 twenty sixteen

3b Do you know when these famous people were born? Choose from the years in the pool and write your answer in the first column. Then ask a classmate and write the answer in the second column. Look at the example, then check with your teacher.

1960 • 1986 • 1984 • 1957 • 1975 • 1961

Example: A When was Roberto Benigni born?
B I think he was born in 1952.

	YOU	YOUR CLASSMATE
1. Diego A. Maradona	1960	1960
2. Ricardo Darín
3. David Beckham
4. Javier Mascherano
5. Barack Obama
6. Robert Pattinson

Past time expressions

• last night / last week / last month / last year;

• yesterday morning / yesterday afternoon / yesterday evening;

• a week ago / a month ago / a year ago.

Willie was at home yesterday.

Yesterday Willie was at home.



Project Time

Our project for this Unit is to create a photo album of your holidays!

4 Imagine today is 23rd November 2017. Look at the calendar and write the right date in each sentence. Then check with your teacher.

NOVEMBER 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1. Yesterday was the
2. The day before yesterday was the
3. Four days ago was the
4. Six days ago was the
5. Last Sunday was the
6. Last Friday was the



seven

7

Project Time (Presentación)

En esta sección, es importante destacar el uso de la lengua extranjera como medio de comunicación y entretenimiento. A su vez, es una sección que generará espacios propicios para trabajar cooperativamente poniendo en práctica la creatividad de los alumnos y demandando la búsqueda del acuerdo y la toma de decisiones en pos de una tarea final.

Explique a los alumnos que teniendo en cuenta que las vacaciones de verano aún son un recuerdo fresco en sus memorias, el proyecto de la primera unidad será la creación de un álbum de fotos de esas vacaciones (o alguna imaginaria, si lo prefieren) con la descripción de los momentos plasmados en cada fotografía.

Focus on VOCABULARY

Antes de comenzar a trabajar con los años, explique a los alumnos que cuando se trata de cifras comunes para nombrar cantidades, precios, medidas, etc., los números pueden decirse de dos formas diferentes, por ejemplo: 1865, eighteen hundred and sixty five / one thousand eight hundred and sixty five.

Cuando nos referimos a los años, si son anteriores al 2000, el número se separa en dos partes, por ejemplo: 1865 (eighteen sixty five), del año 2000 al 2009, el uso dicta que se diga el número completo (two thousand and nine) y a partir del 2010 se acepta la separación del número en dos nuevamente (twenty ten).

3a 1.03 Para exemplificar la lectura de los años, pida a los alumnos que escuchen el audio y repitan cada año en forma grupal. De ser necesario, pause el audio para que puedan repetir con mayor comodidad.

3b Explique a los alumnos que, a continuación, deberán especular sobre las posibles fechas de nacimiento de algunas personas famosas.

Lea la consigna junto con toda la clase y pida a dos voluntarios que modelen el intercambio:

A: When was Roberto Benigni born?

B: I think he was born in 1952.

Luego, invítelos a trabajar de a pares para que completen la tabla con sus predicciones. Recorra el aula y monitoree el trabajo. Una vez que todos hayan finalizado, revele las fechas de nacimiento para que puedan confirmar sus aciertos.

4 Asegúrese de que los alumnos entiendan el significado de cada expresión en la tabla de *Past time expressions*.

Luego, explique que deberán completar las oraciones en base a la fecha marcada en el calendario.

Realice una corrección grupal en el pizarrón. Invite a algunos voluntarios a que escriban las respuestas.

Focus on FUNCTIONS

FUNCTION A

Talking about past events and situations (*to be, to have*)

5 Invite a los alumnos a que recorran los ítems de la lista (*watch, personal computer, mobile phone, pet, camera, etc.*). Pregúntales si recuerdan cuando los recibieron por primera vez. Aliéntelos a que respondan utilizando expresiones de tiempo pasado, por ejemplo: *I had my first mobile phone last year.*

FUNCTION B

Talking about past events and situations (*to be*)

6 Pida a los alumnos que identifiquen las dos formas de conjugar el verbo *to be* en pasado (*was, were*) y escríbalas en el pizarrón. Indíquenes que, a continuación, trabajarán de a pares y por turnos preguntando y respondiendo dónde se encontraban en distintos momentos de la semana. Pídale que registren sus respuestas en el cuadro. Seleccione voluntarios para que lean sus respuestas para toda la clase.

FUNCTION C

Asking and saying when someone is born

Tip

De ser necesario, explique que el verbo "nacer" en inglés es una combinación del verbo *to be* (generalmente en pasado) + *born* y que lo que se conjuga es el verbo *to be* (*was, were*).

7 Pida a los alumnos que trabajen de a pares con la información del cuadro de la página 9. Por turnos, deberán formular y responder preguntas para averiguar cuándo y dónde nacieron las personas famosas que figuran en él.

Opcional

Pida a los alumnos que busquen, en internet o en revistas, la fecha y el lugar de nacimiento de figuras que ellos admiren y lo anoten en una tarjeta. Por ejemplo: *Katy Perry, California, 25th October, 1984.*

Focus on FUNCTIONS

FUNCTION A

Talking about past events and situations (*to be, to have*)

5 In groups of four, think when you first had the following objects. Say at least five sentences to the classmates in your group.

Example: I had my first mobile *last year / when I was 10 / when I was in the first class of secondary school / on my last birthday...*

- watch
- personal computer
- mobile phone
- pet
- camera
- Mp3 player
- bicycle
- e-mail



FUNCTION B

Talking about past events and situations (*to be*)

Emma How was your holiday, Sam?

Sam It was OK. I was in Spain with my dad.

6 Where were you? Work in pairs. Complete the notes in the table, then ask your classmate and fill in the second column.

Example: A Where were you yesterday morning?
B I was at school.

	A	B
Yesterday morning	I was at school.	I was at home.
Last night	.....	.....
Last Saturday night	.....	.....
On Sunday afternoon	.....	.....

8

eight

FUNCTION C

Asking and saying when someone is born

A When was your grandfather born?

B He was born in 1932.

A And you? When were you born?

B I was born in 1997.

7 Work in pairs. Ask and answer the date and the place of birth of the characters in the chart on page 9.

Example: A When was Robert born?
B He was born on the second of January nineteen-ninety-three.
A Where was he born?
B He was born in Dublin.

Guarde todas las tarjetas en un sobre de papel. Invite a los alumnos a intercambiar información del siguiente modo:

A: (extrae una tarjeta y lee el nombre, por ejemplo: *Katy Perry*.)

B: *Where was she born?*

A: *In California.*

B: *When was she born?*

A: *25th October, 1984*

Desafíe a la clase a decir la edad de la estrella lo más rápido que puedan.

B: *How old is she?*

A: *31.*

Need help with grammar?

Go to pages 12-13.

1. Robert	2 January 1993	Dublin
2. Carol	3 September 1993	Liverpool
3. Matteo and Luca	1 December 1986	Naples
4. Maria	13 July 2002	Granada
5. Sahil	8 February 1998	New Delhi
6. Yong and Chang	21 April 2000	Beijing



Project Time

Create a photo album of your holidays.

Pick some photos from your holidays. They can be photos of you or of the place you visited. Now look at these questions:

- When was this photo taken?
- Where were you?
- Who were you with?
- What were you doing?
- How were you feeling?
- What was the weather like?

Answer the questions in short sentences. For example:

The photo was taken last month. I was at the beach with my family. My mother was sunbathing and my father and I were walking near the shore. I was feeling happy and relaxed. It was a great, sunny day!

Find out about some other words you can use:

- trekking, climbing, rafting, horse-riding, hiking
- swimming, canoeing, fishing
- sightseeing, shopping

Write it down for your project!

1

Summer holidays

PRONUNCIATION STRONG AND WEAK FORMS OF WAS/WERE

- 8a 1.04 Listen and repeat the stressed form (*strong form*) of *was* and *were* in the question and short answer.

Was she born in Rome? Yes, she **was**.
Were they born in 1995? No they **weren't**.
They **weren't** born in 1995.

- 8b 1.05 Listen and repeat the unstressed form (*weak form*) of *was* and *were*.

When **were** you born? I **was** born in 1984.

- 8c 1.06 Now listen to these sentences and write S (*strong form*) or W (*weak form*) for each sentence.

1. Sara **was** born in Rome.
2. Was she **born** in 1996?
3. Yes, she **was**.
4. Where **were** you born, Marco?
5. He **wasn't** at school yesterday.
6. Why **were** you absent yesterday?

continuous, por ejemplo: *I was swimming in a river.* / *My dad and me were trekking.* De ser así, tenga en cuenta que, en esta instancia del proceso, funcionará solo como *incidental teaching*.

Tip

Si hubiera alumnos que no cuenten con fotografías, que no hayan salido de vacaciones o simplemente que prefieran no mostrar sus fotos por considerarlas parte de su intimidad, invítelos a realizar el trabajo compartiendo una vacaciones imaginarias o ideales. Pueden utilizar imágenes de revistas o imprimir fotos de los lugares que les gusten y de personas realizando diferentes actividades.

Need help with grammar?

Las siguientes actividades requerirán el uso del verbo *to be* en pasado simple. De ser necesario, remita a los alumnos a la sección *Focus on Grammar* en las páginas 12 y 13 de sus libros y recorran la información en forma grupal.

Evalué si es un buen momento para que resuelvan también las actividades propuestas en dicha sección y las actividades que encontrarán en la página 71 del *Workbook*.

nine

9

Project Time (Notas)

Recuerde a los alumnos sobre el proyecto en el que trabajarán al cierre de la unidad: crear un álbum de fotos sobre las vacaciones de verano.

Indíquenes que tendrán que seleccionar fotos de sus vacaciones. Sugiera que elijan aquellas que muestren el lugar, las personas con las que estuvieron y alguna de las actividades que hayan realizado. Pídale tambien que busquen vocabulario relacionado con esas actividades y que realicen una lista, por ejemplo: *trekking, swimming, hiking, riding a bike or a horse, walking, shopping, sightseeing, fishing, canoeing, climbing*, etc. Destaque la terminación característica de las actividades de tiempo libre: *-ing*.

Nota: seguramente, cuando describan las fotos de sus álbumes necesitarán recurrir al uso del tiempo *Past*

PRONUNCIATION

- 8a 1.04 Pida a los alumnos que focalicen la atención en la pronunciación de *was* y *were* en las preguntas (*Yes-No questions*) y sus respuestas cortas.

Explique que la pronunciación del verbo *to be* es, en estos casos, fuerte y acentuada (*strong form*). Pida a los alumnos que escuchen el audio y repitan imitando el modelo.

- 8b 1.05 Esta vez, escucharán la pronunciación de *was* y *were* en preguntas con adverbios interrogativos (*Wh-questions*). Explique que en estos casos la pronunciación es débil (*weak form*). Pida a los alumnos que escuchen el audio y repitan imitando el modelo.

- 8c 1.06 Pida a los alumnos que agudicen el oído porque, a continuación, escucharán seis oraciones en las que tendrán que identificar si la pronunciación de *was* y *were* es débil o fuerte.

Corrobore las respuestas junto con toda la clase en el pizarrón. De ser necesario, reproduzca el audio para que confirmen sus respuestas.

SKILLS and CULTURE

Welcome to Wales



READING

9 Converse con los alumnos acerca de los parques nacionales de Argentina. Formule preguntas como, por ejemplo: *Are there national parks in Argentina? Can people visit them? Have you ever been to one?*

Dirija la atención de los alumnos hacia las fotografías y el mapa de Gales. Pregúnteleles sobre el tipo de paisaje que observan. Introduzca el término *cliffs* (acantilados). Pregunte dónde pueden observarse paisajes similares en Argentina.

Invítelos a imaginar un viaje a Gales: *What kind of landscapes are you going to see? What do you imagine you would do on a trip to Wales?*

Explique que, a continuación, leerán el artículo de forma colaborativa, de a pares o en pequeños grupos. Aclare que cuando desconozcan el significado de una palabra deberán recurrir a las pistas contextuales, observar cómo fue utilizada la palabra en cuestión y examinar el resto de las palabras para poder deducir el significado.

Luego, concédales entre cinco y diez minutos para que lean el artículo nuevamente en forma individual y en silencio respetando sus propios tiempos. Deberán decidir si cada una de las afirmaciones es verdadera o falsa.

Monitoree el trabajo. Pídale que justifiquen sus respuestas con evidencia del texto y que corrijan las opciones falsas.

Invite a algunos voluntarios a que lean sus respuestas y organice la corrección grupal.

Dedique un tiempo de la clase para conversar con los alumnos acerca de los atractivos turísticos de la Argentina tanto desde una perspectiva natural como desde una perspectiva cultural. En ambos aspectos, es un país que posee infinitas riquezas naturales y culturales. Invite a los alumnos a que mencionen los atractivos que se les ocurran y realicen una lista.

Opcional

Invite a los alumnos a que imaginen que deben diseñar un folleto turístico sobre Gales y que se encuentran en la etapa de recopilación de información.

Escriba la siguiente información en el pizarrón y pida a los alumnos que, de a pares y en base a las respuestas provistas, completen las preguntas de forma adecuada:

SKILLS and CULTURE

WELCOME TO WALES

READING

9 Are there national parks in your country? Do people visit them? Have you ever been to one?

Look at the pictures. They are pictures of Wales. What kind of landscapes are there in Wales? What do you imagine you would do on a trip to Wales? Read the text. Are the sentences below True (T) or False (F)?

Tourists come to Wales for its history and culture. Towns, cities and castles are places of interest for tourists and visitors in Wales. Cardiff is the capital; there, the Museum of Welsh Life is a very popular attraction.

The varied landscape also helps tourism. There are three national parks: the Brecon Beacons National Park, Snowdonia National Park and Pembrokeshire Coast National Park. The activities at the parks include hill walking, hiking, canoeing, hang-gliding, kayaking, pony trekking, fishing and climbing.

There are a lot of features of the Welsh landscape that are popular with visitors: in the Wye Valley they visit Tintern Abbey and Chepstow Castle, along Offa's Dyke Path they walk on the English border, on Taff Trail they walk or cycle along the River Taff and in Gower they admire sandy beaches, beautiful bays and interesting coves. In 1956 Gower, in the South of Wales, was designated the first Area of Outstanding Natural Beauty in England and Wales. About three and a half million people visit it annually and they are all impressed by its breathtaking majesty. Gower is considered a place for inspiration and dreams and visitors take a lot of photos of the spectacular rocky cliffs, sand dunes and nature reserves.

▲ Brecon Beacons National Park

Why do tourists come to Argentina? What cultural activities are most interesting for them? What do they like about the landscape? What are the most visited places?

1. Tourists in Wales visit historic attractions.

2. The Museum of Welsh Life is in Cardiff.

3. Tourists are not interested in natural features in Wales.

4. Tintern Abbey and Chepstow Castle are on the English border.

5. Gower is in South Wales.

6. Gower is a cultural place.

7. Not many people visit Gower.

8. Gower was the first Area of Outstanding Natural Beauty in Wales.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

10 ten

▲ Tintern Abbey, Wye Valley

- How many... ?
There are three national parks.
- What... ?
Hill walking, hiking, canoeing, hang-gliding, kayaking, fishing, climbing, etc.
- When... ?
In 1956.
- Where... ?
In the spectacular cliffs of Gower.
- Where... ?
In Wye.

Opcional

Pida a los alumnos que resuman el texto que leyeron escribiendo en sus propias palabras las tres mejores razones para visitar Gales.

Invite a varios voluntarios a que comparten sus opiniones para comprobar cuántas coincidencias se han producido en la clase.

Summer holidays

1



LISTENING

- 10a** Do you know the story of King Arthur, Guinevere and the Knights of the Round Table? Have you seen a film or cartoon about these people? Have you ever heard of Geoffrey of Monmouth? Talk about it in class with your teacher.



- 10b** 1.07 Listen to Mr Baugh talking about a great character in Welsh literature and underline the correct alternative.

- The origin of the story of King Arthur was in the **Roman tradition / Welsh tradition**.
- The story is composed of **historical events / literary inventions**.
- Arthur **was / wasn't** a legendary king.
- The name Arthur comes from a **German name / Roman name**.
- Arthur was a leader against the Saxon invaders in the **5th century / 6th century**.
- Geoffrey of Monmouth was the **creator / the best friend** of Arthur.
- Geoffrey was born in Wales in **1100 / 1200**.
- Arthur / Geoffrey was the son of Uther Pendragon.
- Arthur was mortally wounded and carried to **Avalon / Guinevere**.
- The stories of Arthur were interesting for **adults and children / just for children**.



WRITING

- 11** You came back from a holiday in Wales yesterday. Write an e-mail to your friend and talk about your experience. Use the notes below.

- Where you were.
- Who you were with.
- How long you were there.
- You were in a hotel, bed and breakfast, campsite...
- What it was like.
- What the weather was like.
- What the food was like.
- The activities there were.
- You made some new friends.
- How the holiday was.

SPOKEN INTERACTION

- 12** Work in pairs. One of you is an interviewer and the other is Mr Baugh, a Welsh culture expert. Use the notes below to ask questions about King Arthur and give answers.

- Where / the origin of the story?
- Who / Arthur?
- Where / the name / from?
- When / Arthur / against the Saxons?
- Who / Geoffrey of Monmouth?
- When / Geoffrey of Monmouth / born?
- Who / Arthur's father?
- Arthur / mortally wounded?
- Why / the stories / popular?
- Why / you / interested in King Arthur?

CLIL
Social Sciences

- Do you know who the Druids were? Find out when and where they lived. Were there Druids in Wales?
- Check your information with your Social Sciences teacher.

eleven

11

CLIL
Social Sciences

Aliente a los alumnos a que se remonten al Gales de la era de Hierro (200 AC) y realicen un trabajo de investigación sobre los Druidas. Pregúntelos si han visto alguna película ambientada en esa época; de no ser así, invítelos a que busquen en internet (*Druids*, 2001, Christopher Lambert). Pídale que averigüen quiénes eran, dónde vivían, qué costumbres tenían, cómo influyeron a otros pueblos, etc. Asigne la tarea con suficiente anticipación para darles la oportunidad de consultar distintas fuentes y de chequear la información con su profesor/a de Ciencias Sociales.



LISTENING

- 10a** Pregunte a los alumnos qué saben sobre el rey Arturo y los Caballeros de la Mesa Redonda: *Do you know the story of King Arthur, Guinevere and the Knights of the Round Table? Have you seen a film or cartoon about these people? Have you ever heard of Geoffrey of Monmouth?*

Tip

Probablemente los alumnos hayan oído hablar del rey Arturo (*King Arthur*) pero difícilmente conozcan a Geoffrey of Monmouth. Cuénteles algo sobre él antes para que puedan comprender mejor el audio:

Geoffrey of Monmouth was born between 1100 and 1110 in Wales. He was a cleric (bishop). He was the author of the History of the Kings of Britain in Latin. He was also the author of the Prophecies of Merlin (1135), this revived the myths of Merlin and King Arthur.

10b

- 1.07 Pida a los alumnos que lean la consigna y expliquen qué es lo que esperan escuchar.

Reproduzca el audio tantas veces como sea necesario para que todos puedan marcar las opciones correctas. Pida a algunos voluntarios que lean sus respuestas para que todos puedan corroborar sus respuestas.

WRITING

- 11** Explique a los alumnos que trabajarán colaborativamente con su compañero. Pida que imaginen que acaban de llegar de unas vacaciones en Gales y le escriben un correo electrónico a otro amigo contándole sobre el viaje. Para no omitir detalles, seguirán la guía proporcionada en la actividad. Pídale que incluyan: *where you were, who you were with, how long you were there, if you were in a hotel, in a bed-and-breakfast or in a campsite, etc, what it was like, what the weather was like, what the food was like, what activities there were, if you made some new friends, how the holiday was in general*.

Pida a algunos voluntarios que lean sus correos electrónicos para compartirlos con el resto de la clase.



SPOKEN INTERACTION

- 12** Proponga a los alumnos esta actividad de *roleplay* en la que trabajaran de a pares. Uno de ellos será Mr. Baugh, el experto en cultura galesa, el otro será el reportero que lo entrevista. Pida a los alumnos que trabajen juntos en las preguntas usando los *prompts* provistos. Conceda entre cinco y diez minutos para que practiquen el diálogo y luego invite a varios voluntarios a que lo actúen en el frente para toda la clase.

Focus on GRAMMAR

Esta sección, que encontrará al final de cada unidad, tiene como objetivo sistematizar conceptos gramaticales que han sido previamente presentados en contexto y trabajados en diferentes actividades comunicativas.

Los alumnos podrán utilizar las tablas gramaticales como material de referencia tanto para reforzar la explicación del tema durante el desarrollo de la unidad en cuestión como para revisar o integrar los conceptos al finalizar la unidad.

Las actividades son cortas y focalizadas permitiendo a los alumnos concentrarse en el concepto que necesitan afianzar.

La corrección de las actividades debe ser seleccionada teniendo en cuenta las características de la clase. Con grupos de alumnos que se dispersan con facilidad, suele ser conveniente la corrección grupal conducida por el profesor/a en el pizarrón, ya que organizará la participación por turnos y despejará dudas y/o preguntas para todo el conjunto de la clase.

Por otro lado, con grupos de alumnos menos participativos, la corrección de a pares puede ser la mecánica de corrección más eficiente y eficaz. Los alumnos no se sienten expuestos frente a toda la clase, y la discusión y el intercambio de opiniones entre pares suele ser muy enriquecedor. Recorra la clase para monitorear el trabajo.

El uso de juegos didácticos en la clase siempre ayuda a amenizar y a distender la atmósfera, especialmente durante las lecciones centradas en la gramática que implican una mayor concentración de parte de los alumnos.

Change of scenes: El objetivo de esta actividad es describir los cambios producidos en una escena utilizando *there was / there were*.

Solicite a un voluntario que dibuje una escena simple (por ejemplo, una casa con seis árboles, cuatro montañas, dos personas y un sol) en el pizarrón. El resto de la clase deberá permanecer de espalda al pizarrón o con los ojos cerrados. Cuando el dibujo esté listo, la clase deberá observar la escena durante treinta segundos y, luego, voltear sus espaldas nuevamente o cerrar los ojos. El voluntario que ilustró la escena deberá eliminar algunos elementos y agregar otros en el dibujo. Finalmente, los alumnos deberán describir los cambios realizados del siguiente modo, por ejemplo: *There were four trees. Now, there are five.*

Find someone who...: Pida a los alumnos que copien el siguiente cuadro (incluya los ítems que considere de interés para sus alumnos):

Focus on GRAMMAR

GRAMMAR POINT 1

PAST SIMPLE: TO BE

Affirmative form

Present

I am	Past
you are	I was
he is	you were
she is	he was
it is	she was
we are	it was
you are	we were
they are	you were

I am in Year 8. → Last year I was in Year 7.
Mick is at school today. → Mick was at school yesterday morning.

GRAMMAR POINT 2

SIMPLE: TO BE

Negative form

Long form

I was not	Contracted form
you were not	I wasn't
he was not	you weren't
she was not	he wasn't
it was not	she wasn't
we were not	it wasn't
you were not	we weren't
they were not	you weren't
they were not	they weren't

Steve was not at the swimming pool yesterday.
Steve wasn't at the swimming pool yesterday.
My parents were not at the restaurant last night.
My parents weren't at the restaurant last night.

GRAMMAR POINT 3

PAST SIMPLE: TO BE

Interrogative form

was I?	were we?
were you?	were you?
was he/she/it?	were they?

You were on holiday last July. (affirmative)
Were you on holiday last July? (interrogative)

Short answer

Affirmative

Yes, I/he/she/it was.
we/you/they were.

Negative

No, I/he/she/it wasn't.
we/you/they weren't.

Was the film funny?
Yes, it was. / No, it wasn't.
Were your friends at the cinema yesterday?
Yes they were. / No, they weren't.

GRAMMAR POINT 4

PAST SIMPLE: TO HAVE (GOT)

Affirmative form

Present

I have (got)	Past
you have (got)	I had
he has (got)	you had
she has (got)	he had
it has (got)	she had
we have (got)	it had
you have (got)	we had
they have (got)	you had

I've got straight hair now.
→ I had curly hair when I was a girl.
I've got a red bike now.
→ I had a blue bike when I was a little boy.

Workbook p. 71

12

twelve

was at home all day yesterday.

was in a car at 7 a.m. yesterday.

was at the cinema yesterday.

was late for school yesterday.

was asleep at 10 a.m. yesterday.

Asigne entre ocho y diez minutos para que los alumnos recorran la clase formulando preguntas a sus compañeros para completar el cuadro con los nombres de aquellos que respondan afirmativamente.

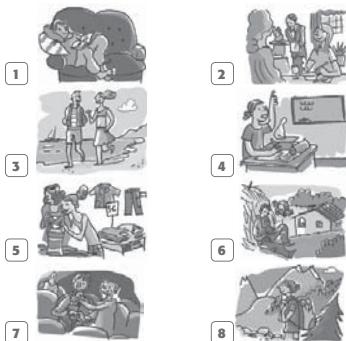
Al finalizar la actividad, tendrán que redactar el informe:

Felipe and Mariana were at home all day yesterday. Luis was in a car at 7 a.m. and nobody was at the cinema yesterday.

Summer holidays

1

- 14 Where were these people yesterday? Look at the pictures and write sentences to describe them using the information in the table.



1. Daniel	at the restaurant
2. Lily	in the mountains
3. Jack and Alice	at the seaside
4. Julia	at home
5. Victoria and Layla	at school
6. Tom	at the cinema
7. Matt and Tim	in the country
8. Sofia	at the shops

1. Daniel
2. Lily
3. Jack and Alice
4. Julia
5. Victoria and Layla
6. Tom
7. Matt and Tim
8. Sofia

- 15 Complete the sentences with *was*, *were*, *wasn't*, *weren't* to make true sentences.

1. I late for school this morning.

Permitáles que trabajen cooperativamente. Monitoree el trabajo de cerca.

Una vez que todos hayan finalizados, invítelos a exponer sus álbumes para que comparten sus experiencias y vivencias de vacaciones con sus compañeros.

2. The weather cloudy and warm yesterday.
3. I in bed at ten o'clock last night.
4. My family and I in the mountains last weekend.
5. I ill yesterday.
6. My best friend at my house the day before yesterday.

16 Rewrite the sentences in the interrogative form.

Example: The match was good. (-)

Was the match good?

1. The weather in Britain was good yesterday. (+)
2. You were in Sicily last summer. (+)
3. Your mother was at the supermarket yesterday. (-)
4. Her parents were at the seaside yesterday. (-)
5. Your teacher was at home last Friday. (+)
6. The last History test was difficult. (-)

17 Now answer the questions in exercise 16 with a short answer, according to the information in the brackets.

Example: Was the match good? (-)

No, it wasn't.

18 Complete the sentences with *was*, *were or had*.

1. My father a rock group when he young.
2. We an English test last week.
It very difficult.
3. There twenty-five people at Sarah's birthday party.
4. When I a little boy I a cat.
5. My friends in America last summer.
6. My sister long blond hair when she a girl.
7. We dinner in the Moroccan restaurant last night.
It nice.
8. Noah at the seaside last Sunday.

I can...

- talk about past events and situations
- ask and say when someone was born
- write a short text about a past event

I can...

Conceda a los alumnos los últimos minutos de la clase para que reflexionen sobre su propio aprendizaje. Pídale que, en forma individual, marquen los objetivos de la unidad que consideran haber alcanzado.

Esta instancia de auto-evaluación resultará muy enriquecedora si los alumnos logran comprender la importancia de reflexionar sobre lo aprendido a conciencia. Puede realizar una rápida estadística sobre los objetivos menos logrados para retomar el tema gramatical o la función en clases futuras.

Para anotar...

Project Time

Now we will complete and present the project. Choose three or four photographs. Stick them on a medium-size sheet of coloured paper. Write a short text under each photograph. Use the questions you answered before as a guide to describe what each one is about. Then all students will post their small photo album on the classroom's walls.

Now you are ready to share your summer memories with your friends!

thirteen

13

Project Time (Producción final)

Explique a los alumnos que, para cerrar esta unidad de trabajo, llevarán a cabo el proyecto sobre el cual han estado trabajando en diferentes etapas: crear un álbum de fotos sobre sus vacaciones de verano.

Invítelos a que busquen las notas que hayan tomado en las etapas anteriores. Recorran los ítems que deberán incluir en los comentarios: el lugar, las personas con las que estaban y alguna de las actividades que llevaron a cabo.

Con todo el material a la mano, los alumnos crearán sus álbumes de fotos. Pida a los alumnos que peguen las fotografías en hojas de color o cartulinas y las describan.

AUDIOSCRIPT

SKILLS and CULTURE

Actividad 10  1.07

Audioscript

Welsh culture is rich in legends. The one about King Arthur and the Knights of the Round Table is world-famous. The story of Arthur belongs to the Celtic tradition and its origins were in Wales. The story was composed of legends and literary inventions and the historical existence of Arthur is still debated. The origin of the Welsh name Arthur is in the Roman name Artorius. So we can say that Arthur was a British legendary leader against the Saxon invaders in the 6th century. The creator of the familiar literary person of Arthur was Geoffrey of Monmouth, who was born in Wales in 1100. His *Historia Regum Britanniae* is full of legendary events about Arthur's life. We know he was the son of Uther Pendragon and Ygraine of Cornwall and that he was a king. We also know that Ireland, Iceland, Norway were some of his conquests. He was in love with Guinevere. He was mortally wounded and carried away to Avalon. Many other writers added romantic and adventurous details to the stories of Arthur. They were also popular because they were rich in adventure, war, love, magic and religion. They had elements for all.

STUDENT'S BOOK – Answer Key Unit 1

Comprehension

Actividad 2, página 6

1. holidays; 2. Italy; 3. Spain; 4. Wales; 5. Emma; 6. mother; 7. time; 8. Owen.

Focus on VOCABULARY

Actividad 3b, página 7

Key: 2. 1957; 3. 1975; 4. 1984; 5. 1961; 6. 1986.

Actividad 4, página 7

1. 22nd November 2017; 2. 21st November 2017;
3. 19th November 2017; 4. 17th November 2017;
5. 19th November 2017; 6. 17th November 2017.

Focus on FUNCTIONS

Actividad 5, página 8

Las respuestas variarán.

Actividad 6, página 8

Las respuestas variarán.

Actividad 7, página 8

2. A: When was Carol born? B: She was born on the third of September nineteen ninety-three. A: Where was she born? B: She was born in Liverpool.
3. A: When were Matteo and Luca born? B: They were born on the first of December nineteen eighty-six. A: Where were they born? B: They were born in Naples.
4. A: When was Maria born? B: She was born on the thirteenth of July two thousand and two. A: Where was she born? B: She was born in Granada.
5. A: When was Sahil born? B: He was born on the eighth of February nineteen ninety-eight. A: Where was he born? B: He was born in New Delhi.
6. A: When were Yong and Chang born? B: They were born on the twenty-first of April two thousand. A: Where were they born? B: They were born in Beijing.

Actividad 8c, página 9



1.06

1. W; 2. S; 3. S; 4. W; 5. S; 6. W.

SKILLS and CULTURE

Actividad 9, página 10

1. T; 2. T; 3. F; 4. F; 5. T; 6. F; 7. F; 8. T.

Actividad 10b, página 11

1. Welsh tradition; 2. literary inventions; 3. was; 4. Roman name; 5. 6th century; 6. the creator; 7. 1100; 8. Arthur; 9. Avalon; 10. for adults and children.

Actividad 11, página 11

Las respuestas variarán.

Actividad 12, página 11

1. Where was the origin of the story? The origin of the story of King Arthur was in the Welsh tradition. 2. Who was Arthur? Arthur was a legendary king. 3. Where does the name come from? The name Arthur comes from a Roman name. 4. When was Arthur a leader against the Saxons? Arthur was a leader against the Saxon invaders in the 6th century. 5. Who was Geoffrey of Monmouth? Geoffrey of Monmouth was the creator of Arthur. 6. When was Geoffrey of Monmouth born? Geoffrey was born in Wales in 1100. 7. Who was Arthur's father? Arthur was the son of Uther Pendragon. 8. Was Arthur mortally wounded? Arthur was mortally wounded and carried to Avalon. 9. Why were the stories popular? Because the stories of Arthur were interesting for adults and children. 10. Why are you interested in King Arthur? Las respuestas variarán.

Focus on GRAMMAR

Actividad 13, página 12

1. was; 2. were; 3. were; 4. were; 5. was; 6. were; 7. was; 8. was; 9. were; 10. was; 11. were.

Actividad 14, página 13

1. was at home; 2. was at the restaurant; 3. were at the seaside; 4. was at school; 5. were at the shops; 6. was in the country; 7. were at the cinema; 8. was in the mountains.

Actividad 15, página 13

1. was/wasn't; 2. was/wasn't; 3. was/wasn't; 4. were/weren't; 5. was/wasn't; 6. was/wasn't.

Actividad 16, página 13

1. Was the weather in Britain good yesterday?; 2. Were you in Sicily last summer?; 3. Was your mother at the supermarket yesterday?; 4. Were her parents at the seaside yesterday?; 5. Was your teacher at home last Friday?; 6. Was the last History test difficult?

Actividad 17, página 13

1. Yes, it was; 2. Yes, I was / Yes, we were; 3. No, she wasn't; 4. No, they weren't; 5. Yes, he/she was; 6. No, it wasn't.

Actividad 18, página 13

1. had – was; 2. had – was; 3. were; 4. was – had; 5. were; 6. had – was; 7. had – was; 8. was.

WORKBOOK – Answer Key Unit 1

Actividad 1, página 71

10 – 8 – 9 – 12 – 5 – 2 – 7 – 4 – 11 – 6 – 3 – 1

Actividad 2, página 71

1. last night; 2. two hours ago; 3. last year; 4. yesterday morning; 5. yesterday; 6. Three days ago.

Actividad 3, página 71

1. was; 2. was; 3. were; 4. was; 5. were; 6. were.

Actividad 4, página 71

1. We were in a fantastic camping site last month; 2. Mrs Lloyd was at the hospital two hours ago; 3. Nicole and William were at home half an hour ago; 4. Mr Clark was in Germany for work last week; 5. The weather was very cold yesterday; 6. There were a lot of people in the park last Sunday; 7. You and your parents were on holiday in Portugal in 2008; 8. I was late for school the day before yesterday.

Actividad 5, página 72

1. I wasn't in the bathroom five minutes ago; 2. My friends and I weren't at the British Museum three days ago; 3. Barbara and Benjamin weren't in Tunisia last summer; 4. Yasmin wasn't at the market with her mother yesterday morning; 5. Tim wasn't at school yesterday; 6. Mr and Mrs Burton weren't at work yesterday.

Actividad 6, página 72

1. wasn't; 2. weren't; 3. wasn't; 4. wasn't; 5. wasn't; 6. weren't.

Actividad 7, página 72

There was a mobile phone on the desk yesterday. There isn't a mobile phone on the desk today.

There were some CDs on the desk yesterday. There aren't any CDs on the desk today.

There were some pens on the desk yesterday. There aren't any pens on the desk today.

There's a (laptop) computer on the desk today. There wasn't a (laptop) computer on the desk yesterday.

