

TEACHER'S BOOK

Light Up



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COMPONENTS

STUDENT'S BOOK AND WORKBOOK

- › Six units + a LIGHTING UP unit
- › Pronunciation alerts 
- › Pay attention boxes 
- › Grammar boxes
- › Your turn! 
- › Games section
- › Go for it! section presenting the unit final Project
- › My learning record for self-assessment at the end of each unit
- › CLIL section every two units
- › Round-off section every two units
- › Workbook aligned with the Student's Book – provides additional practice on grammar, vocabulary, and skills to consolidate what was taught in each unit

TEACHER'S BOOK

- › Rationale for the selected teaching approach (cognitive-functional)
- › View of language
- › Planificación anual
- › Detailed teaching notes for every lesson, including ideas for further practice and cultural references to favour a better use of the images in the units
- › Pronunciation boxes with varied ideas to integrate phonology into the lesson
- › Workbook answer key
- › Audio scripts
- › Reference to ways to make the classroom inclusive (IC)
- › Ideas and suggestions to approach ESI (Comprehensive Sexuality Education)
- › Ideas and suggestions to approach SEL (Social and Emotional Learning)
- › Ideas and suggestions to help Ss to develop 21st Century Skills
- › Attainment targets (AT) to cater for diversity and different learning rhythms
- › Photocopyable Unit Tests, Progress Tests and a Diagnostic Test

ONLINE

- › FREE Digital Book: the complete Student's Book section with audios embedded
- › MEL (MyEnglishLab): interactive Workbook activities with instant correction and free writing activities, which can be corrected by the teacher

STUDENT'S SITE

- › Extra Grammar and Vocabulary activities (one downloadable worksheet per unit)
- › Extra Reading and Writing activities (one downloadable worksheet per unit)

TEACHER'S SITE

- › Photocopyable Unit tests A & B (one per unit)
- › Photocopyable Progress tests A & B (one every two units)
- › Photocopyable Diagnostic test (one per level)

OVERVIEW OF THE STUDENT'S BOOK

LIGHTING UP!

In this introductory unit, we intend to help Ss to build confidence in what they already know and to make the necessary associations and connections that will enable them to learn a foreign language. This is a stage where Ss

can develop critical thinking skills. Any teacher can help them to develop self-awareness and self-confidence by encouraging Ss' risk-taking.

THE STRUCTURE OF A UNIT

› ACTIVATE

Each unit starts with a double spread **Activate** section where the unit **goals** are listed for Ss' reference. A set of images and some textual references will be the starting point for class discussions and / or self-reflection upon the main topic presented. Ss will face the challenge to look in detail and identify certain features, to establish connections or to categorise elements by resorting to the previous knowledge they bring into the classroom.

Teachers are not expected to be controllers / transmitters of knowledge in the teaching and learning process, but to be facilitators / enablers responding to Ss' needs. All challenges are meant to make Ss aware of what they need to learn and therefore to trigger motivation. Ss will start by activating what they already know, which might help them to acquire new knowledge. Then, they will spot the new lexis, grammar and phonology, and learn to incorporate these. Through interactions with the content and help from their teacher and peers, Ss will design their own way to approach new concepts.

Closing this section, a preview of the final project is introduced in the **Think it up!** box. It will lead Ss to prepare for the final project. This way, Ss will know in advance what they are expected to do by the end of the unit. As the unit develops, they will also find suggested instructions to advance their projects in the **In action!** boxes.

› READING

There is a wide range of interesting and up-to-date content presented in varied text types, such as: blog entries, social networks, magazine and newspaper online articles, interviews and diaries. Ss will identify different genres by analysing the format of the realia presented. They will also be encouraged to draw meaning from context in order to grasp content as well as to select different reading strategies, e.g. skimming and scanning to anticipate or predict ideas presented in the text.

Analogy and opposition are some hints that will help Ss to develop both learning and productive strategies which will enhance autonomy in the teaching and learning process.

All the texts introduce topics that offer opportunities to reflect upon values and beliefs, helping Ss to develop their social and emotional skills.

› VOCABULARY

This page is devoted to working systematically on vocabulary. The lexical items, which have been introduced in context in the **Reading** section, are focused to aid memorisation and internalisation. Ss will develop awareness of lexical categories which, in turn, are closely related to grammatical categories, intonation, stress and rhythm.

› GRAMMAR

This section has been designed to introduce and practise main grammar points. Ss will be asked to observe, compare, contrast and make connections. This is why the **Grammar** boxes offer blank spaces for them to complete. Ss will always be encouraged to work out the presented structures by analysing the hints provided in each section. They will also be prompted to discover the hidden patterns and then use them in contextualised exercises. Further explanation of 'how' and 'when' the structures are used is given to support Ss' discovery. Some **Pay attention!** boxes will warn Ss about issues that might lead them to making mistakes.

› LISTENING AND SPEAKING

This section presents situations that enhance lexis, grammar and phonology in preparation for the listening task. Ss look for details which serve as hints to interpret the contexts in which conversations or speech take place. Ss will always be exposed to authentic speech, but adapted to their pace according to the level of proficiency. The series follows a spiral approach, so all topics presented in the audios are closely related to the target vocabulary and grammar introduced in each unit.

After solving each listening task, Ss are asked to interact in pair or groups. Clear communication goals involve Ss in real communication activities by resorting to the linguistic content introduced in the unit, and also by reusing content from previous units.

The selection of topics based on Ss' interests provides the necessary motivation to engage them in communication activities. It also helps them to develop their language proficiency while taking part in meaningful communication tasks.

› WRITING

Our view of writing is not constrained to teaching how to write 'end products'. We consider writing as a means to learning, and this perspective is present in all sections of the book. Nevertheless, it is worth noting that in every **Writing** section there are boxes which provide Ss with useful tips to approach or achieve accurate writing. A model text is always provided for Ss to start by trying parallel writing. Both formal and informal pieces are presented and analysed. The communicative purpose is never left behind. Ss are expected to write for real communication.

Ss approach writing from a **process writing** perspective as a step towards autonomy. They are provided with **feedback** to enable them to edit their work either on their own or working through **peer assessment**. The final product is presented to the class or corrected by the teacher.

› GO FOR IT!

As mentioned before, the final project is presented in the **Think it up!** box at the end of the **Activate** section for Ss to know what they are expected to do by the end of the unit. This anticipates Ss how the linguistic content of the unit will help them to achieve their final aim.

Every final project's aim is to pose a challenge to the student and focuses their attention on real communication rather than on accuracy. Ss will be learning linguistic content while communicating in real-life contexts.

The projects also give Ss a chance to use ICT (Information and Communication Technology), because the ability to use technology is a prerequisite in today's world.

The oral presentations in front of their classmates and teacher help Ss to become self-aware and develop self-control, essential for their social and emotional learning.

› MY LEARNING RECORD

This section helps Ss to work on self-assessment. It presents a grid with the expected outcomes and the possibility to grade their advance as 'Very well', 'I can manage' or 'I need to revise'. These categories imply that Ss' results are not numerical. They are self-evaluating their performance from a qualitative perspective. This practice aims at empowering Ss in their learning process until they are able to learn on their own. In order to achieve this aim, Ss need to be critical about their efforts and outcomes.

› CLIL

Even though we follow a cross-curricular approach – and all units develop topics that can be associated with other school subjects – every two units, a CLIL section has been integrated to offer Ss the opportunity to work on extensive reading. Topics have been carefully selected to fit Ss' interests. They are updated and appealing to promote reading for pleasure while reinforcing reading comprehension skills.

Once the text has been read, Ss are encouraged to reflect on how they deal with the issues presented in their everyday life.

› ROUND OFF

Every two units, Ss will be provided with an assessment page to self-assess their proficiency in the use of language as meaningful communication in context. This page offers exercises by which Ss will test their skills to use the linguistic content practised in the units. Ss will use vocabulary they have learned but, since the topics presented are not exactly the same as the ones introduced in the units, they will also be able to approach the language experimentally. They will perceive themselves as capable of using language in context to express what they actually want to say.

Since most of the exercises are contextualised, Ss will reinforce their knowledge of the linguistic contents while they make authentic use of language.

› GAMES

In order to add some fun to the learning process, there are four pages with games at the end of the Student's Book. The first two pages present games to practise contents introduced in the different units. The other two pages have board games to round off the first three units with the former and the second three units with the latter. These activities can be used by pairs or small groups, helping teachers to focus on Ss who need more attention while the fast-finishers go on practising using enjoyable material.

Ss will find a **Your turn!** box at the end of some tasks which will help them to reflect on some special issues and to personalise learned content.

A pair-work icon invites Ss to work on authentic interaction since they will be exchanging real information while they personalise the new knowledge they acquire.

Remember boxes highlight some features of English that might lead to confusion or to mistakes which could be prevented.

› WORKBOOK

The integrated Workbook at the end of the Student's Book provides further intensive and discrete point practice which helps Ss to reinforce the linguistic content presented in each unit. Therefore, classroom time can be used to focus mostly on comprehension and interaction tasks. Nevertheless, even though all the activities are suitable for self-study, they could also be used in class. This is possible because the Workbook follows the same order as the Student's Book, so the activities can be intermingled through the teaching process.

The listening comprehension section can be given as homework because Ss can access the audio files from the **MyEnglishLab** platform. In this way, each S will have the possibility of working at their own pace. The correction of the exercises can be used as a rounding-off activity in class.

OVERVIEW OF THE TEACHER'S BOOK

The Teacher's Book introduces the rationale which underlies the series. It provides plenty of suggestions to improve and vary classroom activities. A description of the teaching intention of each lesson is developed in all units. In this way, it is a real teacher companion in the process of teaching and learning. Besides, the book presents cultural information which facilitates discussion of the images in the **Activate** section. It also provides answers to the exercises in the order they appear in the Student's Book.

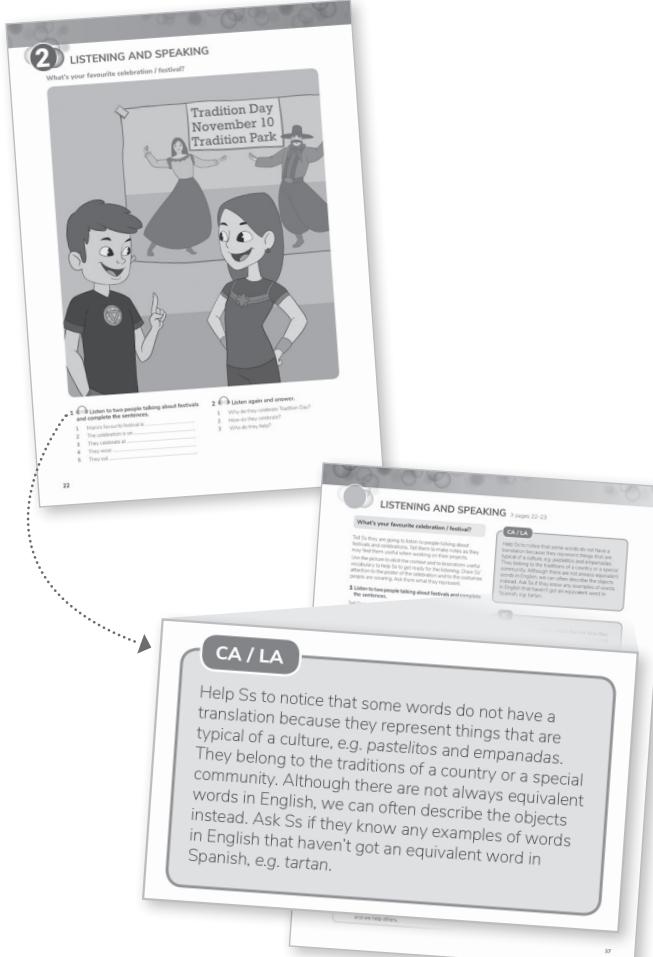
The Teacher's Book also offers teaching tips on classroom management, warm-up activities and further extra practice for most lessons. There are also **Pronunciation** tips to integrate phonology in the **Language** lesson as a way to help teachers to implement a cognitive-functional teaching perspective.

ATTAINMENT TARGET (AT)

We know that each S is unique and learns at their own pace. Not all Ss will achieve the same level of proficiency at the same time. Ss should be encouraged to understand that errors are not a bad thing but steps towards better learning. In this section basic attainment targets, as well as possible errors, are presented to accompany the teaching and learning process.

COMPREHENSIVE SEXUALITY EDUCATION (ESI)

This section offers some hints to help learners to reflect and finally make informed decisions as regards issues related to human development, identity, relationships, gender diversity, society and individual rights. Every unit deals with topics which can serve as a basis for the discussion of these issues.



CULTURE AWARENESS (CA)

Language and culture are tied together. Understanding a language demands our understanding of the culture in which it develops. This section aims at highlighting similarities and / or differences between Ss' own culture and that of English-speaking people for a better comprehension of the language under study. Reflecting on these issues will help Ss perceive different views of the world and to respect them.

LANGUAGE AWARENESS (LA)

Part of Ss' construction of knowledge demands reflection about how English and Spanish compare. The identification of the similarities and differences between the native language (Spanish) and the language they are studying (English) will help them incorporate the new linguistic concepts and lessen the risk of interference of their mother tongue in their use of English. On certain occasions, discussions will help Ss understand that there are different kinds of English and Spanish used by native and non-native speakers and that they are all to be respected.

21ST CENTURY SKILLS

› **Information and Communication Technology Literacy (ICT Literacy)**

The units present a project which can be completed using ICT. Ss are guided to surf the internet safely and use different applications to prepare their presentations and to display their productions. This practice will eventually enable Ss to make use of ICT to carry out surveys, fill in forms, create and interpret infographics, design slideshows and videos, and to insert audio files.

› **Critical Thinking**

Ss need to develop critical thinking to be able to understand the world and their interlocutor's second thoughts. The units present challenges for Ss to solve by reading contexts, observing images, finding hints in texts and pictures, interpreting intonation and body language. They will have to solve the tasks individually, then exchange ideas in pairs or small groups and finally discuss their answers with the whole

class. This progressive approach to general discussions will give them the opportunity to develop their own thinking. As they exchange ideas with more peers, they will become aware of how much they have to think before taking a decision because they will have to support their own views.