There's a teddy bear on the desk today. There wasn't a teddy bear on the desk yesterday.

There were some books on the desk yesterday. There aren't any books on the desk today.

Actividad 8a, página 72

1. Was it your birthday yesterday?; 2. Was the weather sunny last weekend?; 3. Were your parents at the parents' meeting last night?; 4. Were you at the seaside last week?; 5. Were you on holiday in Greece last summer?; 6. Was your English teacher in England in July?; 7. Was Patrick happy with his new computer?; 8. Were there any people in the shop?

Actividad 8b, página 73

1. No, it wasn't; 2. Yes, it was; 3. Yes, they were; 4. No, I wasn't; 5. Yes, we were; 6. No, he/she wasn't; 7. Yes, he was; 8. No, there weren't.

Actividad 9a, página 73

1. I was in the park; 2. Yes, she was; 3. No, they weren't; 4. They were at the theatre.

Actividad 9b, página 73

1. Were you at home last night?; 2. Where were James and Amy yesterday morning?; 3. Was Julia at home last night?; 4. Was Julia at the swimming pool yesterday afternoon?

Actividad 10, página 73

1. I had a lovely yellow canary...; 2. They had a big white camper...; 3. She had a beautiful doll's house...; 4. You had a penfriend from Australia...; 5. My dad had a scooter...; 6. Ben's sister had long blond hair...

Actividad 11, página 73

1. a; 2. c; 3. c; 4. b; 5. c; 6. b.

Actividad 12, página 74

1. London; 2. 3rd April 1985; 3. Wales; 4. Guyana; 5. five; 6. singer; 7. Drama School; 8. receptionist; 9. winner; 10. hit; 11. an ordinary part; 12. friends; 13. children.

Actividad 13, página 75

Las respuestas variarán.

UNIT 2 – Sam's appetite

Functions

Hablar de acciones en el pasado
Hablar sobre la salud

*We played football for about an hour.
What's the matter? I don't feel very well today.*

Project

Crear una lista de consejos para llevar una vida saludable

Vocabulary

El cuerpo
Salud: enfermedades y accidentes

Grammar

Past simple: (regular and irregular verbs) - Affirmative form
Temporal connectors (*first, after that, then, finally*)

CLIL

Ciencias Sociales: trabajo de investigación sobre distintas culturas y sus hábitos alimentarios

Pronunciation

La terminación *-ed* en los verbos regulares del pasado simple

Culture

La comida "chatarra"

Detailed skills

Listening

- escuchar diálogos y extraer información personal sobre salud y actividades pasadas
- escuchar una entrevista con un experto en alimentación y extraer información específica

Spoken interaction

- intercambiar información relacionada con la salud
- relatar acciones que sucedieron en el pasado
- intercambiar información sobre los propios hábitos alimentarios

Reading

Writing

- leer un texto informativo sobre la comida "chatarra"
- escribir un resumen del artículo sobre comida "chatarra"
- escribir un informe comparando los hábitos alimentarios de distintas épocas

Para prepararse...

Recorra los objetivos junto a los alumnos. Guélos para que predigan qué es lo que aprenderán en esta unidad. Pregúntales qué conexión encuentran entre la salud, mencionada en uno de los objetivos, y el apetito de una persona, que se menciona en el título de la unidad (la salud guarda una estrecha relación con el tipo de alimentación).

What did you do yesterday?

Before you listen

Converse con los alumnos sobre la última vez que se sintieron enfermos, engripados, con dolor de estómago o de garganta. Pregúntales cómo suelen comportarse cuando se sienten mal: ¿Son del tipo quejoso? ¿Son del tipo obediente atendiendo a las instrucciones médicas para recuperarse pronto?

Formule preguntas como, por ejemplo: *Did you have the flu? Did you have a stomach ache? Or was it a sore throat? What do you do when you have got the flu? What is better not to do? What do you do if you've got indigestion?*

Dirija la atención de los alumnos hacia las fotografías: *Who are the people in the photo? Where are they? What objects can you see?*

1 **2.01** Lea la introducción a la actividad junto con la clase y asegúrese de que todos comprendan cuál es la situación. Pregunte a los alumnos quién suele cuidarlos cuando se sienten enfermos y si hay algo en especial que les guste en esas ocasiones (que los acompañen, que los dejen solos para descansar, que les lean un libro, etc.).

Opcional

Con el objetivo de generar curiosidad y atención durante el momento de la escucha, invite a los alumnos a que cierren sus libros. Pida que escuchen el audio y presten especial atención a lo que Sam comió el día anterior.

Comprehension

2 **2.01** Pida a los alumnos que escuchen el audio mientras siguen la lectura en el libro.

Conceda unos minutos para que los alumnos completen el resumen con la información requerida.

Realice una corrección grupal en el pizarrón. Invite a algunos voluntarios a que escriban las respuestas.

2

Sam's appetite

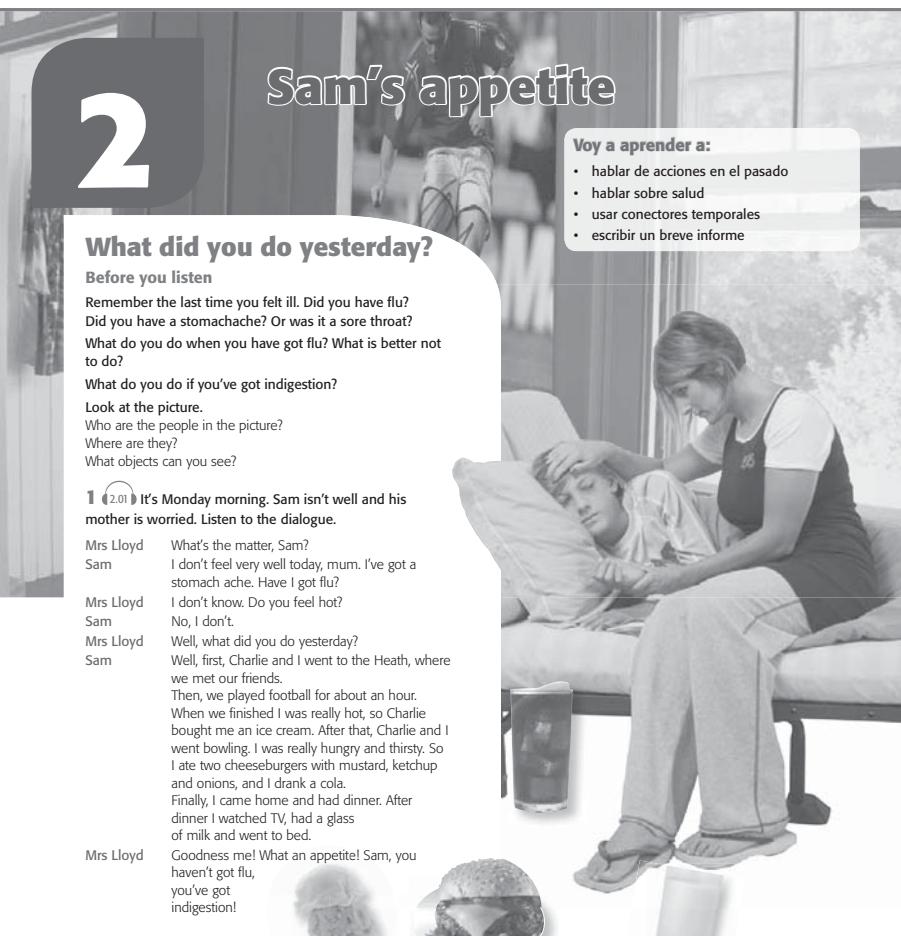
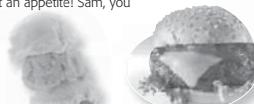
What did you do yesterday?

Before you listen

Remember the last time you felt ill. Did you have flu?
Did you have a stomachache? Or was it a sore throat?
What do you do when you have got flu? What is better not to do?
What do you do if you've got indigestion?
Look at the picture.
Who are the people in the picture?
Where are they?
What objects can you see?

1 It's Monday morning. Sam isn't well and his mother is worried. Listen to the dialogue.

Mrs Lloyd	What's the matter, Sam?
Sam	I don't feel very well today, mum. I've got a stomach ache. Have I got flu?
Mrs Lloyd	I don't know. Do you feel hot?
Sam	No, I don't.
Mrs Lloyd	Well, what did you do yesterday?
Sam	Well, first, Charlie and I went to the Heath, where we met our friends. Then, we played football for about an hour. When we finished I was really hot, so Charlie bought me an ice cream. After that, Charlie and I went bowling. I was really hungry and thirsty. So I ate two cheeseburgers with mustard, ketchup and onions, and I drank a cola. Finally, I came home and had dinner. After dinner I watched TV, had a glass of milk and went to bed.
Mrs Lloyd	Goodness me! What an appetite! Sam, you haven't got flu, you've got indigestion!


Comprehension

2 Listen to the dialogue again and complete the summary.

Sam is at home today because he doesn't feel very well. He's got a (1) and he thinks he's got flu, but his (2) says he's got indigestion. Yesterday he ate (3) cheeseburgers, an (4) and his dinner. He drank a (5) and a glass of (6).

Opcional

Enfatice el uso de *had*, *ate* y *drank* para hablar de lo que comimos o tomamos en el pasado.

Pida a los alumnos que pregunten a dos de sus compañeros: *What did you eat yesterday?* y tomen nota de todos los alimentos que mencionen. De este modo tendrán dos listas, por ejemplo:

(Tomás): *milk, biscuits, two sandwiches, crisps, meat, salad, pizza.*

(Ámbar): *coffee and milk, toast, chicken, potatoes, chocolate milk, pasta, cheese.*

Cuando todos hayan finalizado, pida a un alumno que lea los ítems de cada una de sus listas. E indique a la clase que estén atentos y levanten la mano cuando alguno de los ítems mencionados esté también en alguna de sus listas. En tal caso deberá decir, por ejemplo: (*Martina*) *ate pasta, too.*

Focus on VOCABULARY

The body

3 (2.02) Reorder the letters to make parts of the body. Then listen and check your answers.

1. cafe _____
2. nadh _____
3. rea _____
4. edah _____
5. foto _____
6. mar _____
7. atcmosh _____
8. kcne _____
9. neso _____
10. tatrho _____
11. frineg _____
12. eken _____

Project Time

Our project for this Unit is to make a list of tips to stay healthy.



Health: illnesses and accidents

4 (2.03) Match the sentences to the right pictures. Then listen, check your answers and repeat.



- a. I've got a headache.
- b. I've got a toothache.
- c. I've got a stomach ache.
- d. I've got a sore throat.

- e. I've got a pain in my leg.
- f. I've got a temperature.
- g. I've got a cold.
- h. I've got a cough.
- i. I've got flu.
- j. I broke my arm.
- k. I hurt my foot.
- l. I cut my finger.

fifteen

15

Project Time (Presentación)

Esta sección propone tareas que integran el vocabulario y las estructuras gramaticales que se presentan durante el desarrollo de cada unidad. A su vez, es una sección que generará espacios propicios para trabajar cooperativamente poniendo en práctica la creatividad de los alumnos y demandando la búsqueda del acuerdo y la toma de decisiones en pos de una tarea final.

En este caso en particular, los alumnos deberán elaborar una lista de consejos (*tips*) para llevar una vida saludable, refiriéndose tanto a la alimentación como al ejercicio físico.

Si bien no hace falta detenerse a explicar el proyecto en detalle aún, es valioso que los alumnos conozcan con qué propósito trabajarán el vocabulario y las estructuras que se introduzcan.

Focus on VOCABULARY

Mediante la técnica del "torbellino de ideas", aliente a los alumnos a mencionar las partes del cuerpo humano que recuerden de años anteriores. Realice una lista en el pizarrón y resérvala para que puedan utilizarla como referencia durante la resolución de la actividad 3.

3 (2.02) Invite a los alumnos a trabajar de a pares. Desafíelos a descubrir las partes del cuerpo escondidas en las palabras desordenadas.

Luego, pídale que escuchen el audio para que puedan corroborar sus respuestas y, a su vez, revisen y practiquen la pronunciación de cada palabra.

Tip

Para dar un giro a la actividad y redoblar el desafío, organice una competencia para ver qué pareja logra descifrar las palabras en el menor tiempo posible.

4 (2.03) Explique a los alumnos que van a asignar un significado a cada imagen uniéndola con su respectiva oración.

Tip

Dirija la atención de los alumnos hacia la estructura utilizada para indicar que se padece algún dolor o enfermedad (*I've got...*) y para describir algún accidente o malestar en particular (*I broke / cut / hurt, etc.*).

Opcional

Pida a los alumnos que cierren sus libros. Invite a algún voluntario a elegir una de las ilustraciones de la actividad 4 e imitar el dolor para que sus compañeros adivinen.

Repita con varios alumnos.

Focus on FUNCTIONS

FUNCTION A

Talking about actions in the past (regular and irregular verbs)

Antes de abordar la actividad 5, clasifiquen los verbos que utilizarán en regulares e irregulares.

Escriba una lista en el pizarrón y resérvela para referencia de los alumnos:

Regular	Irregular
play - played	get - got
visit - visited	have - had
watch - watched	go - went
study - studied	see - saw
stay - stayed	meet - met
	do - did

5 Lea la consigna con los alumnos y pida a alguno de ellos que explique lo que deben hacer.

Seleccione a un voluntario para que lea en voz alta las oraciones del ejemplo.

A continuación, pida a los alumnos que se organicen en grupos de cuatro integrantes y alíéntelos para que cada uno escriba seis oraciones, como mínimo, describiendo las actividades que realizaron durante un día de la semana. Recuérdoles que una de ellas debe ser falsa para que luego sus compañeros de grupo puedan adivinar cuál de ellas es.

Recorra el aula y monitoree el trabajo. Agregue los verbos que los alumnos soliciten en la lista del pizarrón.

6 Explique a los alumnos que deberán describir los viajes escolares realizados por Lucca y Filippo en base a la información provista en el cuadro.

Recorra el cuadro junto con los alumnos y pida que le digan cuáles de los verbos son regulares.

Recorra el aula y monitoree el intercambio de información entre cada pareja. Luego, pida a algunos voluntarios que elijan uno de los viajes y lo describan para el resto de sus compañeros. Por ejemplo: *Lucca went to Florence. He travelled by train. He visited / went to art galleries. The weather was rainy.*

Opcional

Si los alumnos necesitaran más práctica para describir actividades en tiempo pasado, copie el siguiente cuadro en el pizarrón e invítelos a describir las actividades realizadas por Sofie y Daniel de a pares.

Focus on FUNCTIONS

FUNCTION A

Talking about actions in the past (regular and irregular verbs)

Charlie and I went to the Heath, where we met our friends.

Sam

5 Work in groups of four. Tell the others what you did one day last week. Write and say at least six sentences, but... one of them isn't true. See if your schoolmates can tell you what it is.
Use *first, after that, then, finally* and some of the verbs in the pool.

get up • have breakfast / lunch / dinner • go
play • see • visit • meet • watch • study
• do • stay • have • get back • go to bed

Example: You: 1. Last Friday, first I got up at 7 o'clock.
2. After that, I had breakfast with my family.
3. I stayed at home all morning.
4. Then, in the afternoon, I played tennis for two hours...
5. ... and I met some friends.
6. Finally, I got back home at 6 o'clock.

Your classmate: It isn't true that you stayed at home all morning.

You: Yes, you are right.
No, you're wrong.

1.
2.
3.
4.
5.
6.

6 Look at the notes in the table about Luca and Filippo's last school trips. In turn, talk about their trips with a schoolmate. Use the verbs in brackets.

	LUCA	FILIPPO
PLACE (go)	Florence	Cortina
TRANSPORT (travel)	train	coach
ACTIVITIES (visit/go)	art galleries	trekking
WEATHER (be)	rainy	sunny

FUNCTION B

Talking about health

What's the matter, Sam?

Mrs Lloyd

I don't feel very well today, mum.
I've got a stomach ache.
Have I got flu?

Sam



16 sixteen

	Sofie	Daniel
restaurant (go)	Gourmet Bar	Burger Queen
meal (eat)	fish and salad	cheeseburger and fries
activities (visit/play)	book shop	bowling
time (leave at)	11.30 p.m.	10.00 p.m.

FUNCTION B

Talking about health

Lea los intercambios entre Mrs. Lloyd y Sam junto con la clase. Pídale que presten atención tanto a la pregunta *What's the matter?* que se formula cuando algo no está bien como a la respuesta de Sam, que primero explica de una forma general lo que le sucede: *I don't feel very well* y luego describe su síntoma específicamente: *I've got a stomach ache.*

Need help with grammar?

Go to pages 20-21.

SPEAKING CARD**STUDENT A**

7 Work in pairs (*Card B* on p. 64). Match the character with the correct accident or illness. Then, in turn, ask about the other people at the party and answer about your people.

Write their accidents or illnesses in the column.



- | | |
|----------------------------------|----------------------|
| 1. <input type="checkbox"/> Tom | a. a pain in her leg |
| 2. <input type="checkbox"/> John | b. a temperature |
| 3. <input type="checkbox"/> Mark | c. a broken arm |
| 4. <input type="checkbox"/> Sara | d. a toothache |
| 5. <input type="checkbox"/> Lara | e. a cold |

Example: A What's the matter with Tom?
B He's got a temperature.

- | | |
|----------|-------|
| 1. Steve | ..... |
| 2. Bob | ..... |
| 3. Greg | ..... |
| 4. Anna | ..... |
| 5. Marge | ..... |

Project Time

Let's think about what we can do to stay healthy. Work in groups of four. Try to answer these questions:

- Why is it important to exercise regularly?
- Which group sports or individual activities are good for our health?
- What are healthy eating habits?
- What does a well-balanced diet include?

Focus on the words you would use to answer them. Write them down for the project!

seventeen

17

Project Time (Notas)

Recuerde a los alumnos sobre el proyecto en el que trabajarán al cierre de la unidad: crear una lista de consejos útiles para una vida saludable.

Divida a los alumnos en grupos de cuatro. Pídale que utilicen las preguntas como guía para escribir notas sobre lo que ellos conocen como hábitos saludables: *Why is it important to exercise regularly? Which group sports or individual activities are good for our health? What are healthy eating habits? What does a well-balanced diet include? Why is junk food bad for our health? How much water should we drink a day? How much sleep and rest is enough to stay healthy?*

Si los alumnos no tienen el conocimiento necesario para responder las preguntas, asigne la tarea para que busquen información en sus hogares.

Sam's appetite**2**
PRONUNCIATION
**REGULAR VERBS:
THE -ED SOUND**

In regular past tense verbs, the -ed has three different pronunciations. Generally, it is pronounced /d/. When the infinitive of the verb ends in -t or -d it is pronounced /ɪd/. When the infinitive ends with the sounds /p/, /k/, /f/, /s/, /ʃ/, the -ed is pronounced /t/.

8a Listen to the examples and repeat.
/d/ opened /ɪd/ started /t/ worked

8b Listen and write the verbs in the correct column.

played • listened • waited • stopped • used •
visited • watched • missed • needed

-ed /d/	-ed /ɪd/	-ed /t/

8c Now listen and check.


Need help with grammar?

Remita a los alumnos a la sección *Focus on Grammar* en las páginas 20 y 21 de sus libros y recorran la información en forma grupal. Evalúe si es un buen momento para que resuelvan también las actividades propuestas en dicha sección y las actividades que encontrarán en la página 76 del *Workbook*.

SPEAKING CARD

7 Indique los pasos a seguir de manera simple y precisa:

a Los alumnos se agrupan de a pares (*Student A* y *Student B*).

b *Student A* trabaja con la tarjeta (*speaking card*) de página 17. *Student B* trabaja con la tarjeta de página 64.

c *Student A* une cada personaje con su problema de acuerdo a la ilustración en su tarjeta. *Student B* repite el procedimiento de acuerdo a la ilustración en su tarjeta.

d *Student A* formula preguntas para averiguar el problema de cada personaje de la tarjeta de *Student B*. *Student B* responde para que *Student A* complete su tarjeta con la información obtenida.

e *Student B* formula preguntas para averiguar el problema de cada personaje de la tarjeta de *Student A*. *Student A* responde para que *Student B* complete su tarjeta con la información obtenida.

PRONUNCIATION

Lea con los alumnos las reglas de pronunciación de la terminación -ed de los verbos regulares en el tiempo pasado. Ejemplifíque cada regla y pida a los alumnos que provean algunos ejemplos.

8a Reproduzca el audio para proporcionar más ejemplos. Pida a los alumnos que repitan los verbos.

8b Esta vez los alumnos escucharán nueve verbos regulares en pasado y prestarán especial atención al sonido final para poder clasificarlos en el cuadro.

8c Los alumnos escuchan y comprueban si la clasificación que hicieron es correcta.

SKILLS and CULTURE

Junk food



READING

9 Lea el título y recorra las fotografías con los alumnos. Guíelos a anticipar la temática del texto. Formule preguntas como, por ejemplo: *What do you think "junk food" is? Who eats more junk food: young people or older people? What happens if you eat too much junk food? What is the opposite of junk food? What is a balanced diet like?*

Una vez que los alumnos hayan finalizado este trabajo preliminar, deberán leer y responder las preguntas de comprensión extrayendo la información del texto. Permitáles trabajar en pequeños grupos y recuérdales que se esfuerzen por deducir el significado de las palabras a partir del contexto.

Discuta las respuestas con toda la clase.

Opcional

Desafíe a los alumnos a completar el siguiente cuadro con nombres de alimentos. Invítelos a que trabajen de a pares para enriquecer las ideas.

Si lo considera necesario, provea algunas ideas como punto de partida, por ejemplo:

Food	
Junk	Healthy
French fries hot dogs	carrots yogurt cereal



WRITING

Pida a los alumnos que piensen y escriban tipos de comidas y bebidas saludables. Escriba una lista en un papel afiche y resérvelo para el proyecto final.

Opcional

Pida a los alumnos que copien el siguiente cuadro en sus carpetas.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Breakfast							
Lunch							
Dinner							
Extra snacks							

SKILLS and CULTURE

Junk Food

↗
READ
↘

READING

9 What do you think "junk food" is? Who eats more junk food: young people or older people? What happens if you eat too much junk food? What is the opposite of junk food? What is a balanced diet like?
Discuss this in class. Then, read the text and answer the questions.

JUNK FOOD: A PLEASANT DANGER

In 1972 Michael Jacobson, director of the Centre for Science in the Public Interest, used, for the first time, the term "junk food" for food containing a large quantity of ingredients rich in calories and salt. A diet based on potato chips, French fries, hamburgers with additional sauces, chocolate, sweet snacks and soft drinks is just the opposite of a balanced diet. However, junk food is easy to consume and it is "good" because of its high fat, salt and sugar content. It is convenient and people can buy it in a ready-to-eat form. But... in some countries it is considered a serious health problem. According to research some years ago in the U.K., 45% of 8-to-15-year olds thought that the bad effects of eating junk food were simply getting fat and becoming unpopular. Of course all teenagers think they're indestructible, but a junk food diet can have very dangerous effects on their lives. The diet of a child in the 1950s was probably superior to that of a child today. They ate a lot of bread and drank a lot of milk. 60 years ago, children had red meat and vegetables. They certainly did more exercise. Nowadays children fill their stomachs with crisps, snacks and coke, while they are lying on their sitting room sofa.

Industry says it is making changes and currently the fat content of children's favourite food (like crisps) is reduced. The British Heart Foundation is asking food companies to stop putting games in snack packets and competitions on their websites. Families also have their responsibilities: junk food is too often a way for parents to show their love for their children, so for a lot of kids chips and chocolate are part of their everyday life – and that needs to change.

1. What is "junk food"?
2. Is a diet based on junk food balanced?
3. Why is junk food popular?
4. According to a group of young people, what were the bad effects of junk food on their health?
5. Write the difference between what children ate and drank in the 1950s and what they eat and drink today.
6. Is industry reducing the fat content in junk food?
7. Why do parents often give their children junk food?

Sam's appetite

2



WRITING

10 Read the text *Junk Food: a pleasant danger* again and write a summary of it. Write about 100-120 words. Use the answers to the questions in exercise 9 to help you.

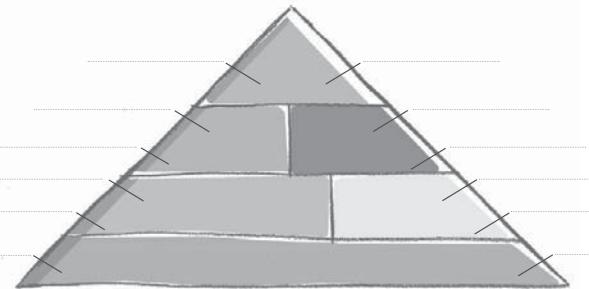
11 Write a short report about what your grandparents ate and drank at their meals and as a snack when they were children and what you eat and drink. Add your comment.



LISTENING

12a Listen to the interview with an expert in nutrition and insert the following food in the correct area.

cereal • butter • cheese • bread • oranges • milk • fish • potatoes • carrots • rice
• tomatoes • meat • yoghurt • pasta • oil • bananas • eggs • cream



12b Complete each column with the names of the appropriate food.

carbohydrates	proteins	vitamins	fat
.....
.....
.....
.....

CLIL
Social Sciences

- Eating habits change all around the world. Why do you think this happens? Choose one culture with a different diet to ours and describe what they eat and drink.
- Check your information with your Social Sciences teacher.

nineteen

19

Dedique un tiempo de la clase para conversar sobre las comidas típicas de nuestro país. Analicen los ingredientes y evalúen si son saludables o no.

CLIL
Social Sciences

Explique a los alumnos que, para realizar este trabajo de investigación, deberán elegir primero una cultura cuyos hábitos alimentarios sean marcadamente diferentes a los nuestros. Una vez que hayan elegido la cultura, describirán lo que habitualmente comen y beben, compararán con nuestros propios hábitos y, finalmente, pensarán y describirán cuáles son las posibles razones por las cuales los hábitos alimentarios difieren de cultura en cultura.

Estimule a los alumnos a que investiguen un poco más de lo que se les propone. Pídale que recolecten y comparten datos curiosos o llamativos que encuentre durante la investigación.



LISTENING

12a

Lea la consigna junto con los alumnos y pregunte si, alguna vez, trabajaron con la pirámide nutricional. Confirme que conocen cada grupo alimenticio y, de ser necesario, provea los términos en inglés (*grains and cereal, fruit and vegetables, dairy products, meat and eggs, fats*).

Recorran juntos la lista de alimentos y asegúrese de que los alumnos conozcan todas las palabras.

Reproduzca el audio tantas veces como sea necesario, ya que escucharán una entrevista y deberán extraer solo la información que se requiere.

12b A continuación, los alumnos deberán completar cada columna con los alimentos que corresponda de acuerdo a lo que cada uno aporta a nuestro cuerpo. De ser necesario, reproduzca nuevamente el audio de la actividad 12a.

Focus on GRAMMAR

Esta sección, que encontrará al final de cada unidad, tiene como objetivo sistematizar conceptos gramaticales que han sido previamente presentados en contexto y trabajados en diferentes actividades comunicativas.

Los alumnos podrán utilizar las tablas gramaticales como material de referencia tanto para reforzar la explicación del tema durante el desarrollo de la unidad en cuestión como para revisar o integrar los conceptos al finalizar la unidad.

Las actividades son cortas y focalizadas permitiendo a los alumnos concentrarse en el concepto que necesitan afianzar.

La corrección de las actividades puede hacerse de acuerdo a diferentes técnicas: puede ser grupal, profesor-alumno, alumno-alumno o autocorrección. La selección de la técnica apropiada para la corrección dependerá de las características de la actividad en sí, y del grupo de alumnos con el que se trabaja. Con grupos de alumnos que se dispersan con facilidad, suele ser conveniente la corrección grupal conducida por el profesor/a en el pizarrón, ya que organizará la participación por turnos y despejará dudas y/o preguntas para todo el conjunto de la clase.

Por otro lado, con grupos de alumnos menos participativos, la corrección de a pares puede ser la mecánica de corrección más eficaz. Los alumnos no se sienten expuestos frente a toda la clase, y la discusión y el intercambio de opiniones entre pares suele ser muy enriquecedor. Recorra la clase para monitorear el trabajo.

El uso de juegos didácticos en la clase siempre ayuda a amenizar y a distender la atmósfera especialmente durante las lecciones centradas en la gramática que implican una mayor concentración de parte de los alumnos.

Para esta unidad puede proponer los siguientes juegos para la práctica del pasado simple:

Storytelling: El objetivo de esta actividad es el uso del pasado simple para construir una historia lineal. Pida a los alumnos que se organicen de a pares o de a tres.

Prepare sets de seis o más tarjetas con verbos en infinitivo. Seleccione verbos que puedan conectarse de forma simple para narrar una historia, por ejemplo: *go, come, eat, be, have, walk*.

Reparta un set de tarjetas a cada grupo o pareja e invítelos a que ordenen los verbos de la manera que encuentren conveniente para crear una secuencia coherente, por ejemplo: *I went to the new restaurant yesterday. Sam came with me. We ate roast meat and salad. It was superb! Then, we had ice-cream for dessert. Finally, it was a sunny day and we walked home*.

Who did what?: El objetivo de esta actividad es el uso del pasado simple para relatar lo que se haya observado.

Escriba una lista de verbos en infinitivo en el pizarrón, por ejemplo: *close, open, jump, turn round, stand up, walk, write, clean*.

Focus on GRAMMAR

GRAMMAR POINT 1

PAST SIMPLE: REGULAR VERBS

Affirmative form

I wanted	I finished
you wanted	you finished
he wanted	he finished
she wanted	she finished
it wanted	it finished
we wanted	we finished
you wanted	you finished
they wanted	they finished
want → wanted	study → studied
watch → watched	stop → stopped
work → worked	permit → permitted
dance → danced	prefer → preferred
stay → stayed	

GRAMMAR POINT 2

PAST SIMPLE: IRREGULAR VERBS

put → put read → read

John put the dishes in the dishwasher.

Vicky read the letter carefully.

go → went buy → bought have → had

Last summer my friends went to Dublin.

GRAMMAR POINT 3

TEMPORAL CONNECTORS

"Last night I went out with my friends Tom and Ben. First, we went for a walk in the city centre. After that, we had a pizza. Then we waited for the bus. Finally, I got home at half past ten and I went straight to bed."

Workbook p. 76

13 Read the dialogue again (exercise 1, page 14) and underline the 3 regular verbs in it.

14 Write the *Past simple* of these regular verbs.

1. open	.....	6. play	.....
2. dance	.....	7. finish	.....
3. work	.....	8. stay	.....
4. start	.....	9. want	.....
5. stop	.....	10. marry	.....

20

twenty

15 Look at the pictures and complete the sentences using the *Past simple* of the verbs in the pool.

walk • stay • miss • want • call • clean



1 I to watch TV but I had a terrible



2 My mother the dentist because I had a



3 I in bed last week because I had a



4 Yesterday dad the house because mum had a



5 My brother cut when he on some broken glass.



6 I the football match because I had a broken

16 Complete the sentences with the *Past simple* of the verbs in the pool.

marry • finish • die • help • stay
• start • watch • miss • open

1. We an interesting documentary on TV last night.

2. Mum the train and was late for work this morning.

3. Beckham one of the Spice Girls in 1999.

4. The film at 8.30 p.m.

and at 11.00 p.m.

5. We were on holiday in Portugal last year.

We in a very good campsite.

6. I my dad in the garden last Saturday afternoon.

7. Martin Luther King in 1968.

8. It was very hot in the room, so I the window.

Seleccione cinco voluntarios y entréguele una tarjeta a cada uno con una acción que deberá realizar en silencio, al mismo tiempo que sus compañeros. Por ejemplo:

1 Open and close the window twice.

2 Jump three times next to the door.

3 Write a sentence on the board and when you finish, clean it.

4 Walk around the teacher's desk three times.

5 Stand up at the front of the classroom and turn around slowly four times.

Los compañeros observarán y luego deberán describir quién realizó cada actividad. Por ejemplo: Román opened the window and then he closed it. Diego jumped next to the door.

Opcional

Los alumnos que realizaron las acciones en silencio pueden pedir detalles haciendo preguntas. Por ejemplo: Un alumno puede preguntar: *How many times did I jump?* Otro puede preguntar: *What did I write on the board?*

Sam's appetite

17 Read the dialogue again (exercise 1, page 14), then write the *Past simple* of the 8 irregular verbs in it.

- | | | | |
|----------|-------|--------|-------|
| 1. meet | ..... | 5. do | ..... |
| 2. drink | ..... | 6. buy | ..... |
| 3. come | ..... | 7. eat | ..... |
| 4. have | ..... | 8. go | ..... |

18 Write the *Past simple* of these irregular verbs.

- | | | | |
|----------|-------|------------|-------|
| 1. see | ..... | 7. sleep | ..... |
| 2. give | ..... | 8. write | ..... |
| 3. put | ..... | 9. get | ..... |
| 4. leave | ..... | 10. tell | ..... |
| 5. lose | ..... | 11. find | ..... |
| 6. buy | ..... | 12. forget | ..... |

19 Complete the sentences using the *Past simple* form of the same verb.

Example: She usually has breakfast at 7.30.
This morning she had breakfast at 8.00.

- This morning she breakfast at 6.00.

 1. Sarah often buys clothes. Last weekend she two pairs of jeans.
 2. I usually eat toast for breakfast.
This morning I six pieces!
 3. Today a lot of people write e-mails, but in the past they only letters.
 4. Mum usually leaves her office at 6.00 p.m., but yesterday she at 7.30 p.m.
 5. Matthew often forgets things. Last week he his mobile phone.
 6. My grandparents usually come to see us on Sunday, but last week they on Saturday.

Project Time

Now we will complete and present the project. Work in groups of four. Write a list of tips to stay healthy. Write short sentences, remember it is only a list. Use the words and the answers to the questions you wrote down before. For example:

- play a sport or exercise three times a week
 - include fruits and vegetables in your diet
 - drink two litres of water each day

Now you are ready to share your list with the rest of the class.

Project Time (Producción final)

Explique a los alumnos que, para cerrar esta unidad de trabajo, llevarán a cabo el proyecto sobre el cual han estado trabajando en diferentes etapas: crear una lista de *tips* para llevar una vida saludable.

Invítelos a que busquen las notas que hayan tomado en las etapas anteriores. Recorran la información que deberán incluir (comidas saludables, ejercicio moderado, hábitos que deben evitar, etc.) y pídale que comiencen a escribir teniendo en cuenta que deben ser oraciones cortas en imperativo. Por ejemplo: *play sports or exercise three times a week, include fruits and vegetables in your diet, drink two litres of water every day, etc.*

Aliéntelos a que piensen en un título como, por ejemplo: *Healthy Tips*, y que incluyan imágenes ilustrativas. Expongan los consejos en alguna cartelera o espacio donde toda la comunidad escolar pueda beneficiarse al leerlos.

I can...

Conceda a los alumnos los últimos minutos de la clase para que reflexionen sobre su propio aprendizaje. Pídale que, en forma individual, marquen los objetivos de la unidad que consideran haber alcanzado.

Esta instancia de auto-evaluación resultará muy enriquecedora si los alumnos logran comprender la importancia de reflexionar sobre lo aprendido a conciencia

Para anotar...