› Creativity

The 21st century presents individuals with new challenges, which are the result of new developments. Many tasks Ss are presented with pose the kinds of challenges whose answers or solutions will not be found in books or videos. This will help Ss to find their own way out by using their creativity.

› Individual and Social Responsibility

Ss have to work on projects throughout the units. They will divide and share responsibilities. This experience will help them to develop awareness of how individual responsibility impacts on group results. At the same time, they will perceive how working together provides individual Ss the necessary help for everybody to reach the outcome together successfully.

› Communication

Communication implies not only speaking but also listening, reading and writing. By means of tasks presented in the course, Ss will learn to communicate meaningfully and to respect each other's points of view. They will understand that we have to accept other people's opinions even when we disagree with them. They will learn turn-taking and register, among other communication features that will help them get their messages across.

› Collaboration

Ss will collaborate to complete projects and to achieve aims. They will experience success and failure together and will learn not to blame others when the results might not be as expected.

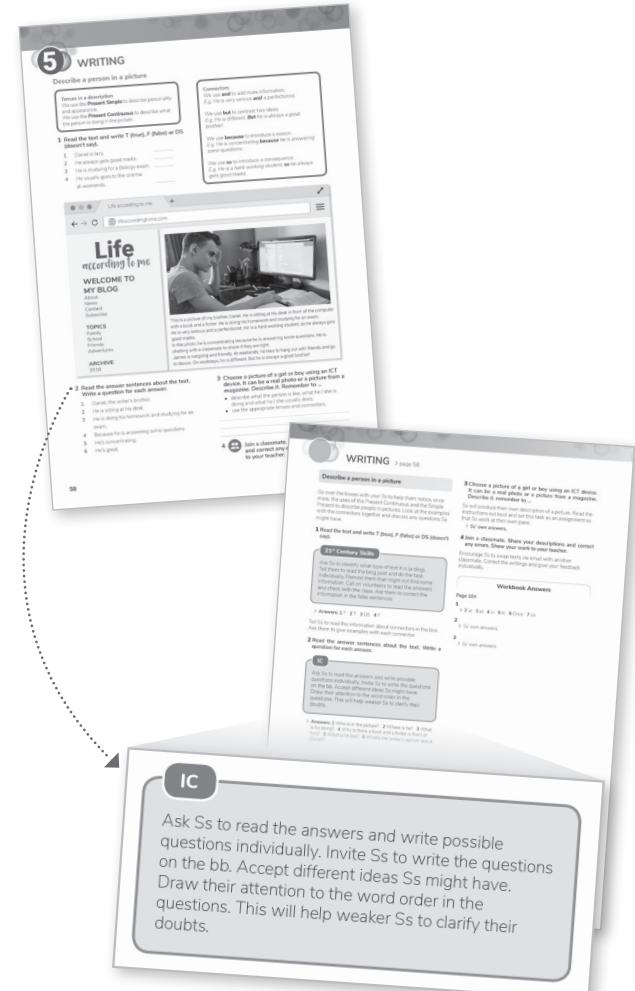
INCLUSIVE CLASSROOM (IC)

Individuals see reality according to their own experiences. It is only natural that different perspectives are expressed in classroom discussions. This section offers some hints as regards how to help Ss to respect other classmates' views. They should see differences as a possibility to grow. They don't need to share perspectives but to respect differences.

A relevant difference that can be noticed among Ss is the degree of difficulty that each S has to learn English. Some tips are offered to help slower Ss, to avoid their feeling embarrassed in front of their classmates.

SOCIAL AND EMOTIONAL LEARNING (SEL)

Teachers are not instructors who transmit knowledge. We are educators. This implies that we address the whole person when we teach. It is important we help Ss to acquire academic knowledge, but it is not enough. If Ss do not know how to establish positive relationships in society, they are bound to fail no matter how knowledgeable they are. On the other side, a person who may have difficulties in learning something can succeed if he / she knows who to join, how to ask for help and when he / she needs to do so. These are skills that our Ss will be able to develop if we understand that education goes beyond the transmission of information in the classroom. The Teacher's Book gives many tips on how to include social and emotional learning in everyday interactions. Ss will develop their self-awareness and awareness of others which, together with empathy, will facilitate their enriching interaction with the world.



METHODOLOGICAL RATIONALE

OUR VIEW OF LANGUAGE

Light Up is a five-level series conceived to help Ss to learn English from a cognitive-functional view of language, integrating syntax, lexis and prosodic features (stress, intonation and rhythm) to build meaning in context.

Any change in meaning implies a change in grammar, and prosodic features add to the communicative intention of the speaker in a particular context, i.e. a particular intonation can express different meanings according to the context in which it is used.

Communication is the primary function of language, which has an impact in the form that language takes, and grammar is important as long as it serves this purpose. We logically think of language in use.

When we understand a language, we also understand our conceptual world. The notion of concept refers to a person's idea of the world around. Conceptualization is dynamic because we reconstruct our concepts as we interact with other people's views.

OUR VIEW OF THE TEACHING AND LEARNING PROCESS

The series proposes a learning-centred stance, in which Ss are guided to discover how much of their learning they are able to construe by themselves.

It focuses on meaningful use of language. Thus, the aim of the series goes beyond the idea of teaching rules of use. From a reflective approach to learning, it aims at educating learners, providing them opportunities to think critically, reflect and develop self-awareness and empathy.

The guiding principle is to help Ss to develop communication and collaboration skills. This demands, first of all, that they clearly understand what they want to express. Secondly, that they are aware of the possible impact of what they want to say on others, as well as that they are able to put their ideas into words so that people understand exactly what they mean.

From the very beginning, the units present a wide variety of images to activate Ss' recall of concepts they are already acquainted with. Some of these concepts will be transferred to the second language context and others will just serve as a trigger for reflection.

Ss' interests, learning styles and stages of cognitive development are paramount to decide on the tasks set for them. The process of discovering on their own is

considered a means to develop memorable learning, so tasks enhance Ss' skills for making connections and drawing conclusions. The possibility to reflect upon their own experiences and to review their own beliefs about everyday issues is also encouraged. Ss will be able to acknowledge how much they are doing well, how much they might change and how much they will have to accept as different choices to interact with other people. This practice allows social and emotional learning to be interwoven with contents. Even though language study in each unit provides Ss with the necessary tools to develop accuracy, the focus is placed on enhancing Ss' participation in authentic and meaningful discussion.

Following a spiral approach towards learning, the series facilitates Ss' recycling of linguistic contents and the acquisition of new knowledge. Ss will practise linguistic content systematically while they get engaged in significant tasks.

The final projects introduced as a goal at the beginning of each unit facilitate the negotiation between teachers and Ss as regards planning details and assessment methods. At the same time, they aid Ss in taking responsibility for their own learning process while group cohesion is developed by working together to achieve a common aim.

PEDAGOGICAL PROPOSAL

21ST CENTURY SKILLS

We are aware of the fact that nobody 'owns' knowledge because it develops so fast that we need to update information every day. Companies hire workers who are ready to work in collaboration with others, who are good at communicating and who have their minds open to discard knowledge they thought was right and to incorporate new knowledge instead. Even though we cannot deny the value of acquired information, we have to accept that knowing how to access information might sometimes be more useful than having information ourselves.

Every unit has a final project which Ss will have to complete in groups and every member of the group has to work in order to achieve the final goal. This practice enhances collaboration, creativity, communication, critical thinking, and individual and social responsibility.

Ss will develop group cohesion while they work together,

lesson by lesson, to achieve a common aim. These projects are slide shows, poster or poem presentations, drama activities, videos etc., which demand **digital literacy** and **multimodal communication skills**.

Ss will also gain proficiency at using ICT, which is important for their future development. However, if Ss don't have access to technological devices or connectivity, they can produce their Project resorting to poster presentations, cards, dramatizations and the like. The aim of this stage is to help learners perceive how they can communicate their own ideas in the new language.

There are many problem-solving situations in the units so that Ss develop their critical thinking while they discover correlations, make connections and find core issues working individually, in pairs or groups.

SOCIAL AND EMOTIONAL LEARNING

Teaching in this 21st century poses a serious demand on teachers: we have to educate. We are not only transmitting knowledge. As stated above, we would not be able to 'own' knowledge as it develops so fast. We should focus on helping Ss to become successful citizens of this world, which demands the development of self-awareness and interpersonal awareness as well as individual and social responsibility.

Light Up is meant to help teachers and learners to work on Social and Emotional Learning (SEL).

The topics and tasks presented aim at enhancing **experiential learning**. Our identity has been described as a three-layered cake: the bottom is formed by personality characteristics that have been genetically transferred, or which have been

developed at very early stages of our cognitive development. The upper layer shows the everyday attitudes and behaviour that can be easily modified by instructions and decisions taken at the moment we act. The middle layer is the one we address.¹ It is the area ruled by **emotional intelligence** and which can be modified on the basis of experiences. Here we can help Ss to **reflect** and **take informed decisions**. They can learn to **know themselves in depth** and thus establish a better **relationship with others**.

There are many instances in which Ss can develop social awareness, and relationship skills which will guide them into self-management and responsible decision-making.² There is advice on how to deal with this in every unit.

COMPREHENSIVE SEXUALITY EDUCATION (ESI)

Comprehensive Sexuality Education (ESI) emphasizes a holistic approach to human development and sexuality. According to UNESCO documents, sexuality education provides young people with the knowledge, skills and efficacy to make informed decisions about their sexuality and lifestyle.³

This issue is considered as part of the context of emotional and social development. We understand that the provision of information alone is not enough so we will try to give adolescents the opportunity to acquire essential life

skills and develop positive attitudes and values. ESI is an approach that recognises and promotes: human rights; knowledge, values and skills necessary for HIV prevention; and gender equality.

This section offers some hints to help learners to reflect and finally make informed decisions as regards issues related to human development, identity, relationships, gender diversity, society and individual rights. Every unit deals with topics that can serve as a basis for the discussion of these matters.

¹ SPARROW and KNIGHT (2006) Applied EI. The Importance of Attitudes in Developing Emotional Intelligence. TJ International Ltd, Padstow, Cornwall, UK

² BOWKET and PERCIVAL (2011) Coaching Emotional Intelligence in the Classroom. Routledge New York, NY.

³ <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-sexuality-education.pdf> [accessed 2019-05-07].

INCLUSIVE CLASSROOM (IC)

There are many instances in which Ss discuss issues that might be perceived differently. They are used to help Ss to develop empathy and respect for others' points of view. They will understand that we do not need to share perspectives to accept them. We can go on thinking the same and acknowledge others' right to have a different opinion.

Another issue we care about is the lower level of proficiency some Ss might have. Ss will work on peer assessment and small-group assessment before sharing with the whole class. This practice grants weaker Ss the opportunity to understand the topic and solve tasks individually first, with the help of a peer later and within a small-group sharing after that.

ATTAINMENT TARGETS (AT)

The aim of a lesson will always be to enable Ss to become proficient and effective at using the English language. Nevertheless, some priorities are established so that teachers can consider proficiency degrees to assess Ss.

Not all Ss will reach the highest standard, but they will be considered to have achieved the aim if their performance is comprehensible in interaction. This is clearly stated in the Teacher's Book.

ASSESSMENT

We try to help Ss to become independent learners, so that they go on learning when they come to the end of their school careers. This requires that they can be critical about their achievements. To aid this process, Ss have the possibility to work on **peer assessment**.

Ss are also encouraged to carry out self-assessment. There is a **My learning record** grid at the end of each unit where they can check what they can do with the contents learned.

This grid is not based only on grammar points, but it also pinpoints functions of language, which may allow for

some grammatical inaccuracies. It also includes social and emotional skills, which adds an instance of reflection about personal growth.

Besides, there is a **Self-check** page at the end of every unit in the Workbook. Ss can confirm what they have learned. Doing all the tasks will help Ss to review what they have learned before they do the end of unit test.

HOW AND WHY TO USE MYENGLISHLAB

Light Up believes in the potential Ss have to learn and, at the same time, acknowledges that each S is an individual with their own learning needs. We try to cater for their individual needs but if we did that in the classroom only, we would have limited results. We believe that Ss should be granted the opportunity to learn at their own pace in their own time. This is made possible by the implementation of blended learning.

The 21st century has put ICT at the core of education. We need to help Ss to become digital citizens who can access information autonomously and be prepared to meet the demands of their future working career. They need to learn to discriminate between reliable and unreliable online information. A great way to start is by giving Ss some homework in which they have to interact with technology and handle information. These tasks will either be the kick-off of their learning or the summarising instance of learning that has started in the classroom. We claim that Ss need to move forward at their own pace. Working at home with extra material guarantees this process. Ss have access to systematic practice and immediate feedback by using the

MyEnglishLab (MEL) platform. Ss will be able to complete activities and self-assess their performance interactively. The audios are embedded, so Ss will be able to listen to them as many times as they need to. This reinforces the idea of having an inclusive classroom, because all Ss will have the possibility to achieve their learning aims.

We foster the idea that education should not be constrained to the four walls of a classroom. If Ss work independently on some theory or vocabulary in their own time, their classroom time will be enriched. Ss will come to the classroom prepared to interact more proficiently and teachers will be able to focus on developing them further. Teachers can present Ss with problem-solving tasks, which will enhance authentic communication.

If teachers opt for working with the MEL platform, they can follow the Ss' progress and see how they are learning, which difficulties they cannot overcome or how they improve their performance, as they work on the platform. Teachers can also keep a track of Ss progress and add extra material for those who need more or differentiated practice.

GUIDE TO ACCESS MYENGLISHLAB

› Registration

To use MyEnglishLab as an instructor, you will need to register an instructor access code. This will allow you to review course content, create a course, assign work to Ss and monitor Ss' performance.

Step 1: Creating an account or signing in

1. Go to www.english.com/activate. Sign in or create an account in the Pearson English Portal.
2. You can either create a new account or sign-in if you already have a Pearson English Portal account.
 - A. Click on **Create an account** to set up a new account.
 - B. Enter your existing **Username** and **Password** and then click on **Sign in**.
3. When creating a new account, choose **An Adult Account**, click on **Get started** and enter your **Personal information**.
4. Enter your **Account information**.
5. Review your information and then click on **Create account**.