I can...

- talk about past actions
 - talk about health
 - use temporal connectors
 - write a short report

AUDIOSCRIPT

Focus on VOCABULARY

Actividad 3



2.02

Audioscript

1. face; 2. hand; 3. ear; 4. head; 5. foot; 6. arm; 7. stomach;
8. neck; 9. nose; 10. throat; 11. finger; 12. knee.

Actividad 4



2.03

Audioscript

1. c (I've got a stomach ache); 2. i (I've got flu); 3. f (I've got a temperature); 4. h (I've got a cough); 5. d (I've got a sore throat); 6. k (I hurt my foot); 7. l (I cut my finger); 8. a (I've got a headache); 9. j (I broke my arm); 10. g (I've got a cold);
11. e (I've got a pain in my leg); 12. b (I've got a toothache).

SKILLS and CULTURE

Actividad 12a



2.07

Audioscript

Interviewer: What can we eat to be sure that our daily diet is correct?

Doctor: Well, it's easy if we think of a pyramid divided in four levels.

Interviewer: It sounds interesting. Can you explain how the pyramid works?

Doctor: Sure. The base, where the area is large, is the first level. Here there is the food we can eat in great quantity, of course without exaggerating. You find bread, cereal, pasta, rice and even potatoes. These types of food, rich in carbohydrates, give us energy, and you know children need it to play, to do sport and to study.

Interviewer: What's on the second level?

Doctor: The second level has two areas: one large and one small. In the large area you find vegetables, in the small one there's fruit. Vegetables and fruit are rich in vitamins, mineral salts and fibre. They keep our intestines clean.

Interviewer: Listen, doctor. I drink a lot of milk and I love fish. Where can I find my favourite food?

Doctor: If you go up to the third level, you find an area for milk, yoghurt and cheese and an area for meat, fish, eggs. They give us proteins. Children need proteins to grow healthy.

Interviewer: I suppose that we are on the top of the pyramid.

Doctor: That's right. Here the area is very small. You can have oil, butter, cream in moderation because these foods are rich in fat and fatty foods are bad for our health.

Interviewer: Thank you very much, doctor.

Doctor: My pleasure!

STUDENT'S BOOK – Answer Key Unit 2

Comprehension

Actividad 2, página 14 2.01

1. stomach ache; 2. mother; 3. two; 4. ice cream; 5. cola; 6. milk.

Focus on VOCABULARY

Actividad 3, página 15

1. face; 2. hand; 3. ear; 4. head; 5. foot; 6. arm; 7. stomach; 8. neck; 9. nose; 10. throat; 11. finger; 12. knee.

Actividad 4, página 15

1. c (I've got a stomach ache); 2. i (I've got flu); 3. f (I've got a temperature); 4. h (I've got a cough); 5. d (I've got a sore throat); 6. k (I hurt my foot); 7. l (I cut my finger); 8. a (I've got a headache); 9. j (I broke my arm); 10. g (I've got a cold); 11. e (I've got a pain in my leg); 12. b (I've got a toothache).

Focus on FUNCTIONS

Actividades 5 y 6, página 16

Las respuestas variarán.

Actividad 7, página 17

- Student A: 1. b; 2. e; 3. d; 4. c; 5. a.
Student B: 1. a ; 2. c; 3. d; 4. e; 5. b.

Actividad 8b, página 17 2.05

- ed /d/ : played – listened – used
-ed /ɪd/ : waited – visited – needed
-ed /t/ : stopped – watched – missed

SKILLS and CULTURE

Actividad 9, página 18

Key: 1. Food containing a large quantity of ingredients rich in calories and salt; 2. No, it isn't; 3. It is easy to consume, "good" and convenient; 4. Getting fat and becoming unpopular; 5. In the 1950s children ate a lot of bread and drank a lot of milk. They had red meat and vegetables. Today children eat crisps, snacks and they drink coke; 6. Yes, it is; 7. They think it's a way to show their love for their children.

Actividades 10 y 11, página 19

Las respuestas variarán.

Actividad 12a, página 19 2.07

First level (green): bread – cereal – pasta – rice – potatoes.

Second level (orange): tomatoes – carrots.

Second level (yellow): bananas – oranges.

Third level (pink / red): milk – yoghurt – cheese; meat – fish – eggs.

Top of the pyramid: oil – butter – cream.

Actividad 12b, página 19

carbohydrates: bread – cereal – pasta – rice – potatoes

proteins: milk – yoghurt – cheese – meat – fish – eggs

vitamins: tomatoes – carrots – bananas – oranges

fat: oil – butter – cream

Focus on GRAMMAR

Actividad 13, página 20

played – finished – watched

Actividad 14, página 20

1. opened; 2. danced; 3. worked; 4. started; 5. stopped; 6. played; 7. finished; 8. stayed; 9. wanted; 10. married.

Actividad 15, página 20

1. wanted – headache; 2. called – toothache; 3. stayed – flu; 4. cleaned – temperature; 5. his foot – walked; 6. missed – arm.

Actividad 16, página 20

1. watched; 2. missed; 3. married; 4. started – finished; 5. stayed; 6. helped; 7. died; 8. opened.

Actividad 17, página 21

1. met; 2. drank; 3. came; 4. had; 5. did; 6. bought; 7. ate; 8. went.

Actividad 18, página 21

1. saw; 2. gave; 3. put; 4. left; 5. lost; 6. bought; 7. slept; 8. wrote; 9. got; 10. told; 11. found; 12. forgot.

Actividad 19, página 21

1. bought; 2. ate; 3. wrote; 4. left; 5. forgot; 6. came; 7. slept; 8. went.

Actividad 20, página 21

First, I visited Ground Zero and the Metropolitan Museum. After that/Then, I walked in Central Park. Then/After that, I did some shopping. Finally, I came back to the hotel.

WORKBOOK – Answer Key Unit 2

Actividad 1, página 76

1. eye; 2. nose; 3. teeth; 4. throat; 5. hand; 6. stomach; 7. knee;
8. ear; 9. mouth; 10. neck; 11. arm; 12. finger; 13. leg; 14. foot.

Actividad 2, página 76

1. a sore throat; 2. a temperature; 3. a cold; 4. a headache.

Actividad 3, página 77

1. I walked to school yesterday; 2. It rained a lot in Ireland last summer; 3. The plane arrived at the airport on time, twenty minutes ago; 4. My dad played the drums in a rock group when he was twenty; 5. We travelled from London to Florence by camper two months ago; 6. I lived at the seaside when I was a child; 7. Maria studied Science with her schoolmates yesterday afternoon; 8. I washed my hair last night.

Actividad 4, página 77

Last Sunday Pam visited her relatives in Brighton with her mum and dad.

Last Monday she answered an e-mail from her penfriend.
Last Tuesday she played volleyball after school with her classmates.

Last Wednesday she tidied her room.

Last Thursday she finished the article for the class History project.

Last Friday she invited some friends for tea.

Last Saturday she helped her mum with the housework.

Actividad 5, página 77

1. They went to a record shop and bought a CD at 4.00 p.m.; 2. They came to Ron's house at 5.30 p.m.; 3. They caught the bus and went to Caitlin's party at 7.00 p.m.; 4. They gave Caitlin the CD at 8.00 p.m.; 5. They ate sandwiches and drank cola and orange juice at 8.30 p.m.; 6. They began dancing at 9.00 p.m.; 7. They slept in their bedrooms at 12.00 a.m.

Actividad 6, página 79

Yesterday was Monday. In the morning Mrs Forster got up early and she had breakfast with her husband and daughter. Then she took her daughter to school. She began her work at the hairdresser's at 9 o'clock. She washed and cut people's hair till 1 o'clock. She ate some salad and cheese at a pub near the hairdresser's. In the afternoon after work she went to the supermarket where she bought food for the week. After dinner she read her e-mails and wrote some e-mails to her friends.

Actividad 7, página 79 Las respuestas variarán.

Actividad 8, página 80

1. in the country; 2. a lot of people had the same idea; 3. at a lonely farm; 4. peaceful; 5. hamburgers and crisps; 6. mum read, dad slept; 7. he had a stomach ache and a headache; 8. there were a lot of sheep running towards them.

Natural Sciences GLOBAL WARMING FAQ

How do we know that humans are the major cause of global warming?

The Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) states that emissions of gases from human activities have caused most of the observed increase in temperatures since the 1950s. When humans burn oil and gas (fossil fuels) to generate electricity or drive their cars, carbon dioxide is released into the atmosphere, where it traps heat. A carbon molecule that comes from fossil fuels is "lighter" than those from other sources. Scientists who have measured the "weight" of carbon in the atmosphere have seen a clear increase in the lighter molecule from fossil fuels.

Does air pollution affect global warming?

Air pollution happens when the air contains gases, dust, or fumes in large quantities - aerosols are a subtype of air pollution that refers to the small particles suspended everywhere in our atmosphere. These particles can be solid and liquid and are produced by natural processes (for example erupting volcanoes) and from human, industrial and agricultural activities. Aerosol particles can reflect incoming energy from the sun (heat), can modify how much energy clouds reflect, and can modify our climate.

How does the sun affect our climate?

The sun is the source of most of the energy that drives the biological and physical processes in the world around us. The energy coming from the sun changes slightly day to day. Changes in solar output might affect our climate - but directly, by changing the rate of solar heating of the Earth and atmosphere, and indirectly, by changing cloud formation processes.

Translate the following words to Spanish.

1. fuel
2. carbon dioxide
3. molecule
4. dust
5. fumes
6. output
7. increase
8. rate

Read the text. Are these statements True (T) or False (F)?

1. Carbon dioxide comes from burning oil and gas.
2. Scientists have found that the number of lighter molecules from fossil fuels is smaller in the past.
3. Aerosols are small particles we can find in the atmosphere.
4. Aerosols can cause climate changes.
5. The energy of the sun never changes.
6. If the solar output changes our climate might change, too.

Natural Sciences Lighten your load

How heavy is your school bag?

The National Back Pain Association has interviewed over 1,000 children from all over Britain and found that 80% are carrying bags that are too heavy. Some children are carrying 60% of their own body weight on one shoulder! The National Back Pain Association thinks that children should carry bags that weigh less than 10% of their body weight. An average 11-year-old weighs 37 kg, so he should carry a bag of 3.7 kg. The average weight of a school bag is 7.5 kg. The highest risk groups are 11- to 12-year-old children at secondary school most of whom carry bags which weigh at least 20% of their body weight.

Are injured backs a widespread problem?

Yes. Children need to be especially careful because their bones are still growing and muscles still developing. Bad posture and unsafe carrying can make you grow slightly lopsided and could increase the risk of back trouble in later life. Also, it is best to get into good habits when you are young.

What is the best way to carry a bag?

First, you have to make sure you are using the right kind of bag. The National Back Pain Association recommends rucksacks or bags with wide shoulder straps that are worn on both shoulders. Carrying equal weights on each shoulder is important (see picture). Some people think it is uncool to wear a rucksack on two shoulders - but it is much more uncool to have a bad back!

1 Translate the following words to Spanish.

1. average
2. back
3. bone
4. muscle
5. pain
6. posture
7. rounded
8. strain
9. shoulder
10. weigh

2 Read the text and answer the questions.

1. What is the highest risk group according to the survey?
2. Why should children be especially careful?
3. What are the consequences of bad posture and unsafe carrying?
4. What is the ideal bag?
5. How should you carry it?
6. Why should you carry it that way?

PRESENTACIÓN

Esta sección está especialmente incluida para ofrecer a los alumnos material de lectura relacionado con diferentes áreas del aprendizaje como Ciencias Sociales, Ciencias Naturales, Educación Física, Tecnología, Educación Artística, etc. Su objetivo principal es integrar el contenido con la lengua extranjera para, de este modo, transformar al inglés en un medio para ampliar, enriquecer y/o suplementar los conocimientos generales.

Natural Sciences

Global Warming FAQ

Recorra el título, las fotografías y las tres preguntas que propone el texto con los alumnos. Pregúnteleles qué conocen sobre las causas del calentamiento global. Desafíelos a responder con sus propias ideas las FAQ (*Frequently Asked Questions*) que subtitulan cada uno de los párrafos.

Pida a los alumnos que lean el texto y decidan si las afirmaciones son verdaderas o falsas.

Monitoree el trabajo y despeje dudas si fuera necesario. Pídale que justifiquen sus respuestas con evidencia del texto y que corrijan las opciones falsas. Seleccione algunos voluntarios para que lean las respuestas y la clase corrobore.

Answer Key

1

1. combustible
2. dióxido de carbono
3. molécula
4. polvo
5. humo
6. producción / emisión
7. aumento
8. tasa / índice

2

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

Natural Sciences

Lighten your load

Answer Key

1

1. promedio
2. espalda
3. hueso
4. músculo
5. dolor
6. postura
7. inclinado
8. correas
9. hombro
10. peso

2

1. The highest risk groups are 11-12 year old children at secondary school.
2. Because their bones are still growing and their muscles are still developing.
3. Bad posture and unsafe carrying can make you grow slightly lopsided and increase the risk of back trouble.
4. The ideal bag or rucksack has two wide shoulder straps.
5. We should carry it with the straps worn on both shoulders.
6. Because it helps carrying equal weight.

Progress Test

PROGRESS TEST

VOCABULARY

1 Label the pictures with the appropriate names.

2 Write short sentences with the following words.

1. stomach ache	I've got a stomach ache.
2. cough	
3. hungry	
4. thirsty	
5. flu	
6. sore throat	

3 Put the following expressions in chronological order.

2 weeks ago + last year + the day before yesterday + last month + yesterday + 3 years ago
3 years ago, _____, _____, _____, _____, _____.

GRAMMAR

PAST SIMPLE: TO BE AND TO HAVE

4 Change the verbs in the sentences into the Past simple. Use was/were or had.

1. Today she's late for school.	
2. This morning the traffic is terrible.	

5 Complete this passage with the Past simple of to end and to have: was/were or had.

This time last year my family and I (1) in Greece for 2 weeks. I (2) a wonderful holiday there. The weather (3) sunny and hot. We (4) a nice house in front of the sea. There (5) a lot of English people and I (6) a great time!

6 Write questions using the Past simple of to be.

1. where / you / last August?	
2. what / the weather like?	
3. when / you born?	
4. they / at school / this morning?	
5. the TV program / interesting?	
6. how / your holiday?	

7 Complete the sentences with the negative form of the Past simple of to be: wasn't/weren't.

1. This cake _____ very good.
2. They _____ on holiday in August.
3. The Maths test _____ difficult.
4. The party _____ much fun because there _____ many people.
5. Greg _____ at school yesterday.

PAST SIMPLE: REGULAR VERBS

8 Write the Past simple of the following regular verbs.

1. many	
2. live	
3. watch	
4. stop	
5. study	
6. prefer	
7. miss	
8. stay	

PAST SIMPLE: IRREGULAR VERBS

9 Write the Past simple of the following irregular verbs.

1. do	
2. come	
3. cut	
4. tell	
5. see	
6. give	
7. put	
8. drink	

PAST SIMPLE: REGULAR AND IRREGULAR VERBS

10 Complete the sentences with the form of the Past simple of the verb given in brackets.

1. The show _____ at 11.30 p.m. (finish)
2. They _____ a new music store in this area. (open)

11 Read Mr Scott's diary and write what he did yesterday.

7.30 a.m. get up early!
11 a.m. call Fred
1 p.m. have lunch with Mr Hall
2 p.m. phone dentist for an appointment
5 p.m. buy theatre tickets
6.30 p.m. take Helen to the theatre

LINK WORDS

12 Complete the passage by inserting the following expressions: finally, first, then, after that.

Last Sunday at four we went out with some friends.
(1) we met in front of the park.
(2) we played basketball for two hours.
(3) we ate a pizza and (4) at 9 we went back home.

Cada dos unidades, los alumnos podrán resolver un *Progress Test* con actividades cortas y simples que integran los contenidos presentados en ambas unidades. Las actividades propuestas son similares a las trabajadas en el libro del alumno y en el libro de actividades integrado (*Workbook*), lo cual ayudará a los alumnos a sentirse familiarizados con las estrategias de resolución.

Answer Key

1

1. nose; 2. ear; 3. neck; 4. face; 5. hand; 6. finger

2

1. I've got a stomach ache.
2. I've got a cough.
3. I am hungry.
4. I am thirsty.
5. I've got flu.
6. I've got a sore throat.

3

3 years ago, last year, last month, two weeks ago, the day before yesterday, yesterday

4

1. Today she was late for school.
2. This morning the traffic was terrible.
3. There was a new cinema in this street.
4. His father had a new sports car.
5. You were a very good student.
6. We usually had breakfast at 9.
7. There were a lot of cars in this car park.
8. The weather was nice.
9. I had a mountain bike.
10. They were my best friends.

5

1. were; 2. had; 3. was; 4. had; 5. were; 6. had

6

1. Where were you last August?
2. What was the weather like?
3. When were you born?
4. Were they at school this morning?
5. Was the TV program interesting?
6. How was your holiday?

7

1. wasn't; 2. weren't; 3. wasn't; 4. wasn't, weren't; 5. wasn't

8

1. married; 2. lived; 3. watched; 4. stopped; 5. studied;
6. preferred; 7. missed; 8. stayed

9

1. did; 2. came; 3. cut; 4. told; 5. saw; 6. gave; 7. put; 8. drank

10

1. finished; 2. opened; 3. died; 4. wrote; 5. worked; 6. broke

11

La respuesta variará:

Yesterday, Mr. Scott got up at 7.30 a.m.

He called Fred at 11 a.m. Then at 1 p.m., he had lunch with Mr. Hall.

At 2 p.m., he phoned the dentist for an appointment. At 5 p.m., he bought theatre tickets and finally, he took Helen to the theatre at 6.30 p.m.

12

1. First; 2. then; 3. After that; 4. finally

UNIT 3 – A high-tech girl

Functions

Preguntar y dar información sobre el pasado
Hablar sobre nuevas tecnologías

*I didn't see you at the weekend. Were you ill?
Last night we downloaded some songs and ringtones from mum's new computer.*

Project

Crear un aviso para vender o promocionar un producto en línea

Vocabulary

Aparatos tecnológicos
Partes de aparatos tecnológicos

Grammar

Past simple: (regular and irregular verbs) – Affirmative, negative and interrogative forms; short answers

CLIL

Educación Artística: trabajo de investigación sobre el uso de la tecnología digital en la producción de arte

Pronunciation

La diferencia entre el sonido /əʊ/ y el sonido /aʊ/

Culture

La influencia de los aparatos tecnológicos en la vida diaria

Detailed skills

Listening

- escuchar una entrevista con un adolescente que habla sobre su experiencia con la tecnología
- escuchar y distinguir sonidos

Spoken interaction

- intercambiar información personal sobre acciones en pasado
- relatar la experiencia propia con el uso de la tecnología

Reading

- leer un artículo sobre el uso y abuso de la tecnología
- redactar un informe sobre el uso de aparatos tecnológicos

Writing

Para prepararse...

Recorra con los alumnos el título y los objetivos de la unidad. Pregúnteleles qué tipo de palabra es *high-tech* (adjetivo) y qué significa (cuando describe a una persona significa que aquella persona maneja las nuevas tecnologías).

Pregunte si ellos se consideran *high-tech people* y pídaleles que expliquen las razones.

It didn't cost very much

Before you listen

Converse con los alumnos sobre sus experiencias con la tecnología. Aliente a los alumnos a compartir sus experiencias y a contar qué aparatos tienen, y cuáles les gustaría que les regalen a la brevedad y por qué.

Formule preguntas como, por ejemplo: *What was the best birthday present you ever received? What was the best present you ever gave someone? What technological gadget would you like to receive as a present?*

Dirija la atención de los alumnos a las fotografías. Pídaleles que las describan: *Who are the people in the photo? Where are they? What is Emma doing? What objects can you see?*

Las respuestas cortas deberán ser las más esperables ya que los alumnos cuentan con más estrategias para la comprensión que para la producción.

Explíquenes que escucharán un diálogo entre Sam y Emma conversando sobre los nuevos aparatos tecnológicos que uno de ellos ha adquirido durante el fin de semana. Pregunte a los alumnos si ellos han comprado alguno recientemente y pídaleles que describan sus usos.

1 3.01 Lea la consigna con los alumnos en voz alta para que terminen de comprender la situación.

Pídaleles que escuchen el diálogo con los libros cerrados y presten especial atención a los obsequios que se mencionan y para quién son (una computadora y un ramo de rosas para la mamá de Emma).

Tip

El hábito de escuchar sin tener que seguir la lectura en un texto ayudará en gran medida a desarrollar la habilidad auditiva.

3

A high-tech girl

Voy a aprender a:

- preguntar y dar información sobre el pasado
- hablar sobre nuevas tecnologías

It didn't cost very much

Before you listen

What was the best birthday present you ever received? What was the best present you ever gave someone? What technological gadget would you like to receive as a present?

Look at the picture.

Who are the people in the picture?
Where are they?
What is Emma doing?
What objects can you see?

1 3.01 It's 4.00 p.m. at school on Monday afternoon. Emma has a new Mp3 player. Listen to the dialogue.

Emma has a new Mp3 player. Listen to the dialogue.

Sam	Hi, Emma! I didn't see you at the weekend. Were you ill?
Emma	Hello, Sam. No, I wasn't ill. I was busy.
Sam	Really? What did you do?
Emma	On Saturday my dad bought me this Mp3 player. Do you like it?
Sam	It's really small. Where did you get it?
Emma	In the Megastore in the Shopping Centre.
Sam	How much did it cost?
Emma	I don't know. It was a surprise. It was mum's birthday yesterday. Dad bought her a computer and some roses. So last night we downloaded some songs and ringtones from mum's new computer.
Sam	But that's illegal!
Emma	No, it isn't. You see, my dad paid for the songs and ringtones with his credit card. That way, it's legal.
Sam	Incredible!... Emma, you're really hi-tech!

26 twenty-six

Comprehension

2 Reproduzca el audio de la actividad 1 por segunda vez para que los alumnos escuchen y sigan la lectura en sus libros. Al finalizar, conceda entre cinco y diez minutos para que cada alumno lea el diálogo en silencio y complete luego las oraciones con la información requerida.

Realice una corrección grupal en el pizarrón. Invite a algunos voluntarios a que escriban las respuestas.

Opcional

Reproduzca el audio una vez más. Pause luego de cada intervención e invite a los alumnos a que repitan imitando el modelo del audio. Pídaleles que se esfuerzen por imitar tanto la pronunciación como la entonación.

Aliente a algunos voluntarios a que asuman un rol (el de Sam o el de Emma) y lean y/o actúen el diálogo de a pares.

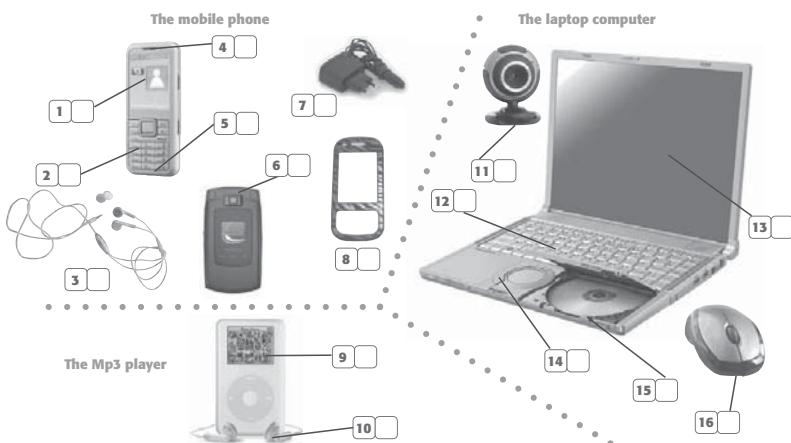
34

Focus on VOCABULARY

Technological gadgets

3 Match the parts in the pool to the pictures. Then listen and check.

- w a. keys • b. display (x3) • c. microphone • d. built-in camera • e. cover • f. earpiece • g. recharger
• h. earphones (x2) • i. touchpad • j. webcam • k. mouse • l. keyboard • m. CD-DVD player



4a Tick the things you can do with a smart phone.

1. access the Internet
2. download material from Internet
3. take photos
4. play games
5. change the ringtones and logos
6. write reminders
7. set the clock and the alarm



4b Complete the following sentences.

1. When I forget my watch I use the on my mobile phone.
2. I often play on my mobile phone when I'm on the bus.
3. When I want to remember appointments and birthdays, I write on my mobile phone.
4. You can the Internet and e-mails, ringtones and other material.
5. I set the on my mobile phone for 7.00 a.m. every morning.
6. I sometimes photos with my mobile phone and show them to my friends.
7. Mobile phones are great. You can change the and when you want.

twenty-seven

27

Project Time (Presentación)

Esta sección propone tareas que integran el vocabulario y las estructuras gramaticales que se aprenden durante el desarrollo de cada unidad. A su vez, es una sección que generará espacios propicios para trabajar cooperativamente poniendo en práctica la creatividad de los alumnos y demandando la búsqueda del acuerdo y la toma de decisiones en pos de una tarea final.

En este caso, los alumnos diseñarán y confeccionarán un aviso para vender algo en línea.

Invite a los alumnos a que piensen en un producto o servicio que les gustaría promocionar para ofrecer en línea. Para esto, pídale que cada vez que se

Project Time

Our project for this Unit is to make an ad to sell something online.

conecten en sus computadoras, le presten atención a los avisos para obtener ideas para sus trabajos de proyecto. También aclare que todo el vocabulario y las estructuras que se presenten a medida que avanza la unidad, serán utilizados para la producción del *final task*.

Recuerde que si bien no es necesario detenerse a explicar el proyecto en detalle aún, es muy importante que los alumnos sepan con qué propósito están aprendiendo los distintos vocabularios y estructuras.

Focus on VOCABULARY

3 Explique a los alumnos que tendrán que demostrar cuánto conocen sobre tecnología uniendo los nombres de las distintas partes de una *laptop*, un dispositivo MP3 y un teléfono celular con sus ilustraciones.

Luego, escucharán el audio para checar sus respuestas.

A continuación, reproduzca el audio por segunda vez y pida a los alumnos que repitan cada palabra en forma grupal para fijar la pronunciación correcta.

4a Esta vez los alumnos demostrarán sus conocimientos sobre *smart phones* señalando qué puede hacerse con ellos.

Tip

Permita que los alumnos deduzcan el significado de las palabras por su similitud con los términos que usamos en español. Evite traducirlas para que puedan poner en práctica su habilidad de deducción en la actividad a continuación.

4b Pida a los alumnos que lean las oraciones y busquen en el ejercicio anterior las palabras que necesitan para completarlas.

Opcional

Con anticipación, pida a los alumnos que busquen, en sus casas, avisos o catálogos de audio y tecnología.

Divida a los alumnos en grupos de cuatro integrantes y pídale que escriban una lista con las características de los aparatos que hayan encontrado en los avisos o catálogos. Por ejemplo: MP5: 8GB, Camera 2MP, USB. Computers o laptops: RAM 4GB (memory ram), HDD 1TB (hard disk capacity), Led Screen 18.5" (led screen), Full HD (high definition), CPU, Intel Core, Windows 10, touch technology, etc.

Desafíe a los alumnos a crear un diálogo entre un comprador y un vendedor de productos tecnológicos.

Focus on FUNCTIONS

FUNCTION A

Asking and giving information about the past

5a Pida a los alumnos que se tomen unos segundos para leer la lista de actividades 1-12. Pídale que marquen con una tilde aquellas actividades que hayan realizado durante fin de semana pasado y con una cruz aquellas que no hayan realizado.

Luego, en forma individual ya que la información es personal, escribirán oraciones verdaderas (que podrán ser tanto afirmativas como negativas) utilizando el tiempo *Past simple*.

Recorra el aula mientras escriben y monitoree el trabajo.

Tip

Aunque las respuestas sean diferentes, puede conducir una corrección grupal del siguiente modo: pida a un alumno que lea una de sus oraciones e invite al resto de la clase a levantar la mano si coinciden en la respuesta (ya sea una afirmación o una negación). Luego, puede pedirle a un alumno que haya respondido negativamente que lea su respuesta para que los alumnos que coincidan con la respuesta puedan corroborar la suya.

5b Pida a los alumnos que trabajen de a pares. Por turnos, preguntarán y responderán para comparar las actividades realizadas durante el fin de semana. Por ejemplo:

A: Did you have breakfast with your family last weekend?

B: No, I didn't. Did you?

A: Yes, I did.

6a Recorra la lista de acciones con los alumnos e instrúyelos para que, de a pares, pregunten y respondan sobre las actividades que la gente realizaba o no realizaba cien años atrás.

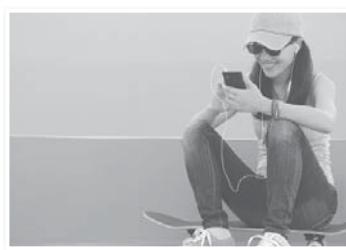
Tip

Pídale que cubran la actividad 6b y que respondan según lo que saben o suponen.

6b Los alumnos leerán la información aquí provista y constatarán cuántas respuestas correctas pudieron obtener.

Focus on FUNCTIONS

FUNCTION A



Asking and giving information about the past

I didn't see you at the weekend. Were you ill?
Sam

No, I wasn't ill. I was busy.
Emma

5a Look at the list of actions and mark what you did (✓) or you didn't do (✗) last weekend. Write a sentence for each action.

Example: get up late in the morning
I got up late in the morning...
I didn't get up late in the morning.

1. have breakfast with all your family
2. help mum with the cooking
3. go out for lunch
4. do your homework
5. watch a DVD
6. read a book
7. use the computer
8. send e-mails to your friends
9. visit your grandparents
10. give a party
11. play football / volleyball / tennis with your friends
12. go to bed before 11 p.m.

	Yes	No
1. drive cars?	<input type="checkbox"/>	<input type="checkbox"/>
2. ride bikes?	<input type="checkbox"/>	<input type="checkbox"/>
3. drink Coca-Cola?	<input type="checkbox"/>	<input type="checkbox"/>
4. watch TV?	<input type="checkbox"/>	<input type="checkbox"/>
5. travel by plane?	<input type="checkbox"/>	<input type="checkbox"/>
6. make telephone calls?	<input type="checkbox"/>	<input type="checkbox"/>
7. wear trainers?	<input type="checkbox"/>	<input type="checkbox"/>
8. play electric guitars?	<input type="checkbox"/>	<input type="checkbox"/>
9. take photos?	<input type="checkbox"/>	<input type="checkbox"/>
10. eat pizza?	<input type="checkbox"/>	<input type="checkbox"/>

5b Now, read the sentences and check your answers. How many answers are right?

1. People first drove cars in 1893.
2. People first rode bikes in 1865.
3. People first drank coca-cola in 1886.
4. People first watched TV in the 1950s.
5. People first travelled by plane in 1908.
6. People first made telephone calls in 1876.
7. People first wore trainers in the 1960s.
8. People first played electric guitars in the 1950s.
9. People first took photos in 1826.
10. People first ate pizza in ancient Roman times.

28

twenty-eight

Opcional

Puede proponer a los alumnos el siguiente juego para practicar *Yes/No questions* y respuestas cortas:

Divida a los alumnos en grupos de cinco o seis integrantes. Prepare diez o doce tarjetas con oraciones en *Past simple* y explíquelles que deberán hacer de cuenta que lo que dice cada tarjeta es lo que ellos hicieron la noche anterior. Por ejemplo: *I did my homework last night. I watched TV last night. I had an ice-cream. I listened to music. I visited my friends.* Etc.

Reparta un set de tarjetas a cada grupo e indíquelles que las apilen boca abajo sobre la mesa. El primer alumno deberá retirar una tarjeta y leerá la oración en silencio. Sus compañeros tendrán que preguntarle, por turnos, hasta que advinen la actividad que realizó la noche anterior. Por ejemplo: *Did you go to the cinema? No, I didn't. / Yes, I did.* El alumno que advine se quedará con la tarjeta y le tocará el turno al siguiente.

El ganador será el alumno que, al finalizar el juego, haya obtenido la mayor cantidad de tarjetas.

Need help with grammar?

Go to pages 32-33.

SPEAKING CARD

STUDENT A

7 Work in pairs (*Card B* on p. 64). Ask your classmate questions to find out what Ronnie did yesterday and complete the table. Answer your classmate's questions about Daniel.

Who	Ronnie
What / do	.....
Where / go	.....
When / go	.....
What / eat	.....
Who with	.....
What / like	.....



Who: Daniel
What: go to the cinema
Where: the Odeon Cinema
When: in the evening
What: Madagascar 2
Who with: Nell and Robert
What / like: funny

8 Look for information about the life of one of your relatives. Work with a classmate. In turn ask your classmate questions about him / her using these prompts:

- Who / he (she)?
- When / born?
- Where / born?
- Where / live?
- When / finish school?
- When / start work?
- What / play when young?
- Have / hobbies?
- What / like doing?
- What / hate doing?



Project Time

Think of a gadget you would like to sell online.
What can you use this gadget for? For example: downloading music, e-mailing, taking photos.
What does it look like? Is it small? Is it heavy? Is it wireless? How long does the battery last?
How much does it cost?
Write it down for the project!

twenty-nine

29

Project Time (Notas)

Explique a los alumnos que, a continuación, planificarán el proyecto final de la unidad 3. Lea las consignas junto con la clase. Explique que van a preparar notas con material que utilizarán para realizar un aviso publicitario en línea de un producto o servicio que desean vender o promocionar.

Los alumnos trabajarán en grupos de tres o cuatro integrantes y seleccionarán un artículo de su interés. Escribirán notas que incluyan las características del producto, sus ventajas, sus aplicaciones, su precio, etc. Indíquenles que utilicen las preguntas propuestas como guía.

A high-tech girl

3

Need help with grammar?

Remita a los alumnos a la sección *Focus on Grammar* en las páginas 32 y 33 de sus libros y recorran la información en forma grupal. Evalúe si es un buen momento para que resuelvan también las actividades propuestas en dicha sección y las actividades que encontrarán en la página 81 del *Workbook*.

SPEAKING CARD

7 Indique los pasos a seguir de manera simple y precisa:

- a Los alumnos se agrupan de a pares (*Student A* y *Student B*).
- b *Student A* trabaja con la tarjeta (*speaking card*) de página 29. *Student B* trabaja con la tarjeta de página 64.
- c *Student A* formula preguntas para obtener la información requerida sobre Ronnie. *Student B* responde de acuerdo a la información al pie de su tarjeta.
- d *Student B* formula preguntas para obtener la información requerida sobre Daniel. *Student A* responde de acuerdo a la información al pie de su tarjeta.

8 Pida a un voluntario que lea la consigna en voz alta y a otro que explique lo que deben realizar. Invite a dos voluntarios a que ejemplifiquen un intercambio en el frente. Por ejemplo:

- A:** Who is she?
B: My little sister.
A: When was she born?
B: In 2009.

Tip

En esta ocasión, los alumnos formularán *Wh-questions* que deberán responder en forma completa. Recuérdale que el orden para formular las preguntas es: *Wh-word + auxiliary verb + subject + verb*.

Opcional

Pídale que repitan el cuestionario de la actividad 8 pero, esta vez, deberán preguntar y responder sobre alguna celebridad que admiren del mundo del deporte, de la literatura, del espectáculo o de la música.

De ser necesario, indíquenles que realicen una búsqueda de información en diferentes páginas que contengan biografías.

SKILLS and CULTURE

Technological devices

READING

Converse con los alumnos sobre las ventajas y las desventajas de la tecnología. Pregúntales de qué manera ellos creen que la tecnología mejora sus vidas y en qué circunstancias puede transformarse en algo negativo o que complique sus vidas. Formule preguntas como, por ejemplo: *How does technology make your life better? Name three things in your life that are better because of technology. Do you think that technology can be a bad thing for people? Do your parents control your use of tech gadgets?*

9 Pida a los alumnos que lean el texto. Estimule la deducción del significado de las palabras que desconozcan a partir el contexto. Recuérdoles que, en este caso, no es necesario comprender todas las palabras para cumplir la tarea de comprensión lectora: leer y obtener ideas generales. Permítales trabajar en pequeños grupos cuando deban responder las preguntas.

Lea el texto en voz alta o pida a un voluntario que lo haga. Discuta las respuestas con toda la clase. Invite a diferentes voluntarios a que escriban las respuestas en el pizarrón para que cada alumno pueda corroborar sus respuestas y de ser necesario corregirlas.

Tip

Es importante que la actividad sea chequeada para darle un cierre y para que los alumnos aprecien su propósito. Puede hacerlo de forma oral aprovechando esta instancia de corrección para ayudarlos con la pronunciación.

Opcional

Pida a los alumnos que unan las respuestas de manera tal que se lean como un solo párrafo. Esta puede ser una buena forma de reciclar el uso de conectores y de entrenarlos en la redacción de párrafos.

Opcional

Pida a los alumnos que se agrupen de a pares o de a tres y que copien los siguientes números:

57
10
90
3
6 in 10

SKILLS and CULTURE

TECHNOLOGICAL DEVICES

READING

*How does technology make your life better? Name three things in your life that are better because of technology.
Do you think that technology can be a bad thing for people?
Do your parents control your use of tech gadgets?*

9 Read the text about using and overusing technology, then answer the questions.

A TECHNOLOGICAL LIFE

A lot of people respect and admire technology because it helps them. However, what people don't understand is that technology can actually be a bad thing. Today people are looking for different ways of entertainment, and technology can offer people what they want: the result is people are good at watching, listening and playing but they can't think! People have to learn to use technology the right way so they can get the good out of it without overusing it.

According to a CBS News survey, 57 percent of teens say that there isn't any problem for them if they are deprived of their high-tech gadgets for a week – including cell phones, Mp3 players and computers – and 10 percent say they feel free. On the other hand, about a third of all teens are lost without technology for a week. The CBS poll says that 90 percent of American teens use the web to do research for school homework, and some of them do so frequently. The Internet rivals TV in popularity: teens who use the Internet spend three hours online on a typical day; teens who watch TV spend the same time in front of it. The Internet is a special social place. Nearly half of all teenagers post something on websites like Facebook or MySpace. The bad side of this is that some young people regularly communicate with other people they don't know or they have never met. The poll confirms that a lot of teens use the web for e-mail and to download music. Six in ten teens use their cell phones to send text messages and four in ten use them to take photos and swap pictures. While teens say that tech gadgets make their lives easy, their parents don't always agree and they don't think technology is always a good thing for their children. In many families, the use of the Internet and tech gadgets is a subject of discussion. It's important to have rules about when, how often and why to use technological devices.

**Do you think that spending too much time online can be bad or unhealthy? Why?
What is a reasonable amount of time per day to spend online? Discuss this in class and try to agree on a conclusion. Write down the conclusions of the class.**

1. Why do people respect technology?
2. How can technology be a bad thing?
3. Can you give examples of technological gadgets?
4. According to a CBS survey, are there teens who can live without their technological gadgets?
5. What do a great number of teens use the web for?

6. How much time do teens spend online on a typical day?
7. Facebook and MySpace are social websites. What's good and bad about using them?
8. What do teens generally use their cell phones for?
9. Do teens and parents have the same idea about technology?
10. What do teens need to use technology correctly?

30

thirty

Desafíelos a recordar a qué refiere cada uno de ellos en el texto que acaban de leer. Permítales leer el texto nuevamente para completar las referencias que les hayan faltado.

Asigne unos minutos de la clase para conversar sobre los aspectos poco saludables, tanto a nivel físico como a nivel de relaciones sociales que puede tener la tecnología si se abusa de ella. Comenten sobre el tiempo que cada uno de ellos pasa en línea y cómo eso afecta el tiempo que deberían dedicar a otras ocupaciones (salir con amigos, estudiar, ayudar en el hogar, conversar con la familia, etc.). Permita que todos opinen y comenten libremente pero siempre en términos de respeto y aceptación.

38

A high-tech girl

3



LISTENING

10a Avery Taylor is a sixteen-year-old student. He attends Waterbury Arts School. Listen to his interview about his use of tech gadgets. Are the sentences True (T) or False (F)? Correct the wrong sentences.

1. Avery's social life starts when he goes to school.
2. He goes online at 10.00 p.m.
3. He created his page on MySpace one year ago.
4. He hasn't got many friends on the Internet.
5. Avery's page is about what he loves.
6. He felt isolated when he came to the new school.
7. He lives and studies in Waterbury.
8. He didn't use his computer three months ago.

T	F
<input type="checkbox"/>	



10b Listen again and answer the following questions. Choose the right alternative.

1. Why did Avery put his image on MySpace?
a. He wanted to give a real image of who he was.
b. He wanted to show how nice he was.
2. What is he interested in?
a. Technological gadgets and websites.
b. Art and nature.
3. Why did he feel isolated in the new school?
a. His friends didn't come with him.
b. They didn't take care of him.
4. He had a sad experience some months ago. What happened?
a. His computer broke.
b. His car crashed into a tree.



WRITING

11 Work in groups of three. Write a report about your use of tech gadgets. Use the following prompts.

- What gadgets you have.
- What you use them for:

 - researching school work
 - instant messaging
 - downloading music
 - e-mailing
 - playing games
 - watching videos

- visiting websites
- uploading photos
- How often you can use the Internet.
- Internet sites you can visit.
- How much time you can spend online.
- How much time you can spend playing video games.
- What kind of video games you can play.
- If you have a page on a social network.
- The gadgets your parents have.
- Your parents' control on your use or overuse of tech gadgets.
- The importance of rules.
- Positive and negative aspects of using tech gadgets.

SPOKEN PRODUCTION

12 Tell the other groups in your class the content of your report and the result of your discussion about the last three points of the writing exercise (11).

CLIL
Art

- Find out about people who use digital technology in the production of art.
- How is technology changing art today?
- Check the information with your Art teacher.

thirty-one

31

CLIL
Art

Aliente a los alumnos a que realicen un trabajo de investigación sobre el uso de la tecnología en la producción de Arte, por ejemplo, qué tipo de programas o aplicaciones existen en la actualidad o con qué herramientas tecnológicas cuenta un artista hoy en día, pensando no solo en un artista plástico sino también en los músicos, diseñadores de todo tipo, actores, etc.

Asigne la tarea con suficiente anticipación para darles la oportunidad de consultar distintas fuentes y de chequear la información con su profesor/a de Educación Artística. Dedique una clase a compartir la información que los alumnos hayan recolectado. Invítelos a confeccionar

una presentación con los datos curiosos o relevantes que hayan obtenido. De ser posible, despliegue sus trabajos en un lugar al que pueda acceder toda la comunidad escolar para que puedan, de este modo, compartir el resultado de su investigación.



LISTENING

10a Recorra la consigna con los alumnos. Elija a un voluntario para que explique lo que escucharán.

Pida a los alumnos que lean las afirmaciones para saber en qué enfocar la atención. Reproduzca el audio tantas veces como sea necesario. Una vez que todos hayan completado los casilleros, elija varios voluntarios para que lean sus respuestas y la clase pueda corroborar sus aciertos. Invítelos a que corrijan las opciones falsas.

10b Reproduzca el audio nuevamente y pida a los alumnos que elijan la mejor opción para responder las preguntas. Conduzca una corrección grupal.



WRITING

11 Los alumnos ya cuentan con el *input* necesario (obtenido durante las actividades de *Reading* y de *Listening*) como para escribir un informe sobre su propia experiencia con el uso de aparatos tecnológicos. Lea la guía junto con la clase. Realice comentarios sobre cada ítem, por ejemplo: *What gadgets they have, what they use them for (researching, messaging, downloading images and information, e-mailing, playing games, watching videos, visiting websites, uploading photos), how often they use the Internet, what sites they visit, how long they spend online, what kind of video games they play, if they have accounts on social networking sites, what gadgets their parents have, if their parents control their use of tech gadgets, the positive and negative aspects of using gadgets, etc.*

Invite a los alumnos a que formen grupos de tres y escriban el informe de manera colaborativa.

SPOKEN PRODUCTION

12 A continuación, cada grupo compartirá con el resto las ideas y conclusiones volcadas en sus informes.

Aliente a que todos opinen y comenten libremente pero siempre en términos de respeto y aceptación.

Opcional

Invite a algunos voluntarios a que relaten algunas de las ideas planteadas en sus informes. Si se muestran inseguros, permítales leer lo que han escrito.

Focus on GRAMMAR

Esta sección, que encontrará al final de cada unidad, tiene como objetivo sistematizar conceptos gramaticales que han sido previamente presentados en contexto y trabajados en diferentes actividades comunicativas.

Los alumnos podrán utilizar las tablas gramaticales como material de referencia tanto para reforzar la explicación del tema durante el desarrollo de la unidad en cuestión como para revisar o integrar los conceptos al finalizar la unidad.

Las actividades son cortas y focalizadas permitiendo a los alumnos concentrarse en el concepto que necesitan afianzar.

La corrección de las actividades debe ser seleccionada teniendo en cuenta las características de la clase pero siempre es importante guiar a los alumnos a reflexionar sobre sus errores. Sugíales un recurso muy útil que pueden implementar: confeccionar *checklists* con los errores más frecuentes. Si varios alumnos cometieron un error repetidas veces, por ejemplo, *Where did you went yesterday?* (incluir el pasado del verbo junto con el auxiliar), inclúyalo en la categoría de "errores frecuentes" como primer elemento de la lista. Sugíales que escriban la regla en un *post-it* con sus propias palabras y con sus propios ejemplos y que lo peguen en la última hoja de sus libros o carpetas.

Explíquenes que si releen sus notas cada vez que tengan que utilizar esas estructuras la frecuencia con la que cometan ese mismo error irá disminuyendo paulatinamente.

El uso de juegos didácticos siempre ayuda a amenizar y a distender la atmósfera de la clase, especialmente durante las lecciones centradas en la gramática que implican una mayor concentración de parte de los alumnos. Los juegos son motivadores y aumentan el nivel de implicación y competitividad de los alumnos. Constituyen una herramienta que no puede desaprovecharse.

Once upon a time: El objetivo de esta actividad es detectar los errores en el uso del pasado simple. Cuente una historia (improvisándola) o bien puede escribir una narración para que algún alumno la lea. Esa historia deberá contener errores deliberados en los tiempos de verbos como, por ejemplo: *A long time ago there were a powerful wizard named Merlandor. He haved a beautiful castle near a dark forest...*

Los alumnos escucharán atentamente y se pondrán de pie inmediatamente que detecten un error. El primero en ponerse de pie tendrá la posibilidad de corregir el error y anotarse un punto si lo hace correctamente. Al finalizar la historia, el alumno que haya acumulado más puntos será el vencedor.

Accurate endings: El objetivo de esta actividad es clasificar los verbos regulares según la pronunciación de sus terminaciones *-ed*.

Focus on GRAMMAR

GRAMMAR POINT 1

PAST SIMPLE: REGULAR AND IRREGULAR VERBS

Negative form

Long form

I didn't do
you didn't work
he didn't have
she didn't study
it didn't start
we didn't send
you didn't write
they didn't buy

Martin didn't have an Mp3 player.
We didn't send any e-mails yesterday.

Contracted form

I didn't do
you didn't work
he didn't have
she didn't study
it didn't start
we didn't send
you didn't write
they didn't buy

GRAMMAR POINT 2

PAST SIMPLE: REGULAR AND IRREGULAR VERBS

Interrogative form

Did I do?	Did it start?
Did you work?	Did we send?
Did he have?	Did you write?
Did she study?	Did they buy?

Did he buy a present for his wife?
Where did they have lunch yesterday?

Short answer

Affirmative

Yes, I/you/he/she/it/we/you/they did.

Negative

No, I/you/he/she/it/we/you/they didn't.

Did you watch television yesterday evening?
Yes, I did. / No, I didn't.

Workbook p. 81

6. Jessica doesn't send an e-mail to her penfriend.
7. My parents don't like the camping site.
8. William doesn't download that ringtone from the Internet.

- 14** Complete the sentences with the negative form of the same verb.

- Example:** We went to the mountains, but we didn't go skiing.
 1. Sarah wanted some toast but she any cereal.
 2. My mother worked on Saturday but she on Monday.
 3. I did my homework but Elizabeth her homework.
 4. Julia came to my house yesterday but Rebecca

- 15a** Old generation and new generation. Match each picture to James and Kevin using lines.



- 15b** Now write 6 sentences about James.
When he was young...

- Example:** He didn't have an Mp3 player.
 1. a mobile phone.
 2. CDs.
 3. trainers.
 4. a computer.
 5. e-mails.

32

thirty-two

Divida a la clase en dos grupos. Dibuje tres columnas en el pizarrón con los siguientes símbolos fonéticos como encabezados:

-ed /d/	-ed /ɪd/	-ed /t/

Prepare tarjetas con verbos regulares en infinitivo, por ejemplo: *play, visit, study, paint, walk, stop, listen, look, wash, open, close, check, use, move, rain, start, etc.*

Pida a un alumno de cada grupo que, por turnos, pase al frente, elija un verbo al azar, mencione la forma en pasado y, prestando especial atención a la pronunciación de su terminación, lo pegue en la columna correcta del cuadro. Si lo hace correctamente sumará un punto para su grupo.

A high-tech girl

3

16 Complete the sentences using the *Past simple* of the verbs in brackets.

Example: Rachel didn't go to the concert because she had a headache. (not go / have)

1. This morning our teacher to school because she ill. (not come / be)
2. We the campsite because it very dirty. (not like / be)
3. Rebecca the DVD because she enough money. (not buy / not have)
4. Tim his homework because he his books at school. (not do / leave)
5. Last night I my hair because we any hot water. (not wash / not have)
6. The teacher angry because the students attention. (be / not pay)
7. Mrs Burton Emma to school because her car at the mechanic's. (not take / be)
8. Robert the train because he in time. (miss / not get up)

17 Work in pairs. In turn, ask and answer as suggested in brackets.

Example: A Did you have a headache?
(- / toothache)
B No, I didn't. I had a toothache.

1. Did you get a CD for your birthday?
(- / Mp3 player)
2. Did the boys drink cola? (+)
3. Did you break your arm? (+)
4. Did Ben and Linda play tennis? (- / table tennis)
5. Did Tania buy a new pullover? (- / T-shirt)

tal como les gustaría que se vea en línea. Una vez que todos los integrantes se pongan de acuerdo, alíentelos a trabajar en la estética del aviso de acuerdo a lo que hayan visto durante las búsquedas realizadas en las etapas anteriores.

PRONUNCIATION

18a Listen and repeat.
/əʊ/ photo, phone
/au/ shower, now

18b Listen and put the words in the right column.

brown • home • town • comb • cow • mobile

/əʊ/ photo	/au/ shower

18c Now listen and check.

I can...

- ask and give information about the past
- talk about new technologies

Project Time

Now we will complete and present the project. Use this information to sell your tech gadget. Remember, this will be an online ad!

Use a large piece of paper. Include this info about the object:

- A picture (you can draw one)
- Name
- Description
- Functions
- Price

Now you are ready to create an online ad in English!

thirty-three

33

Project Time

(Producción final)

Explique a los alumnos que, para cerrar esta unidad de trabajo, llevarán a cabo el proyecto sobre el cual han estado trabajando en diferentes etapas: la creación de un aviso publicitando un producto que deseen vender en línea.

Pídale que se reúnan en grupos de tres o cuatro integrantes (de ser posible que mantengan el mismo grupo con el que trabajaron para preparar las notas preliminares).

Invítelos a que busquen las notas que tomaron anteriormente. Pídale que recorran los ítems que deberán incluir en el aviso (características del producto, sus ventajas, sus usos, su precio, etc.) y pídale que comiencen a diseñar, en una copia borrador, el aviso

PRONUNCIATION

Explique a los alumnos que la pronunciación es lo primero que alguien nota cuando hablamos en inglés. En la vida real, uno puede hacerse entender con palabras simples, no hace falta vocabulario sofisticado; tampoco hacen falta estructuras gramaticales avanzadas, uno puede comunicarse con estructuras simples. Sin embargo, no existe la pronunciación simple.

Una pronunciación incorrecta puede causar malos entendidos.

Es importante que los alumnos reflexionen sobre la importancia de los ejercicios que van a realizar y que no sientan vergüenza a la hora de repetir los sonidos.

18a Pida a los alumnos que escuchen el audio prestando especial atención a la pronunciación de los sonidos destacados /əʊ/ y /au/. Ayúdelos a que articulen los sonidos correctamente, ya que son sonidos que no existen en español. Indíqueles y/o modele cómo articularlo.

18b Esta vez los alumnos deberán distinguir los sonidos /əʊ/ y /au/ en seis palabras que los contienen. Pídale que clasifiquen las palabras en el cuadro provisto.

18c Reproduzca el audio para que los alumnos corroboren si han clasificado las palabras correctamente. Invite a la clase a repetir en forma grupal.

I can...

Conceda a los alumnos los últimos minutos de la clase para que reflexionen sobre su propio aprendizaje. Pídale que, en forma individual, marquen los objetivos de la unidad que consideran haber alcanzado.

Esta sección de la unidad puede resultarle una herramienta muy útil si concientiza a los alumnos para hacer una reflexión seria. Usted puede hacer una estadística de cuál de los objetivos fue el menos elegido para volver a trabajar el tema gramatical o la función.

AUDIOSCRIPT

Focus on VOCABULARY

Actividad 3



3.02

Audioscript

1. b (display); 2. a (keys); 3. h (earphones); 4. f (earpiece); 5. c (microphone); 6. d (built-in camera); 7. g (recharger); 8. e (cover); 9. b (display); 10. h (earphones); 11. j (webcam); 12. l (keyboard); 13. b (display); 14. i (touchpad); 15. m (CD-DVD player); 16. k (mouse).

SKILLS and CULTURE

Actividad 10a



3.03

Audioscript

- Interviewer:** Hello, Avery. How does your typical day start?
Avery: Well, I do just the same things as everyone does. Get up, have a shower, have breakfast, go to school...
- Interviewer:** Is there anything special you do every day?
Avery: Oh, yes. It's when I go online and my social life starts.
- Interviewer:** When does this happen?
Avery: Every night, at 10.00. Cell phone in one hand, I type with the other and I'm into communication.
- Interviewer:** Have you got a page on a social network?
Avery: Yes, of course. I created my page one year ago and I currently have 441 friends on MySpace.
- Interviewer:** Why did you do that?
Avery: On my MySpace I put an image of who I am. I made my MySpace communicate what I love – music, poetry, nature. That's the person I want people to see.
- Interviewer:** Well, you have a lot of friends on the Internet, but in your daily life don't you feel isolated?
- Avery:** Adults think that teens are losing the ability to communicate in the real world. However it's just the real world that isolates young people.
- Interviewer:** I don't understand.
Avery: Well, I study in Waterbury but I live in another town, 90 miles away from here. I don't go to school with my friends. When I came to this school, it was all new, different. It was an isolating experience. When I am connected with my friends I don't feel isolated.
- Interviewer:** Can you imagine a social life without technology?
Avery: It's impossible. I remember my computer crashed three months ago. I almost died. It was impossible to live without my computer. It's too important for me.

STUDENT'S BOOK – Answer Key Unit 3

Comprehension

Actividad 2, página 26

1. Emma's mother's; 2. computer – roses; 3. Mp3 player;
4. some songs – ringtones; 5. illegal; 6. credit card.

Focus on VOCABULARY

Actividad 3, página 27

1. b (display); 2. a (keys); 3. h (earphones); 4. f (earpiece);
5. c (microphone); 6. d (built-in camera); 7. g (recharger); 8. e (cover); 9. b (display); 10. h (earphones); 11. j (webcam); 12. l (keyboard); 13. b (display); 14. i (touchpad); 15. m (CD-DVD player); 16. k (mouse).

Actividad 4a, página 27

Key: 1, 2, 3, 4, 5, 6, 7.

Actividad 4b, página 27

1. clock; 2. games; 3. reminders; 4. access – download;
5. alarm; 6. take; 7. ringtones – logos.

Focus on FUNCTIONS

Actividad 5a, página 28

1. I had breakfast with all my family. / I didn't have breakfast with all my family; 2. I helped mum with the cooking. / I didn't help mum with the cooking; 3. I went out for lunch. / I didn't go out for lunch; 4. I did my homework. / I didn't do my homework; 5. I watched a DVD. / I didn't watch a DVD; 6. I read a book. / I didn't read a book; 7. I used the computer. / I didn't use the computer; 8. I sent e-mails to my friends. / I didn't send e-mails to my friends; 9. I visited my grandparents. / I didn't visit my grandparents; 10. I gave a party. / I didn't give a party; 11. I played football/volleyball/tennis with my friends. / I didn't play football/volleyball/tennis with my friends; 12. I went to bed before 11 p.m. / I didn't go to bed before 11 p.m.

Actividad 5b, página 28

Las respuestas variarán.
1. Yes; 2. Yes; 3. Yes; 4. No; 5. Yes; 6. Yes; 7. No; 8. No; 9. Yes; 10. Yes.

Actividad 6b, página 28

Las respuestas variarán.
Actividad 7, página 29 Student A: What did Ronnie do? – He went to a party; Where did he go? – He went to a fast food restaurant; When did he go? – He went in the afternoon; What did he eat? – He ate hamburgers and chips; Who did he go with? – He went with John and Peter; What was it like? – It was boring.

Student B: What did Daniel do? – He went to the cinema; Where did he go? – He went to the Odeon Cinema; When did he go? – He went in the evening; What did he see? – He saw *Madagascar* 2; Who did he go with? – He went with Nell and Robert; What was it like? – It was funny.

Actividad 8, página 29

Las respuestas variarán.
SKILLS and CULTURE

Actividad 9, página 30

Key: 1. Because it helps them; 2. People can watch, listen and play using technology, but they can't think; 3. Computer (Internet), Mp3 players, cell phones, iPods, digital cameras...; 4. Yes, there are: about 10% who feel totally free; 57% feel free for about a

week; 5. To do research for school homework; 6. Three hours a day; 7. Good: it's a special social place. – Bad: some young people regularly communicate with other people they don't know or they have never met; 8. To send text messages, take photos and swap pictures; 9. No, not always; 10. Rules about when, how often and why to use technological devices.

Actividad 10a, página 31

 3.03
Key: 1. F - His social life starts when he goes online; 2. T; 3. T; 4. F - He has got a lot of friends on the Internet; 5. T; 6. T; 7. F - He studies in Waterbury but he lives in another town; 8. T.

Actividad 10b, página 31

1. a; 2. b; 3. a; 4. a.

Actividad 11, página 31

Las respuestas variarán.

Actividad 12, página 31

Las respuestas variarán.

Focus on GRAMMAR

Actividad 13, página 32

1. You didn't know the answer; 2. Ruth didn't do her homework;
3. I didn't walk to school; 4. We didn't understand the question;
5. Mark and Patrick didn't play in the school rugby team;
6. Jessica didn't send an e-mail to her penfriend; 7. My parents didn't like the camping site; 8. William didn't download that ringtone from the Internet.

Actividad 14, página 32

1. didn't want; 2. didn't work; 3. didn't do; 4. didn't come.

Actividad 15a, página 32

James: – brown and white shoes – gramophone – typewriter
Kevin: mobile phone – Mp3 player – trainers – CDs – laptop computer

Actividad 15b, página 32

1. He didn't have a mobile phone; 2. He didn't listen to CDs;
3. He didn't wear trainers; 4. He didn't use a computer; 5. He didn't write e-mails.

Actividad 16, página 33

1. didn't come – was; 2. didn't like – was; 3. didn't buy – didn't have; 4. didn't do – left; 5. didn't wash – didn't have; 6. was – didn't pay; 7. didn't take – was; 8. missed – didn't get up.

Actividad 17, página 33

1. Did you get a CD for your birthday? No, I didn't. I got an Mp3 player; 2. Did the boys drink cola? Yes, they did; 3. Did you break your arm? Yes, I did; 4. Did Ben and Linda play tennis? No, they didn't. They played table tennis; 5. Did Tania buy a new pullover? No, she didn't. She bought a T-shirt; 6. Did they eat fish? No, they didn't. They ate meat; 7. Did you send an e-mail? No, I didn't. I sent a text message; 8. Did he cut his finger? No, he didn't. He cut his foot; 9. Did Rose see Sean? No, she didn't. She saw Jack; 10. Did Oliver miss the bus? Yes, he did; 11. Did Laura get up late? No, she didn't. She got up early; 12. Did you watch the football match on TV? No, I didn't. I watched a film; 13. Did Daniel and Sonia have a party last Saturday? Yes, they did; 14. Did Miss Fraser give the class a test? Yes, she did.

Actividad 18b, página 33

 3.05
/əʊ/ photo: home – comb – mobile
/au/ shower: brown – town – cow

WORKBOOK – Answer Key Unit 3

Actividad 1, página 81

1. set the clock; 2. take photos; 3. do calculations; 4. write reminders; 5. access the Internet; 6. download; 7. change the ringtone; 8. play games.

Actividad 2, página 81

1. We didn't go on holiday to Tunisia last year; 2. Mrs Forster didn't work at the hairdresser's all day on Monday; 3. We didn't play in the park yesterday; 4. I didn't live in the country when I was a child; 5. Yasmin didn't buy a birthday present for Emma last week; 6. Charlie and Sam didn't watch a good film yesterday afternoon; 7. The Jeffersons didn't have a holiday in Wales two years ago; 8. You didn't meet my Maths teacher in the Italian restaurant last Friday.

Actividad 3, página 82

1. Christopher Columbus didn't discover China. He discovered America; 2. William Shakespeare didn't write *Oliver Twist*. He wrote *Hamlet*; 3. The First World War didn't start in 1924. It started in 1914; 4. Tim Berners-Lee didn't invent the computer. He invented the Internet; 5. Benedict XVI didn't become Pope in 2003. He became Pope in 2005; 6. Puccini didn't compose *Aida*. He composed *Madame Butterfly*; 7. Rita Levi Montalcini didn't receive the Oscar award. She received the Nobel Prize for Medicine; 8. The emperor Hadrian didn't build a famous palace in the North of England. He built a famous wall.

Actividad 4, página 82

She got up early. She didn't take her cat to the vet's because the surgery was closed. She helped with the housework. She washed her hair. She didn't make her bed because she didn't have time. She met her friends in a fast-food restaurant. She went shopping. She didn't buy any clothes because she didn't

have enough money. She didn't study French because she was too tired. She didn't have dinner with her friends because it was her granddad's birthday.

Actividad 5, página 82

1. Did they go to the disco on Saturday afternoon?; 2. Did he see the match last night?; 3. Did Robert and Richard do their homework yesterday?; 4. Where did Daisy spend her holiday?; 5. When did you buy this DVD?; 6. What time did she get up this morning?

Actividad 6, página 82

1. Did – take; 2. did – have; 3. did – get; 4. did – do; 5. Did – watch; 6. did – go.

Actividad 7, página 83

1. Where did you leave your books?; 2. When did the film start?; 3. What did they see in London?; 4. Who did you meet in the bookshop?; 5. How many CDs did you buy?; 6. How much did they cost?

Actividad 8, página 83 Las respuestas variarán.

Actividad 9a, página 83

1. Because it was her 15th birthday; 2. It's an old Spanish tradition; 3. They become young women; 4. She met her guests in church; 5. 14 people: 7 girls and 7 boys; 6. At Esther's house; 7. Her mother put a tiara on her head and her father put a pair of high heels on her feet; 8. Yes, she did; 9. Yes, they did; 10. She felt excited.

Actividad 9b, página 84

1 – 2 – 5 – 6 – 7 – 8

Actividades 10 y 11, página 85 Las respuestas variarán.

UNIT 4 – Yasmin’s money

Functions

Hablar sobre lo que alguien estaba haciendo en un momento del pasado

Hablar sobre lo que uno podía o no podía hacer en el pasado

*We were finishing the History lesson.
Could you speak Spanish when you were five?*

Project

Elaborar una lista de prendas de vestir para comprar en una salida de compras

Vocabulary

Dinero británico

Prendas de vestir y accesorios

Grammar

Past continuous: Affirmative, negative and interrogative forms; short answers
could / couldn't

CLIL

Educación Artística: trabajo de investigación sobre cómo puede el arte ayudar a prevenir la violencia

Pronunciation

La diferencia entre el sonido /ɔ:/ y el sonido /eə/

Culture

Los jóvenes británicos y la violencia

Detailed skills

Listening

- escuchar diálogos para extraer información sobre acciones en progreso en algún momento del pasado
- escuchar la confesión de un delincuente adolescente
- escuchar y distinguir sonidos

Spoken interaction

- intercambiar información sobre acciones en progreso en algún momento del pasado
- intercambiar información sobre habilidades en el pasado
- intercambiar información sobre precios

Reading

- leer un artículo sobre la violencia juvenil
- escribir un informe sobre la violencia en la adolescencia

Writing

Para prepararse...

Lea el título de la unidad con los alumnos y pídale que observen las fotografías. Anímelos a relacionar el título (*Yasmin's money*) con la expresión en el rostro de Yasmin. Pregúnteleles cómo les parece que se siente (desanimada, preocupada, triste) y cómo se podrá relacionar ese sentimiento con el título (algo relacionado con el dinero preocupa a Yasmin, tal vez no tiene suficiente para comprar algo, o tal vez perdió dinero).

I was sitting next to Emma

Before you listen

Converse con los alumnos sobre sus propias experiencias con respecto a la pérdida de algo material. Pregúnteleles qué cosas significativas perdieron alguna vez, cómo y dónde las perdieron, qué sintieron ante la pérdida, etc. Formule preguntas como, por ejemplo: *Have you ever lost something important? Did you find it? How? How did you feel?*

Pida a los alumnos que observen la foto e invite a algunos voluntarios a que respondan las preguntas sugeridas: *Who are the people in the photo? Where are they? Is Yasmin happy or worried?*

1 Explique a los alumnos que podrán confirmar o refutar sus predicciones con respecto al contenido del audio pues escucharán a Yasmin contándole a Charlie por qué se siente preocupada. Pida a los alumnos que escuchen el diálogo con los libros cerrados prestando especial atención al problema de Yasmin (¿qué perdió?, ¿dónde? ¿lo encontró?).

En una segunda instancia, reproduzca el audio y permita que lo escuchen mientras siguen la lectura en el libro.

Tip

La razón para sugerir una primera escucha con libros cerrados es para lograr una mayor concentración y desarrollar en los alumnos la habilidad de la escucha comprensiva. En la vida real cuando conversen con alguien en inglés no tendrán textos de apoyo. Por esa razón las primeras escuchas son siempre a libro cerrado y con una única tarea sencilla que recompense sus objetivos de comprensión.

Comprehension

2 Pida a los alumnos que cubran el diálogo y reproduzca el audio nuevamente para que puedan completar el resumen.



Yasmin's money

I was sitting next to Emma

Before you listen

Have you ever lost something important? Did you find it? How? How did you feel?

Look at the picture.

Who are the people in the picture?
Where are they?
Is Yasmin happy or worried?

1 Yasmin has got a problem. She is talking about it to Charlie. Listen to the dialogue.

Charlie	So, how much did you have?
Yasmin	Fifteen pounds.
Charlie	When did you last see it?
Yasmin	I took it out of my pocket before break.
Charlie	What time was it?
Yasmin	About five to eleven. We were finishing the History lesson. When I went to the school canteen at break, I didn't have it. I couldn't pay for my snack.
Charlie	Where was it?
Yasmin	In my jacket pocket.
Charlie	Were you wearing your jacket?
Yasmin	No, I wasn't. It was on the back of my chair.
Charlie	Where were you sitting?
Yasmin	I was sitting next to Emma.
Emma	Hi, you two! What's the matter, Yasmin?
Charlie	She can't find her money.
Emma	What a coincidence! I found some money in my school bag after break.
Yasmin	How much?
Emma	Fifteen pounds.
Charlie	That's it! Mystery solved!

Comprehension

2 Cover the dialogue in exercise 1 and listen to it again. Then complete the summary.

This morning Yasmin lost some money. (1) break she had (2) pounds. The money was in her jacket pocket. She took it out when she was finishing the (3) lesson. When she went to the (4) she didn't have the money and she couldn't pay for her (5). (6) break Emma found Yasmin's (7) in her (8) and gave it to her.

34

thirty-four

Seleccione voluntarios para que lean sus resúmenes y así la clase pueda corregir sus trabajos.

Opcional

Pida a los alumnos que imaginen la siguiente situación: irán a ver una película con un amigo/a, ya tienen las entradas, pero antes tomarán un helado frente al cine. Cuando buscan las entradas no pueden encontrarlas. Pídale que redacten un diálogo con sus compañeros basado en el de Yasmin y Charlie pero con la nueva situación.

Pida a varios voluntarios que lo practiquen y lo actúen para la clase.

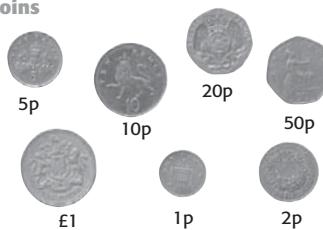
Opcional

Luego de que los compañeros hayan actuado los diálogos, el resto de la clase podrá elegir uno y escribir el resumen (similar al de la actividad 2).

Focus on VOCABULARY

English money

Coins



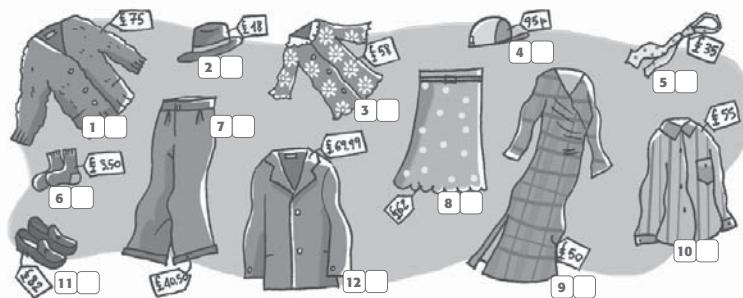
3 4.02 Listen and repeat these prices.

£1.00 = one pound
£12.99 = twelve pounds ninety-nine
£8.50 = eight pounds fifty
£0.85 / 85p = eighty-five pence (or eighty-five p)

Patterns and clothes

4a 4.03 Look at these clothes and repeat them with your teacher. Then match the items of clothing in the pool to the pictures, listen and check.