Step 2: Entering your access code.

1. Enter your **Access code**.

› Creating and customizing a course

To assign activities and monitor the performance of your Ss, they must be part of your course.

Step 1: Creating a course

1. Go to www.english.com/activate and enter your **Username** and **Password**.
2. Click on **Light Up**.
3. Click on the **Settings** tab.
4. Under **Course management**, click on **Create a new course**.
5. Click on **New course** and then click on **Next**.
6. Enter the **Course name** and **Course end date**, and then select the product and level from the Product drop-down list.
7. Click on **Submit**.
8. The course summary page shows the Course name, **Course ID**, Product, and Course end date. Share the Course ID with your Ss wishing to join your course. Click on **Print** to generate a PDF with the course information. You can save the PDF in your computer so as to have the information at hand whenever you need it.

Step 2: Customizing a course

You can change gradebook settings, the default settings published with your course or add resources to your course (PDF, Word documents, etc.).

1. Click on the **Settings** tab.
2. Under **Course Management**, click on **Manage** for the course you would like to customize.

› Enrolling Students

1. Click on the **Settings** tab.
2. Under **Course management**, click on **Manage** for the course.
3. Under **Manage students**, click on **Register new student(s)**.

4. Under **Register single student**, enter the student's information.

5. Click on **Submit**.

The collage illustrates the following features of the MyEnglishLab platform:

- Course Management:** The top-left screenshot shows the 'Light Up Starter Level' course management page with a list of assignments (Workbook Unit 1-6, LU_WB_S_U1_P4_WRITING).
- Writing Assignment:** The top-right screenshot shows a writing assignment titled 'LU_WB_S_U1_P4_1' where students are asked to write sentences about themselves using provided cues.
- Reading Comprehension:** The middle-left screenshot shows a reading comprehension page about Ana Navarro, with a bio, an 'Example' box, and a question asking if Ana is Canadian.
- Vocabulary and Grammar:** The middle-right screenshot shows a vocabulary and grammar exercise where students match greetings (1. Hello, 2. Goodbye, 3. Nice to meet you, 4. Bye, 5. My name is) with responses (Hi!, Nice to meet you, Cecilia, Bye, Nice to meet you too).
- Gradebook:** The bottom-left screenshot shows the 'Gradebook' page for the 'Light Up Starter Level' course, displaying student data and grades.
- Diagnostics:** The bottom-right screenshot shows the 'Diagnostics' page, which includes a 'TimeSpent' chart showing average time spent on units and a 'ScoreGauge' chart showing average scores for each skill area.

ASSESSMENT

Light Up follows a continuous assessment perspective. Every activity presented is thought for Ss to receive immediate feedback. Even though Ss start on some tasks on their own, they are invited to share their answers with a classmate to work on peer correction. After sharing with one or two classmates, there is a whole classroom checking session led by the teacher. In this way, no one is left behind. Ss will have an opportunity to receive immediate feedback and explanations they need to keep up with the pace of the lessons.

On occasions, Ss may work orally in the classroom to then complete the writing activity as homework. This practice will enable Ss to work on self-assessment and identify the points in which they need further explanation and / or extra practice.

SUMMATIVE AND FORMATIVE ASSESSMENT

We have different reasons to assess our Ss, but our main aim is to help them to learn, and to help them to learn independently. These aims can be fulfilled through systematic work and **formative assessment** in the classroom. Teaching should be organised in the following ways:

- › Assessment is part of the teaching and learning routine so that it does not stress Ss. They will understand assessment as an essential part of their learning process.
- › From the beginning, Ss know what they are going to be assessed on, how and when the assessment will take place, and what they are expected to do. This is possible if teachers and Ss go through the goals of the units and agree on ways and times of assessment from the start. Besides, the **Think it up!** box introduces the final project and Ss are given guidelines to work on it in the **In action!** boxes throughout the unit. Ss complete tasks which will be part of the final presentation. In the writing section, Ss are given a model to follow to produce their own writing. All exercises are checked in pairs and as whole class peer assessment. Even the Games section provides an instance of assessment, which is quite relaxed.
- › Ss receive **immediate feedback**. We should remember that, in order to motivate our Ss, we need to help them to perceive themselves as capable of learning. We have to give them positive feedback and a message of belief in their potential to learn.
- › When it is possible, we should help Ss to **construe their own concepts**, so that they memorise them and make them theirs.
- › The feedback we give our Ss should enable them to understand and correct their errors.
- › Ss become aware of their achievements. At the end of each unit, Ss will complete the **My learning record** grid where they can **self-assess** their knowledge in terms of what they can actually do with the language they

At the end of each unit, Ss have the **My Learning Record** grid in which they have the possibility to reflect on their progress. The grid is prepared in terms of functions of the language because Ss are expected to reflect on what they can actually do with language and not to enumerate the structures and vocabulary items they have memorised. There are also some items referring to social and emotional learning aspects for Ss to develop self-awareness.

There is also an instance of summative evaluation every two units, in the **Round off** section, as it is important to help Ss to meet the standards established by the Ministries of Education.

have learned.

But all this is only part of the assessment. Ss have to meet some standards that enable them to go on studying anywhere they might go. **Light up** offers **summative assessment** based on the Global Scale of English (GSE), the first truly global English language standard, which allows teachers to measure learners' progress more accurately and easily. It extends the Common European Framework of Reference (CEFR) by pinpointing on a scale from 10 to 90 what needs to be mastered for the four skills of speaking, listening, reading and writing within a CEFR level. It gives teachers the possibility to select the right learning objectives, grammar and vocabulary required for their learners to move onto the next level.

In **Light Up** you will find:

- › A **self-check** page on every unit of the Workbook, where Ss will work on self-assessment from a quantitative perspective.
- › A set of **tests** organised in a graded way:
 - › A **diagnostic test**, which gives teachers and Ss a starting point for the teaching and learning process. Ss are assessed on their previous knowledge and / or their potential to learn. This test does not have a feedback in scores. Moreover, Ss can self-assess their performance based on learning objectives from the GSE.
 - › **Unit tests** (version A in the Teacher's Book and version B on the Teacher's website) to assess Ss's progress after each unit.
 - › Three **progress tests** (A and B), one every two units. They are progress tests, since they assess contents in a cumulative way. The first test assesses units 1 and 2; the second test assesses units 1 to 4 and the last test assesses all the units.

We aim at educating the whole person and to enable Ss to become autonomous citizens in the 21st century world. They need to learn how to evaluate their potential day by day. A steady work on self-assessment will enable them to do so. At the same time, they will need to accept feedback and suggestions from their work partners. They will develop this capacity by working on peer assessment in the

classroom. **Light Up** aims at giving Ss opportunities to grow as individuals who can understand and accept both their strengths and weaknesses. Getting used to working with summative and formative assessment grants them the chance of learning to know themselves and to know others, and to understand the value of acknowledging our weaknesses which, ultimately, makes us grow as whole people.



THE GLOBAL SCALE OF ENGLISH

The **Global Scale of English (GSE)** is a standardised, granular scale that measures English language proficiency.

Using the **Global Scale of English**, students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the **Global Scale of English** identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The **Global Scale of English** is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to their ability and learning goals. The **Global Scale of English** serves as a standard against which English language courses and assessment worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse for more information about the **Global Scale of English**.

Visit www.english.com/blog/download-gse-younglearners to download the GSE syllabus and descriptors.

The Teacher's toolkit

The **GSE Teacher Toolkit** is a free tool which contains a global standard of reference developed by Pearson over a number of years in collaboration with teachers, ELT authors and language experts from around the world. It is an online, searchable database. Teachers can select the range that corresponds to the coursebook they are teaching, and filter it by skill. This list can be downloaded and can be used as a personal checklist. It can also be shared with learners for them to be able to see their progress. This can tap into their motivation for they may feel it is worth making an effort to advance in their learning process.

Visit <https://www.english.com/gse/teacher-toolkit/user/> to access the Teacher Toolkit.

The screenshot shows the Pearson Global Scale of English Teacher Toolkit interface. At the top, there's a navigation bar with the Pearson logo, 'PEARSON ENGLISH', 'Global Scale of English', and 'GSE Teacher Toolkit'. Below this is a section titled 'GSE Teacher Toolkit' with a sub-section 'Choose category'. The 'Choose category' dropdown is set to 'Learning Objectives'. There are three tabs: 'Learning Objectives' (selected), 'Grammar', and 'Vocabulary'. Under 'Learning Objectives', there are two dropdowns: 'Who are you teaching?' (set to 'Choose Learner') and 'Choose a range on the GSE / CEFR' (set to 'A1'). A search bar 'Filter search results with a word or phrase...' is also present. To the right, there's a video thumbnail with the text 'Play Overview' and a progress bar. At the bottom right, there are buttons for 'Show results', 'Back to top', and 'Help & Feedback'.

PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	ESTILOS TEXTUALES Y GÉNEROS	HABILIDADES DEL SIGLO 21	ARTICULACIÓN DE CONTENIDOS CON OTRAS ÁREAS
0 Lighting Up!		<p>Unidad de inicio Los alumnos podrán:</p> <ul style="list-style-type: none"> • Pedir y brindar información personal • Hablar sobre países y nacionalidades • Contar 20 – 100 • Nombrar los colores • Describir familias y hogares • Hablar sobre rutinas y pasatiempos • Hablar sobre habilidades y posibilidades • Identificar las partes del cuerpo • Preguntar y decir la hora • Nombrar los días de la semana • Nombrar los meses del año • Identificar las estaciones y asociarlas al clima 		<ul style="list-style-type: none"> • Comunicación y colaboración • Trabajo de a pares • Trabajo en grupos pequeños • Presentaciones frente a pares • Manejo de TICs <p>Procesador de texto</p> <p>Lectura y redacción de emails</p> <p>Búsqueda de información</p>	
1 My Little World	Presentación de un póster Diseño de un horario escolar ideal / absurdo	Los alumnos podrán:	<ul style="list-style-type: none"> • Horario escolar • Entrevista a un estudiante de intercambio • Email • Formulario escolar • Párrafos de opinión • Tarjeta escolar de identificación 	<ul style="list-style-type: none"> • Pensamiento crítico: Evaluación de la Información • Software para crear collage, video, presentaciones, póster multimedia, audio, blogs y páginas web • Pensamiento creativo 	<ul style="list-style-type: none"> • Ciencias sociales: tipos de escuelas • Estudiantes de intercambio
2 What do They Do?	Presentación PechaKucha: Nuestra celebración ideal	Los alumnos podrán:	<ul style="list-style-type: none"> • Artículo en una página web • Publicación en un blog • Descripción de un día especial 	<ul style="list-style-type: none"> • Responsabilidad individual • Responsabilidad social <p>Intervención en proyectos</p>	<ul style="list-style-type: none"> • TICs: Presentación PechaKucha • Ciencias sociales: Fechas especiales • Festejos en distintos países
3 Nature's Lessons	Presentación en póster o diapositiva: Graffiti para una campaña de protección de los animales.	Los alumnos podrán:	<ul style="list-style-type: none"> • Hoja de información • Etiquetado • Diálogo • Señales y letreros • Símil 	Encuestas, reporte de resultados	<ul style="list-style-type: none"> • Biología: Categorización de animales • Ciencias sociales • Responsabilidad ciudadana por el cuidado de los animales

REFLEXIÓN

CONTENIDOS

	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Intercultural	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> • Autoconocimiento Reflexión sobre actitudes personales • Auto-control Participación respetuosa en discusiones • Motivación Estímulo a través de solución de problemas y juego de roles Juegos didácticos • Empatía Respeto por opiniones ajenas • Conciencia social Valoración del esfuerzo individual en función del bien común • Habilidades para relacionarse Trabajo de a par y grupal • Toma de decisiones responsable Planificación de tareas para el proyecto final Ensayo previo a las presentaciones Diferencia entre realidad y percepción 	<ul style="list-style-type: none"> • Concepto de familia • Respeto por la diversidad de familias <ul style="list-style-type: none"> • Concepto de familia • Tipos de viviendas • Actividades de tiempo libre • Horarios de rutinas <ul style="list-style-type: none"> • La educación nos permite integrarnos sin distinción de género <ul style="list-style-type: none"> • Ocupaciones y sexismo <ul style="list-style-type: none"> • Ocupaciones y sexismo • Uso de comparaciones como agresión 	<ul style="list-style-type: none"> • Concepto de familia • Tipos de viviendas • Actividades de tiempo libre • Horarios de rutinas <ul style="list-style-type: none"> • Escolaridad en el mundo • Materias y talleres 	<ul style="list-style-type: none"> • Información personal • Países y nacionalidades • Números 20 – 100 • Los colores • La familia y hogares • Rutinas • Partes del cuerpo • La hora • Días de la semana • Meses del año • Estaciones del año y el clima <ul style="list-style-type: none"> • Horarios escolares • Lugares en la escuela • Materias de la escuela • Adjetivos: <i>traditional, obligatory, great, wonderful, difficult, good, big, old, long, optional, awful, modern, innovative, short, bad, easy, small, new</i> • Expresiones: <i>It all depends on your attitude. It's awesome! It sounds interesting.</i> <ul style="list-style-type: none"> • Ocupaciones • Tareas que realizan distintos obreros y profesionales • Celebraciones • Cosas que hacemos en días especiales • Expresiones: <i>Some people tell stories. It's fun! There's a fireworks show. There's an important parade.</i> <ul style="list-style-type: none"> • Animales y su apariencia • Adjetivos que describen a los animales • Cosas que los animales pueden hacer • Expresiones: <i>They are typical of this region. Really? No kidding! It can squeeze you ... It's an endangered species ...</i> 	<ul style="list-style-type: none"> • Verbo to be • Presente Simple • Pronombres personales • Adjetivos posesivos • Caso posesivo <ul style="list-style-type: none"> • Verbo to be – todas sus formas presentes • Palabras interrogativas: <i>What, Where, How old, Who, When, Why, What time</i> • <i>There is / There are</i> • Adjetivos posesivos • Preposiciones de tiempo: <i>in, on, at</i> <ul style="list-style-type: none"> • Presente Simple – todas sus formas • Pronombres objetivos • Adverbios de frecuencia: <i>always, usually, often, sometimes, never</i> • Infinitivo de propósito • Conectores de secuencia: <i>First, Then, After that, Finally, before, after</i> <ul style="list-style-type: none"> • Presente simple – Preguntas con: <i>Where, What, Why, How may, When</i> • <i>Can / can't</i> • <i>Must / mustn't</i> 	<ul style="list-style-type: none"> • Entonación de oraciones y preguntas <ul style="list-style-type: none"> • Pronunciación de las formas afirmativas y negativas del verbo to be. • Pronunciación de los ítems lexicales • Uso de foco para resaltar información • Entonación de preguntas para confirmación • Entonación de preguntas para información • Entonación como expresión de emociones <ul style="list-style-type: none"> • Pronunciación de los ítems lexicales • Entonación de oraciones afirmativas, negativas y preguntas • Cambio de foco para enfatizar <ul style="list-style-type: none"> • Pronunciación de los ítems lexicales • Entonación como organizadora del discurso • <i>/dʒ/ /h/ and initial cluster /sn/</i>

PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	ESTILOS TEXTUALES Y GÉNEROS	HABILIDADES DEL SIGLO 21	ARTICULACIÓN DE CONTENIDOS CON OTRAS ÁREAS
4 What shall We Do?	Videoclip de propaganda: Oferta ideal de actividades de tiempo libre para adolescentes	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre lugares en la ciudad • Hablar sobre lo que pueden hacer en una ciudad • Pedir y dar indicaciones para guiarse en la ciudad • Describir lo que están haciendo las personas • Hacer, aceptar y rechazar invitaciones • Redactar la descripción de una foto 	<ul style="list-style-type: none"> • Diario personal • Esquema de un barrio • Descripción de situaciones gráficas 	<ul style="list-style-type: none"> • Comunicación y colaboración • Trabajo de a pares • Trabajo en grupos pequeños • Presentaciones frente a pares • Manejo de TICs <p>Procesador de texto</p> <p>Lectura y redacción de emails</p> <p>Búsqueda de información</p> <ul style="list-style-type: none"> • Pensamiento crítico: Evaluación de la Información 	<ul style="list-style-type: none"> • Arte / TICs • Diseño de un videoclip • Ciencias sociales • Actividades de tiempo libre para adolescentes • Geografía • Ubicación dentro del mapa de la ciudad
5 How Much do We Know about the Internet?	Show de raps: Usando la Internet	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre Internet • Analizar los puntos a favor y en contra de la Internet • Describir lo que las personas están haciendo ahora y lo que hacen habitualmente • Identificar a los dueños de los objetos • Identificar palabras que riman • Describir fotos 	<ul style="list-style-type: none"> • E-books • Presentaciones en línea • Distintos tipos de publicaciones en línea • Rap 	<ul style="list-style-type: none"> • Software para crear collage, video, presentaciones, póster multimedia, audio, blogs y páginas web • Pensamiento creativo collage, video presentaciones, póster 	<ul style="list-style-type: none"> • TICs: • Publicaciones en línea • Usos de programas y publicaciones en línea • Puntos positivos y negativos del uso de Internet • Arte: ritmo de raps
6 Pack your Bags!	Redacción colaborativa y presentación con diapositivas y música: Descripción de un viaje real o imaginario	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre la organización de un viaje • Hablar sobre medios de transporte • Hablar sobre posibles actividades en vacaciones • Describir una experiencia de vacaciones • Comprar un pasaje • Escribir un mail informal sobre una experiencia de vacaciones 	<ul style="list-style-type: none"> • Folleto de oferta turística • Diálogo • Mail informal 	<ul style="list-style-type: none"> • Responsabilidad individual <p>Intervención en proyectos</p> <ul style="list-style-type: none"> • Responsabilidad social <p>Encuestas, reporte de resultados</p>	<ul style="list-style-type: none"> • TICs • Presentación con diapositivas, inserción de sonido • Geografía: lugares de atracción turística • Ciencias sociales: modos de viajar

REFLEXIÓN

CONTENIDOS

	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Intercultural	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> • Autoconocimiento Reflexión sobre actitudes personales • Auto-control Participación respetuosa en discusiones • Motivación Estímulo a través de solución de problemas y juego de roles Juegos didácticos • Empatía Respeto por opiniones ajenas • Conciencia social Valoración del esfuerzo individual en función del bien común • Habilidades para relacionarse Trabajo de a par y grupal • Toma de decisiones responsable Planificación de tareas para el proyecto final Ensayo previo a las presentaciones Diferencia entre realidad y percepción 	<ul style="list-style-type: none"> • Respeto por la diversidad de elecciones como actividades de tiempo libre 	<ul style="list-style-type: none"> • Modo de pasatiempo en distintos lugares del mundo 	<ul style="list-style-type: none"> • Edificios y lugares en la ciudad • Negocios • Pedir y dar instrucciones para ubicarse en la ciudad • Qué podemos hacer en distintos lugares de la ciudad • Expresiones: Good boy! Good idea! On the left / right; at the back / front / top / bottom. • Sugerencias: Let's ... Why don't we ...? What about ...? Shall we ...? • Indicaciones: go ahead, turn right / left at, it's on your right / left, it's at the end of the street. 	<ul style="list-style-type: none"> • Presente Continuo – todas sus formas • Preposiciones de lugar: next to, between, opposite, near • Want +to infinitive • Sustantivos contables e incontables • A lot of / some / any / a(n). • How much / How many 	<ul style="list-style-type: none"> • Foco estrecho para enfatizar • Entonación como organizadora del discurso • Entonación descendente para exclamaciones
	<ul style="list-style-type: none"> • Identidad en línea 	<ul style="list-style-type: none"> • Uso global de Internet 		<ul style="list-style-type: none"> • Dispositivos de TICs • Usos de computadoras y teléfonos inteligentes • Adjetivos que describen personalidad • Su connotación positiva o negativa • Expresiones: Be careful, man. Beware my friend. Look guys! Read the banner. Cowards! 	<ul style="list-style-type: none"> • Presente Simple y Presente Continuo comparados • Uso de Presente Simple y Presente Continuo en descripciones de situaciones gráficas • Pronombres posesivos • Conectores: and, but, so, because 	<ul style="list-style-type: none"> • Entonación como signo de contraste • Entonación como medio de cohesión • Identificación de palabras que riman • Entonación como marca de ritmo
	<ul style="list-style-type: none"> • Viajar en grupos 	<ul style="list-style-type: none"> • Modos de viajar • Medios de transporte como atracción turística • Opciones de actividades en vacaciones 		<ul style="list-style-type: none"> • Lugares de atractivo turístico • Medios de transporte • Actividades de vacaciones • Expresiones: We didn't spend much money. Single or return? Direct flight 	<ul style="list-style-type: none"> • Verbo to be – pasado simple • Pasado Simple – Verbos regulares e irregulares • Expresiones de tiempo pasado: yesterday morning / afternoon / evening, last night / year / month / week / summer / Friday, two weeks / three months / a year ago 	<ul style="list-style-type: none"> • Formas fuerte y débil de was – were • Sufijos de pasado /d/ /t/ /ɪd/ • Verbos irregulares • Entonación como marca de emoción • Entonación de preguntas para confirmación e información • Entonación como organizadora del discurso

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LIGHTING UP

› pages 4–5

1 Read and circle the correct options.

Ask Ss to read the instructions. Call a volunteer to tell you what they have to do. Checking instructions this way helps Ss who find it more difficult to understand rubrics. Then, tell Ss to do the task. Don't check answers yet.

2 Listen and check.

When Ss have completed the task, tell them to get ready to check it. Play the audio file for them to see how they have done. Check answers with the whole class.

- › **Answers:** 1 am 2 live 3 are 4 always 5 at 6 breakfast
7 brother 8 has 9 an 10 walk 11 drives 12 can't 13 because
14 is 15 at 16 gets 17 at 18 so 19 lunch 20 our



See SB page 4

3 Write questions and answers and correct the wrong information.

Ask Ss to work individually. Have them read the statements and write the questions. Then, tell Ss to write the answers. Put them in pairs to compare questions and answers. Call on volunteers to read the questions and answers.

- › **Answers:** 2 Is Asunción de capital city of Chile? No, it isn't. It's the capital city of Paraguay. 3 Are her days sometimes the same? No, they aren't. They are always the same. 4 Does she have a shower at 6:30 a.m.? No, she doesn't. She gets up at 6:30 a.m. 5 Has she got a sister? No, she hasn't. She's got a brother. 6 Does Juan eat a sandwich for breakfast? No, he doesn't. He eats toast and eggs. 7 Can Silvia have lunch with her parents? No, she can't. She has lunch at school. 8 Does Juan work at school? No, he doesn't. He works at the Central Hospital. 9 Does he come back home at midday? Yes, he does. 10 Does he have lunch with friends? No, he doesn't. He has lunch with his parents.

4 Use the words in the word cloud to complete the text.

Tell Ss they are going to complete the text. Go over the text with them and elicit the type of word that's missing in each gap. Ask them to read the words in the word cloud and to try to find the opposites. Give Ss time to complete the text individually. Don't check answers yet.

5 Listen and check.

When Ss have completed the text, tell them to get ready to check. Play the recording for them to check answers before checking them with the whole class.

- › **Answers:** 1 summer 2 it 3 cold 4 Australia 5 morning 6 night
7 warm 8 so 9 because 10 But 11 rainy 12 windy



See SB page 4

6 Complete the series of words.

Tell Ss to complete the series on their own. Then, ask them to work in pairs on peer correction. Call on volunteers to read a series each. Write the answers on the bb.

- › **Answers:** 1 four 2 morning 3 March 4 Wednesday
5 seventy 6 winter 7 night 8 eleven 9 a hundred and forty
10 August

7 Join a classmate and ask and answer. What colour is / are ...?

Tell Ss to join a classmate to work on this exercise orally. They will be revising colours, clothes, and the genitive case. While Ss work orally, walk around the classroom to monitor their exchanges.

- › **Answers:** 1 It's red. 2 They're blue. 3 It's green. 4 It's yellow. 5 They're white. 6 They are white and light blue.
7 They're green. 8 They're grey.

8 Find furniture, appliances, parts of the house and kinds of houses. Write them in the corresponding lists.

This task aims to help Ss to revise words from different lexical groups.

- › **Answers:** 1 table, bed, sofa, desk, chair, wardrobe, shelf, tub
2 fridge, lamp, stove 3 bedroom, garage, garden, kitchen, dining room, bathroom 4 flat, loft, mansion

9 Read and complete the family tree.

Tell Ss to do read the text and complete the family tree.

- › **Answers:** Grandmother Marjorie, Grandfather Joseph, Mother Stella, Father Peter, Brother Jake, Sister Helena

10 Look at the family tree and complete the sentences.

Have Ss complete the task individually. Point out that they can refer to the text in Exercise 9 for help. Call on volunteers to read the sentences.

- › **Answers:** 1 grandmother 2 father 3 brother 4 grandfather
5 parents



This section aims to personalise Ss' learning and make language practice more meaningful. Tell Ss they do not need to stick to the traditional infographic of a family tree. They can draw it in their own style.

11 Find the odd one out.

Do an example with the whole class to check Ss understand what they have to do. Read out the four words and invite Ss to say which one is different and why. Give Ss time to do the task and compare their answers in pairs. Check answers with the whole class eliciting reasons for their choices.

- › **Answers:** 1 eye 2 head 3 smell 4 ear 5 hair

12 Look at the pictures and write what each person does.

Draw Ss' attention to the pictures and elicit what each item is. Have Ss discuss in pairs what each person does and then ask them to write the sentences.

- › **Answers:** 1 Peter plays / practises football. 2 Anna does / sells pottery. 3 Jeff and Anthony go fishing. 4 Dad reads / writes books / novels.

Goals

- › Talk about school timetables, subjects and places
- › Read and learn about a school exchange programme
- › Describe yourself and your surroundings
- › Listen and learn about schools
- › Write a student profile

Go over the goals box with the Ss. Have a class discussion about your demands, timing, ways of assessment, etc. and try to come to an agreement. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box together and discuss what Ss are expected to do by the end of the unit. This will help them understand the relevance of the language they have to learn to complete the project. Show Ss the timetable on page 6 and explain it is a model of what they are expected to present as the final project of the unit.

1 Look at the pictures and timetable. Complete the missing information.

Go over the timetable with the Ss so that they become familiar with the format. Use the pictures to elicit the name of the different subjects. Write the subjects on the bb for Ss to refer to. Ask Ss to look at the timetable and images and complete the grid.

2 Listen to Emma and complete the timetable.

Tell Ss they will listen to the owner of the timetable so that they can check their answers. Play the audio file and give Ss some time to check. If necessary, play the audio file once more.

› **Answers:**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45 – 8:45	Mindfulness	Mindfulness	Mindfulness	Mindfulness	Mindfulness
8:45 – 9:30			Maths	Music	
9:30 – 10:15	Maths		Maths	Science	
BREAK					
10:45 – 11:30				ICT	English
11:30 – 12:15			English	ICT	English
LUNCH					
13:45 – 15:00					
AFTER SCHOOL WORKSHOPS					
15:00 – 17:00		Writing		Pottery	

Final project

- › An ideal school timetable

AT

Some Ss may struggle to understand the recording. After you have checked the answers, play the audio file once more for those Ss to understand the listening and the corresponding answers. This practice will help them to improve their receptive skills.

3 Listen again and correct the wrong information.

21st Century Skills

Ask Ss to read the sentences and find the wrong piece of information. Encourage them to remember what they heard in the audio file. This enhances memorisation and helps Ss to develop their **critical thinking**. Play the audio file once more and give Ss some time to complete their task. Call volunteers to read their answers for the whole class.

› **Answers:** 2 Her favourite subject is English. 3 She's got pottery on Thursdays. 4 She hasn't got any lessons on Friday afternoons. 5 Pottery, writing and choir are optional workshops.



04

05

I love my school because we've got Mindfulness lessons. It's fabulous! And we have optional workshops in the afternoon. Writing on Tuesdays, Choir on Wednesdays and Pottery on Thursdays. I go to the Pottery workshop. I love it! But my favourite subject is English. Our English teacher is awesome! Her lessons are always fun. We've got English lessons on Fridays from quarter to eleven to quarter past twelve. And then the weekend starts! We haven't got any lessons on Friday afternoons!