- a. dress • b. socks • c. jacket • d. shirt • e. cap • f. tie
- g. cardigan • h. hat • i. blouse • j. skirt • k. trousers • l. shoes



4b 4.04 Work in pairs. In turn, ask about the prices of the clothes in exercise 4a and answer. Then listen and check.

Example: A How much is the spotted skirt?
B It's sixty-two pounds.

Project Time

Our project for this Unit is to make a list to go shopping for clothes.

Bank notes

£20 £5 £10

Focus on VOCABULARY

Recorra las fotografías de las monedas y los billetes reparando en los valores de cada uno de ellos. Dirija la atención de los alumnos tanto hacia los símbolos monetarios (*p*, *£*) como hacia las palabras con que se los nombra (*pence*, *pounds*) y modele la pronunciación de cada uno.

3 4.02 Pida a los alumnos que escuchen atentamente cómo se leen los precios en libras y repitan en forma grupal para fijar la pronunciación.

Tip

Aclare que en inglés, cuando de números se trata, la coma se sustituye por un punto (en español 2,6; en inglés 2.6). En cuanto al punto, como por ejemplo en el número 12.245, en inglés se escribe con coma, es decir, 12,245.

Opcional

Para ofrecer más práctica a los alumnos, ponga etiquetas con precios a varios elementos de la clase (lápices, libros, mochilas, sillas, cuadros, etc.) e invítelos a preguntar y responder sobre los valores de los distintos ítems.

4a 4.03 Invite a los alumnos a demostrar cuánto vocabulario sobre prendas de vestir y accesorios recuerdan de la escuela primaria. Pídale que unan cada prenda con su nombre.

Reproduzca el audio para que los alumnos comprueben sus respuestas. Vaya pausando el audio para que aquellos a los que les faltó unir algún ítem puedan completar.

4b 4.04 Pida a los alumnos que trabajen de a pares y se turnen para preguntar los precios de las prendas ilustradas. Sugíales que se refieran al color y/o al estampado (*pattern*) para enriquecer las preguntas.

Reproduzca el audio para que los alumnos puedan compararlo con sus propios intercambios.

Converse con los alumnos sobre los precios de las prendas en nuestro país.

Tip

Hay varias formas de referirse al estampado de las telas con que están confeccionadas las prendas: *flowered/floral* (floreado), *checked* (a cuadros), *plaid/tartan* (escocés), *striped* (rayado), *spotted/polka dotted* (a lunares), *plain* (liso).

Project Time (Presentación)

Lea con los alumnos el adelanto del proyecto en el que trabajarán al cierre de la unidad. Esta tarea final integrará los vocabularios y estructuras gramaticales aprendidos de la unidad 4 de una manera creativa y al mismo tiempo comunicativa. Los alumnos escribirán una lista detallada de las prendas de vestir que deseen comprar para salir de compras con amigos.

Si bien no hace falta detenerse a explicar el proyecto en detalle aún, es muy importante que los alumnos sepan que están aprendiendo los distintos vocabularios y estructuras con un propósito específico.

Focus on FUNCTIONS

FUNCTION A

Talking about actions in progress in the past

Invite a los alumnos a leer lo que Yasmin dijo en el diálogo de principio de unidad: *We were finishing the History lesson.* Sugíerale que vuelvan un momento a la página 34 y busquen la oración en el diálogo para recordar en qué contexto fue dicha. (Yasmin contaba lo que estaba haciendo cuando sacó su dinero del bolsillo).

Ponga énfasis en la idea: ella está describiendo una acción que se estaba desarrollando en un momento determinado del pasado.

5 Explique a los alumnos que es su turno de recordar lo que estaban haciendo en un momento determinado del pasado. La actividad provee esos momentos. Pídale que los lean y hagan memoria. Luego, por turnos, preguntarán a sus compañeros y responderán.

Ejemplifique los intercambios pidiendo a un par de voluntarios que lo hagan para la clase.

A: *What were you doing at 7.30 this morning?*

B: *I was having breakfast. And what were you doing?*

A: *I was having a shower.*

Recorra el aula monitoreando el trabajo.

FUNCTION B

Talking about abilities in the past

Recuerde a los alumnos que para hablar de lo que podemos hacer utilizamos el verbo modal *can + infinitive*.

Lea con los alumnos la oración sobre Juan Martín del Potro y pregúnteleles qué información nos da esa oración (las habilidades que él tenía en el pasado).

6 Pida a los alumnos que hablen de las habilidades que ellos mismos tenían en el pasado y ya no (o bien de habilidades que no tenían en el pasado y tienen ahora).

Aclare que podrán utilizar los verbos sugeridos en la actividad o cualquier otro que necesiten.

Ejemplifique los intercambios leyendo con los alumnos el ejemplo provisto por la actividad.

A: *I can speak Spanish very well.*

B: *Could you speak Spanish when you were five?*

A: *No, I couldn't. / Yes, I could.*

Recorra el aula monitoreando el trabajo y realice las sugerencias y las correcciones necesarias.

Focus on FUNCTIONS

FUNCTION A

Talking about actions in progress in the past

We were finishing the History lesson.



Yasmin



Juan Martín del Potro could play tennis very well when he was seven years old.

FUNCTION B

Talking about abilities in the past

6 Work in pairs. Think of four things you can do now and tell your schoolmate. Ask and answer if you could do the same things when you were a little child. You can use these verbs or expressions:

- swim • dance • rollerblade • sing • ski
- use a mobile phone • use a digital camera • speak English • play an instrument

Example: A I can speak Spanish very well.
B Could you speak Spanish when you were five?
A No, I couldn't. / Yes, I could.

7 Work in pairs. Make mini dialogues, using verbs and expressions referring to sports. Look at the example.

Example: A When I was a little child, I could swim very well, but I couldn't ride a horse.
B And now? Can you ride a horse?
A Yes, I can do that (fairly) well. / No, I can't.

5 Work in pairs. In turn, ask and answer about what you were doing at the times in the pool.

- half past seven this morning
- a quarter past ten last Sunday
- midday last Saturday
- half past five yesterday afternoon
- 8 o'clock last night
- midnight last night
- two hours ago
- this time the day before yesterday

Example: A What were you doing at 7.30 this morning?
B I was having breakfast. And what were you doing?
A I was having a shower.

7 Proponga a los alumnos que crean diálogos cortos utilizando verbos y expresiones relacionados con el deporte. Pídale que trabajen de a pares y lean el ejemplo para utilizar como guía.

A: *When I was a little child, I could swim very well, but I couldn't ride a horse.*

B: *And now? Can you ride a horse?*

A: *Yes, I can do that (fairly) well. / No, I can't.*

Pida a algunos pares de voluntarios que lean sus diálogos para la clase. El hecho de tenerlos escritos animará a los más inseguros a participar más activamente.

Tip

Sugíerale que escriban los diálogos para que las estructuras que están practicando queden registradas como ejemplos para repasar con ellas más adelante.

Need help with grammar?

Go to pages 40-41.

SPEAKING CARD

STUDENT A

8 Work in pairs (*Card B* on p. 64). In turn, ask and answer about what the characters were doing yesterday at 4 o'clock. Use the pictures to answer your schoolmate's questions.

- Example:**
- A What was Ivy doing?
 - B She was phoning.
And what was Mat doing?
 - A He was watching TV.

YESTERDAY, AT 4 O'CLOCK

Ivy was phoning.
Eric
Roy
Vera



PRONUNCIATION

9a 4.05 Listen and repeat.

/ɜ:/ bird, were
/eə/ bear, where

dirty • wear • word • chair • third • hair

/ɜ:/ bird	/eə/ bear

9b 4.06 Listen and put the words in the right column.

9c 4.07 Now listen and check.

Project Time

What clothes would you like to buy? Think about these questions:

- Do you need summer clothes? For example: shorts, a skirt, a tank top, bermudas, a shirt, a blouse, a dress, sandals
- Do you need beach clothes? For example: a bikini, flip-flops, a swimming suit, swimming trunks
- Do you need winter clothes? For example: a sweater, a jacket, a scarf, a raincoat, an overcoat, socks, trousers, sneakers, boots
- Do you need formal clothes? For example: a suit, a tie, a fancy dress, high-heels

Now think: How would you like these clothes to be? For example:

- | | | |
|----------------------------------|----------------------------------|--------------------------------|
| • a checked or a striped blouse? | • a long or a short skirt? | • a fancy or a casual dress? |
| • a loose or a tight shirt? | • a cotton or a woollen sweater? | • a leather or a nylon jacket? |
| • wide or narrow trousers? | | |

How much does each of these clothes cost? Write it all down for your project!

thirty-seven

37

Project Time (Notas)

Recuerde a los alumnos que al finalizar la unidad trabajarán sobre el proyecto: confeccionar una lista completa de prendas de vestir que deseen comprar para salir de compras.

Explique a los alumnos que en grupos de cuatro o cinco integrantes comenzarán a preparar notas sobre tipos de indumentaria (*summer clothes, beach clothes, winter clothes, formal clothes, etc.*), materiales con que esas prendas pueden ser confeccionadas (*cotton, woollen, lycra, leather, denim, silk, nylon, etc.*), posibles estampados (*flowered, striped, checked, plaid, etc.*), adjetivos para calificarlas (*baggy, tight, long, short, fancy, casual, wide, narrow, cheap, expensive, etc.*) y precios estimativos.

Pídale que, a modo de notas, reúnan todo este material y lo reserven para la producción final.

Nota: Recuerde a los alumnos que consulten el *Word bank* de las páginas 68 y 69.

Need help with grammar?

La siguiente actividad requiere el uso de *Past Continuous*. De ser necesario, remita a los alumnos a la sección *Focus on Grammar* en las páginas 40 y 41 de sus libros y recorran la información en forma grupal.

Evalué si es un buen momento para que resuelvan también las actividades propuestas en dicha sección y las actividades que encontrarán en la página 86 del *Workbook*.

SPEAKING CARD

8 Pida a los alumnos que trabajen de a pares: *Student A* en la página 37 y *Student B* en la página 64. Por turnos, deberán completar lo que cada personaje estaba haciendo el día anterior (ayer) a las cuatro en punto. Para ello tendrán que formular preguntas uno al otro, ya que cada uno cuenta con la información que a su compañero le hace falta.

PRONUNCIATION

9a 4.05 Pida a los alumnos que escuchen el audio prestando especial atención a la pronunciación de los sonidos destacados /ɜ:/ y /eə/. Ayúdelos a que articulen los sonidos correctamente, ya que son sonidos que no existen en español. Indíquenes y/o modele cómo articularlos.

Reproduzca nuevamente el audio e invite a la clase a repetir en forma grupal durante la pausa.

9b 4.06 Esta vez los alumnos deberán distinguir los sonidos /ɜ:/ y /eə/ en seis palabras. Pídale que clasifiquen las palabras en el cuadro.

9c 4.07 Reproduzca nuevamente el audio para que los alumnos corroboren sus respuestas.

SKILLS and CULTURE

Violent Teens



READING

Converse con los alumnos sobre el tema de la violencia y los adolescentes. Pídale que comparten información y experiencias sobre maltrato o situaciones violentas en discotecas, en la calle, en la escuela, etc. Pregúntales qué piensan ellos que se podría hacer al respecto, cuáles les parece que puedan ser las causas de ese comportamiento. Comenten sobre películas o episodios de series que hayan visto sobre el tema.

10 Pida a los alumnos que lean el artículo sobre los jóvenes británicos y la violencia.

Una vez comprendida la idea general, pídale que relean el artículo y analicen las palabras y las expresiones cercanas a los espacios en blanco. Eso les dará una idea más clara de qué palabra puede ocupar ese lugar.

Pídale que elijan la más apropiada y completen.

Permitáles trabajar en pequeños grupos respondiendo las preguntas.

Lea el texto con las palabras faltantes en voz alta o pida a un voluntario que lo haga. Discuta las respuestas con toda la clase. Pueden escribir las respuestas en el pizarrón para que cada alumno pueda corroborar sus aciertos y corregir sus errores.

Tip

Es importante que la actividad sea chequeada para darle un cierre y para que los alumnos aprecien su propósito. El hecho de hacerlo en forma oral le da la oportunidad de aprovechar esta instancia de corrección para ayudarlos con la pronunciación.

Aiente a los alumnos a compartir información local sobre cada uno de sus vecindarios con respecto a la violencia juvenil. Pregunte qué sucede y quién lo controla. Formule preguntas como: Are there any street gangs in your neighbourhood? Is violence a problem? Si no observan problemas en las cercanías de sus casas o si prefieren no hablar de sus barrios, pueden comentar lo que observan en los noticieros.

SKILLS and CULTURE

VIOLENT TEENS

READING

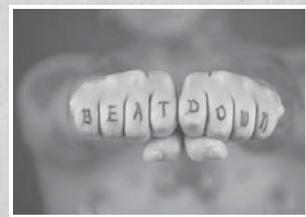
10 Youth violence is disturbing. Do you think teenagers are more violent today than before? What should parents do?

Read the newspaper report. Choose the best word (a, b, c or d) for each space.

YOUNG, BRITISH AND VIOLENT

Bored and violent adolescents in the streets: they don't know what to do or where to go. Why is Britain afraid of its young people?

In many British towns, adults look at (1) with suspicion and fear. Britain has a long history of troubled youth: in the 1950s the Teddy Boys, in the 1960s Mods and Rockers, in the 1970s Skinheads. Today, people are afraid of violent (2) of "feral teens". Tilly Webb, 14, recently interviewed in *The Guardian*, said: "People believe we are all yobs with (3) in our pockets". Of course, a lot of kids are good, but others aren't, and it's difficult to tell the difference. Duke Amory, a 15-year-old boy above suspicion from a respectable family, was arrested as a murder suspect while he (4) in a Megastore because he matched the image of a youth the (5) were looking for. To "feral teens," aggression is just for fun. A London yob said to a journalist: "We are there, with nothing to do. Intimidating people is the only thing we can do. Then we laugh, when they (6) away". Unfortunately that kind of fun can easily pass from intimidation to violence. According to Prime Minister Gordon Brown, "kids are out of control; they are roaming the streets; they're out late at (7). Parents don't take (8) responsibility for their children. The situation is very (9), because these teens have an empty daily life".



- | | | |
|------------------|-----------------|----------------|
| 1. a. old people | b. teenagers | c. policemen |
| 2. a. gangs | b. tribes | c. people |
| 3. a. money | b. mobiles | c. knives |
| 4. a. shopped | b. was shopping | c. is shopping |
| 5. a. police | b. parents | c. teachers |
| 6. a. ran | b. were running | c. run |
| 7. a. weekend | b. night | c. midday |
| 8. a. a | b. some | c. any |
| 9. a. worried | b. dangerous | c. easy |

Are there any street gangs in your neighbourhood? Is violence a problem in your neighbourhood?

38

thirty-eight

Tip

Los alumnos valoran este tipo de actividades en las que hablan sobre sí mismos. Esto les permite conectar el aprendizaje del idioma con su realidad y lo vuelve más comunicativo.

La referencia al exterior abre una ventana al mundo mientras que la referencia a nuestro país tiene el valor agregado de identificarse con lo propio y expresarlo en otro idioma.

Exponer a los alumnos a textos sobre jóvenes de su edad en otras partes del mundo y en situaciones diferentes a las propias les genera mucha curiosidad y, a la vez, les permite comparar con situaciones similares que puedan ocurrir en la sociedad donde viven. El nivel de motivación es significativamente mayor y esto beneficia directamente a nuestros alumnos predisponiéndolos mejor para lo que queremos enseñarles.

Yasmin's money

4



LISTENING

11 **(4.08)** This is a real confession of a crime. Listen to Sean, a gang leader, and complete the sentences.

1. Sean is years old.
2. He lives with his mother and
3. Last time he went to school was ago.
4. The event happened at
5. Sean was in the car park in front of a
6. Sean and his friends didn't want to
7. The two girls were going to their car and they were
8. Sean attacked the girls because he wanted to have some
9. He didn't know what he was
10. When the Security arrived, he was holding



WRITING

12 Write a report about violent teenagers. Answer the questions:

1. Do you think that Sean's case is rare?
2. Do you know if similar events happen in your town?
3. Do you think that young people are so bad?
4. In your opinion, what are the reasons for their behaviour?
5. Do you worry about your safety while you are walking around your town?
6. Can you describe an experience you had, when you were the victim of an unpleasant event? Use the prompts:
- where you were
- who was with you

CLIL Art

- Do you think art can help fight violence? Find examples of popular artists that confront violence through their art. For example, they can be graffiti artists, cartoonists, painters, hip hop dancers, rap singers, photographers...
- Check your information with your Art teacher.

thirty-nine

39

CLIL Art

Aliente a los alumnos a que realicen un trabajo de investigación sobre las posibilidades que tiene el arte de ayudar a prevenir la violencia. Pídale que piensen en todo tipo de artistas (*cinema directors, playwriters, graffiti artists, cartoonists, painters, hip-hop dancers, rap singers, photographers*) y que investiguen sobre su arte.

Asigne la tarea con suficiente anticipación para darles la oportunidad de consultar distintas fuentes y de chequear la información con alguno de los profesores de Educación Artística.

Dedique una clase a compartir la información que los alumnos hayan recolectado. Invítelos a compartir sus trabajos con todos sus compañeros.



LISTENING

11 **(4.08)** Lea la consigna con los alumnos. Pregúnteleles qué creen que escucharán (la confesión de un delito), y quién habla (Sean, el líder de una banda delictiva).

Permita que los alumnos dediquen unos minutos a leer las oraciones que completarán para que puedan focalizarse en la información que necesitan cuando escuchen el audio.

Reproduzca el audio. Los alumnos escucharán y completarán la información sobre Sean.

Vuelva a reproducir el audio tantas veces como sea necesario para que todos los alumnos terminen el ejercicio.

Conduzca la corrección grupal en el pizarrón o solicite a algunos voluntarios que compartan sus respuestas de forma oral.



WRITING

12 Explique a los alumnos que escribirán un informe sobre los adolescentes violentos.

Ya que cuentan con una buena cantidad de información y vocabulario provenientes de las actividades de *Listening* y *Reading*, pídale que vuelvan sobre esas páginas durante la elaboración del informe.

Otra ayuda importante para darle forma a sus informes son las preguntas guía (1 a 6) que provee la actividad 12. Recuérdelle que sus informes deberán incluir la información que señalan los *prompts* (*where you were, who was with you, what you were doing, what happened, how it finished*).

SPOKEN PRODUCTION/INTERACTION

13 Pida voluntarios para contarles a los compañeros los contenidos de sus informes. Permita a aquellos alumnos que son más inseguros que los lean, así logrará que participen más activamente en la clase.

La clase escuchará los informes y dará sus opiniones a favor o en contra. Pídale que den las razones de sus opiniones.

Dirija la atención de los alumnos a la imagen que muestra el logo de la organización *STOP*. Pregunte a los alumnos qué significa el nombre de la organización (*Students Taking On Prevention*) y si conocen otras que trabajen en la prevención de la violencia.

Focus on GRAMMAR

Esta sección, que encontrará al final de cada unidad, tiene como objetivo sistematizar conceptos gramaticales que han sido previamente presentados en contexto y trabajados en diferentes actividades comunicativas.

Los alumnos podrán utilizar las tablas gramaticales como material de referencia tanto para reforzar la explicación del tema durante el desarrollo de la unidad en cuestión como para revisar o integrar los conceptos al finalizar la unidad.

Las actividades son cortas y focalizadas permitiendo a los alumnos concentrarse en el concepto que necesitan afianzar.

El uso de juegos didácticos siempre ayuda a amenizar y a distender la atmósfera de la clase, especialmente durante las lecciones centradas en la gramática que implican una mayor concentración de parte de los alumnos.

Continuous chain: El objetivo de este juego es la práctica del pasado continuo.

Los alumnos deberán sentarse en semicírculo y decir qué estaban haciendo la noche pasada a las 8, pero deberán recordar lo que el resto de la clase estaba haciendo también. Por ejemplo:

A: Last night at 8, I was watching CSI.

B: Last night at 8, Tomás was watching CSI and I was having a bath.

C: Last night at 8, Tomás was watching CSI, Chris was having a bath and I was preparing dinner.

El alumno que no pueda seguir la cadena, quedará fuera del juego.

Accusations: Esta actividad tiene como objetivo el uso del pasado continuo. Los alumnos deberán formular acusaciones a partir de *prompts* y dar una explicación rápidamente.

Prepare, con anticipación, tarjetas con las siguientes *prompts*: *ride a small pink bike*, *eat lemon*, *imitate a hen*, *shout to the teacher*, *climb a tree*, *paint a tree in red*, *wear shorts in winter*.

Pida a un voluntario que pase al frente y modele un ejemplo.

El alumno voluntario tomará una tarjeta que diga, por ejemplo, *wear a green hat*.

T: When I saw you yesterday, you were wearing a green hat. Why?

A: (inventará rápidamente una explicación) I was trying on my costume for St. Patrick's Day.

Focus on GRAMMAR

GRAMMAR POINT 1

PAST CONTINUOUS

Affirmative Form

I
He
She
It

studying

We
You
They

I was sitting next to Emma.
I was reading a novel when the phone rang.
When my friend arrived we watched a film.
(my friend arrived, and then we watched a film)

GRAMMAR POINT 2

PAST CONTINUOUS

Negative Form

I
He
She
It

studying

We
You
They

Bob wasn't playing the piano when his friend arrived.

GRAMMAR POINT 3

PAST CONTINUOUS

Interrogative Form

I
Was
he
she
it

studying?

We
Were
you
they

Were you watching TV at 8.00 p.m.?
Was Lara doing her homework?

Short answers

Yes, I/he/she/it was.
we/you/they were.

No, I/he/she/it wasn't.
we/you/they weren't.

Were you having lunch at 1.00 p.m. yesterday?

Yes, I was. / No, I wasn't.

40

forty

GRAMMAR POINT 4

COULD / COULDN'T

I can play the piano.
I could play the piano when I was ten.
Mary can't ski.
Mary couldn't ski last year.
I've got a toothache. I can't eat.
I had a toothache. I couldn't eat.

Workbook p. 86

14 Complete the sentences with the *Past continuous* form.

Example: I was *doing* (do) my homework at half past five yesterday afternoon.

1. I (study) History at seven o'clock last night.

2. Mum (make) breakfast when I went into the kitchen.

3. We (do) a French test when the headmaster came into the classroom.

4. Tim and Ben (play) football in the park when it started to rain.

5. Lucy (go) to school when she saw the accident.

6. Ethan (ski) in Austria when he broke his leg.

7. We (have) dinner when my aunt phoned.

8. I (sleep) when my father went to work this morning.

15 Write the sentences in exercise 14 in the negative form of the *Past continuous*.

Example: I wasn't *doing* (do) my homework at half past five yesterday afternoon.

16 Write true sentences about you (affirmative or negative) in the *Past continuous*.

Example: I was having / wasn't having (have) breakfast at 7.30 a.m. this morning.

1. My parents (watch) TV when I went to bed last night.

2. My father (work) at 8.00 p.m. last night.

3. I (do) my homework at 5.00 p.m.

yesterday afternoon.

4. Our class (study) English at 9.45 a.m.

yesterday morning.

Combinations: El objetivo de esta actividad es la práctica del pasado continuo en combinación con el pasado simple.

Con anticipación, prepare tarjetas con una palabra (preferentemente un sustantivo) en cada una de ellas. Necesitará tantas tarjetas como alumnos en el aula. Guárdelas en una caja o sobre. Recorra el aula y pida a cada alumno que tome una tarjeta al azar.

Explique que, a continuación, deberán trabajar de a pares para armar una oración utilizando las palabras en cada una de las tarjetas y combinando el pasado simple y el continuo. Por ejemplo, si las palabras en las tarjetas son *bedroom* y *lion*, la oración podría ser: *I was watching TV in my bedroom when I saw that interesting documentary about a lion*.

Al finalizar, la clase votará por la oración más graciosa y/o creativa.

Yasmin's money

17 What were these people doing at 8.00 p.m. last night? Look at the pictures and complete the sentences.



1. Mr Blake
2. Mrs Garrard
3. Virgil and Antony
4. Barbara
5. Richard
6. Rachel and Myriam

18 Reorder the words to make questions. Then write a short answer using the words in brackets.

Example: you / at / dinner / having / o'clock / were / eight / ? (Yes)

Were you having dinner at eight o'clock?

Yes, I was.

1. party / dress / was / a / wearing / at / Libby / white / the / ? (Yes)

2. baby / eight / was / o'clock / the / sleeping / at / ? (No)

3. at / doing / past / were / half / your / you / six / homework / ? (Yes)

4. dinner / seven / half / your / was / at / cooking / past / mother / ? (Yes)

19 Complete the sentences with *can*, *can't*, *could* or *couldn't*.

1. Olivia help me because she didn't know the answer.
2. We go to the concert tomorrow because we haven't got tickets.
3. Tim swim when he was four.
4. We have a picnic because it was raining.
5. Katerina is bilingual. She speak perfect English and Russian.

I can...

- talk about actions in progress in the past
- talk about abilities in the past
- write and present a short report

Opcional

Puede proponer este juego para utilizar las listas en forma comunicativa. Pida a los alumnos que armen listas de quince artículos (con descripciones y precios) y las expongan.

Reparta a todos los alumnos tarjetas con una suma de dinero escrita, que será el dinero que pueden gastar. Los alumnos recorrerán las listas y marcarán con una cruz las prendas que comprarían.

El "vendedor" que más recaude será el ganador.

I can...

Conceda a los alumnos los últimos minutos de la clase para que reflexionen sobre su propio aprendizaje. Pídale que, en forma individual, marquen los objetivos de la unidad que consideran haber alcanzado.

Esta instancia de auto-evaluación resultará muy enriquecedora si los alumnos logran comprender la importancia de reflexionar sobre lo aprendido a conciencia.

Para anotar...

Project Time

Now we will complete and present the project. Write a list of the clothes you would like to buy. Think about how much each item costs.

For example:

- a red striped blouse \$300
- a black plain shirt \$500
- a pair of tight jeans \$650
- a short checked skirt \$400
- a soft woollen sweater \$400
- a casual cotton dress \$400

How much money can you spend? Choose and tick the things you can buy. Now you are ready to go shopping for clothes.

forty-one

41

Project Time (Producción final)

Explique a los alumnos que, para cerrar esta unidad de trabajo, llevarán a cabo el proyecto sobre el cual han estado trabajando en diferentes etapas: crear la lista de prendas de vestir que deseen comprar para salir de compras.

Invítelos a que busquen las notas que tomaron anteriormente. Incluirán en la lista las prendas que les gustaría comprar por lo tanto describirán cada prenda en forma completa (tipo, color, material, estampado, precio).

Luego, decidirán cuánto dinero pueden gastar y marcarán a qué prenda de sus listas le darían prioridad para que les alcance el presupuesto.

Focus on VOCABULARY

Actividad 4a



Audioscript

1. g (cardigan); 2. h (hat); 3. i (blouse); 4. e (cap); 5. f (tie);
6. b (socks); 7. k (trousers); 8. j (skirt); 9. a (dress); 10. d (shirt); 11. l (shoes); 12. c (jacket).

Actividad 4b



Audioscript

1. How much is the violet cardigan? It's £75.
2. How much is the brown hat? It's £18.
3. How much is the red and white flowered blouse? It's £58.
4. How much is the yellow and orange cap? It's 95p.
5. How much is the yellow and blue spotted tie? It's £35.
6. How much are the socks? They're £3.50.
7. How much are the grey trousers? They're £40.50.
8. How much is the pink and yellow spotted skirt? It's £62.
9. How much is the green and violet checked dress? It's £50.
10. How much is the blue and green striped shirt? It's £55.
11. How much are the black shoes? They're £82.
12. How much is the brown jacket? It's £69.99.

SKILLS and CULTURE

Actividad 11



Audioscript

Sean: My name is Sean Smith. I'm 15 years old. I live with my mother and my brothers. My father doesn't live with us. Mum works all day and she doesn't know what I am doing. She thinks I go to school every day. But I last went to school 2 months ago. Poor Mum!

About what happened. It was about midnight. I was in the car park in front of that pub in Cromwell Road. I was with my friends. We didn't want to go home. But we didn't know where to go. We were drinking beer when we saw the two girls. They were going to their car. We heard they were singing. I imagine they had a lovely night. Don't ask me why, perhaps I wanted to have some fun, but suddenly I attacked them. I didn't know what I was doing. All that beer... The girls were shouting and I was beating them. I couldn't stop. When the police arrived, a girl was crying, the other was lying on the floor. I was holding a knife.

STUDENT'S BOOK – Answer Key Unit 4

Comprehension

Actividad 2, página 34



- Before; 2. fifteen; 3. History; 4. school canteen; 5. snack;
- After; 7. money; 8. school bag.

Focus on VOCABULARY

Actividad 4a, página 35

- g (cardigan); 2. h (hat); 3. i (blouse); 4. e (cap); 5. f (tie);
6. b (socks); 7. k (trousers); 8. j (skirt); 9. a (dress); 10. d
(shirt); 11. l (shoes); 12. c (jacket).

Actividad 4b, página 35

- How much is the violet cardigan? It's £75.
- How much is the brown hat? It's £18.
- How much is the red and white flowered blouse? It's £58.
- How much is the yellow and orange cap? It's 95p.
- How much is the yellow and blue spotted tie? It's £35.
- How much are the socks? They're £3.50.
- How much are the grey trousers? They're £40.50.
- How much is the pink and yellow spotted skirt? It's £62.
- How much is the green and violet checked dress? It's £50.
- How much is the blue and green striped shirt? It's £55.
- How much are the black shoes? They're £82.
- How much is the brown jacket? It's £69.99.

Focus on FUNCTIONS

Actividad 5, página 36

Las respuestas variarán.

Actividades 6 y 7, página 36

Las respuestas variarán.

Actividad 8, página 37

Student A: What was Eric doing? – He was skiing; What was Roy doing? – He was swimming; What was Vera doing? – She was dancing.

Student B: What was Meg doing? – She was playing tennis; What was Fred doing? – He was reading a book; What was Sue doing? – She was eating popcorn.

SKILLS and CULTURE

Actividad 10, página 38

Key: 1. b; 2. a; 3. c; 4. b; 5. a; 6. c; 7. b; 8. c; 9. b.

Actividad 11, página 39



Key: 1. 15; 2. his brothers; 3. 2 months; 4. about midnight;
5. pub; 6. go home; 7. singing; 8. fun; 9. doing; 10. a knife.

Actividad 12, página 39 Las respuestas variarán.

Actividad 13, página 39 Las respuestas variarán.

Focus on GRAMMAR

Actividad 14, página 40

- was studying; 2. was making; 3. were doing; 4. were playing;
5. was going; 6. was skiing; 7. were having; 8. was sleeping.

Actividad 15, página 40

- wasn't studying; 2. wasn't making; 3. weren't doing;
4. weren't playing; 5. wasn't going; 6. wasn't skiing; 7. weren't
having; 8. wasn't sleeping.

Actividad 16, página 40

- were watching / weren't watching; 2. was working / wasn't
working; 3. was doing / wasn't doing; 4. was studying / wasn't
studying.

Actividad 17, página 41

- was reading a newspaper; 2. was making/cooking the dinner;
3. were playing their guitars; 4. was having a bath; 5. was using
the computer; 6. were watching television.

Actividad 18, página 41

- Was Libby wearing a white dress at the party? Yes, she was;
2. Was the baby sleeping at eight o'clock? No, he/she wasn't;
3. Were you doing your homework at half past six? Yes, I was;
4. Was your mother cooking dinner at half past seven? Yes,
she was.

Actividad 19, página 41

- couldn't; 2. can't; 3. could/couldn't; 4. couldn't; 5. can.

Actividad 9b, página 37



/ɜ:/ bird: dirty – word – third

/eə/ bear: wear – chair – hair

WORKBOOK – Answer Key Unit 4

Actividad 1, página 86

1. trousers; 2. blouse; 3. hat/cap; 4. tie; 5. cardigan; 6. skirt/dress.

Actividad 2, página 86

1. Yesterday at 8.45 a.m. Mr Burton was driving to work;
2. Yesterday at 10.15 a.m. Mrs Burton was going to the supermarket;
3. Yesterday at 1.20 p.m. Mr Burton was having a sandwich at the pub;
4. Yesterday at 5.30 p.m. Emma and Yasmin were doing their homework;
5. Yesterday at 6.10 p.m. I was writing an e-mail to Emma;
6. Yesterday at 9.00 p.m. the Burtons were sitting on the sofa and watching the TV news.

Actividad 3, página 86

1. were repairing; 2. was making; 3. was sitting; 4. was listening;
5. was doing; 6. was writing; 7. were eating.

Actividad 4, página 86

1. Michael broke his shoulder while he was playing volleyball;
2. We were shopping in the supermarket when we met Pat;
3. I was waiting for the bus when it started to rain; 4. Anna and Ben arrived while we were having dinner;
5. I was having a shower when Rachel phoned me;
6. The phone rang while you were watching the film.

Actividad 5, página 87

1. was changing – cut; 2. was playing – hurt; 3. was cycling – fell;
4. was waiting – stole; 5. arrived – was having; 6. looked – was sleeping.

Actividad 6, página 87

1. wasn't watching TV. He was doing his homework; 2. weren't playing video games. We were playing tennis; 3. weren't listening to music. They were playing their guitars; 4. weren't reading comics. You were swimming; 5. wasn't doing the shopping. She was working in the office; 6. wasn't working in the garden. He was cycling.

Actividad 7, página 88

1. Was Timothy watching TV at 3.00 p.m. yesterday? No, he wasn't. He was doing his homework; 2. Were you playing video games at 4.00 p.m. yesterday? No, we weren't. We were playing tennis; 3. Were Karen and Rachel listening to music at 4.30 p.m. yesterday? No, they weren't. They were playing their guitars;
4. Were you reading comics at 5.00 p.m. yesterday? No, we weren't. We were swimming; 5. Was Mum doing the shopping at 6.00 p.m. yesterday? No, she wasn't. She was working in the office; 6. Was Mr Brown working in the garden at 8.00 p.m. yesterday? No, he wasn't. He was cycling.

Actividad 8, página 88

1. Were the children playing at...?
Yes, they were.
What were they playing?
They were playing table tennis.
2. Was mum doing the housework at...?
Yes, she was.
What was she doing?
She was cleaning the bathroom.
3. Were Emma and Yasmin studying at...?
Yes, they were.
What were they studying?
They were studying science.
4. Was dad reading at...?
Yes, he was.
What was he reading?
He was reading the newspaper.

Actividad 9, página 88

1. Were the children playing at...?
No, they weren't.
What were they doing?
They were cycling.
2. Was mum doing the housework at...?
No, she wasn't.
What was she doing?
She was reading a magazine.
3. Were Emma and Yasmin studying at...?
No, they weren't.
What were they doing?
They were dancing.
4. Was dad reading at...?
No, he wasn't.
What was he doing?
He was working in the garden.

Actividad 10, página 88

1. can; 2. couldn't; 3. can; 4. couldn't; 5. could; 6. can't;
7. couldn't; 8. could.