While Ss read, encourage them to pay attention to the focus (main stress) and fall-rise intonation.



SEL / 21st Century Skills

This section aims to help Ss to personalise their learning. At the same time, it gives them an opportunity to reflect on their own reality. It helps them to develop self-awareness and awareness of others. They will discuss their own reality. Ask them to give reasons for their opinions so that they develop **critical thinking**. Tell Ss to write down notes and keep them because they will be useful to complete the final project.

Interview with an exchange student

Ask Ss to look at the text and decide what discourse genre it is. Help them to identify it as a school magazine.

1 Read the article and number the pictures in the order they are mentioned.

21st Century Skills

This exercise aims to help Ss to make connections between the new language and the concepts it represents. Give Ss some time to look at the pictures and identify which part of the interview they refer to. Then, tell them to share their answers with a classmate. After that, check answers with the whole class. Ask different Ss to read the part of the interview that corresponds to a picture.

- › **Answers:** 1 a Finnish boy 2 a modern school with a sign with the name "Growing Together" 3 a mindfulness lesson 4 students having lunch at the canteen 5 a band playing music

2 Read the article again and find ...

Ask Ss to read the instructions and do the task on their own. Tell them to skim the text to complete the task. Call volunteers to read their answers and to check with the whole class.

- › **Answers:** 1 Collaborate! 2 Growing Together 3 Mindfulness, Maths, Geography, History, Spanish, Science 4 workshops on pottery, music and art 5 Ms Parodi 6 Alfredo



While Ss read, check that they use the correct intonation to chain words together. For more practice, read a sentence and have Ss repeat after you copying your intonation.

3 Answer the questions.

21st Century Skills

Ask Ss to read the text in detail. This time they will have to answer questions. Tell Ss to think of the reasons why they give their answer because they will have to explain them to the class. This practice will help Ss to develop **critical thinking**. There is always a reason why we take decisions and we need to be aware of them. Then, tell them to discuss their answers in groups of three to five and work on peer correction. This practice enhances **communication** and **collaboration** among Ss. Tell Ss to check with you if they disagree about an answer.

- › **Answers:** 1 Helsinki, Finland. 2 He's an exchange student. 3 35. 4 She's creative and her lessons are fun. 5 Spanish is difficult. 6 Music.



CA

This section aims to help Ss to personalise their learning. They will compare their schools with the school in the interview. They will reflect on different issues as regards school routines, subjects, guests, etc. It will also give Ss the opportunity to identify aspects they like and dislike about their school.



Remind Ss that the tasks in this box will help them to develop their project at the end of the unit. This is the moment to think about workshops they would like to have and also about possible obligatory subjects. Since they will have to vote, it is also an instance to respect other people's opinions and to accept results even though they might not match their choice. Tell them the box is a reminder that they should work on the project to complete it in due time.

Workbook Answers

Page 76

1

- › 2 F 3 T 4 T 5 F 6 F 7 T 8 T

2

- › 2 middle school / high school 3 lost 4 sports fields 5 Maths / French 6 new

3

- › 2 ☺ 3 ☺ 4 ☺ 5 ☺ 6 ☺

VOCABULARY

› page 9

Places at school

1 Label the pictures with words from the word cloud.

This task aims to aid memorisation of the lexical items and spelling because Ss will write the words under the pictures. Draw Ss' attention to the word cloud and have them say the words out loud. Tell Ss to look at the picture and label the rooms.

- › **Answers:** 1 SCIENCE LAB 2 COMPUTER ROOM
3 GYM 4 CLASSROOM 5 CANTEEN 6 MUSIC ROOM
7 MINDFULNESS ROOM 8 LIBRARY 9 POTTERY ROOM
10 ART ROOM 11 STAFFROOM 12 YARD

IC

In order to check answers, ask Ss to number the pictures from left to right. Say a number and name a volunteer to call out the room. Another volunteer goes to the bb and writes the word. In this way, Ss who struggle with new vocabulary will find the task easier and won't lose face in class.

2 Complete the sentences with the subjects from the box.

Ask Ss to complete the descriptions of the different subjects. They will memorise the concepts better than if they repeated definitions by rote.

- › **Answers:** 1 PE 2 History 3 Science 4 ICT 5 Mindfulness
6 Spanish 7 Music 8 Geography

3 Join a classmate and name the subjects you have at school. How many are there?

21st Century Skills

This task enhances **communication** and **collaboration** among Ss. It also motivates them to learn new vocabulary in order to create a comprehensive list. Tell Ss they have two minutes to complete their lists. Check with the whole class so that everybody has a comprehensive list of school subjects.

- › **Ss' own answers.**

Adjectives

4 Match the opposites.

Ss have already seen some of these adjectives and they will learn a few new ones. Working on contrasts enhances memorisation of concepts because Ss learn contrasted concepts as chunks. When they think about an adjective, they will also remember the opposite.

- › **Answers:** 1 c 2 a 3 b 4 f 5 e 6 g 7 h 8 d

5 Complete the text with adjectives from Exercise 4.

In this exercise, Ss contextualise the items learnt. They have some help with the first letters and the words in Ex. 4 so they shouldn't have problems with the task. Ask Ss to work individually. Call a volunteer to read the text and check the answers with the whole class.

- › **Answers:** 1 modern 2 nice 3 innovative 4 obligatory
5 optional 6 long 7 difficult 8 good

IC

After checking the answers, name another volunteer to read an answer. This time, choose a student who found the task more challenging. He / She will be able to provide the correct answer and this will help build up his / her confidence.

6 Describe your school. Use Exercise 5 for help. Then join a classmate and compare. Are your opinions similar or different?

SEL / 21st Century Skills

This exercise encourages reflection and respect for other people's opinions. Ss will write their own description of their school. When they share their descriptions with other classmates, they will understand that some of them perceive the same school in a different way. It is a good opportunity to help Ss to understand that reality can be seen differently from different perspectives. These perspectives depend on our experiences inside and outside the school. They will learn how to communicate and collaborate with others when they try to complete a description with varied perspectives.

- › **Ss' own answers.**



As a follow-up to Ex. 6, Ss complete the lists of subjects they have at school. They might have more subjects than the ones in Ex. 2 and they can ask for your help to write the missing ones. They might try to name them on their own. Even though they might be wrong, correct the errors but encourage them to go on trying to guess the words. They will get the right ones more often than not.

GAMES

Tell Ss there are games to play and practise on page 72. If the whole class is ready, you can give them some time to have fun with the language.

GRAMMAR

› pages 10–11

Present simple of to be

Tell Ss to study and complete the table. They have already seen the verb to be so they will not find much difficulty in completing the task. Make sure all Ss understand the structure while you check with the whole class. Encourage Ss to ask if there is something they don't understand.

Remind Ss to read the **Remember!** box to avoid making unnecessary mistakes.

› **Answers:** 1 is 2 are 3 are 4 isn't 5 aren't 6 Are 7 Is 8 Is 9 Are 10 Are 11 am 12 'm not 13 aren't 14 is 15 isn't 16 is 17 is 18 isn't 19 are 20 aren't

1 Put the words in order to make sentences and read about Martin's school.

Ask Ss to work individually. Tell them that they will complete another description of a school and that it will help them to complete their projects at the end of the unit. Invite Ss to join a classmate to work on peer correction before sharing answers with the whole class. Call volunteers to read one sentence each and check with the whole class.

› **Answers:** 1 I am Martin and this is my friend Zoe. 2 We are in year 8 at WBC school. 3 Our school is modern and comfortable. 4 The teachers at our school are innovative. 5 Our favourite teacher is Ms Romano / Ms Romano is our favourite teacher.

2 Make questions and confirm the information about Martín's school.

Remind Ss that in order to confirm information they have to ask yes / no questions. Tell them to work individually. Then, ask them to exchange questions and answers with a classmate to work on peer correction and to practise interaction at the same time. Move about the classroom to monitor Ss' work.

› **Answers:** 2 Is Zoe his teacher? No she isn't. She's his friend. 3 Are Martín and Zoe students at ABC school? No, they aren't. They're students at WBC school. 4 Is WBC an old school? No, it isn't. It's a modern school. 5 Are the teachers traditional? No, they aren't. They're modern. 6 Is Ms Romano a bad teacher? No, she isn't. She's their favourite teacher.

Wh- questions

3 Match the question words to the categories.

IC

This exercise aims to revise the meaning of question words. Give Ss some minutes to work individually and then check with the whole class. Each time Ss read a match, ask them to give an example. This will serve as a warm-up to Ex. 4, which will be especially useful for Ss who struggle.

› **Answers:** 1 d 2 c 3 f 4 e 5 b 6 a 7 g

4 Read the answers and complete the questions with words from Exercise 4.

Ask Ss to complete the task individually. Check with the whole group. Use this instance to help Ss to see that, when we speak, we generally answer with phrases. We don't answer with complete sentences.

› **Answers:** 1 What 2 Who 3 How old 4 When 5 Why 6 Where 7 What time

There is / There are

LA

Ask Ss to read the box in silence and try to work out the meaning of the words in bold. This is one of the instances when translation is really useful. Since the form in English has two words and in Spanish, only one, Ss need to perceive the concept of existence with there is / there are to identify the Spanish equivalent. Ask Ss to translate the sentences in the box.

Then, help Ss to see the difference between there is / there are and it is / they are. Write an example on the bb. There is a desk in the classroom. It is brown. Elicit from Ss that it replaces a desk whereas there is refers to the desk. Do the same with the sentences There are three windows in the classroom. They are big.

Now Ss are ready to do Ex. 5.

5 Complete the paragraph with there is, there are, it is or they are.

SEL / IC

Ask Ss to complete the paragraph individually. Then, check with the whole class. Encourage Ss to be brave even if they aren't sure of the answer and read the sentences. They will start building confidence as they produce the sentences correctly.

› **Answers:** 1 There are 2 They are 3 there are 4 They are 5 There is 6 It is

Remember!

Draw Ss' attention to the box to remind them of the rules. Ask two or three Ss to give examples orally. If necessary, write them on the bb.

Possessive adjectives

Tell Ss to study the table to remember which possessive adjectives correspond to each pronoun.

6 Complete the sentences with the correct possessive adjective.

SEL

Encourage Ss to complete the paragraph with the help of the box. Tell them to join a classmate to work on peer correction before they check with the whole class. To check answers, ask individual Ss to read one sentence each.

➤ **Answers:** 1 My 2 Their 3 Her 4 His 5 Its 6 Our 7 your

Prepositions of time

21st Century Skills

Tell Ss to study the inverted triangle representing the use of the different prepositions. The size of the areas represents the length of time the prepositions refer to. Associating the graph with the concept aids memorisation.

7 Fill in the blanks with **in**, **on** or **at**.

Tell Ss to complete the sentences without referring to the graph with the prepositions. Encourage them to remember which preposition is used with each time expression. Tell them to join a classmate to work on peer correction before they check with the whole class. To check answers, ask individual Ss to read one sentence each.

➤ **Answers:** 1 at 2 in 3 at 4 on 5 on

 **LA**

Draw Ss' attention to the box and explain that native speakers of English may use different prepositions to talk about the weekend.

Workbook Answers

Page 77

1

➤ 2 Geography 3 Mathematics 4 Art 5 Music 6 English
7 Spanish 8 ICT

2

➤ 1 staffroom 2 gym 3 canteen 4 library 5 music room
6 classroom 7 science room

Page 78

3

➤ 2 music room 3 canteen 4 yard 5 staffroom 6 library
7 computer room 8 gym

4

➤ 2 d 3 f 4 e 5 a 6 c

5

➤ 2 b 3 b 4 a 5 b 6 a

6

➤ 2 She is ✓ a good student. 3 They are ~~not~~ in high school.
4 Are they students here? 5 Where is my classroom?
6 I am ✓ in Grade 10. 7 Mr Jordan is not a teacher. He is ✓ the
principal. 8 Maths isn't difficult.

7

➤ 2 isn't / is 3 are 4 is 5 Are 6 isn't 7 aren't 8 Is

8

➤ 2 there is 3 There are 4 are there 5 Is there 6 There is
7 There are / there is 8 there isn't

Page 79

9

➤ 2 ✓ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✓ 8 ✓

10

➤ 2 c 3 h 4 e 5 b 6 d 7 a 8 g

11

➤ 2 Her ball 3 My book 4 Their swimming pool 5 Its
computers 6 Our bike

12

➤ 2 on 3 at 4 on 5 in 6 at 7 at 8 in

13

➤ 2 What do you do in the summer? 3 I wake up at 7:30 a.m.
every day. 4 She was born in 2007. 5 She cooks dinner on
Saturdays. 6 My birthday is on 23rd October.

LISTENING AND SPEAKING

› pages 12–13

Discussing schools

1 Look at the picture. Who can you see?

Use the questions to elicit the context. Brainstorm useful vocabulary to help Ss get ready for the listening.

2 Listen to two pupils talking. What do they think about school?

CA

Draw Ss' attention to the question and invite volunteers to predict what the pupils will say. Play the audio file. Help Ss to notice how intonation helps to understand the two pupils' attitude towards school. Make a point on how the girl changes her attitude.

› **Answer:** Marianne thinks school is boring, but Flavio thinks lessons are really fun at his school.

3 Listen again and answer.

21st Century Skills

Tell Ss to read the questions and answer them based on what they remember from the listening. Give them a few minutes and play the audio file a second time. Tell Ss to complete the answers. Now they are ready to discuss what they heard.

In the dialogue, Marianne changes her initial attitude towards secondary school. Her conversation with Mr. Hutchkins and Flavio helps her look at some positive aspects. Help Ss realise that there are always positive and negative aspects to something and that we should avoid generalising. Depending on our perspective and attitude, our perceptions might change. The fact that Ss have to give reasons for their answers helps them to develop **critical thinking**.

› **Answers:** 1 No, they aren't. 2 Marianne 3 They're in the lab. 4 Music, Crafts and Puppets workshops 5 Because they (prepare presentations and) go to hospitals and make children very happy. 6 No, it isn't. She says "It sounds interesting".

06

07

Mr Hutchkins: So what's your opinion of secondary school?

Marianne: The subjects are boring!

Flavio: That's in traditional schools. At my school, teachers are innovative and lessons are really fun.

Mr Hutchkins: Have you got a favourite subject, Marianne?

Marianne: Well ... yes ... Maths lessons are great! And Science lessons in the lab are interesting ...

Mr Hutchkins: So not all teachers are the same. Good! Have you got optional workshops at school, Flavio?

Flavio: Yes. We've got Music, Crafts and Puppets.

Marianne: Puppets? What's that?
Flavio: We make paper puppets and prepare presentations.
Marianne: What for?
Flavio: We visit hospitals and make children very happy. It's awesome!
Mr Hutchkins: It seems it all depends on your attitude, Marianne.
Marianne: Yes. It sounds interesting ...

ax

Help Ss to perceive how intonation expresses attitudes. Encourage them to notice how speakers stress important words (those that carry information) to reinforce their opinions.

4 Write the adjectives used to describe ...

Ask Ss to try to complete the exercise with what they remember from the listening. Then, tell them to get ready to listen once more. Play the audio file once more for Ss to focus on details. Call volunteers to read the answers.

› **Answers:** 1 traditional 2 boring 3 innovative 4 fun, great, interesting 5 awesome

IC

Some Ss may not get all the details the first time they listen to the audio file. Playing the audio file several times with different purposes helps the Ss who struggle to understand the whole dialogue.

5 Listen to Jess, Nathan and Jim, talking about school. Write their names under the things they mention.

Tell Ss they are going to listen to different pupils speaking about their schools. Ask them to point at the different pictures and say what they represent. Now they are ready to follow the instruction and complete the task. Play the audio file for them to write the pupils' names under the corresponding pictures. Check with the whole class. Ask volunteers to read the answers.

› **Answers:** 1 Jim 2 Nathan 3 Nathan 4 Jim 5 Jess 6 Jess

6 Listen again and complete what the students say.

Tell Ss to read the incomplete sentences. Allow them to write the missing words they remember. Play the audio file and stop after each speaker for Ss to complete the sentences. When they finish listening to the third speaker, give them a few minutes to finish completing the task. Tell Ss to share their answers in pairs or small groups. Play the audio file without stopping for Ss to check their answers. Call volunteers to read an answer aloud and check with the whole class.

› **Answers:** 1 optional workshops 2 write poems 3 very strict 4 computers 5 healthy food (fruit) / the delicious desserts 6 pottery

1. Hi! I'm Jess, from Green Tree school. I like my school because we have optional workshops. My favourite is Drama. We rehearse and then go to kindergartens to present our show. At the writing workshop we can write poems and express our emotions.

2. Good morning. My name is Nathan. Teachers are very strict at my school. That's good because we are getting ready for work or university. My favourite subjects are ICT and Geography. We use computers to visit different places virtually. The ICT and Geography teachers work together and we learn a lot.

3. Hi, Jim from XYZ school. My favourite place at school? The canteen! In my school canteen they serve lots of fruit and I like the delicious desserts. I meet my friends and we have a good time. I like the pottery workshop because we make pots and sell them. With the money we get, we buy notebooks and pencils for poor children around the world.

SEL / 21st Century Skills

When Ss share their answers, they help each other to tackle the task. Ss who struggle with the audio file will be able to complete their texts and therefore focus better on the recording the last time they hear it. This will help them to improve receptive skills.

7 Who helps other people? How? Is it important to help other people? Who can we help?

SEL

These questions encourage Ss to think about the value of helping others and reflect on how they themselves can be more helpful. This will enhance the development of **individual and social responsibility** skills. Working with the whole class aids Ss to become aware of their own attitudes and of the other classmates' attitudes as well.

› Ss' own answers.



Ss will personalise their learning and will gather more vocabulary to complete the project at the end of the unit.

8 Write a short paragraph and read it to your classmates. Do you all agree?

Ask Ss to write a paragraph based on the ideas they discussed in Ex. 7. Then, ask them to read their paragraphs to the whole class or in smaller groups.

› Ss' own answers.

SEL / IC

Asking Ss to write a paragraph to express their opinion and then to share it with their classmates helps them to lower anxiety caused by public speaking. Encourage them to say what they think using the text as a guide rather than reading it. Little by little, they will start leaving the written text aside when speaking but, at the beginning, it serves as a scaffold for their oral production.



Remind Ss that the tasks in this box will help them to develop their projects. Tell them to start making notes so that they can complete the project on time.

Workbook Answers

Page 80

1

› 2 F 3 F 4 T 5 T 6 F 7 T 8 T

2

› 1 eight (8) 2 very good 3 Maths 4 plays football 5 has chess club 6 has theatre group 7 Maths and Science 8 an engineer

3

› 2 The teachers 3 Rodrigo 4 Grandma 5 Rodrigo 6 Grandma



Grandmother: How is school going?

Rodrigo: It's great, Grandma. I am really enjoying school this year.

Grandmother: What's great about it?

Rodrigo: Well, I like the teachers. They're very good teachers and I feel like I understand all my subjects. Maths, which used to be very difficult, is much easier now. I hated History in grade 7 and now in grade 8 History is actually fun.

Grandmother: I'm so happy to hear that. What about your after-school workshops?

Rodrigo: That's another reason why I'm enjoying school now. There are so many activities to choose from and I do something every day after school. So, on Mondays and Wednesdays I play football. On Tuesdays and Thursdays, I have chess club and on Fridays I am in the theatre group.

Grandmother: And what are your plans for high school?

Rodrigo: I plan to focus on Science and Maths. I want to be an engineer.

Grandmother: Just like me! Feel free to ask me if you need any help.

Rodrigo: Thanks, Grandma!

Describe a friend

Remember!

Tell Ss to read the rules and ask any question they might have about them.

1 Read the description. Count the paragraphs and number them.

Tell Ss to read the instructions and do the task. Ask them How many paragraphs there are in the description? How did you identify the beginning and end of each one? Tell them to read the first and the last word in each paragraph to check with the whole class.

› **Answer:** There are four paragraphs.

2 Read the description again and complete the ID.

Before doing the task, ask Ss to identify the type of text. Point out the headings and the square for the photo. Elicit where they are likely to find this kind of document (schools, clubs, libraries, etc.). Ask Ss to read the description in Ex. 1 again and complete the ID.

› **Answers:** Alice – 13 – Esperanza, Santa Fe – Literature and English – Writing – The yard

More teaching ideas

You could tell Ss to prepare the questions they will need to ask in order to complete the ID. Then, use those questions to check the information written on the cards.

3 Match the paragraphs in the description to these topics.

Tell Ss to do the task and check orally with the whole class.

› **Answers:** 1 c 2 b 3 a 4 d

4 Write the adjectives that describe ...

Ask Ss to complete the task. Ask them if the adjectives are positive or negative when they read the answers to check with the whole class.

› **Answers:** 1 intelligent 2 very nice 3 strict, friendly 4 big 5 healthy

5 Interview a friend and fill in the student profile.

To make this exercise more interesting, you could ask Ss to create a new identity to answer their classmates' questions. This will add significance to the interaction. Besides, it can also be funny, if Ss are creative.

› Ss' own answers.

6 Use the information in the form in Exercise 5 to write about your friend. Remember to separate the information into paragraphs. Add descriptive adjectives to enrich your writing.

› Ss' own answers.

Workbook Answers

Page 80

1

› 2 dangerous 3 Science 4 volleyball 5 shorts 6 learn 7 coding 8 know

2

› 1 c 2 a 3 b

3

› Ss' own answers.

4

› Ss' own answers.

An ideal school timetable

Ask Ss to go over the instructions and to use them to complete their project. Fix a date for the presentations.

Tell Ss they are going to prepare an ideal school timetable. Tell them that they must decide which subjects to include and explain what they do in those subjects. They can either prepare a poster or a slide presentation. Remind them that they are going to be assessed on creative use of the language.

Encourage Ss to write short paragraphs that they can add to the timetable on the poster or slide presentation. They can refer to their paragraphs when speaking about their choices.

They will have to add some pictures to represent the subjects and / or the rooms where they plan to work. Encourage Ss to invent new possible subjects or workshops.

Tell them they can ask their Art or ICT teachers for help.

Remind Ss that information should be clearly seen by all Ss in the classroom, so they have to pay attention to the size of the timetable.

They have to rehearse before the presentation because their speech must be clear for their classmates to understand.

SEL

By working together to achieve a common aim, Ss will gain cohesion as a group. They will also realise the importance of **individual and social responsibility** skills when committing themselves to collaborate within a group. They will learn that individual efforts add to the final result of groupwork.

My learning record

This section has been designed to help Ss to reflect upon all the lexical, grammatical and conceptual content they have been working on throughout the unit. Values which have been previously presented in class are also included.

Encourage Ss to go over the listed items and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about concepts that might not be clear enough yet.

Help Ss to become aware that, in order to confirm that they can actually produce the language functions, they have to think of examples. If they still have difficulties, offer them a support session to reinforce the language they still struggle with.

Workbook Answers

Page 81

1

O	S	J	N	P	C	C	C	O	B	H	C	D	T	C	X
A	P	K	K	Q	B	P	A	K	L	W	I	N	K	O	
A	A	I	B	F	G	H	R	G	Q	W	T	Y	R	Z	
G	N	Q	E	Z	Z	G	N	N	F	C	W	N	A	L	
D	I	B	N	C	D	R	E	H	I	B	Q	B	M	E	
S	S	G	A	S	C	E	Y	O	T	P	B	N	N	U	
N	H	J	L	P	E	H		U	G	H	O	G	E	D	
Y	T	I	L	U	Z	C	L	W	P	R	L	X	D	T	
B	Z	M	I	Y	C	K	N	A	S	I	A	G	K	P	
J	Q	Q	C	O	V	V		S	E	S	U	I	P	A	
F	K	C	G	E	X	W	H	H	I	G	O	V	H	D	
W	W	N	E	L	E	S	T	O	R	C	L	I	A	Y	
U	A	W	O	X	T	W	A	C	P	T	S	U	C	A	
Y	R	O	T	S	I	H	M	W	T	J	S	H	D	N	
I	G	Y	H	B	I	K	F	O	L	I	P	D	V	D	

2

- › 2 science lab
- › 3 canteen
- › 4 classroom
- › 5 yard
- › 6 library
- › 7 art room

3

- › 2 in
- › 3 in
- › 4 in
- › 5 in
- › 6 at
- › 7 On
- › 8 On
- › 9 At
- › 10 on

4

- › Ss' own answers.

5

- › 1 Where do you play?
- › 2 What are your favourite subjects?
- › 3 Why do you like Geography?
- › 4 Who is your football coach?
- › 5 What time do you wake up?
- › 6 Where do you do Science?

› pages 16–17

Goals

- › Talk about jobs, everyday activities and celebrations
- › Read and learn about hobbies that become jobs
- › Describe everyday routines
- › Listen and learn about festivals
- › Write a description of a special day

Go over the goals box with the Ss. Have a class discussion about your demands, timing, ways of assessment, etc. and try to come to an agreement. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box together and discuss what Ss are expected to do by the end of the unit. They will have to do a PechaKucha presentation on a celebration. They have to describe it, give details about it and explain why it is relevant. Explain to the Ss what a PechaKucha presentation is so they understand the relevance of the language they have to learn. It is a slide presentation with fixed timing for each slide. There are 20 slides, each of which is displayed during 20 seconds. Ss cannot write what they are going to speak. They have to use pictures instead.

1 Look and tick (✓) the occupations that you can see in the pictures. Use a dictionary if necessary.

Make sure Ss have dictionaries at hand. Encourage them to identify occupations without using a dictionary first. Allow them to use a dictionary if necessary. Ask Ss to point to the pictures and say He's / She's a (occupation) in order to check.

› **Answers:** 1 – 2 – 4 – 6 – 7 – 8 – 10 – 11 – 12 – 14



While checking the answers, help Ss with any words they have problems pronouncing.

2 Write the number next to the corresponding picture in Exercise 1.

Tell Ss to match the pictures to the occupations. After checking their answers, ask them which occupations are not in the pictures. Check that they know their meaning.

Final project

- › An ideal celebration

SEL

Have Ss form groups of four or five and ask them to discuss and choose the five occupations they consider essential. Give them some minutes to discuss.

Tell Ss to join a group next to them and agree on five occupations. They will have to discuss the relevance of the jobs a second time. They cannot add any occupation.

Repeat the process until the whole class have chosen five occupations.

This task will enhance speaking skills because Ss will have to give their reasons for choosing the occupations. At the same time, Ss will learn to state their point and to respect others' perspective. In the end, whether they have kept the original choices or not, everybody will have to accept the final option.

3 What do they do? Match the descriptions to the occupations from Exercise 1.

21st Century Skills

Ask Ss to do the matching. Encourage them to work without a dictionary, using their previous knowledge to complete the task. Give them some minutes to work individually. This task helps Ss to develop **critical thinking**.

› **Answers:** a 4 b 13 c 15 d 10 e 7 f 1 g 9 h 14 i 12 j 5 k 11 l 2 m 8 n 3 o 6

4 Join a classmate and check your answers.

Tell Ss to join a classmate and work on exchanges like the ones in the example to check their answers in Ex. 3. Move about the classroom to help Ss with the answers.



While you monitor Ss' interactions, help them with any pronunciation problems they are likely to face. For instance, bridges includes the sound /dʒ/, which is especially difficult for Spanish speakers. Some consonant clusters might also present difficulty, e.g. /ld/ in builds. Help Ss individually to improve their pronunciation.

21st Century Skills

As a follow-up activity, ask Ss which occupations are not mentioned and they consider important. They will have to think critically to give their reasons.

It is possible that Ss will need some help with vocabulary. Be ready to facilitate the items they need. Make sure you write them on the bb so that everybody can copy the list in their notebooks.



SEL / ESI

This section aims to help Ss to personalise their learning. At the same time, it gives the opportunity to reflect on certain issues. The pictures show that there is no gender discrimination when we speak about occupations. Women are pictured as firefighters, taxi drivers and engineers; and men as flight attendants and nurses. Make a point about the importance of avoiding sexism and stereotyping.

More teaching ideas

Games always add fun and motivation.