Actividad 11, página 89

1. It happened on the 2nd of September; 2. No, it wasn't. The shop was empty; 3. She was arranging some trousers; 4. They were interested in cotton sweatshirts; 5. They stole some sunglasses and some underwear; 6. She started to talk about the origin of some clothes; 7. She was still talking; 8. She called the police.

CHECK OUT

1 Vocabulary

1. morning; 2. an arm; 3. photo; 4. coin; 5. stop.

2 Grammar

1. d; 2. c; 3. c; 4. b; 5. a; 6. c; 7. b; 8. d; 9. c; 10. a.

Art

All about Keith

Keith Haring was born on May 4th 1958 in Kutztown, Pennsylvania: he was the oldest of four children. He started to draw when he was very young. He saw modern art when he visited museums in Washington. He went to art schools where he was to be had different professors. Some of them moved to New York to go to a different school. He loved New York: there were big museums with all kinds of art and many young artists. Here he found his style. His first drawings were abstract: they were humans and animals in different combinations. Then he started seeing empty black pieces of paper on the subways: he knew that this was the perfect place for his drawings. He started making his subway drawings every day. All the people on the subway saw his work, and it was also on TV and in the newspaper. He started to sell his drawings.

Keith started showing his work in art galleries, where many people started to buy them. In his first show in New York he painted all the walls with his art and then put up his paintings and his sculptures. Hundreds of people came to the show: it was a great success. Now Keith travelled around the world to show his work: he had shows in Europe, Japan, and in the United States. He even painted the entire side of a church in Italy. He also worked with children in schools to paint large murals with them. He made paintings and sculpture for sick children.

Keith got very sick with AIDS. He knew he was going to die, but he was very brave and kept working as hard as he could until the end. He also made posters to tell people about the sickness and gave money for doctors to find a cure. After Keith died in 1990, his work still lived. You can find it in museums, in books, on posters, on TV. Keith wanted everyone to make art, especially children.

1 Read the text and answer the questions.

- When did Keith have his first public show?
- Why did he move to New York?
- What type of drawings did he start making?
- Where did he start making his drawings?
- What did he do for his first show in NY?
- What did he do in Italy?

2 Complete the sentences.

- Keith first saw modern art _____.
- In NY there were _____.
- The subway was the perfect _____.
- He travelled around the world _____.
- He worked with children to _____.
- After he got sick he made _____.

Social Sciences

MERCOSUR

Mercosur means the "Common Market of the South". It is a regional organisation modelled on the European Union. Its aim is to create a better trade relationship between countries in South America. This means making it easier to buy and sell products from one country in another. It also aims to allow people to travel and work across borders without any difficulties. The Mercosur economic and political agreement currently involves Argentina, Bolivia, Brazil, Paraguay (suspended), Uruguay and Venezuela (the most recent member), while other countries are associate members with certain benefits.

The original idea for the Mercosur originated in 1985 when presidents Raúl Alfonsín of Argentina and José Sarney of Brazil decided to start a bilateral Integration and Economics Cooperation Programme. The idea for a regional group called Mercosur was established in 1991.

Focus

- Six sovereign member states (Argentina, Bolivia, Brazil, Paraguay, Uruguay and Venezuela) (Paraguay is suspended following a coup in 2012 which violated the democracy clause of the agreement).
- Four associate countries (Chile, Peru, Colombia and Ecuador).
- Two observer nations (New Zealand and Mexico).
- Three official working languages: Portuguese, Spanish and Guarani.
- Headquarters in Montevideo, Uruguay.

1 Research and complete the table. Check the information with your Social Sciences teacher.

Country	Year joined	Population
Argentina		
Brazil		
Paraguay		
Uruguay	2012	

PRESENTACIÓN

Esta sección está especialmente incluida para ofrecer a los alumnos material de lectura relacionado con diferentes áreas del aprendizaje como Ciencias Sociales, Ciencias Naturales, Educación Física, Tecnología, Educación Artística, etc. Su objetivo principal es integrar el contenido con la lengua extranjera para, de este modo, transformar al inglés en un medio para ampliar, enriquecer y/o suplementar los conocimientos generales.

Art

All about Keith

Recorra el título y las fotografías con los alumnos. Pregúnteleles si conocen al artista presentado y qué opinan sobre su arte. Pida a los alumnos que lean el texto y respondan las preguntas en forma completa.

Monitoree el trabajo aclarando dudas. Pídale que justifiquen sus respuestas subrayando la evidencia en el texto. Seleccione algunos voluntarios para leer las respuestas a la clase.

Answer Key

1

- Keith had his first public show when he was 19.
- He moved to New York to go to a different art school.
- He started making abstract drawings.
- He started making his drawings on empty black pieces of paper on the subway.
- In his first show in New York he painted all the walls with his art and then put up his drawings and sculptures.
- In Italy, he painted the entire side of a church.

2

- ...when he visited museums in Washington.
- ...big museums with all kinds of art and many young artists.
- ...place for his drawings.
- ...to show his works.
- ...paint large murals with them.
- ...posters to tell people about his sickness.

Social Sciences

Mercosur

Pida a los alumnos que lean el texto como base para el trabajo de investigación que tendrán que realizar para completar el cuadro que propone la actividad 1.

Answer Key

1

Country	Year joined	Population
Argentina	1991	41 million
Bolivia	2014	10 million
Brazil	1991	202 million
Paraguay	1991	6.9 million
Venezuela	2012	30 million
Uruguay	1991	3.4 million

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Progress Test

PROGRESS TEST

VOCABULARY

1 Match the letters in the two columns to form names of technological gadgets.

1. <input type="checkbox"/> ear	a. cam
2. <input type="checkbox"/> touch	b. tone
3. <input type="checkbox"/> web	c. player
4. <input type="checkbox"/> key	d. phone
5. <input type="checkbox"/> ring	e. board
6. <input type="checkbox"/> DVD	f. play
7. <input type="checkbox"/> dis	g. pad
8. <input type="checkbox"/> micro	h. phone

2 Read the definitions and write the names of the clothes.

1. You wear them to walk.	S_____
2. You wear it on your head.	H_____
3. You wear them on your legs.	T_____
4. Women can wear it.	S_____
5. Men usually wear it around their necks.	J_____
6. You can wear it over your shirt.	C_____
7. Baseball players wear it.	S_____
8. You wear them on your feet.	S_____

GRAMMAR

PAST SIMPLE: TO BE

3 Complete the sentences with the Past simple of to be.

- I was _____ cold and windy yesterday.
- My mother _____ fifteen years old at that photo.
- Sarah and Rachel _____ very hungry after the volleyball match.
- I _____ at my friend's house last night.
- Daren and James _____ at the stadium on Saturday.
- My parents _____ in Rome in May.

PAST SIMPLE: REGULAR AND IRREGULAR VERBS

6 Complete the text and transform the verbs in brackets into the Past simple.

Zac Ehsen, the famous actor and singer, (be) _____ (1) born in California on 18th October 1987. He (start) _____ (2) to act very early at school, where he also (take) _____ (3) singing lessons. In 2002 he (work) _____ (4) for various television programs and in 2006 he (get) _____ (5) famous

4 Write interrogative (?) or negative (-) sentences using the Past simple of to be and the following words.

- Yesterday / I / busy. (-)
- You / at home / two days ago (?)
- That song / new (-)
- your English teacher / absent / yesterday (?)
- what time / the football match (?)
- My parents / on holiday / last week (-)

5 Complete the sentences with the past form of to be or to have.

- When I _____ six I _____ a dog called Blackie.
- My mother _____ long blonde hair when she _____ a girl.
- I _____ a pizza for dinner last night.
- Karen _____ absent from school last week because she _____ flu.
- Petrick _____ toast, marmalade and tea for breakfast this morning.
- We _____ a Science test today. The questions were really difficult.

7 Transform these affirmative sentences into the negative (-) or interrogative (?) forms.

- James bought a new CD. (?)
- He arrived at nine o'clock. (-)
- Karen did her homework yesterday. (?)
- Daren slept until 9.30 a.m. (-)
- Michelle lost her keys. (?)
- Tom Cruise married Julia Roberts. (-)

PAST CONTINUOUS

8 Transform the sentences into the Past continuous.

- David and Ali are playing football in the park.
- Is Camilla phoning her parents?
- Why is that girl crying?
- Michael and Tim aren't listening to the teacher.
- I'm reading a book about the French Revolution.
- Where are the children going?

PAST SIMPLE VS PAST SIMPLE

9 Underline the correct alternative.

- We watched / were watching TV when the lights went out.
- When my mom came into my room I wrote / was writing in e-mail.
- I went / was going to the park when the rain stopped.
- When the police arrived they arrested /

10 Write short answers to the questions. Use the words in brackets.

- Did Mark go to Jane's birthday party? (No)
- Did Kevin and Tom play tennis yesterday? (Yes)
- Did you go to England last summer? (No / we)
- Were you watching TV last night at ten o'clock? (No / I)
- Was Sarah washing her hair when you telephoned? (Yes)
- Were Darren and Rebecca playing video games when you arrived? (Yes)

COULD / COULDN'T

11 Complete the sentences with can, can't, could, couldn't.

- We _____ ski because there isn't any snow.
- Luca _____ answer the question because it was too difficult.
- I _____ sleep last night because I was thinking about the test.
- Albert Einstein was a famous scientist. He _____ speak eight languages!
- Venus Williams _____ play tennis when she was six.
- Daren's mum is an interpreter. She _____ speak English, Japanese and French.

when he (appear) (6) in the popular production High School Musical. He (finishes) (7) secondary school and (want) (8) to go to university, but then he (decide) (9) to continue his career as a film star. Between 2006 and 2008 he (make) (10) three High School Musical films. He (met) (11) his girlfriend Vanessa during castings for the first High School Musical film. He lives in Los Angeles with his parents and sister. He is very fond of his family and he thinks that his parents (help) (12) him a lot in his career.

were arresting the thief.
5. I did / was doing my homework when I got home from school.
6. When I got up this morning it didn't rain / wasn't raining.

PAST SIMPLE AND CONTINUOUS

10 Write short answers to the questions. Use the words in brackets.

- Did Mark go to Jane's birthday party? (No)
- Did Kevin and Tom play tennis yesterday? (Yes)
- Did you go to England last summer? (No / we)
- Were you watching TV last night at ten o'clock? (No / I)
- Was Sarah washing her hair when you telephoned? (Yes)
- Were Darren and Rebecca playing video games when you arrived? (Yes)

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- Daren's mum is an interpreter. She _____ speak English, Japanese and French.

Cada dos unidades, los alumnos podrán resolver un *Progress Test* con actividades cortas y simples que integran los contenidos presentados en ambas unidades. Las actividades propuestas son similares a las trabajadas en el libro del alumno y en el libro de actividades integrado (*Workbook*), lo cual ayudará a los alumnos a sentirse familiarizados con las estrategias de resolución.

Answer Key

1

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

2

1. shoes; 2. hat; 3. trousers; 4. skirt; 5. tie; 6. jacket; 7. cap;
8. shoes

3

1. was; 2. was; 3. were; 4. was; 5. were; 6. were

4

1. Yesterday I wasn't busy.
2. Were you at home two days ago?
3. That song wasn't new.
4. Was your English teacher absent yesterday?
5. What time was the football match?
6. My parents weren't on holidays last week.

5

1. was, had; 2. had, was; 3. had; 4. was, had; 5. had; 6. had, were

6

1. was; 2. started; 3. took; 4. worked; 5. got; 6. appeared;
7. finished; 8. wanted; 9. decided; 10. made; 11. met; 12. helped

7

1. Did James buy a new car?
2. He didn't arrive at 9 o'clock.
3. Did Karen do her homework yesterday?
4. Darren didn't sleep until 9.30 a.m.
5. Did Michelle lose her keys?
6. Tom Cruise didn't marry Julia Roberts.

8

1. David and Ali were playing football in the park.
2. Was Camilla phoning her parents?
3. Why was that girl crying?
4. Michael and Tim weren't listening to the teacher.
5. I was reading a book about the French Revolution.
6. Where were the children going?

9

1. were watching 2. was writing 3. was going
4. arrested 5. did 6. wasn't raining

10

1. No, he didn't. 2. Yes, they did. 3. No, we didn't.
4. No, I wasn't. 5. Yes, she was. 6. Yes, they were.

11

1. can't 2. couldn't 3. couldn't
4. could 5. could 6. can

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UNIT 5 – Asking the way

Functions

Preguntar y dar indicaciones para llegar a un lugar

Preguntar y expresar lo que uno piensa hacer en el futuro

*How do we get to the British Museum?
Go up Tottenham Court Road, then turn right at Great Russell Street.
What are you going to see?
We are going to see the Rosetta Stone.*

Project

Crear un plan de itinerario para mostrarle la ciudad a un visitante del extranjero

Vocabulary

Lugares de una ciudad

Grammar

Prepositions of place: *next to, near, opposite, between, on the left/right*
going to (future) - Affirmative, negative and interrogative forms; short answers

CLIL

Ciencias Sociales: trabajo de investigación sobre museos interesantes del mundo

Culture

El Museo Británico

Detailed skills

Listening

- escuchar diálogos para extraer información personal sobre intenciones futuras
- escuchar un diálogo sobre los planes de alguien para visitar una ciudad

Spoken interaction

- intercambiar información personal sobre intenciones futuras
- discutir un proyecto de visita a una ciudad

Reading

- leer un texto informativo sobre el Museo Británico de Londres

Writing

- escribir un programa de actividades y recorridos para una visita a una ciudad

Para prepararse...

Lea el título de la unidad con los alumnos y pídale que observen las fotografías. Guíelos para que puedan predecir lo que aprenderán en esta unidad. Anímelos a relacionar el título (*Asking the way*) con los objetivos y pregúnteleles de qué manera se relacionan (uno puede preguntar dónde queda determinado lugar porque piensa hacer algo allí en el futuro).

A trip to the British Museum

Before you listen

Converse con los alumnos sobre sus experiencias en ciudades o barrios que no conocen. Pregúnteleles cómo se las arreglan para llegar a lugares desconocidos, pregunte si se han perdido alguna vez y cómo fue esa experiencia. Formule preguntas como, por ejemplo: *What do you do when you have to go to a part of the city you don't know? Do you look at a map before going, or do you ask for directions in the street? Did you ever get lost in a part of the city you don't know?*

Pida a los alumnos que miren las fotografías y hagan sus predicciones. Pregunte quiénes son los cuatro señores de la foto pequeña (*The Rolling Stones*) y cuál les parece que será la conexión entre el señor mayor y los cuatro amigos (Yasmin, Emma, Charlie y Sam). Pregunte *Who can you see in the photo? Where are they? What are they doing?*

1 5.01 Pida a los alumnos que cierren sus libros. Léales la consigna. Reproduzca el audio y pídale que escuchen prestando especial atención al equívoco entre Yasmin y el hombre al que le piden instrucciones para llegar a destino.

Reproduzca nuevamente el audio pero esta vez permita a los alumnos seguir el texto en sus libros.

Tip

El equívoco tiene que ver con que el hombre entiende *The Rolling Stones* cuando los chicos le dicen que van a ver la *Rocheda Stone*. Seguramente los alumnos conocen a la banda de rock, pero tal vez no sepan qué es la *Rocheda Stone*. Comparta esta información con los alumnos: *The Rocheda Stone is a stone with a text carved on it. The text was written by a group of priests to honour the Egyptian Pharaoh Ptolemy V. It is written in three different scripts: hieroglyphs, demotic and Greek. It is very important because thanks to it, historians could learn how to decode and read hieroglyphs. It was carved in 196 BC. French soldiers found it during Napoleon's campaign in Egypt in Rosetta (a town in the Delta of the Nile) in 1799.*

5 Asking the way

Voy a aprender a:

- preguntar y dar indicaciones para llegar a un lugar
- preguntar y expresar lo que uno piensa hacer en el futuro

SOHO

TOTTENHAM CO

A trip to the British Museum

Before you listen

What do you do when you have to go to a part of the city you don't know? Do you look at a map before going, or do you ask for directions in the street? Did you ever get lost in a part of the city you don't know?

Look at the picture.

Who can you see in the picture?
Where are they?
What are they doing?

1 5.01 Emma, Yasmin, Charlie and Sam are going to the British Museum. Listen to the dialogue.

Charlie	Excuse me?	Charlie	How do we get to the British Museum?	Sam	Cross the road here at the traffic lights. Go up Tottenham Court Road. Then turn right at Great Russell Street. It's the first street on the right.
Man	Yes?	Man	Go straight on and the museum is on the left.	Emma	You can't miss it.
Yasmin		Yasmin		Man	Thank you very much.
Sam		Sam		Yasmin	You're welcome. What are you going to see?
				Charlie	We're going to see the Rosetta Stone.
				Man	The Rolling Stones?
				Yasmin	No, the Rosetta Stone!! We're doing a project about the ancient Egyptians at school...
				Charlie	Oh, sorry. My hearing isn't very good. Anyway, it's a very interesting museum, and the entrance is free.
				Man	Yes, we know.
				Yasmin	Well, thank you very much for your help. Goodbye!
				Charlie	You're welcome.
				Man	What a funny man! The Rolling Stones!
				Yasmin	... in the British Museum!
				Charlie	Ha, ha, ha!!!

Comprehension

2 Cover the dialogue in exercise 1 and complete the summary.

Emma, Yasmin, Charlie and Sam are (1) to the British Museum, but they (2) know how to get there. A man gives them directions. They want to see the Rosetta (3), because they are doing a (4) about the Ancient (5). The man thinks they want to see the (6). The entrance is (7).

Comprehension

2 Pida a los alumnos que completen el resumen de lo sucedido a Emma, Yasmin, Sam y Charlie camino al Museo Británico (*the British Museum*). Desafíelos a que cubran el diálogo y traten de recordar la información que falta.

Realice una corrección grupal en el pizarrón. Invite a algunos voluntarios a que escriban las respuestas.

Focus on VOCABULARY

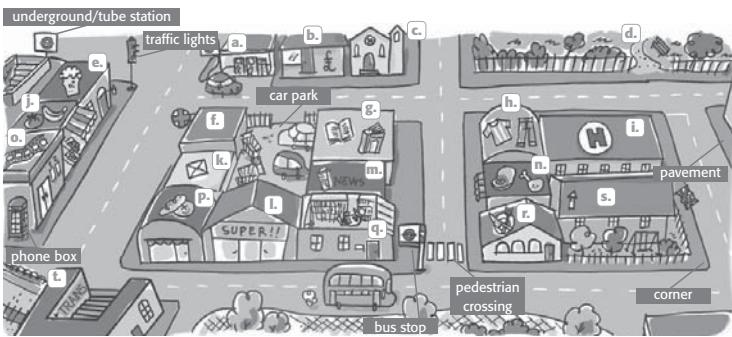
The town

3a Look at the places in the town and match them to the words in the pool. Then listen, check and repeat.

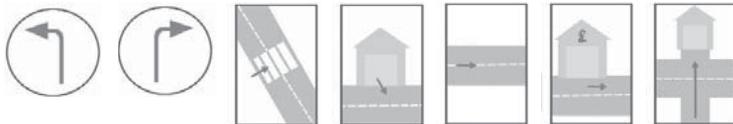
Project Time

Our project for this Unit is to create a plan to show your town to a visitor from abroad.

- 1. cinema • 2. bank • 3. post office • 4. greengrocer's • 5. hospital • 6. pub
- 7. restaurant • 8. supermarket • 9. school • 10. newsagent's • 11. library
- 12. petrol station • 13. baker's • 14. railway station • 15. park • 16. clothes shop
- 17. butcher's • 18. chemist's • 19. church • 20. bookshop



3b Now listen and repeat these expressions.



4a You are at the station. Listen and follow the directions. Write the name of the place you get to.

1. 2. 3. 4. 5.

4b Work in pairs. Choose three destinations, but don't tell your classmate. Using the expressions in exercise 3b, give him/her directions. Where are you?

forty-seven

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Project Time (Presentación)

En esta sección, es importante destacar el uso de la lengua extranjera como medio de comunicación y entretenimiento. A su vez, es una sección que generará espacios propicios para trabajar valores y/o conductas socio-culturales que necesiten ser discutidas, elaboradas o afianzadas.

Lea con los alumnos el adelanto del proyecto en el que trabajarán al cierre de la unidad. Esta tarea final integrará los vocabularios y estructuras gramaticales aprendidos de la unidad 5 de una manera creativa y al mismo tiempo comunicativa. Los alumnos crearán un plan de itinerario para mostrarle su ciudad a un visitante del extranjero.

Si bien no hace falta detenerse a explicar el proyecto en detalle aún, es muy importante que los alumnos sepan que están aprendiendo los distintos vocabularios y estructuras con un propósito específico.

Focus on VOCABULARY

3a Desafíe a los alumnos a demostrar cuánto recuerdan sobre los vocabularios relacionados con los distintos lugares de una ciudad.

Pídale que observen la imagen y coloquen la letra correspondiente junto al nombre de cada lugar.

Reproduzca el audio una vez para que comprueben si han unido las palabras correctamente y reproduzcalo nuevamente para que repitan las palabras pronunciándolas con corrección.

Dirija la atención de los alumnos hacia las palabras, presentadas como vocabulario extra, que incluye la ilustración (*traffic lights, phone box, pedestrian crossing, pavement, corner*) que si bien no se refieren a lugares de la ciudad, son importantes para dar direcciones.

3b Explique a los alumnos que trabajarán con verbos y frases verbales que son fundamentales para dar instrucciones sobre cómo llegar a determinado lugar.

Reproduzca el audio y pídale que repitan las frases al mismo tiempo que observan las imágenes para que los significados queden claros y se graben en sus memorias.

4a Pida a los alumnos que observen el plano de la ciudad del ejercicio 3a. Dígales que se sitúen en la estación de trenes.

Explique que escucharán instrucciones para llegar a cinco destinos diferentes y al finalizar cada instrucción deberán escribir el nombre del lugar al que los conduce.

4b Esta vez, será el turno de los alumnos de dar instrucciones. Pídale que elijan tres destinos de la imagen de la actividad 3a y utilicen los vocabularios y frases presentados para guiar a sus compañeros. Recuérdelos que deberán aclarar dónde deben sus compañeros situarse al inicio.

Focus on FUNCTIONS

FUNCTION A

Asking for and giving directions

Lea con los alumnos el intercambio entre Charlie y el hombre al que le pide ayuda para llegar al museo. Pídale que presten especial atención a cómo pedir instrucciones: *How do we get to...?*. Ofrézcales una o dos opciones más, por ejemplo: *Can you tell me how to get to...? / Excuse me. Where is ...?*.

5 Explique a los alumnos que ellos armarán su propio plano ubicando los distintos lugares (*hospital, cinema, library, bank, clothes shop*) donde ellos prefieran y darán instrucciones a sus compañeros sobre cómo llegar a cinco destinos.

Sus compañeros elegirán el destino mediante preguntas como, por ejemplo: *How do we get to...?, Can you tell me how to get to...? o Excuse me. Where is ...?*

Pida a dos voluntarios que modelen el diálogo en el frente como ejemplo para la clase:

A: *Excuse me, how do I get to the cinema?*

B: *Turn left/right. / Take the first/second street on the right/left. / The cinema is... .*

A: *Thanks so much.*

B: *You're welcome.*

Pida a los alumnos que se agrupen de a pares. El ejercicio provee dos mapas para que los alumnos realicen la actividad dos veces, cada vez cumpliendo un rol diferente.

Tip

Recorra el aula y monitoree los intercambios sugiriendo y corrigiendo. Recuerde tomar notas de aquellos errores frecuentes que necesiten una explicación más detallada para volver sobre ellos en una instancia futura.

SPEAKING CARD

6 Los alumnos trabajarán de a pares. *Student A* deberá dar instrucciones a *Student B* para llegar a cuatro lugares, de a uno por vez, sin decirle cuáles son esos lugares.

Student B dirá a qué lugar llegó y si es correcto *Student A* sabrá que sus instrucciones fueron acertadas.

Luego, *Student B* dará las instrucciones invirtiéndose, de este modo, los roles.

Monitoree el trabajo para guiarlos a utilizar el idioma inglés la mayor parte del tiempo.

Focus on FUNCTIONS

FUNCTION A

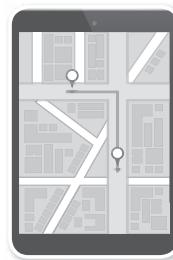
Asking for and giving directions

Charlie

How do we get to the British Museum?

Man

Cross the road... then turn right... go straight on.



5 Work in pairs. Mark on map n. 1 the position of a cinema "C", a hospital "H", a library "L", a clothes shop "CS" and a bank "B", as you find the position of a supermarket marked "S". Start from the supermarket marked "S" and give your classmate directions to get to the five places. Then change the role and complete the map n. 2.

Example: A Excuse me, how do I get to the cinema?
B Turn left/right. / Take the first/second street on the right/left. / The cinema is on the right/left near...
A Thanks so much.
B You're welcome.

1



2



SPEAKING CARD STUDENT A

6 Look at the map and tell student B (*Card B* on p. 65) how to get to: the post office, the pub, the school, the petrol station starting from the church. Don't tell your classmate what the place is.

Example: A Start from the church. Go straight on...
B Is it the school?
A Yes, it is.



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Opcional

Prepare tarjetas con instrucciones como las siguientes:

Turn right at the crossroads.

My house is the first on the right.

Go along the road.

Walk past the café.

Go through the park.

Turn left at the bank.

Go under the bridge.

Go into the zoo.

Go up the bridge.

Invite a varios alumnos a pasar al frente, tomar una tarjeta al azar y dibujar la instrucción en el pizarrón. Sus compañeros deberán decir, en base al dibujo, cuál es la instrucción descripta en la tarjeta (o al menos algo bastante cercano al original).

Asking the way

5

de posibles saludos iniciales y finales para correos electrónicos y cartas informales.

Need help with grammar?

Go to pages 52-53.

7 Work in pairs. Ask for and give directions to get to your house from a place in your town.

Example: A How do I get to your house from the church in Via Roma?
B Well, from the church, walk along Via Roma, go past the bank and turn right into Via Dante. My house is at the end of the street, on the left.

**FUNCTION B****Asking and talking about future intentions**

Man: What are you going to see?

Yasmin: We are going to see the Rosetta Stone.

8a Use the notes below to write six good intentions for the future.

Example: I'm going to spend my time reading books.

1. spend my time...
2. save money for...
3. stop eating...
4. study... everyday
5. learn to play...
6. be a..., after school
7. have my holidays in...
8. help... with...

8b Work in group of three.

In turn, ask and answer about your future intentions.

Example: A How are you going to spend your time?
B I'm going to spend my time reading books.
C Are you going to stop eating hamburgers?
D No, I'm not. They're too good.

9 Work in the same group of three. Think again about your future. In turn, ask and answer about your plans about:

- Your family: you are going to get married / to be single / to have children...
- Your house: you are going to live in a town / to have a cottage in the country / to stay in your house...
- Your job: you are going to do an interesting job / to be a... / to work abroad.
- Your interests: you are going to visit far away countries / to do voluntary work / to learn foreign languages...

Example: A Are you going to get married?
B Yes, I am. And I am going to have three children.

Project Time

Think about a visit from someone who lives in a different country.

How long should he/she stay?

What are you going to do? Think about seven or eight possible plans.

What sights are you going to visit? Look for simple information about some of them. Also, you are going to write an e-mail to your visitor. Think about possible greetings and closing remarks. For example: "I'm really looking forward to seeing you!" Write it down for the project!

forty-nine

49

**Project Time
(Notas)**

Permita que los alumnos trabajen de a pares para generar ideas pero explíquenles que luego, cada uno debe tomar sus propias notas ya que el proyecto es individual.

Pídale que imaginen que alguien de otro país vendrá a visitarlos. Deben decidir quién será, de qué país proviene, cuánto tiempo se quedará, qué actividades realizarán para divertirse, qué lugares lo llevará a conocer, etc. Puede pedir a los alumnos que lleven a cabo un trabajo de investigación sobre los lugares de interés para turistas que hay en su ciudad.

Todo la información que recaben será transmitida al visitante, de antemano, a través de un correo electrónico, así que también pídale que hagan listas

Need help with grammar?

Las siguientes actividades requerirán el uso de *going to* (future). De ser necesario, remita a los alumnos a la sección *Focus on Grammar* en las páginas 52 y 53 de sus libros y recorran la información en forma grupal.

Evalué si es un buen momento para que resuelvan también las actividades propuestas en dicha sección y las actividades que encontrarán en la página 91 del *Workbook*.

7 Explique a los alumnos que trabajarán de a pares con datos reales. Es decir que explicarán cómo llegar a sus propias casas desde algún lugar de la ciudad que ambos conozcan.

Pida a algunos voluntarios que lean sus diálogos.

FUNCTION B**Asking and talking about future intentions**

Explique que la estructura *to be (am, is, are) + going to + an infinitive verb* se utiliza para describir las actividades planeadas para el futuro.

8a Lea la consigna y los *prompts* con los alumnos. Pida a algún voluntario que explique lo que tienen que llevar a cabo (deberán escribir seis actividades planificadas para el futuro). Pídale que lean algunas.

8b Pida a los alumnos que se agrupen de a tres e intercambien información sobre sus planes futuros. Ejemplifique los diálogos con la ayuda de tres voluntarios.

A: How are you going to spend your time?

B: I'm going to spend my time reading books.

B: Are you going to stop eating hamburgers?

C: No, I'm not. They're too good.

Pida a los grupos que roten entre sus integrantes para que todos cumplan los tres roles. Monitoree el trabajo recorriendo el aula.

9 Esta vez los alumnos conversarán sobre sus vidas futuras, sus planes con respecto a tener o no una familia, un trabajo, hijos, una casa, realizar viajes, etc.

Recorra las consignas y los *prompts* para asegurarse que comprendan todo el vocabulario.

SKILLS and CULTURE

“If you are tired of London, you are tired of life”

READING

Converse con los alumnos sobre los museos. Pregúntales si alguna vez han visitado alguno y, en tal caso, qué les pareció. Indague sobre qué tipos de museos encuentran más interesantes. Formule preguntas como, por ejemplo: *Is there a museum in your town/city? What can you see there? What are the most interesting objects for you? Why?*

Tip

Para una mejor comprensión de los textos que leen, los alumnos necesitarán hacer asociaciones entre sus conocimientos previos (que probablemente no sepan expresar en inglés) y el nuevo contexto. Permita a los alumnos usar el español con los compañeros para descubrir cuánto saben del tema que aborda el texto antes de presentar sus ideas a la clase.

10 Pida a los alumnos que lean el texto sobre el Museo Británico y elijan la opción correcta para completar las oraciones.

Tip

Una estrategia importante cuando los alumnos resuelven ejercicios de *multiple choice* es la de eliminar las respuestas incorrectas como primer recurso. Esta estrategia es particularmente útil cuando no están seguros de la respuesta correcta y necesitan el proceso de eliminación para acercarse a ella.

Tip

Long Night of Museums, Buenos Aires:
More than 222 museums and other cultural places open their doors to locals and tourists on an October night every year. All of the events are free and you can spend the night travelling around Buenos Aires (capital city and surrounding suburbs) visiting art museums, history museums, transport museums and many others. You can also enjoy concerts, ballet and typical food. It is a really interesting experience.

SKILLS and CULTURE

“If you are tired of London, you are tired of life”

(Samuel Johnson)

READING

Is there a museum in your town? What can you see there? What are the most interesting objects for you? Why?

10 Read the text about the British Museum and then answer the questions. Choose the correct answer (a, b or c).

THE BRITISH MUSEUM

The British Museum is a museum of human history situated in London. Its collections of over thirteen million objects document the story of human culture from its beginnings to the present day. The museum was established in 1753, based on the collection of objects of the physician and scientist Sir Hans Sloane. The museum was like a display of



curiosities: Egyptian mummies, watches, hats and maps. When it opened to the public in 1759, only 10 people an hour could visit it. A 12-year-old visitor, John Coltrane, wrote to his brother: “First we saw the Egyptians dead many years ago, next we saw the skull of an elephant and, after that, the hat of a queen, the brim of it is like the carpet in our living room”. After the defeat of the French Campaign in the Battle of the Nile, in 1801 the British Museum acquired many Egyptian sculptures and it presented the Rosetta Stone, the key to the deciphering of hieroglyphics. In 1818 the Italian explorer Belzoni brought the colossal bust of Ramesses II from Thebes. Belzoni said he found the bust with its face smiling at him, happy to go to England! Today the 11 galleries of the Department of Ancient Egypt and Sudan house a very large collection of antiquities of immense importance for their quality. The collection of the Department of Greek and Roman antiquities includes the Parthenon Marbles and part of the Mausoleum of Halikarnassos, one of the seven wonders of the Ancient World. In the Department of Asia and in the Department of Africa, Oceania and the Americas the collections of objects span two million years and tell the history of man from continents of different cultures.

1. The British Museum is

- a. an Art Gallery
- b. a museum of Natural Science
- c. a museum of History and Culture

2. In 1753 the museum was a display of

- a. Sir Hans Sloane's objects
- b. curiosities from the world
- c. British antiquities

3. When John visited it in 1759, he saw

- a. mummified wild animals
- b. the furniture of a queen
- c. Egyptian mummies

4. The museum started growing after

- a. 1759 b. 1818 c. 1801

5. The Rosetta Stone showed the way of

- a. growing Egyptian flowers
- b. understanding Egyptian writing
- c. building Egyptian pyramids

6. According to Belzoni, the bust of Ramesses asked him to

- a. leave it in Thebes
- b. leave to England
- c. take it to England

7. The Department of Ancient Egypt and Sudan displays

- a. only a small part of Egyptian objects
- b. a lot of precious antiquities
- c. 11 mummies

8. You can see part of the Mausoleum of Halikarnassos in the Department of

- a. Asia
- b. the Ancient World
- c. Greece and Rome

Some cities, like Berlin, host a “Long Night of Museums” once a year. The city’s museums are open and welcome visitors during the night. Find out if a city in your country hosts a similar event. If so, which museum would you like to visit?

50 fifty

Asigne unos minutos de la clase para conversar sobre algunos eventos culturales como la Noche de los Museos en Berlín, Alemania. Pregunte a los alumnos si oyeron hablar de ese evento o de alguno similar. Tal vez alguien haya oido sobre la Noche de los Museos de Buenos Aires que se organiza cada año en el mes de octubre, de lo contrario, coméntele de qué se trata.

Pregúntales si les gustaría participar de un evento como ese y, en tal caso, qué museos elegirían como los más interesantes para visitar. Pídale que den las razones para todas sus opiniones.

Asking the way

5



LISTENING AND READING



11a 5.05 Glenda is going to London. It's her first visit and she's going to see a lot of sights. Listen to her conversation with Karen and number the pictures in the order you hear them.

Big Ben

London Eye

Houses of Parliament

St Paul's

Tower Bridge

Tower of London

11b Match the pictures (1-6) with the appropriate description (a-f).

- a. Built as a fortress in 1070, it became a royal palace, then a prison. Today the Crown Jewels are here and the Queen's guards, the Beefeaters, protect it.
- b. Christopher Wren built it from 1675 to 1710 after the Great Fire of London in 1666. Many royal events and religious services are celebrated here.
- c. It is a very big observation wheel. Each cabin can have 25 people. It takes 30 minutes to go round.
- d. This is the seat of the Parliament. The Queen visits once a year, in November, to open Parliament.
- e. The bridge with two towers was completed in 1894. It opens to let boats pass four or five times a week.
- f. Visitors often think it is the name of the clock. Actually it's the name of the bell in the tower.