Have Ss work in pairs on an identification game. One S says They drive a taxi; They educate children; etc. And other S names the occupation. This way, Ss will practise the structure using the third person plural. The practice will be contextualised because it refers to meaningful information.

More teaching ideas

Ask Ss to form groups of four or five and get ready with paper and pencil at hand. You give them prompts like They work with people; They work with animals; They work in the open air; They work in a building; etc. Ss will have a minute to write as many occupations as they can think of that correspond to the prompt. The group who writes the largest number of answers wins the round.

When your hobby becomes your job

1 Look at the text and circle the correct options.

Ask Ss to look at the text and decide what discourse genre it is. Help them to identify it as an article in an organization web page by pointing out the URL, the search bar, the organization logo. Ask Ss: Do you read articles online? What are they about? Do you know what a NOG is?

› Answers: 1 on the internet 2 a web page article

LA

Help Ss to notice that acronyms and initialisms change from English into Spanish because of word order. For example,

ONG = organización no gubernamental → NOG = non-governmental organization

NU = Naciones Unidas → UN = United Nations

2 Read the text and match the pictures to the paragraphs.

21st Century Skills

Tell Ss to read the text and to number the pictures in the correct order. Tell them they do not need to understand every single word. It is enough to identify the general idea. This will help Ss develop the reading skill of understanding meaning from context. They will use their **critical thinking** to associate ideas. Check answers with the whole class. Ask Ss to read the word or sentence that made them choose the picture. This is the way in which they can give reasons at this stage.

› Answers: 1 3 2 1 3 4 4 2

OX

While Ss read, check that they use the correct intonation to chain ideas together. For more practice, read a sentence and have Ss repeat after you copying your intonation.

3 Read the text again. Who ...

Ask Ss to read the text in detail. They will have to match the people mentioned in the text with specific details. This time, if necessary, they can use a dictionary. Ask volunteers to read a question and answer aloud to check with the whole class.

› Answers: 1 Astrid 2 Guillermina 3 Sandra, Ricardo, Francisca and Mariana 4 Children at Astrid's shelter 5 All of them.



SEL / 21st Century Skills

This section aims to help Ss to personalise their learning. Ss will discuss what they do to help others and reflect on whether they could be more helpful in the future. This practice will help Ss to develop self-awareness and awareness of others, as well as **individual and social responsibility**.

Workbook Answers

Page 82

1

› 2 Rebecca 3 Richard 4 Hannah 5 Anthony

2

› 2 F 3 T 4 T 5 F 6 T 7 F 8 T

3

› 2 sometimes 3 never 4 usually 5 never 6 usually 7 always 8 sometimes

4

› 2 Anthony 3 Rebecca 4 Richard 5 Hannah 6 Hannah

Occupations

1 Use the words in the box to answer. There is one extra word.

Tell Ss to read the instructions and do the task individually. Tell them that more than one occupation can be used in some places. Call volunteers to answer a question and check with the whole class.

› **Answers:** 1 dentist, doctor, nurse 2 flight attendant, pilot 3 teacher

2 Match the pictures to the jobs. There are two extra jobs.

21st Century Skills

Ask Ss to do the matching on their own. This task will help Ss to develop their **critical thinking** skills since they will have to make associations between the jobs and the tools people use for these jobs. Check answers with the whole class. You can also ask what tools people use for the two extra jobs (i.e. pilot and taxi driver).

› **Answers:** 1 c 2 d 3 no match 4 e 5 a 6 b 7 no match

Celebrations

3 Look and decide which things you do every day (ED) and which things you do on special days (SD).

Ask Ss to read the instructions and complete the task. When you check answers, write new vocabulary on the bb. Say the words for Ss to learn how to pronounce them. Ss can make a note of the new words.

› **Answers:** 1 ED 2 SD 3 SD 4 SD 5 ED 6 ED 7 SD 8 ED

4 Match the categories to the pictures.

21st Century Skills

Ask Ss to look at the categories and give an example from their own experience. This enhances **critical thinking**. Then, ask them to do the task and check answers with the whole class. Invite volunteers to describe a picture. Allow them to use Spanish if necessary and provide new vocabulary on the bb. Say sentences with the new vocabulary and ask Ss to repeat after you. Then, write the sentences on the bb and ask them to copy them in their notebooks.

› **Answers:** 1 Everyday activities: 3, 4, 7 2 Religious celebrations: 1, 5 3 Traditional celebrations: 2, 8 4 Festivals: 6



SEL / ESI

This section aims to help Ss to personalise their learning. This time, Ss will discuss celebrations as they experience them in their communities and within their family. They will learn more about each other and show respect for different religious beliefs and customs.

Things we do on special days

5 Cross out the words or phrases that do not match the verb.

21st Century Skills

Ask Ss to work in small groups to do this task. Working in groups will help Ss to develop **communication** and **collaboration** skills. Invite Ss to read out the phrases.

› **Answers:** 1 morning 2 for washing up 3 to a granddad 4 the menu 5 party 6 dish 7 festival 8 at home 9 goodbye 10 coke



This section aims to help Ss to personalise their learning. Ask Ss to write their sentences individually. Then, name a volunteer to read a sentence and ask Who has the same sentence? In this way, everybody will be engaged in the task and Ss will find out what they have in common.

GAMES

Tell Ss there are games to play and practise on page 72. If the whole class is ready, you can give them some time to have fun with the language. Allow fast finishers to play in pairs as you continue helping Ss who are still working on a task.

GRAMMAR

› pages 20–21

Present Simple – all forms

Tell Ss to study and complete the table. Revise form by asking the following questions: Which pronouns use a different form of the verb? When do we use do? When do we use does?

- › **Answers:** 1 fixes 2 get 3 don't 4 doesn't 5 go 6 get 7 don't 8 Do 9 Does 10 go 11 don't 12 do 13 does 14 doesn't 15 does 16 doesn't 17 do 18 do 19 don't

Ask Ss to read the **Remember!** box and revise the rules of when we use the Present Simple.

1 Circle the correct options to describe Alfred's favourite special day.

Ask Ss to work individually. Tell them that they will read a description of a celebration and that it will help them to complete their projects at the end of the unit. Invite Ss to join a classmate to work on peer correction before sharing answers with the whole class. Call volunteers to read one sentence each and check with the whole class.

- › **Answers:** 1 is 2 go 3 wakes 4 give 5 is 6 have 7 cooks 8 invite 9 have 10 listen

2 Confirm information about Alfred's favourite special day.

Remind Ss that in order to confirm information they have to ask yes / no questions. Tell them to work individually. Then, ask them to exchange questions and answers with a classmate to work on peer correction and to practice interaction at the same time. Move about the classroom to monitor Ss' work.

- › **Answers:** 2 Does he always go to school on his birthday? No, he doesn't. 3 Does his mum wake him up with breakfast in bed? Yes, she does. 4 Do Peter and Brenda give him a kiss? No, they don't. 5 Do his grandparents always have lunch with him? Yes, they do. 6 Does he often invite friends in the morning? No, he doesn't.

Object pronouns

LA

Before looking at the table with the pronouns, say Listen to me! Point at yourself and exaggerate the stress on me. Then, show them your book and say Look at it! stressing it. Go on giving examples with Ss in the classroom, e.g. That's Juan. Look at him! This is María. Look at her! Take your books and open them. You have definitely used object pronouns in class before, but now you can highlight their meaning and use. Ask Ss to look at the table and notice the corresponding subject and object pronouns.

3 Circle the correct options to learn about Megan's favourite special day.

21st Century Skills / IC

Tell Ss they will read another description of a celebration and that it will help them to complete their projects. Give them time to read the description and circle the correct object pronouns.

Call volunteers to read one sentence each to check with the whole class. To check comprehension, ask Ss to explain who each object pronoun refers to. Ss who found the task more challenging will be able to understand the use of pronouns better.

- › **Answers:** 1 us 2 them 3 me 4 him 5 her 6 it

Adverbs of frequency

Draw Ss' attention to how frequency diminishes in the direction of the arrow. This will help Ss memorise the meaning of the different adverbs.



Draw Ss' attention to the information in the box. Ask them to read the examples and tell them that it's important to remember the position of adverbs.

4 Put the words in order to make sentences.

Ask Ss to complete the task individually. Then, tell them to join a classmate to work on peer correction. After that, check answers with the whole class paying attention to Ss' pronunciation.

- › **Answers:** 1 I am always at school on Saturdays. 2 My father usually works at night. 3 My mum never cooks chicken. 4 I often go to the cinema. 5 We sometimes play tennis at weekends.

5 Rewrite the sentences from Exercise 4 so they are true for you.

IC

Ss will personalise their learning when they write true sentences about themselves. When Ss finish writing, ask some volunteers to read a few sentences. Choose Ss who struggle to share their answers. Their sentences may not have any mistakes as they are copying them from the exercise. This will enhance their self-confidence.

- › Ss' own answers.

Infinitive of purpose

Write the question Why are you at school? on the bb and elicit the answer from the Ss. Elicit the answer Because we study and write it next to the question. Then, below that answer, write To study. Tell Ss the first answer expresses a cause and the second answer, an intention.

Read the example questions in the box and elicit the answers from the Ss.

6 Match the questions to the answers.

Ask the Ss to do the matching in pairs. To check answers, ask a S to read one question and another S to read the corresponding answer. Draw Ss' attention to the fact that the answers will be useful for them to describe a celebration in their project.

Answers: 1 d 2 a 3 b 4 e 5 c



Remind Ss that the tasks in this box will help them to develop their projects. Tell them to choose a celebration and some music that represents it so that they can complete the project on time.

Workbook Answers

Page 83

1

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

2

2 flight attendant 3 firefighter 4 veterinarian 5 babysitter
6 architect 7 doctor

3

2 a 3 b 4 a 5 c 6 a

4

2 do homework 3 have lunch 4 go to school 5 a parade
6 a wedding 7 a party 8 have candles on a cake

Page 84

5

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

6

2 friends 3 family 4 clothes 5 presents 6 cake
7 presents 8 pyjamas

7

Affirmative (+) 2 takes 3 have
Negative (-) 2 don't cook 3 doesn't eat
Interrogative 2 Does / go 3 Do / plan

8

2 He doesn't do homework on the weekend. 3 Tricia plays video games sometimes. OR Tricia sometimes plays video games. 4 Ricardo always gets up late. 5 Does Amelia go to the theatre at the weekend? 6 We don't eat out at restaurants.

Page 85

9

2 g 3 a 4 f 5 c 6 b 7 e

10

2 She 3 them 4 They 5 us 6 he 7 him 8 We

11

1 always 2 usually 3 often 4 sometimes 5 never

12

Any adverb of frequency followed by: 2 has 3 play 4 do
5 have 6 goes

13

2 To do well in school. 3 To save money. 4 To borrow books.
5 To visit him. 6 To learn new things.

14

2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓ 7 ✗ 8 ✓

LISTENING AND SPEAKING

› pages 22–23

What's your favourite celebration / festival?

Tell Ss they are going to listen to people talking about festivals and celebrations. Tell them to make notes as they may find them useful when working on their projects.

Use the picture to elicit the context and to brainstorm useful vocabulary to help Ss to get ready for the listening. Draw Ss' attention to the poster of the celebration and to the costumes people are wearing. Ask them what they represent.

1 Listen to two people talking about festivals and complete the sentences.

Tell Ss to read the prompts and to get ready to listen. Encourage them to predict answers by looking at the picture again. Play the audio file and give Ss some minutes to complete the sentences. Call on volunteers to check answers. Write any unknown words on the bb. Make sure all Ss have the answers.

› **Answers:** 1 Tradition Day 2 November 10th 3 the Tradition Park 4 traditional (gaucho and china) clothes 5 empanadas and pastelitos

2 Listen again and answer.

21st Century Skills

Tell Ss to read the questions and try to write the answers with the information they remember from the first listening. They can work in pairs. Play the audio file and give Ss some minutes to complete the answers in pairs. Then, ask volunteers to read the answers to check with the whole class.

Working in pairs before sharing the answers helps Ss to develop **communication** and **collaboration** skills. They will get used to sharing perceptions and to value the effort of individual Ss to complete the task.

› **Answers:** 1 To keep their country's tradition. 2 They sing and dance folklore songs, wear gaucho and china costumes and eat empanadas and pastelitos. 3 The poor children's shelter.



11

Alicia: What's your favourite festival?

Mario: Tradition Day.

Alicia: When is it?

Mario: On November 10th. We celebrate José Hernández's birthday. He is the author of Martín Fierro.

Alicia: How do you celebrate?

Mario: Well, everyone meets at the Tradition Park. There are groups of folklore singers and dancers. Some people tell stories. It's fun! Mum and dad sing folklore songs and my sister and I dance in a group. We wear traditional gaucho and china clothes.

Alicia: Why do you celebrate?

Mario: To keep our country's traditions alive. We eat empanadas and pastelitos. I love them! And the money we get is used to buy food for the poor children's shelter. We have a good time and we help others.

CA / LA

Help Ss to notice that some words do not have a translation because they represent things that are typical of a culture, e.g. pastelitos and empanadas. They belong to the traditions of a country or a special community. Although there are not always equivalent words in English, we can often describe the objects instead. Ask Ss if they know any examples of words in English that haven't got an equivalent word in Spanish, e.g. tartan.

IC

Some Ss may not get the details the first time they listen to the audio file. Playing the audio file several times with different purposes helps the Ss who struggle to understand the whole dialogue.

3 Listen to a girl talking about her favourite festival and answer.

Tell Ss to look at the picture and check if they know which festival the girl is talking about (carnival). Then, tell them to read the questions and get ready to listen. Tell Ss to pay attention to how the girl organises what she says. Play the audio file and give Ss a few minutes to complete the answers. Ask volunteers to answer the questions and check with the whole class. Ask Ss if they have seen the parades on television or if they have been to Gualeguaychú or any other place which is famous for Carnival celebrations.

› **Answers:** 1 Carnival 2 It's in Gualeguaychú. 3 A procession, a competition to win the Carnival Cup, and a fireworks show.

4 Listen again and put the sentences in order.

Tell Ss to read the sentences and to try to put them in order according to what they have just heard. This will help them to become aware of how discourse is organised. Play the audio file again and give Ss some minutes to work individually. Then, tell them to discuss their answers in small groups. Check answers with the whole class.