WRITING

12 There are so many things to see in London! Trafalgar Square (www.london.gov.uk/trafalgar-square), Westminster Abbey (www.westminster-abbey.org), Portobello Road (www.portobelloroad.co.uk), Buckingham Palace (www.royal.gov.uk/TheRoyalResidences/ResChannel.aspx), Hyde Park (www.royalparks.org.uk/parks/hyde_park), Madame Tussaud's (www.madametussauds.com)... You can pick and choose. Look for some simple information from the Internet about two or three sights you are going to visit on

your next trip to London. Write what you are going to do, to see, to try..., how long you are going to stay, who you are going with, what your experience is going to be like. Start like this: *At last I'm leaving for London. I'm going to...*

SPOKEN INTERACTION

13 Tell your classmates about your plan for the visit to London. Get ready to answer their questions about what to see, what to do, how long to stay, who to go with. Try to make your report interesting by showing some pictures of what you are going to visit.

- Find out about a museum that you would like to visit. It can be a museum in another country.
- What would you like to see there?
- Check the information with your Social Sciences teacher.

fifty-one

51

CLIL Social Sciences

CLIL Social Sciences

Aiente a los alumnos a que realicen un trabajo de investigación sobre un museo que les gustaría visitar, ya sea en el país o en cualquier lugar del mundo. Pídale que averigüen cuáles son las exhibiciones más famosas o más costosas del museo, dónde queda, qué tipo y qué cantidad de visitantes recibe, etc. Asigne la tarea con suficiente anticipación para darles la oportunidad de consultar distintas fuentes y de chequear la información con su profesor/a de Ciencias Sociales.

Dedique una clase a compartir la información que los alumnos hayan recolectado. Invítelos a confeccionar un folleto promoviendo la visita al museo que eligieron.

De ser posible, despliegue sus trabajos en un lugar al que pueda acceder toda la comunidad escolar para que puedan, de este modo, compartir el resultado de su investigación.



LISTENING AND READING



11a 5.05 Pida a los alumnos que lean las consignas. Seleccione a algunos voluntarios para que expliquen lo qué escucharán (a Glenda hablando de su primera visita que realizará a Londres). Pregúntele cuál es la relación entre el audio que escucharán y las imágenes (son los lugares de Londres que Glenda visitará).

Reproduzca el audio y pídale que numeren las imágenes en el orden en que se mencionan en el diálogo.

11b Pregunte a los alumnos qué conocen sobre los lugares turísticos que muestran las fotografías. Pídale que comparten la información para que todos puedan beneficiarse con ella.

Divida la clase en grupos de dos o tres integrantes y pídale que con la ayuda del diálogo que escucharon y de los aportes de sus compañeros unan las descripciones con los puntos turísticos de Londres.

Conduzca la corrección grupal en el pizarrón.



WRITING

12 Pida a los alumnos que visiten las páginas web sugeridas en la actividad para conocer un poco más sobre los típicos lugares turísticos de Londres.

Sugíerale que elijan los que encuentren más atractivos (dos o tres) y copien información simple de los sitios visitados.

Con esta información deberán describir los itinerarios de su futuro viaje imaginario a Londres. Deberán incluir los lugares que visitarán, las actividades que realizarán, cuánto tiempo se quedarán, con quiénes irán, etc.

SPOKEN INTERACTION

13 Pida voluntarios para contarles a los compañeros sus planes para el viaje a Londres. Permita a aquellos alumnos que son más inseguros que los lean, así logrará que participen más activamente en la clase.

Sus compañeros escucharán los planes y podrán formular preguntas sobre los lugares que visitarán, las excursiones que realizarán o lo que gusten saber.

Aiente a los alumnos que cuentan sus planes a enriquecer el relato a través de imágenes, fotos o folletos que puedan conseguir.

Focus on GRAMMAR

Esta sección, que encontrará al final de cada unidad, tiene como objetivo sistematizar conceptos gramaticales que han sido previamente presentados en contexto y trabajados en diferentes actividades comunicativas.

Los alumnos podrán utilizar las tablas gramaticales como material de referencia tanto para reforzar la explicación del tema durante el desarrollo de la unidad en cuestión como para revisar o integrar los conceptos al finalizar la unidad.

Las actividades son cortas y focalizadas permitiendo a los alumnos concentrarse en el concepto que necesitan afianzar.

Un método eficaz de **corrección** para las actividades de la sección *Focus on Grammar* puede ser el conocido como *think-pair-share*. En primer lugar, los alumnos responderán o resolverán las actividades individualmente. Y luego, compararán sus respuestas con las de sus compañeros, si son distintas, las marcarán y trabajarán juntos re-pensándolas hasta alcanzar un acuerdo.

El uso de juegos didácticos siempre ayuda a amenizar y a distender la atmósfera de la clase, especialmente durante las lecciones centradas en la gramática que implican una mayor concentración de parte de los alumnos.

Suppositions: El objetivo de esta actividad es la práctica de *going to* (*future*).

Con anticipación, prepare tarjetas con los nombres de diferentes objetos, por ejemplo: *a teddy bear, a fifty-pound note, a shoe, a pair of scissors, a pen drive, a towel, an aspirin, a snorkel*, etc.

Invite a varios voluntarios a pasar al frente y tomar una tarjeta al azar. Después de leer la palabra en sus tarjetas, por turnos, deberán formular la siguiente pregunta al resto de sus compañeros, por ejemplo: *Why do I have (a shoe) in my bagpack?*

El primer alumno a quien se le ocurre una respuesta para dar, levantará la mano y la compartirá con toda la clase. Por ejemplo: *Because you are going to take it to the shoemaker's.*

Instructions Pictionary: El objetivo de esta actividad es repasar las instrucciones que damos para dirigir a alguien a algún lugar.

Prepare tarjetas con instrucciones simples, por ejemplo:

Go out of the class.

Go past the supermarket.

Go straight along the road.

Go up the bridge.

Turn left at the pizza house.

My house is the first on the right.

Turn right at the crossroads.

Go under the bridge.

Go into the zoo.

Focus on GRAMMAR

GRAMMAR POINT 1

PREPOSITIONS OF PLACE

The greengrocer's is *next to* the cinema.
The greengrocer's is *near* the railway station.
The greengrocer's is *opposite* the post office.
The greengrocer's is *between* the cinema and the pub.
The cinema is *on the left* of the bank.
The baker's is *on the right* of the bank.

GRAMMAR POINT 2

GOING TO

Affirmative form

I am	going to	buy a CD
you are	going to	fly your kite
he is	going to	ride his bike
she is	going to	learn Spanish
it is	going to	rain
we are	going to	have a picnic
you are	going to	visit a museum
they are	going to	do the shopping

GRAMMAR POINT 3

GOING TO

Negative form

I am	not going to	have a picnic
you are	not going to	buy a CD
he is	not going to	ride his bike
she is	not going to	learn French
it is	not going to	rain
we are	not going to	visit a museum
you are	not going to	fly your kites
they are	not going to	do the shopping

GRAMMAR POINT 4

GOING TO

Interrogative form and short answer

Am I
Are you/we/they going to have a picnic?
Is he/she/it
Are you going to watch the film?
Yes, I am. / No, I'm not.
Is she going to wash her hair?
Yes, she is. / No, she isn't.

Workbook p. 91

52 fifty-two

Go through the park.

Walk past the café.

Divida a la clase en cuatro grupos. Por turnos, pida a un integrante de cada grupo que pase al frente y tome una tarjeta. Concédale dos minutos para leer la instrucción y dibujar pistas que ayuden a los integrantes de su grupo a adivinar cuál es la instrucción.

Maze: El objetivo de esta actividad es dar instrucciones para guiar a alguien a través de un laberinto.

Divida a la clase en dos grupos. Cada grupo elegirá un jugador para guiar y un jugador que será guiado (a quien deberán cubrirle los ojos). Disponga las mesas para simular un laberinto con entrada y salida.

Por turnos, cada grupo deberá guiar a su compañero. El alumno que logre llegar a la salida del laberinto en el menor tiempo obtendrá un punto para su grupo.

Reordene las mesas para cambiar el diseño del laberinto luego de cada ronda.

14 Look at the map of the town in exercise 3a, read the definitions and identify the building.

Example: It's opposite the post office.
The greengrocer's...

1. It's next to the greengrocer's and opposite the chemist's.

2. It's between the restaurant and the clothes shop.

3. It's next to the bank and opposite the bookshop.

4. It's opposite the park and next to the school.

15 Work in pairs. In turn, choose five buildings from the map of the town in exercise 3a and describe their location. Your classmate guesses the right building.

Example: A It's next to the bank and opposite the bookshop.
B The church?
A Right!

16 Look at the map of the town again (exercise 3a), follow the directions and identify the building. Start from the railway station.

Example: Come out of the station and go straight on. It's on the left opposite the chemist's. It's the pub.

1. Come out of the station and turn right. Go straight on and turn left at the library. Go straight on. Turn left at the bookshop. It's opposite the bookshop. It's the

2. Come out of the station and go straight on. Turn right at the traffic lights and it's on the left between the petrol station and the church. It's the

3. Come out of the station and turn right. Go straight on and cross the road. It's on the corner next to the school. It's the

4. Come out of the station and go straight on. Turn left at the traffic lights. It's next to the pub. It's the

Asking the way

5

17 Complete the sentences with the correct form of *going to* and the verb in brackets.

Example: I am *going to watch* TV after dinner tonight.

1. My mother (take) me to the hospital this morning.
2. My brother and his girlfriend (get) married.
3. Our History teacher (give) us a test on the French Revolution.
4. My parents (buy) a new car.
5. Chris and Bernard (play) tennis in the park.
6. Sarah (become) a police officer when she grows up.
7. I (give) my grandma some flowers for her birthday.
8. We (have) dinner at Roberto's Italian restaurant tonight.

18 Look at the pictures and write what is going to happen. Use the verbs in the pool.

play • turn off • win • get • have
• listen • catch



Example: They're going to play tennis.



1. She the bus.



2. He to a CD.



3. They wet.



4. She a baby.



5. He the race.



6. He the light.

I can...

- ask for directions and give them
- ask and talk about future intentions

uno deberá diseñar y describir su plan individualmente.

Recorra el aula sugiriendo y ayudando a quien lo necesite.

I can...

Conceda a los alumnos los últimos minutos de la clase para que reflexionen sobre su propio aprendizaje. Pídale que, en forma individual, marquen los objetivos de la unidad que consideran haber alcanzado.

Esta instancia de auto-evaluación resultará muy enriquecedora si los alumnos logran comprender la importancia de reflexionar sobre lo aprendido a conciencia.

Para anotar...

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Project Time

Now we will complete and present the project. Use this information to write an e-mail to your visitor from abroad. Remember, you have to include the plan to show him/her your town! Include this info about the visit:

- The name of your town
- Brief description of your town
- Places you are going to visit (museums, historic sites, etc.)
- Things you are going to do (having picnics, going shopping, having dinner at a special restaurant, etc.)

Now you are ready to show your town to a visitor in English!

fifty-three

53

Project Time

(Producción final)

Explique a los alumnos que, para cerrar esta unidad de trabajo, llevarán a cabo el proyecto sobre el cual han estado trabajando en diferentes etapas: idear un plan de itinerario para mostrarle su ciudad a un visitante del extranjero.

Invítelos a que busquen las notas que hayan tomado en las etapas anteriores. Recuérdelos que deberán incluir toda la información en un correo electrónico para informar al visitante de todo lo que lo espera cuando llegue. Recorran los ítems que deberán incluir en el correo electrónico (nombre del visitante, de qué país viene, cuánto tiempo se quedará, qué actividades planearon para él, qué lugares visitarán). Recuerde a los alumnos que pueden trabajar juntos pero cada

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AUDIOSCRIPT

Focus on VOCABULARY

Actividad 3a



Audioscript

1. o (cinema); 2. b (bank); 3. k (post office); 4. j (greengrocer's); 5. i (hospital); 6. e (pub); 7. r (restaurant); 8. l (supermarket); 9. s (school); 10. m (newsagent's); 11. q (library); 12. a (petrol station); 13. p (baker's); 14. t (railway station); 15. d (park); 16. h (clothes shop); 17. n (butcher's); 18. f (chemist's); 19. c (church); 20. g (bookshop).

Actividad 4a



Audioscript

1. Go out of the station and turn right. Turn left at the bus stop and go straight on. It's the second building on the right.
2. Go out of the station and cross the road. Go straight on and it's at the end of the road on the left.
3. Go out of the station and turn right. Go past the bus stop and go straight on. Turn left at the school on the corner. It's on the left after the school.
4. Go out of the station and cross the road. At the end of the road, cross the road at the traffic lights and turn right. It's the second building on the left.
5. Go out of the station and turn right. Turn left at the bus stop and go straight on. It's the second building on the left.

SKILLS and CULTURE

Actividad 11a



Audioscript

Glenda: I'm so excited. At last I'm leaving for London.

Karen: Lucky you! I visited London last year. It was fantastic!!!

Glenda: I hope I can see everything! Do you think two days are enough?

Karen: Just if you want to have a general view of it.

Glenda: Well, I'm going to go down the Thames and see some important sights.

Karen: So, you can't miss the Houses of Parliament, the seat of the British Government.

Glenda: There I can see Big Ben.

Karen: Yes, Big Ben, the famous bell in the Clock Tower. If you cross Westminster Bridge, you can get to the London Eye, in the south part of London.

Glenda: Oh, yes. I'm going to have a ride on it. Did you try it?

Karen: Yes, I did. It takes half an hour to go round. You can have a spectacular view of London.

Glenda: I'm going to take photos of the Beefeaters at the Tower of London.

Karen: ... and aren't you going to see the Crown Jewels?

Glenda: Yes, yes, and I know that near the Tower there's Tower Bridge, the bridge which opens to let boats pass, then I'm going to visit St Paul's Cathedral in the City and cross the Millennium Bridge and...

Karen: Stop, Glenda. I understand your enthusiasm. But you only have two days.

Glenda: OK. But there's one last thing I'm going to do.

Karen: What?

Glenda: I'm going to have a lovely time!

STUDENT'S BOOK 3 – Answer Key Unit 5

Comprehension

Actividad 2, página 46

1. going; 2. don't; 3. Stone; 4. project; 5. Egyptians; 6. Rolling Stones; 7. free.

Focus on VOCABULARY

Actividad 3a, página 47



5.02

1. o (cinema); 2. b (bank); 3. k (post office); 4. j (greengrocer's); 5. i (hospital); 6. e (pub); 7. r (restaurant); 8. l (supermarket); 9. s (school); 10. m (newsagent's); 11. q (library); 12. a (petrol station); 13. p (baker's); 14. t (railway station); 15. d (park); 16. h (clothes shop); 17. n (butcher's); 18. f (chemist's); 19. c (church); 20. g (bookshop).

Actividad 4a, página 47



5.04

Key: 1. the butcher's; 2. the pub; 3. the hospital; 4. the bank; 5. the newsagent's.

Actividad 4b, página 47 Las respuestas variarán.

Focus on FUNCTIONS

Actividades 5 y 6, página 48 Las respuestas variarán.

Actividad 7, página 49 Las respuestas variarán.

Actividades 8a, 8b y 9, página 49 Las respuestas variarán.

SKILLS and CULTURE

Actividad 10, página 50

Key: 1. c; 2. a; 3. c; 4. c; 5. b; 6. c; 7. b; 8. c.

Actividad 11a, página 51



5.05

Key: 1. Houses of Parliament; 2. Big Ben; 3. London Eye; 4. Tower of London; 5. Tower Bridge; 6. St Paul's Cathedral.

Actividad 11b, página 51

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

Actividad 12, página 51 Las respuestas variarán.

Actividad 13, página 51 Las respuestas variarán.

Focus on GRAMMAR

Actividad 14, página 52

1. The pub; 2. The butcher's; 3. The church; 4. The hospital.

Actividad 15, página 52 Las respuestas variarán.

Actividad 16, página 52

1. church; 2. bank; 3. restaurant; 4. underground/tube station.

Actividad 17, página 53

1. is going to take; 2. are going to get; 3. is going to give; 4. are going to buy; 5. are going to play; 6. is going to become; 7. am going to have; 8. are going to have.

Actividad 18, página 53

1. She's going to catch the bus; 2. He's going to listen to a CD; 3. They're going to get wet; 4. She's going to have a baby; 5. He's going to win the race; 6. He's going to turn off the light.

WORKBOOK – Answer Key Unit 5

Actividad 1, página 91

1. hospital; 2. bus stop; 3. pub; 4. baker's; 5. library;
6. chemist's; 7. restaurant; 8. church; 9. bookshop; 10. cinema;
11. post office.

El nombre del edificio es: *supermarket*.

Actividad 2, página 91

1. a; 2. a; 3. b.

Actividad 3a, página 91

- a. chemist's; b. school; c. cinema; d. restaurant; e. baker's; f.
butcher's.

Actividad 3b, página 92

Respuestas posibles: 1. It's opposite the cinema and next to the restaurant; 2. It's opposite the petrol station; 3. It's next to the supermarket and opposite the clothes shop; 4. It's between the baker's and the park; 5. It's next to the chemist's and opposite the school; 6. It's next to the school and opposite the chemist's.

Actividad 4, página 92

1. He's going to work in the garden; 2. They're going to spend a holiday in Italy; 3. They're going to have a baby; 4. They're going to play rugby; 5. She's going to become a doctor/a nurse; 6. She's going to cook lunch/dinner/a meal.

Actividad 5, página 92

1. We're going to miss the train; 2. He's going to fall off;
3. They're going to marry; 4. The film's going to start; 5. They're going to have a test; 6. He's going to win.

Actividad 6, página 93

1. The Wilsons aren't going to cook dinner at home. They're going to have dinner in a restaurant; 2. Harry isn't going to catch the bus. He's going to take a train; 3. Ruth and Joan aren't going to see a horror film. They're going to dance; 4. Mrs Drew isn't going to work at her hairdresser's. She's going to relax; 5. Mrs Martin isn't going to sleep till late. She's going to wake up early; 6. Mr Barker isn't going to use the computer. He's going to watch TV.

Actividad 7, página 94

1. Are you going to get up early tomorrow? Yes, I am; 2. Is his father going to buy a new car? No, he isn't; 3. Are you going to meet Caitlin outside the railway station tomorrow? Yes, I am; 4. Are the Grants going to spend their holiday in Mexico? No, they aren't; 5. Is Bernard going to visit Venice? Yes, he is; 6. Are you going to have a birthday party? No, I'm not; 7. Are John and Lisa going to marry next year? Yes, they are; 8. Are you going to see your grandparents at the weekend? No, I'm not; 9. Is Patrick's sister going to have a baby in July? Yes, she is; 10. Is her brother going to study Medicine at university? No, he isn't.

Actividad 8, página 94

1. Where are they going to stay?; 2. Why are you going to bed early?; 3. Who are you going to meet outside the clothes shop?; 4. When are you going to have a French test?; 5. What are you going to do after the match?; 6. How are you going to travel to Paris?; 7. Why are they going to move?; 8. How many pizzas are you going to order?

Actividad 9, página 94

1. D; 2. B; 3. A; 4. D; 5. A; 6. C; 7. B; 8. C.

Actividad 10a, página 95

Respuestas posibles:

- swimming, playing beach volleyball, sunbathing, relaxing, scubadiving, surfing, going jogging
- skiing, snowboarding, climbing, ice skating, animal watching
- visiting museums, walking, window shopping, dancing, going to restaurants

Actividad 10b, página 95

Respuestas posibles:

1. I'm And you?; 2. What are you going to do?; 3. Are you going to stay at home?; 4. I'm going to; 5. No, I'm not. Just four days; 6. I'm going to; 7. No, I'm going with Roberto and his parents.

UNIT 6 – Buses, trains and trams

Functions

Hablar de obligación y prohibición

Preguntar si uno debe hacer algo

Expresar que algo no es necesario

They must be with an adult. / I mustn't be home later than 6 o'clock.

Do we have to pay to get in?

We don't have to pay to get in.

Project

Crear una lista de consejos para un turista extranjero

Vocabulary

Medios de transporte

Grammar

must / mustn't

have to – Affirmative, negative and interrogative forms;
short answers

CLIL

Educación Física: trabajo de investigación
sobre las normas de seguridad de los distintos deportes

Pronunciation

La diferencia entre el sonido /s/ y el sonido /z/

Culture

El respeto por las leyes de tránsito

Detailed skills

Listening

- escuchar diálogos para extraer información sobre obligaciones y necesidades
- escuchar una lección sobre educación vial
- escuchar y distinguir sonidos

Spoken interaction

- intercambiar información sobre obligaciones y necesidades
- discutir sobre cuáles son los comportamientos viales correctos

Reading

- leer un texto informativo sobre educación vial

Writing

- escribir un párrafo sobre lo que deben hacer las personas con mal comportamiento vial

Para prepararse...

Lea el título de la unidad con los alumnos y pregunte a qué hace referencia (a medios de transporte). Pregúntele si alguna vez vieron un tranvía (*tram*) o si viajaron en uno.

Nota: Si bien el tranvía ya no circula en muchas de nuestras ciudades hay algunos lugares que aún los conservan como un pintoresco medio de transporte (por ejemplo en la provincia de Mendoza, el barrio porteño de Caballito, etc.).

Do we have to pay?

Before you listen

Reflexione con los alumnos sobre cómo se sentirían si tuvieran que mantener una conversación telefónica en inglés (inerviosos, confiados, inseguros, entusiasmados?). Pregúntele cómo se prepararían para sostener una charla telefónica, qué expresiones usarían. Formule preguntas como, por ejemplo: *Do you think you can have a short telephone conversation in English? Would you feel nervous? How do you think you can prepare a telephone conversation? What are the most important expressions you would need to know?*

Pídale que tomen nota de las expresiones que se mencionan en clase.

Dirija la atención de los alumnos hacia las fotografías. Pida a los alumnos que respondan las preguntas sugeridas en sus libros: *Who are the people in the photo? What objects can you see? Are they old or modern?*

1 Pida a los alumnos que cierren sus libros. Explíquenes que escucharán un diálogo telefónico entre Yasmin y Charlie. Pídale que presten especial atención al lugar a donde Charlie invita a Yasmin y a la forma en la que inician la conversación. Reproduzca el diálogo y escuche las respuestas de los alumnos.

Tip

La razón por la cual se sugiere una primera escucha con libros cerrados es para lograr concentración y desarrollar en los alumnos la habilidad de la escucha comprensiva. Se trata de entrenar el oído para comprender sin necesidad de ver el texto. Por esa razón las primeras escuchas son siempre a libro cerrado y con una única tarea sencilla que recompense sus objetivos de comprensión.

Comprehension

Vuelva a reproducir el audio pero esta vez permita que los alumnos sigan el texto en sus libros. Pídale que presten atención a la pronunciación y a la entonación.

6

Buses, trains and trams



Do we have to pay?

Before you listen

Do you think you can have a short telephone conversation in English? Would you feel nervous? How do you think you can prepare a telephone conversation? What are the most important expressions you would need to know? Discuss it with your teacher. Write down the expressions.

Who are the people in the picture?
What objects can you see?
Are they old or modern?

1 6.01 Charlie phones Yasmin: listen to the dialogue.

Yasmin 317 9176. Hello?
Charlie Hi, Yasmin. It's Charlie. Listen, Dad and I are going to the London Transport Museum on Saturday and I thought... Well, can you come, too?
Yasmin Where is it?
Charlie It's in Covent Garden. They've got these fantastic old buses, trams and underground trains there. There are lots of things to see and do.
Yasmin Do we have to pay to get in?
Charlie No, we don't. Children under 16 don't have to pay. But they must be with an adult. That's why Dad is coming, too.
Yasmin Listen, Charlie. I'm going to ask my parents.
Charlie Can I call you later?
Yasmin Yes, of course.

Comprehension

2 Read the sentences and mark (✓) if they are True (T) or False (F).

1. Charlie's phone number is 317 9167.
2. Charlie invited Yasmin to go to the Transport Museum.
3. Yasmin accepted Charlie's invitation immediately.
4. Entrance to the museum is free for children under 16 accompanied by an adult.
5. Yasmin asked her parents' permission to go to the museum.
6. Yasmin cannot come home from the museum after 6 o'clock.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

54

fifty-four



Voy a aprender a:

- hablar de obligación y prohibición
- preguntar si uno debe hacer algo
- expresar que algo no es necesario

(An hour later...)

Charlie 317 9203. Hello?
Yasmin Charlie, it's me, Yasmin. Dad says I can go, but I mustn't be home later than 6 o'clock. You know, I help him on Saturdays.
Charlie OK. That's great!

2 Pida a los alumnos que lean las oraciones y decidan cuáles de ellas son verdaderas y cuáles son falsas. Pida que justifiquen las verdaderas subrayando la información en el diálogo y que corrijan las falsas.

Realice una corrección grupal en el pizarrón. Invite a algunos voluntarios a que escriban las respuestas.

Opcional

Desafíe a los alumnos a crear, de a pares, un diálogo basado en el de Yasmin y Charlie en el que uno invite al otro a una visita guiada por la ciudad en un autobús sin techo (*open-top bus*).

Pídale a varios voluntarios que lo practiquen y lo actúen para la clase.

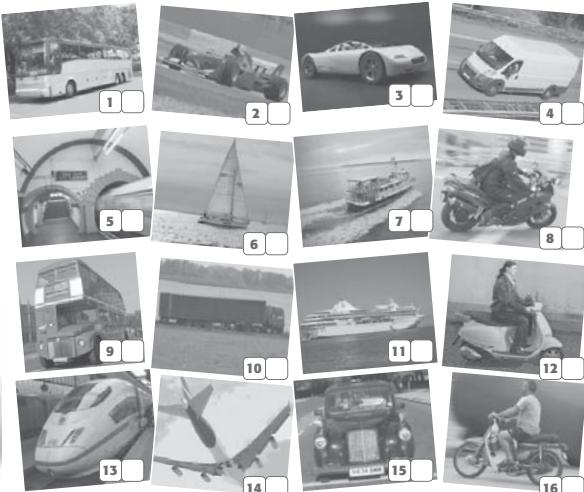
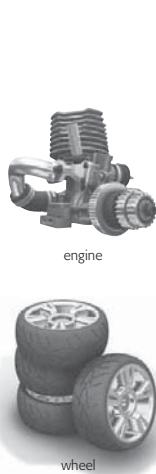
Una vez que todos los alumnos hayan actuado los diálogos, la clase podrá elegir uno y escribir un resumen.

Focus on VOCABULARY

Means of transport

3a Match the words in the pool to the pictures. Then listen and check.

- a. sports car • b. lorry • c. van • d. motorbike • e. scooter • f. moped • g. train • h. underground (train) / tube • i. coach • j. bus • k. racing car • l. taxi • m. ferry • n. plane • o. ship • p. sailing boat



3b Now read the definitions of these means of transport and write the right name.

1. In Britain we call it the Tube. It travels under the city.
2. It flies from one airport to another airport.
3. This vehicle is very large. It doesn't carry people. It usually has four wheels, but often it has six, eight or even more wheels.
4. This vehicle is very fast and very expensive. It's got four wheels and a powerful engine.
5. This very big vehicle normally carries tourists.
6. It usually carries passengers and vehicles on short journeys between two ports.
7. The Italians invented this popular two-wheeled vehicle with an engine after the Second World War.
8. Sometimes you pedal this two-wheeled vehicle. It has got a small engine.
9. A very fast vehicle with two wheels and a powerful engine.
10. You get on and off this vehicle at a stop. In Britain they're usually red.

We went on holiday by car.
I go to school on foot.

fifteen

55

Project Time

Our project for this Unit is to create a list of tips for a visitor from abroad.

Project Time (Presentación)

En esta sección, es importante destacar el uso de la lengua extranjera como medio de comunicación y entretenimiento. A su vez, es una sección que generará espacios propicios para trabajar valores y/o conductas socio-culturales que necesiten ser discutidas, elaboradas o afianzadas.

Lea con los alumnos el adelanto del proyecto en el que trabajarán al cierre de la unidad para integrar el vocabulario y las estructuras gramaticales presentadas en la unidad 6 de una manera creativa y al mismo tiempo comunicativa. Los alumnos escribirán una lista detallada de consejos para un turista extranjero.

Focus on VOCABULARY

3a Invite a los alumnos a demostrar cuánto vocabulario sobre medios de transporte recuerdan de la escuela primaria. Pídale que unan cada medio de transporte con su nombre.

Reproduzca el audio una vez para que comprueben si han unido las palabras correctamente y vuelva a reproducirlo para que repitan las palabras pronunciándolas con corrección. Pausa el audio para que aquellos a los que les faltó algún ítem puedan completarlo.

Dirija la atención de los alumnos hacia el vocabulario extra que incluye la página 55 (*engine, wheel*) que si bien no son nombres de medios de transporte, son parte importante de ellos.

Destaque las expresiones *by + means of transport* (*by car, by train, by taxi, etc.*) y *on foot* que también son fundamentales cuando se trata de describir formas de movilización.

Opcional

Antes de abordar la actividad 3b desafíe a los alumnos a intentar definir los medios de transporte de las ilustraciones con sus propias palabras. Transforme esta actividad en un *guessing game*. Pida a un voluntario que defina un transporte al azar para que sus compañeros adivinen de cuál se trata. Por ejemplo: *It has four wheels and a powerful engine. You can't drive it in the streets. It goes very fast.* (*A racing car*).

3b Divida la clase en grupos de dos o tres integrantes. Habiendo definido los vocabularios con sus propias palabras, los alumnos ya se encuentran mejor preparados para unir los medios de transporte con sus definiciones.

Conduzca una corrección grupal en el pizarrón o solicite a algunos voluntarios que compartan sus respuestas en forma oral.

Opcional

Transport Bingo: Esta actividad tiene como objetivo afianzar el vocabulario sobre medios de transporte.

Pida a los alumnos, preferentemente la clase anterior, que traigan una fotocopia de la página 55 del libro. Pídale que dibujen una grilla de 4 × 4 casilleros.

Los alumnos recortarán las fotos de los medios de transporte y pegarán 12 de ellas al azar en cualquier casillero de la grilla. Es importante que lo hagan sin mirar las grillas de sus compañeros, para que todas sean diferentes.

Con anticipación, prepare tarjetas con los nombres de los medios de transporte de la página 55 o las fotografías recortadas. Tome de a una tarjeta por vez y mencione el medio de transporte en ella para que los alumnos puedan marcar los casilleros en sus grillas.

El ganador será quien primero marque todos los casilleros de su grilla.

Focus on FUNCTIONS

FUNCTION A

Talking about obligation and prohibition

Lea con los alumnos las dos oraciones extraídas del diálogo de inicio de unidad entre Yasmin y Charlie.

Charlie: Children under 16 must be with an adult.

Yasmin: I mustn't be home later than 6 o'clock.

Guíe a los alumnos a deducir que ambas oraciones están expresando reglas. Pregúntales de qué se trata la regla que Charlie menciona (es una norma del Museo de Transporte de Londres) y qué tipo de regla menciona Yasmin (es una norma impuesta por su padre en la casa).

Pida a los alumnos que concentren su atención en la palabra *must*. Pregúntales qué tipo de palabra encontramos siempre detrás de ella (un verbo en infinitivo).

4 Las señales de tránsito son un muy buen ejemplo para hablar de lo que se debe o no se debe hacer. Pida a los alumnos que completen las oraciones de acuerdo a su interpretación de las señales.

Pida a algunos voluntarios que lean las respuestas para toda la clase.

Opcional

Proponga a los alumnos que elaboren una serie de reglas para el aula. Escriba los siguientes *prompts* en el pizarrón: *shout, bring material, wear a school uniform, eat or drink, fight, listen to the teacher, stand on the chairs, cheat, arrive on time, dance*, etc.

Aclare que pueden incluir otras acciones que ellos consideren apropiadas.

5 Lea la consigna con los alumnos. Pida a algún voluntario que explique lo que deben hacer (unir las expresiones a-h con las situaciones correspondientes).

Por ejemplo: *Hurry up. Our train is leaving.*

Luego, de a pares, deberán describir lo que deben o no deben hacer en cada situación del siguiente modo:

A: *Our train is leaving.*

B: *We must hurry up.*

Recorra el aula y monitoree el trabajo.

Opcional

Desafíe a los alumnos con esta actividad que requiere creatividad e improvisación.

Prepare copias con *prompts* de diferentes tipos, algunos serán oraciones que ubican al alumno en una situación determinada y otras serán oraciones incompletas que el alumno deberá

Focus on FUNCTIONS

FUNCTION A

Talking about obligation and prohibition

Charlie

Children under 16 must be with an adult.

Yasmin

I mustn't be home later than 6 o'clock.



5. You use this route only on your bike.

6. You drive very fast.



4 Look at the following road signs and complete the sentences with *must* or *mustn't*.



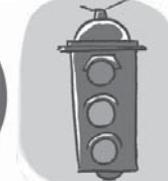
1. You go straight on.



2. You turn left.



3. You turn left. 4. You cross the road.



7. You park your car here. 8. You slow down and give way.

5 Work in pairs. Look at the expressions in the pool and match them to the appropriate situation. Then, in turn, say what you *must* or *mustn't* do when you are in the situation.

Example: A We are in a hospital.
B We mustn't shout.

- a. work hard • b. forget her present • c. hurry up
- d. pick flowers • e. use our mobiles • f. eat sweets • g. play with knives • h. tell other people

1. It's mum's birthday.
2. In the school canteen.
3. In botanic gardens.
4. We don't study enough.
5. It's a top secret.
6. We are getting fat.
7. Our train is leaving.
8. During an exam test.

56

fifty-six

completar, pero en todos los casos, lo que los alumnos respondan deberá contener *must* o *mustn't*. Invítelos a trabajar en grupos de cuatro integrantes. Entregue una copia con *prompts* a cada grupo, por ejemplo:

I always forget dates.

He wears baggy clothes and has long hair. If he wants to work in a bank,...

It's the doctor's orders!

Don't tell anyone.

When you see your brother,...

We want to give her a surprise party.

(At the clothes shop) I can change that sweater but...

Please remind me I...

If you drive your car at night,...

She knows something about the robbery.

Pida a algunos voluntarios que compartan las respuestas con toda la clase para que puedan comparar las ideas que han tenido. Será divertido ver como cada grupo resuelve cada situación, por ejemplo:

I always forget dates.

You must save them in your mobile phone.

Buses, trains and trams

6

Need help with grammar?

Las siguientes actividades requerirán el uso de *have to / don't have to*. De ser necesario, remita a los alumnos a la sección *Focus on Grammar* en las páginas 60 y 61 de sus libros y recorran la información en forma grupal.

Evalué si es un buen momento para que resuelvan también las actividades propuestas en dicha sección y las actividades que encontrarán en la página 96 del *Workbook*.

PRONUNCIATION

6a 6.03 Listen and repeat.

/s/ school	/z/ zoo

6b 6.04 Now listen and put the words in the right column.

boys • snake • visit • swim • museum • test

/s/ school	/z/ zoo

6c 6.05 Now listen and check.

FUNCTION B

Asking about what I have to do and talking about lack of necessity

Yasmin

Do we have to pay to get in?

Charlie

Children under 16 don't have to pay.

SPEAKING CARD

STUDENT A

7 Work in pairs (Card B on p. 65). Read the following information and, in turn, ask your classmate questions about what you have to do if you visit the London Aquarium and answer his/her questions.

YOUR QUESTIONS

1. Go / on Sunday?
2. Be there / early in the morning?
3. Buy the tickets / at the office?
4. Wait long / to enter?
5. What station / get off?
6. Pay / parking?

YOUR ANSWERS

MILESTONES

Hampshire's living history museum

- Step indoors into a huge living history museum
- Explore a network of streets from late Victorian times to 1945
- See period shops and a working pub
- Meet historical characters who take you around
- Have hot chocolate, cream tea and sandwiches in our café
- Buy traditional souvenirs and gifts for every occasion

in our Milestones shop
Opening times:
- Tuesday to Friday
10 am to 5 pm
- Saturday and Sunday
11 am to 5 pm

Admission charges
- Adults: £ 7.50
- Children: £ 4.50
- Under 5s: FREE
• Bus stops outside the museum
• Free car parking

Project Time

Remember the invitation you wrote in the previous Unit? Think about your visitor from abroad and the advice would you give her or him.

What streets are best for cycling?
Does he/she have to wear a helmet?
Is it dangerous to walk alone? When?
Can he/she swim in the river/sea?
If he/she gets lost, what does he/she have to do?

Write it down for the project!

fifty-seven

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Project Time

(Notas)

Recuerde a los alumnos sobre el proyecto en el que trabajarán al cierre de la unidad: crear una lista de consejos útiles para un turista extranjero.

Pídale que discutan en grupo y tomen nota sobre las mejores calles para recorrer en bicicleta, qué cosas debería o no hacer un turista de acuerdo a las leyes y costumbres de este país (usar casco para andar en bicicleta, circular por la bici-senda, caminar o no por ciertas calles de noche, qué deberían hacer si se pierden, etc.).

Pida a los alumnos que tomen nota de todo y las reserven para la producción final.

PRONUNCIATION

6a 6.03 Pida a los alumnos que escuchen el audio prestando especial atención a la pronunciación de los sonidos destacados /s/ y /z/. Ayúdelos a que articulen los sonidos correctamente.

Reproduzca nuevamente el audio e invite a la clase a repetir en forma grupal.

6b 6.04 Esta vez los alumnos deberán distinguir los sonidos /s/ y /z/ en seis palabras que los contienen. Pídale que clasifiquen las palabras en el cuadro.

6c 6.05 Reproduzca nuevamente el audio para que los alumnos corroboren si han clasificado las palabras correctamente. Invite a la clase a repetir en forma grupal.

FUNCTION B

Asking about what I have to do and talking about lack of necessity

Pida a los alumnos que concentren la atención en el uso de *have to* y que expliquen en sus palabras qué es lo que Yasmin quiere saber (si tenemos que pagar, si se acostumbra pagar, si es una regla pagar). Explique que *have to* en su forma negativa (*don't / doesn't have to*) significa "no es necesario", "no hace falta".

SPEAKING CARD

7 Indique los pasos a seguir de manera simple y precisa:

a: Los alumnos se agrupan de a pares (*Student A* y *Student B*).
b: *Student A* trabaja con la tarjeta (*speaking card*) de página 57. *Student B* trabaja con la tarjeta de página 65.

c: *Student A*, en base a sus *prompts*, formula preguntas para obtener información sobre *The London Aquarium* y *Student B* responde.

d: *Student B*, en base a sus *prompts*, formula preguntas para obtener información sobre *The Milestones Museum* y *Student A* responde.

SKILLS and CULTURE

ROAD EDUCATION

READING

Converse con los alumnos sobre seguridad vial. Pregúntales qué es y para qué sirve, quién la organiza y dicta las normas.

Discutan también cuánto creen que en su país y en sus familias se respetan las normas de seguridad vial. Formule preguntas como, por ejemplo: *What is "road safety"? Why is it important? Do people in your town follow road safety rules? Do people respect traffic lights? Are there many accidents?*

Tip

Los alumnos valoran este tipo de actividades en las que hablan sobre sí mismos. Esto les permite conectar el aprendizaje del idioma con su realidad y lo vuelve más comunicativo.

La referencia al exterior abre una ventana al mundo mientras que la referencia a nuestro país tiene el valor agregado de identificarse con lo propio y expresarlo en otro idioma.

8 Antes de embarcarse en la lectura del artículo, recorra las indicaciones del comienzo junto con toda la clase. Señale el título y dirija la atención de los alumnos hacia las fotos. Invítelos a realizar predicciones acerca del contenido y luego, pídaleles que escaneen el texto para confirmar sus predicciones.

Finalmente, conceda unos minutos para que lean el texto en silencio y a su propio ritmo y respondan las preguntas en forma completa.

Tip

La técnica de escaneo, también conocida como *scanning*, hace referencia a la exploración rápida de un texto en búsqueda de información específica.

Cuando los alumnos que estudian una lengua extranjera se enfrentan a un texto escrito, suelen sentirse avasallados y/o desanimados ante la ardua tarea que tienen por delante: leer y comprender lo que lean. Aliéntelos y ayúdelos a que comprendan cuál es el valor del abordaje de los textos en varias lecturas y cuál es el valor del uso de diferentes estrategias para explorarlo desde diferentes miradas.

SKILLS and CULTURE

ROAD EDUCATION

READING

What is "road safety"? Why is it important? Do people in your town follow road safety rules? Do people respect traffic lights? Are there many accidents?

8 Read the text about Road Education and Road Safety. Then answer the questions.

Are you a safe road traveller?

"I'm old enough to know what to do when I am on roads", "I heard enough about road safety at Primary School", "I don't have to get more Road Education: I know all about that".... These are the comments from young people when they are asked if they want to know more about road safety. In spite of this, children and young people are very often involved in road accidents so they must

learn to be safe as pedestrians, bicycle riders, motorists and passengers.

To be safe as pedestrians, you must use your eyes, ears and common sense.

STOP one step back from the kerb. LOOK and LISTEN in all directions for approaching traffic. THINK about what you are doing and if it is safe to cross the road. You mustn't loiter on zebra, pelican or toucan crossings, it can be dangerous. You must walk straight across the road.

When you ride your bicycle, you don't have to wear a helmet, but it can be very useful for your safety. Wear fluorescent accessories: they help other road travellers see you in poor light. In the dark your cycle must have white front and red back lights on. You mustn't carry a passenger, hold on to a moving vehicle, or ride in a dangerous manner. Use cycle tracks and toucan crossings. You must obey all traffic signs and traffic light signals. If you have a licence to ride a scooter or a moped, on all your



journeys you and your passenger must wear a protective helmet. You don't have to just have your helmet on, you must fasten it securely.

When travelling by car, you mustn't think that wearing a seat belt is a matter of personal choice. It isn't. The absence of the seat belt is certainly a major cause of injuries on roads. Have a safe journey!



1. What are young people's opinions about Road Education?
2. Why do they have to learn to use the road system?
3. Why do you have to use your eyes, ears and common sense before crossing a road?
4. What must and mustn't you do while crossing a road?
5. What are the dangerous actions you mustn't do while riding your bike?
6. When do motorcyclists have to wear their helmets?
7. Is wearing the seat belt in a car a matter of personal choice?
8. What can the absence of the seat belt cause?

58

fifty-eight

Is your town safe for pedestrians? Do you feel safe riding your bike? Are there any road education campaigns in your town? How can safety in roads be improved in your town? Discuss it in class. Write down your conclusions.

Concentre la discusión del tema en el área local. Pregunte a los alumnos qué campañas viales recuerdan haber visto en la televisión, escuchado en la radio o visto en carteles en la vía pública. Pregunte si esas campañas son efectivas y qué harían ellos para disminuir los accidentes viales. Invítelos a resumir sus conclusiones en un afiche.

Opcional

Divida a la clase en grupos de cuatro o cinco integrantes. Pídaleles que diseñen una campaña de seguridad vial televisiva, radial o gráfica (para diarios, revistas o carteles de la vía pública). El trabajo deberá tener un lema (*motto*) y una descripción de la campaña o sketch (bosquejo) de la misma.

Cada grupo explicará su campaña a la clase y luego, toda la clase votará por la que les parezca más eficaz.

Buses, trains and trams

6



LISTENING

9a 6.06 Listen to a police officer who is giving a lesson about Road Safety to Secondary School students. Tick the three items the officer says are causes of distraction while crossing a road.

1. Using technological gadgets
2. Talking with schoolmates
3. Playing ball games
4. Reading comics or magazines
5. Looking at advertising posters
6. Looking at beautiful people

9b 6.07 Answer the questions choosing a, b or c.

1. Katy can't do without her iPod. What doesn't she have to do?
 - a. She doesn't have to turn it off.
 - b. She doesn't have to keep the volume so loud.
 - c. She doesn't have to take it to school.
2. Fred likes playing football. What doesn't he have to do?
 - a. He doesn't have to invite his friends for a football match.
 - b. He doesn't have to play football when there's a lot of traffic.
 - c. He doesn't have to play football even if the road isn't busy.
3. Richard likes pretty girls. What does he have to do?
 - a. He must forget they exist.
 - b. He must look at them after crossing the road.
 - c. He must take them to the other side of the road.

9c The officer uses the expressions: "This can go by the wayside" and "You must have your heads screwed on the right way". Do you know what they mean? Try to explain in your own words.

CLIL
Physical education

- Do you practise sports? Find out about safety rules for the sports you practise.
- Check the information with your Physical Education teacher.

fifty-nine

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CLIL
Physical education

Aliente a los alumnos a que realicen un trabajo de investigación sobre las normas de seguridad en los deportes. Invítelos a trabajar de a pares para que realicen una lista de deportes que sean de su preferencia, o que ellos conozcan o practiquen. Luego, deberán pensar y/o investigar sobre las normas de seguridad para cada uno de ellos, por ejemplo si deben usar alguna indumentaria de protección en particular o si deben evitar algún tipo de movimiento o jugada que sea peligrosa o riesgosa para uno mismo o para el resto.

Asigne la tarea con suficiente anticipación para darles la oportunidad de consultar distintas fuentes y de chequear la información con su profesor/a de Educación Física.

SPOKEN INTERACTION

10 Work in groups of three. Think of your usual behaviour as pedestrians and as bicycle riders. In turn, ask and answer questions, using the notes below. Take notes of your answers.

- Example:**
- A Before crossing a road, how do you use your eyes?
 - B I look left and right, but not always.
 - C Sometimes I cross roads without looking in any direction.

When crossing a street or road

1. use your eyes: how
2. use your ears: how
3. use common sense: how
4. use safe places to cross a road: how often
5. respect the traffic lights: how often
6. makes you distracted: what / who

When riding a bike

1. wear a helmet: how often
2. wear fluorescent accessories: how often / what
3. check if the bike is OK: how often / who
4. carry a passenger: how often / usually who
5. ride in a dangerous way: how
6. use cycle tracks: how often

WRITING

11 Work in the same group of three as in exercise 11. Write a report about the results of your group. When your behaviour is not correct, write what you must, mustn't or don't have to do.

- Example:** Luca doesn't always look in all directions before crossing a road. He must always use his eyes and carefully look left and right to be sure the traffic has stopped.



LISTENING

9a 6.06 Conceda un minuto para que cada alumno lea los seis ítems que propone la actividad antes de escuchar el audio.

Reproduzca el audio tantas veces como sea necesario para que cada alumno pueda marcar sus opciones.

9b 6.07 Pida a los alumnos que lean las preguntas y las respuestas optionales, y que marquen la opción que crean correcta en cada caso.

Reproduzca el audio y pídale que chequeen sus respuestas.

9c Escriba, en el pizarrón, las expresiones que el oficial de policía que da la lección sobre seguridad vial utiliza. Invite a los alumnos a que, de a pares o en pequeños grupos, expliquen las expresiones con sus propias palabras.

Nota: *wayside* (banquina).

To go by the wayside: to be put aside on account of something more urgent.

To have one's head screwed on the right way: to be practical, wise, to have common sense.

Opcional

Pregunte a los alumnos qué refranes conocen en su propio idioma, por ejemplo: "A caballo regalado no se le miran los dientes" y que lo expliquen.

Pídale que busquen refranes en inglés en internet. Desafíelos a encontrar los equivalentes en español.

SPOKEN INTERACTION

10 Los alumnos reflexionarán sobre su propio comportamiento como peatones o ciclistas. En grupos de tres, tomarán turnos para preguntar en base a los prompts que se ofrecen en la actividad. Deberán responder como si fueran peatones y ciclistas. Por ejemplo:

A: (for a pedestrian) Before crossing a road, how do you use your eyes?

B: I look left and right, but not always. I sometimes cross roads without looking in any direction.

A: (for a bike rider) How often do you wear a helmet?

B: I don't wear a helmet when it is too hot.

Pídale que tomen nota de las respuestas pues lo necesitarán en la actividad 11.



WRITING

11 Los alumnos trabajarán con los mismos grupos de la actividad 10. Esta vez, escribirán un informe sobre los resultados del cuestionario. En aquellos casos en que el comportamiento como peatón o como ciclista de alguno de ellos no haya sido correcto, escribirán lo que debe, no debe o no tiene que hacer. Por ejemplo: *Luca doesn't always look in all directions before crossing a road. He must always use his eyes and carefully look ...*

Focus on GRAMMAR

Esta sección, que encontrará al final de cada unidad, tiene como objetivo sistematizar conceptos gramaticales que han sido previamente presentados en contexto y trabajados en diferentes actividades comunicativas.

Los alumnos podrán utilizar las tablas gramaticales como material de referencia tanto para reforzar la explicación del tema durante el desarrollo de la unidad en cuestión como para revisar o integrar los conceptos al finalizar la unidad.

Las actividades son cortas y focalizadas permitiendo a los alumnos concentrarse en el concepto que necesitan afianzar.

El uso de juegos didácticos siempre ayuda a amenizar y a distender la atmósfera de la clase, especialmente durante las lecciones centradas en la gramática que implican una mayor concentración de parte de los alumnos.

Guess the job: El objetivo de este juego es repasar los verbos modales (*must*, *mustn't*, *have to*). Pida a los alumnos que se agrupen de a pares. Con anticipación, prepare dos sets de seis tarjetas para cada pareja con la siguiente información, por ejemplo:

A

You must be brave and strong.
You mustn't be afraid of heights.
You have to work in a team.
You must be ready 24 hours a day.
You have to wear a helmet.
You have to save people.
(firefighter)

B

You must be well-trained.
You must wear a uniform.
You have to travel a lot.
You have to sit down to work.
You must take your passport with you.
You must have a special licence.
(pilot)

Por turnos, *Student A* y *Student B* tomarán tarjetas, de a una por vez, del set de su compañero. Leerán la información en ellas y arriesgarán, cada vez, una profesión. El ganador será quien primero advine la profesión de su contrincante.

How to...: El objetivo de esta actividad es usar verbos modales para describir actividades.

Explique a los alumnos que deberán describir lo que deben, no deben o no necesitan hacer para llevar a cabo determinadas actividades, por ejemplo: *drive a car*, *win a football match*, *paint a room*, *pass an English exam*, etc.

Focus on GRAMMAR

GRAMMAR POINT 1

MUST / MUSTN'T

Affirmative form

I/you/we/they
he/she/it must go home

Negative form

I/you/we/they
he/she/it mustn't go home
All children **must** wear school uniforms.
Visitors **must not** take photographs in the museum.

GRAMMAR POINT 2

DON'T HAVE TO

Negative form

I/you/we/they
he/she/it **don't have to**
 doesn't have to pay
Children under 16 **don't have to** pay.

GRAMMAR POINT 3

DO I HAVE TO?

Interrogative form and short answer

Do I/you/we/they have to
Does he/she/it have to pay?
Do I have to pay for the museum?
Yes, you do. / No, you don't.

Workbook p. 96

12 Complete the sentences with *must* or *mustn't*.



1. In Britain people under eighteen buy or consume alcohol.



2. Dogs go into food shops in Britain.



3. People in cars wear a seatbelt.

60

sixty



4. Students take exams.



5. In Italy you drive on the left.



6. Parents send their children to school.

13 Complete the sentences with *must* or *mustn't* and one of the verbs in the pool.

touch • take • ride • buy • forget • be
• feed • remember • stop

Example: You **mustn't** take photographs in the museum.

1. It's grandma's birthday tomorrow.
I to buy a card for her.
2. Footballers the ball with their hands.
3. You a ticket before you get on the train.
4. We the animals in the zoo.
They have special diets.
5. Motorists at a pedestrian crossing when pedestrians want to cross the road.
6. You a motorbike without a helmet.
7. You your passport when you travel abroad.
8. We late for school.

14 Complete the sentences with *don't* or *doesn't have to*.

Example: Admission to the museum is free. You **don't have to** pay.

1. Tomorrow's a public holiday. We go to school!
2. Jason go to bed early on Saturday evening.
3. Italian children wear school uniforms.
4. She's a millionaire. She work.
5. In Britain you have an identity card.
6. Rachel buy the *Twilight* books. She can get them from the library.

Para comenzar, escriba un título en el pizarrón como, por ejemplo: *How to pass an English exam*. Y debajo, los siguientes inicios de oración: *You have to ... / You don't have to... / You must... / You mustn't...*

Divida la clase en dos grupos. Concédales un minuto para que completen las oraciones adecuadamente. Corrijan en el pizarrón y otorgue un punto por cada oración correcta a cada grupo. Repita el procedimiento con otros "How to..." .

El ganador será el grupo que obtenga la mayor cantidad de puntos al finalizar el juego.

AUDIOSCRIPT

Focus on VOCABULARY

Actividad 3a



Audioscript

1. i (coach); 2. k (racing car); 3. a (sports car); 4. c (van);
5. h (underground train / tube); 6. p. (sailing boat); 7. m
(ferry); 8. d (motorbike); 9. j (bus); 10. b (lorry); 11. o
(ship); 12. e (scooter); 13. g (train); 14. n (plane); 15. l
(taxi); 16. f (moped).

SKILLS and CULTURE

Actividad 9a



Audioscript

Policeman: Well, boys and girls. I'm sure you know what to do about crossing a road. But sometimes this can go by the wayside and you can be very easily distracted. For example... Katy, have you got an iPod or an Mp3 player?

Katy: Yes, of course. I've got an iPod. A great number of young people have iPods and Mp3 players.

Policeman: And do you use it on your journeys to and from school?

Katy: Yes, every time. I like listening to music while walking home, after a boring day at school.

Policeman: Well, I see. But it can seriously distract your attention from the road.

Katy: But I can't do without my iPod.

Policeman: OK, but you don't have to keep the volume so loud. You must hear what is happening around you. Fred, do you ever play football in the street?

Fred: Ehm... sometimes... with Paul, Mark, Ron... but there's very little traffic...

Policeman: OK stop. Even if there isn't any traffic, you can get so involved in a game that you can't hear or see a vehicle coming near. You don't have to play ball games on the road. There are lots of parks or fields for them.

Fred: Yes, you are right.

Policeman: Which of you like pretty girls or good-looking boys? I suppose all of you. Well, Richard, what do you do when you see a beautiful girl while you are crossing a road?

Richard: I look at her.

Policeman: Right. But remember: being distracted by a beautiful girl while crossing a road can be very dangerous. Wait on the other side of the road to look at her. Thank you for your attention. And when you are out near roads, you must have your heads screwed on the right way!

STUDENT'S BOOK 3 – Answer Key Unit 6

Comprehension

Actividad 2, página 54

Key: 1. F (317 9203); 2. T; 3. F; 4. T; 5. T; 6. T.

Focus on VOCABULARY

Actividad 3a, página 55

1. i (coach); 2. k (racing car); 3. a (sports car); 4. c (van);
5. h (underground train / tube); 6. p. (sailing boat); 7. m
(ferry); 8. d (motorbike); 9. j (bus); 10. b (lorry); 11. o (ship);
12. e (scooter); 13. g (train); 14. n (plane); 15. l (taxi); 16. f
moped).

Actividad 3b, página 55

Key: 1. underground train; 2. plane; 3. lorry; 4. sports car/racing car; 5. coach; 6. ferry; 7. scooter; 8. moped; 9. motorbike; 10. bus.

Focus on FUNCTIONS

Actividad 4, página 56

1. must; 2. mustn't; 3. must; 4. mustn't; 5. must; 6. mustn't;
7. mustn't; 8. must.

Actividad 5, página 56

1. b – We mustn't forget her present; 2. g – We mustn't play with knives; 3. d – We mustn't pick flowers; 4. a – We must work hard; 5. h – We mustn't tell other people; 6. f – We mustn't eat sweets; 7. c – We must hurry up; 8. e – We mustn't use our mobiles.

Actividad 6b, página 57



6.04

/s/ school: snake – swim – test

/z/ zoo: boys – visit – museum

Actividad 7, página 57 Las respuestas variarán.

SKILLS and CULTURE

Actividad 8, página 58

Key: 1. They think they know all about it; 2. Because they are very often involved in road accidents; 3. Because we must look and listen in all directions for approaching traffic and we must decide if it is safe to cross the road; 4. We must walk straight across the road. We mustn't loiter on the crossings; 5. We mustn't carry a passenger, hold on to a moving vehicle or ride in a dangerous manner; 6. Always, on all their journeys; 7. No, it isn't; 8. It can cause a lot of injuries on roads.

Actividad 9a, página 59



6.06

Key: 1 – 3 – 6.

Actividad 9b, página 59



6.07

Key: 1. b; 2. c; 3. b.

Actividad 9c, página 59 Las respuestas variarán.

Actividad 10, página 59 Las respuestas variarán.

Actividad 11, página 59 Las respuestas variarán.

Focus on GRAMMAR

Actividad 12, página 60

1. mustn't; 2. mustn't; 3. must; 4. must; 5. mustn't; 6. must.

Actividad 13, página 60

1. must remember / mustn't forget; 2. mustn't touch; 3. must buy; 4. mustn't feed; 5. must stop; 6. mustn't ride; 7. mustn't forget / must remember; 8. mustn't be.

Actividad 14, página 60

1. don't have to; 2. doesn't have to; 3. don't have to; 4. doesn't have to; 5. don't have to; 6. doesn't have to.

Actividad 15, página 61

1. mustn't; 2. don't have to; 3. mustn't; 4. don't have to;
5. mustn't; 6. mustn't.

Actividad 16, página 61 Las respuestas variarán.

Actividad 17, página 61

1. Do we have to do exercise five for homework?; 2. What time do you have to be at the school?; 3. Does dad have to get up early tomorrow?; 4. Why does he have to go to the doctor's?; 5. Do you have to make your bed?; 6. Where do we have to put our coats?; 7. How much do we have to pay?; 8. Does Rebecca's brother have to have an operation?

WORKBOOK – Answer Key Unit 6

Actividad 1, página 96

Van driver

Actividad 2, página 96

1. bus; 2. train; 3. tube; 4. taxi; 5. foot; 6. bike; 7. plane;
8. sailing boat; 9. moped.

Actividad 3, página 97

1. You must be careful; 2. I must go to bed; 3. We must see it;
4. He must stay at home; 5. We must show him our tickets; 6. I
must finish my homework first.

Actividad 4, página 97

1. You mustn't copy; 2. We mustn't touch it; 3. They mustn't
park here; 4. We mustn't stop; 5. You mustn't use your mobile;
6. She mustn't drink it.

Actividad 5, página 97

1. You mustn't run, especially on stairs. You can hurt yourself.
2. You mustn't touch any of the displays. You must be careful
when taking close-up photographs of displays; 3. You must use
the clipboards provided to take notes. You mustn't write against
the wall or showcases; 4. You mustn't lean on or knock into
showcases; 5. You mustn't eat or drink inside the museum;
6. You mustn't take flash photographs inside the galleries; 7. You
mustn't smoke in the museum.

Actividad 6, página 98

2. She must wear a seatbelt. – She mustn't use a mobile
phone; 3. I must pay attention. – I mustn't write on the desk;
4. We must listen to the guide. – We mustn't take photographs;
5. They must have valid tickets. – They mustn't throw objects
out of the windows; 6. We must be at the airport in time. – We
mustn't forget the passports; 7. He must call the doctor. – He
mustn't go out in the rain.

Actividad 7, página 98

1. don't have to; 2. don't have to; 3. doesn't have to; 4. doesn't
have to; 5. don't have to.

Actividad 8, página 98

1. don't have to; 2. mustn't; 3. mustn't; 4. don't have to.

Actividad 9, página 99

1. mustn't; 2. don't have to; 3. don't have to; 4. mustn't;
5. don't have to; 6. mustn't; 7. doesn't have to; 8. mustn't;
9. don't have to.

Actividad 10, página 99

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

Actividad 11, página 99

1. What does Victoria have to do? She has to get plastic plates
and paper napkins; 2. What does William have to do? He has to
bring his guitar; 3. What do Rose and Connie have to do? They
have to make sandwiches; 4. What does George have to do?
He has to buy drinks and glasses; 5. What do Sofia and Daisy
have to do? They have to make a cake; 6. What do Milly and
her friends have to do? They have to take the litter with them
when they finish.

Actividad 12a, página 100

1. The level of the sea rose; 2. It's about half an hour long;
3. They have to travel by train or ferry; 4. It's 34 kilometres; 5. It
took him 100 minutes; 6. He crossed the Channel in his bath;
7. No, he didn't; 8. *Suggested answer:* No, they don't. Britain
and France are in the European Union.

Actividad 12b, página 100

1. You must transform your sports car into a speedboat; 2. You
must have strong arms; 3. You must put four engines on your
back; 4. You mustn't swim fast.

Progress Test

PROGRESS TEST

VOCABULARY

1 Label the following means of transport.

2 Read the definitions and write names of places in towns.

1. People buy bread here.
2. People buy fruit and vegetables here.
3. People buy meat here.
4. People buy newspapers or magazines here.
5. People buy medicines here.
6. People buy pens and T-shirts here.
7. People send books here.
8. People send letters from here.

GRAMMAR

PREPOSITIONS OF PLACE

3 Complete Pete's description of the street where he lives.

In my street there are a lot of shops
my house there is a post office and _____
the post office there's a big supermarket
the supermarket and the petrol station there's my favourite bookshop
there is a bank, where my mum works.

4 Write what these young people are going to do (✓) and what they are not going to do (✗) on their holidays.

	Adrian	Bruce	Martha
Play sport	✓	✗	✗
See friends	✓	✓	✓
Take photographs	✗	✗	✓
Watch TV	✓	✗	✓
Do homework	✗	✓	✗
Have a party	✗	✗	✗

5 A friend is asking you about your plans for next weekend. Write questions and give short answers.

- Eat pizza
- Play computer games
- Text your friends
- Download films from the Internet
- Tidy your bedroom

6 Read the answer and write Wh-questions corresponding to the words in bold.

1. What _____ I'm going to buy a new mobile.
2. When _____ She's going to phone me tonight.
3. Who _____ Ben and Sophie are going to visit the museum.
4. What time _____ Dad's going to come home at 8.30.
5. Why _____ I'm going to send her a card for her birthday.

MUST

7 Complete with the affirmative or negative form of must.

1. Visitors to the museum touch the pictures.
2. Bikers wear helmets.
3. Children go to school.
4. Young people drink alcohol.
5. You download this film. It's illegal!
6. Students be punctual.

HAVE TO

8 Complete with the negative form of have to.

1. We be at school at 8.15, but at 8.30.
2. Italian students wear a uniform.
3. My dad is a doctor, but he work at night.
4. You wash mum's car. It's clean!
5. She pay for the show. It's free.
6. When people travel in Europe, they use their passport.

MUSTN'T / DON'T HAVE TO

9 Underline the correct alternative.

1. You mustn't / don't have to disturb your teachers.
2. People mustn't / don't have to buy the tickets. I have them.
3. She is very good at Maths. She mustn't / doesn't have to study for tomorrow's test.
4. We mustn't / don't have to do the shopping! The fridge is full.
5. People mustn't / don't have to smoke in public places.
6. You mustn't / don't have to help me. This exercise is easy.

10 Complete these sentences with must / mustn't or don't have to.

1. You swim here. It's dangerous.
2. They go to bed early tonight.
3. We go to the restaurant. We can have dinner at home.
4. It's a secret. You tell her.
5. The baby's sleeping. You be quiet.
6. I'm going to the mountains. I buy a new pair of boots.

11 Ask your friends questions and give short answers. Use have to and the verbs given.

1. Get up at 7.00 a.m. on Sunday (No)
2. Wash up (Yes)
3. Make the bed every day (Yes)
4. Cook dinner (No)
5. Cut the grass in the garden (Yes)

FUNCTIONS

12 Complete these micro-dialogues with the appropriate sentences.

A Excuse me, how to the car park?
B Go on and turn left.
A How to get to the hospital?
B It only two minutes.
A Excuse me, where's the cinema?
B Go the pub and the road. You can't miss it.
A Thank you.
B

13 Write about your school rules. Think about:

- arrive at school
- run in the corridors
- be punctual
- respect teachers and other classmates
- eat in the classroom
- use your Mp3 player

62 sixty-two

sixty-three 63

Cada dos unidades, los alumnos podrán resolver un *Progress Test* con actividades cortas y simples que integran los contenidos presentados en ambas unidades. Las actividades propuestas son similares a las trabajadas en el libro del alumno y en el libro de actividades integrado (*Workbook*), lo cual ayudará a los alumnos a sentirse familiarizados con las estrategias de resolución.

Answer Key

1

1. lorry; 2. van; 3. scooter; 4. ferry; 5. ship; 6. plane; 7. moped;
8. bus

2

1. bakery; 2. greengrocer's; 3. butcher's; 4. newsagent's;
5. chemist's; 6. clothes shop; 7. library; 8. post office

3

1. next to; 2. opposite; 3. between; 4. At the end of the road/street

4 Las respuestas variarán:

Adrian is going to play sports, see friends and watch TV. He is not going to take photographs, do homework or have a party. Bruce is going to see friends and do homework. He is not going to play sports, take photographs, watch TV or have a party.

Martha is going to see her friends, take photographs and watch TV. She is not going to play sports, do homework or have a party.

5 Las respuestas variarán:

Are you going to eat pizza? Yes, I am. / No, I'm not.
Are you going to play computer games? Yes, I am. / No, I'm not.
Are you going to text your friends? Yes, I am. / No, I'm not.
Are you going to download films from the Internet? Yes, I am. / No, I'm not.

Are you going to tidy your bedroom? Yes, I am. / No, I'm not.

6

1. What are you going to buy?; 2. When is she going to phone you?; 3. Who is going to visit the museum?; 4. What time is Dad going to come home?; 5. Why are you going to send her a card?

7

1. mustn't; 2. must; 3. must; 4. mustn't; 5. mustn't; 6. must

8

1. don't have to; 2. don't have to; 3. doesn't have to; 4. don't have to; 5. doesn't have to; 6. don't have to

9

1. mustn't; 2. don't have to; 3. doesn't have to; 4. don't have to;
5. mustn't; 6. don't have to

10

1. mustn't; 2. must; 3. don't have to; 4. mustn't; 5. must; 6. must

11

1. Do you have to get up at 7 a.m. on Sundays? No, I don't.
2. Do you have to wash up? Yes, I do.
3. Do you have to make the bed every day? Yes, I do.
4. Do you have to cook dinner? No, I don't.

5. Do you have to cut the grass in the garden? Yes, I do.

12 Las respuestas variarán:

1 A Excuse me, how do I get to the car park?
B Go straight on and turn left.
2 A How long does it take to get to the hospital?
B It only takes two minutes.
3 A Excuse me, where's the cinema?
B Go to the pub and it's at the end of the road. You can't miss it.
A Thank you.
B You're welcome.

13 Las respuestas variarán:

We must arrive at school at 7.15 a.m.
We mustn't run in the corridors.
We must be punctual.
We must respect teachers and other classmates.
We mustn't eat in the classroom.
We mustn't use our Mp3 player in class.

83

WORD BANK

WORD BANK

Household chores



making the beds



dusting



sweeping



washing the floor



doing the shopping



cooking



laying/clearing the table



feeding the cat



doing the washing-up



tidying the room



doing the laundry



hanging the washing



ironing



taking the dog out



mowing the lawn



putting the trash out



gardening



sewing

THINGS WE USE IN THE HOUSE



broom



vacuum cleaner



lawnmower



iron



ironing board



clothes horse



duster



needle and thread

Household chores

1 Complete the sentences with the correct form of the word.

1. I my bed every day, but I my room once a week.
2. Mum does the at weekends because it's cheaper to use the washing machine then.
3. When the washing machine stops, open the machine and on a clothes horse.
4. When dad's shirts are dry, mum them.
5. Can you get the yellow table cloth and the table, please?
6. My parents do the at the supermarket every Friday evening.
7. After dinner, I the table and my sister does the
8. My grandmother loves She makes great curries.

2 Reorder the letters to make the names of things we use in the house.

1. HREDAT
2. ETUDRS
3. RONWMALEW
4. AUCVUM RLACEEN
5. EDLENE
6. GINNIRO DROBA
7. ROMBO
8. ORNI

3 Write the correct words in the spaces.

1. Lawns look better after doing this.
2. Man's best friend loves this.
3. Especially important in the kitchen and bathroom for hygiene.
4. You can't iron without these two objects. ;
5. You do this when the plastic bag is full.
6. You can't ride this "animal".
7. Growing flowers, plants and vegetables as a hobby.

Answer Key

Actividad 1: 1 make; tidy up, 2 laundry, 3 hang the washing, 4 irons, 5 clear, 6 shopping, 7 clean, washing-up, 8 cooking.

Actividad 2: 1 thread, 2 duster, 3 lawnmower, 4 vacuum cleaner, 5 needle, 6 ironing board, 7 broom, 8 iron.

Actividad 3: 1 mowing the lawn, 2 taking the dog out, 3 sweeping; washing the floor, 4 iron; ironing board, 5 putting the trash out, 6 feeding the cat, 7 gardening.

WORD BANK

WORD BANK Clothes and accessories



68 sixty-eight



1 Write the items of clothing next to their definitions.

1. This jacket keeps you warm in the mountains.
2. These trousers are very popular with young people.
3. They protect your hands from the cold.
4. Dad wears one with a suit in the office.
5. Women and girls can wear a long or a short one.
6. These shoes are cool and comfortable in the summer.
7. Men can wear this under a jacket, or as part of a suit.
8. These are useful for your feet when it rains or snows.

2 Word puzzle. Write a letter in each space. What's the accessory in bold down?

	R		S	S
S	A		F	
T		A	N	
	R	C	S	I T
T				
	N	R	K	
T		H	S	
		H	I	T

sixty-nine 69

Answer Key

Actividad 1: 1 anorak, 2 baggy jeans, 3 gloves, 4 tie, 5 dress, 6 flip-flops, 7 shirt, 8 socks.

Actividad 2: dress, scarf, trainers, tracksuit, tie, anorak, tights, shirt.
La palabra que se forma es: earrings.

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