Once Ss have organised the text, ask them to think of possible questions for each piece of information. They can work in small groups.

› **Answers:** 1 c 2 g 3 f 4 e 5 a 6 b 7 d 8 h



12

13 My favourite festival? Carnival!

We all love Carnival in Gualeguaychú because it's great fun. And it's a tourist attraction, too.

I usually get up late in the morning because we go to bed after midnight. First, we have dinner at home and after dinner we go to watch the procession. We all wear colourful costumes and at midnight there's a fireworks show. Then people from different groups called 'comparsas' compete to win the Carnival Cup. They dance and sing. I always take photos and upload them on my web page.

IC / 21ST Century Skills

When Ss share their answers, they collaborate with each other to complete the task. Ss who might struggle with the audio file will be able to complete their texts and continue with the next task.



SEL / IC

Tell Ss to use the sentences in Ex. 4 to write their questions. Then, encourage Ss to interact in English using their questions. Tell them to ask you for help to express their ideas. This practice enhances Ss' motivation. They will feel the need to learn words and expressions to speak about the festival or celebration they want. Move about the classroom monitoring Ss' work. Once Ss have finished telling each other about their favourite festival or celebration, encourage them to report their classmates' ideas to the class. First, ask for volunteers and then choose weaker Ss to share information with the class. Let them keep some notes at hand for support. They will, little by little, gain confidence in their speaking.



Remind Ss that the tasks in this box will help them to develop their projects. Encourage them to work on their project bit by bit so they can complete it in due time.



1

In many countries, the day after Christmas Day, the 26th of December, is also a holiday, called Boxing Day. It doesn't have anything to do with the sport of boxing. Many people say that the holiday started in Britain many years ago when a Christmas present in a box was given to servants and other people who provided services, like the milk man and the refuse collector. Today, Boxing Day is celebrated in many countries such as the United Kingdom, South Africa, Australia, Canada and some countries in the Caribbean.

2

Mardi Gras, which is French for Fat Tuesday, is the Carnival celebrated in New Orleans in the United States. Many places in the world, such as Brazil, Italy, Colombia and Trinidad also celebrate Carnival at the same time as Mardi Gras. Mardi Gras, like other carnivals around the world, has roots in Catholic traditions with lots of food and enjoyment before Ash Wednesday and Lent. It is usually celebrated with street parties and colourful parades.

3

Dia de Muertos or Day of the Dead is a Mexican holiday celebrated on the 1st and 2nd of November. It is a gathering of family and friends to support the spiritual journey of their dead relatives, who they believe come to visit them on this day. The traditions date back hundreds of years and include building an altar, called an ofrenda, and offering the favourite food and drinks of their dead relatives. Dia de Muertos is a celebration, not a sad day. It is not called Dia de Muertos, but there are similar celebrations in Brazil, Bolivia, Ecuador and Peru.

CA

Ss will learn about traditional celebrations in different parts of the world.

Workbook Answers

Page 86

1

› a 3 b 2 c 1

2

›

Boxing Day	Mardi Gras	Dia de Muertos
1 The United Kingdom	1 The United States	1 Mexico
2 South Africa	2 Brazil	2 Brazil
3 Australia	3 Italy	3 Bolivia
4 Canada	4 Colombia	4 Ecuador
5 The Caribbean	5 Trinidad	5 Peru

3

› 2 Give presents in boxes to servants and people who provide services. 3 The day before Ash Wednesday / The Tuesday before Ash Wednesday 4 Street parties and colourful parades 5 1st and 2nd November 6 Build altars (ofrendas) and offer food and drink to the souls of the dead.

4

› 2 T 3 F 4 T 5 T 6 F 7 F 8 F

Write a description of a special day

21st Century Skills

Draw Ss' attention to the text. As usual, ask them to identify the genre. This should be easy because the word blog stands out in the search bar. Elicit that it's a blog post. This practice will help Ss to develop their **critical thinking** skills.

Pronouns

1 Read the blog post. What do the numbered words refer to?

Tell Ss they are going to read about a celebration and that it will serve as a model for their own production. Tell them to pay attention to how the ideas are connected. Tell them to read the **Remember!** box and point out that the writer uses pronouns to avoid repeating nouns. Then, ask Ss to do the task. Ask volunteers to read the answers and check with the whole class.

- › **Answers:** 1 the dining room 2 Dad, my brother and I
3 Mum 4 Dad 5 coffee and toast 6 the whole family
7 the whole family

Connectors



Draw Ss's attention to the box. Tell them to read the examples. Remind them of the use of discourse organisers and explain the way in which before and after are used.

2 Underline the words in the blog post that show the order in which things happen.

Tell Ss to identify the connectors in the blog post. To check answers, ask volunteers to read the information in the order in which events take place. Doing this will help them contextualise their learning better.

- › **Answers:** First – Then – before – After that

3 Rewrite the information. Use the words given.

IC

Tell Ss to do the task and check answers orally with the whole class. Since you have been guiding them slowly to be able to do this exercise, call weaker Ss to read their answers. If they still have some problems doing the task, write some examples on the bb to make sure they understand how to organise the ideas.

- › **Answers:** 1 We have dinner before we go to the parade.
2 We blow out the candles after we make a cake. 3 We dance with the folklore group after Mum sings a song. 4 They watch the dragon dance before they have dinner together.

4 Write a description of a special day.

21st Century Skills / IC

After having read and listened to several descriptions of celebrations, Ss are ready to write their own description. Give this work as homework so that each S can work at his / her own pace. Encourage them to choose a celebration which has not been described yet for better practice. Tell them that they have almost completed their project. Encourage Ss to work on collaborative writing online. They write their descriptions in a word processor app and swap them to work on peer correction before they hand it to you. This practice will enhance **communication** and **collaboration** skills as well as **ICT literacy**.

- › Ss' own answers.

5 Join a classmate and share your descriptions.

SEL

Once you have corrected and returned Ss' work, tell them to share their descriptions. Find out how many Ss have chosen the same celebration and how they celebrate; who have chosen a religious, a traditional, or family celebration. Ss will get to know each other better and will develop empathy and respect for other people's choices.

- › Ss' own answers.

Workbook Answers

Page 86

1

- › 2 always 3 a song 4 every day 5 always 6 never

2

- › Ss' own answers.

3

- › Ss' own answers.

A PechaKucha presentation

Ask Ss to read the instructions and follow them to complete their project. Fix a date for the presentations.

Now each S has his / her own description. They will have to vote on the best or most original description which they will use to prepare for the PechaKucha presentation.

They must prepare 20 slides, so they must choose 20 pictures or signs that remind them of what they have to say but they should not write the information on the slides.

They might ask their ICT teacher for help to set 20 seconds for each slide and make them change automatically.

They must have music that represents the celebration which they can insert in the presentation.

They have to rehearse before the presentation because their speech must be clear for their classmates to understand and they have to stick to 20 seconds per slide.

The Ss who do not feel sure enough, can record their presentation and insert the recording in the presentation as well. They will have to be careful to include the music and the speech together.

SEL

By working together to achieve a common aim, Ss will gain cohesion as a group. They will also realise the importance of **individual and social responsibility** skills when committing themselves to collaborate within a group. They will learn that individual efforts add to the final result of groupwork.

My learning record

This section has been designed to help Ss to reflect upon all the lexical, grammatical and conceptual content they have been working on throughout the unit. Values which have been previously presented in class are also included.

Encourage Ss to go over the listed items and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about concepts that might not be clear enough yet.

Help Ss to become aware that, in order to confirm that they can actually produce the language functions, they have to think of examples. If they still have difficulties, offer them a support session to reinforce the language they still struggle with.

Workbook Answers

Page 87

1

› 2 doesn't play 3 Does / sing 4 goes 5 doesn't 6 Does / play 7 go 8 don't / go

2

› 2 her 3 him 4 us 5 me 6 me

3

› 2 never 3 sometimes 4 always 5 Never 6 always

4

› 2 Go 3 Make 4 Wear 5 Invite 6 Have 7 Have

5

› 2 doctor 3 bricklayer 4 taxi driver 5 firefighter 6 teacher 7 pilot 8 flight attendant

Social Studies

Before reading the text, ask Ss what they would like to do when they grow up. Put three of their ideas on the bb in a column (make sure that they are unrelated professions). Label the column Professions. Next, discuss what they need to know to do each job (e.g. to become a Maths teacher, you need to know maths; to be a lawyer, you need to know the law). Write down the ideas in a column next to each profession. Label the top of this column Knowledge. Next, discuss what they need to be able to do for each profession. Put ideas down in a third column. Label this column Skills. Your bb should look like this:

Professions	Knowledge	Skills
Maths Teacher	Maths	Lesson planning Teaching
Lawyer	Law	Debating and presenting arguments

Discuss with Ss the difference between profession, knowledge and skills. Their ideas do not need to be precise, but they need to think about the topic and come up with some thoughts. Write any relevant ideas or words on the bb. Before reading, go over key vocabulary and pronunciation. Vocabulary may be explained in L1 or L2. Ss can read the text silently, out loud taking turns or in pairs to help each other with comprehension.

1 Look at the skills in the box. Put them into the correct category.

Go over the concepts of "hard skills" and "soft skills" to ensure that Ss understand the meaning and the difference. Ask for two examples of each and put them on the board. Give Ss time to do the task and compare answers with a classmate. Check answers with the whole class.

› **Answers:** Hard skills: machine operation, typing speed, speaking a foreign language, computer programming, coding. Soft skills: communication, teamwork, self-management, problem solving, decision making

2 What professions are you considering? Write 2 hard skills and 2 soft skills you need for your future career.

› Ss' own answers.

3 Discuss your strategy for developing those skills with a classmate.

Ask these questions to guide Ss' discussions: What courses should you do? What should you study at university? Which clubs can be useful in developing these soft skills? How? Which clubs do you have at school and in your community?

ROUND OFF ANSWERS

Page 27

1

› 1 babysitter 2 bricklayer 3 classroom 4 computer room
5 firefighter 6 flight attendant 7 science lab 8 shop
assistant 9 taxi driver 10 staff room

2

› 1 is 2 isn't 3 is 4 is 5 is 6 isn't 7 What 8 are 9 are
10 are

3

› 1 works 2 on 3 doesn't 4 me 5 makes 6 us 7 have
8 don't 9 wear 10 them

4

› 1 our 2 it's 3 Gym 4 teacher 5 often

Goals

- › Talk about animals, where they live and what they do
- › Read and learn about wolves
- › Describe animal habits, abilities and rules
- › Listen to and learn about wild animals
- › Write a leaflet for an animal protection society

Go over the goals with the Ss. Have a class discussion about your demands, timing, ways of assessment, etc. and try to come to an agreement. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box together and discuss what Ss are expected to do by the end of the unit. This will help them understand the relevance of the language they have to learn to do the final project. Ss will design graffiti for an animal protect campaign. They will think of images to include and texts to raise people's awareness about the importance of protecting endangered species. They can prepare posters or slide presentations. Another possibility is to decorate walls with their posters. Ask Ss if they know what graffiti is. Help Ss to describe what it looks like and what it can be used for. Point out that you can add messages to graffiti.

Before we start**SEL**

Draw Ss' attention to the title (Nature's Lessons) and ask them what it means. Let them brainstorm ideas. Accept all their ideas and write them on the bb. On one side, write the ones that will help you to round off the task and on the other side the ideas you think of discarding, but make sure all ideas are considered. Help Ss to conclude that we should observe and learn from nature and animals. They can teach us important lessons. We should also protect animals and encourage people to join animal protection campaigns.

1 Label the pictures with words from the box.**IC / 21ST Century Skills / SEL**

Ask Ss to brainstorm animals they already know. Write the words Ss call out on the bb. Then, tell them to look at the pictures and check if any of the animals on the bb are on the page. Ask Ss to look at the words in the box and label the pictures. Allow them to work on their own for a few minutes. Remember not to answer individual questions at this stage because you will check with the whole class at the end.

When time is up, call volunteers to the bb and ask them to write the animals in order. This will help Ss who struggle to complete the task.

To assess Ss' understanding, point to a word on the bb, ask a S to read it and another S to point at the animal on the page. Do this several times choosing the animals randomly to catch Ss by surprise.

Final project

- › An animal protection campaign

› **Answers:** 1 cow 2 penguin 3 ostrich 4 giraffe 5 polar bear 6 whale 7 butterfly 8 lion 9 snake 10 frog 11 lizard 12 camel 13 kangaroo 14 piranha 15 deer 16 cat 17 macaw

ax

As Ss write the words on the bb, say them out loud for Ss to become familiar with the pronunciation. Although the words are quite easy to pronounce, Ss might find difficulty producing the initial sound /dʒ/ in giraffe, the middle sound /z/ in lizard and the initial cluster in snake.

To help Ss with the sound /dʒ/, which Spanish speakers find difficult, use the 'shocking technique'. Say /'dʒo me 'dʒamo 'dʒesika/ ('Yo me llamo Jessica') and ask them to repeat. Do this several times and try to make it fun for Ss.

To help Ss with the sound /z/, tell them to imitate the sound of a bee flying.

To help Ss with the cluster /sn/ at the beginning of snake, say the word and extend the cluster /'sssssnæk/. Encourage Ss to copy you without adding the vowel sound /e/ before /sn/ as most Spanish speakers say /esnæk/.

2 Join a classmate. Look at the pictures and decide which animal(s) are ...

Ask Ss to work in pairs to categorise the animals. If the words are new to Ss, let them work out their meaning. Check that everybody understands them before they start categorising.

Call on volunteers to read the animals in each category and check with the whole class. If the vocabulary is new, and in order to help weaker Ss keep up, ask Ss to go to the bb and write the animals in each category.

- › **Answers:** 1 frog 2 snake, lizard 3 lion, giraffe, cat, camel, whale, polar bear, cow, deer 4 ostrich, macaw, penguin 5 butterfly 6 piranha

More teaching ideas

While checking answers, introduce some vocabulary for parts of the body. For example, Birds have got wings and feathers. Reptiles haven't got feet. Fish have got scales and fins. Deer have got antlers. Draw some sketches or use mimicry to aid comprehension. You could add some of these words to the 'difficult/new words' box and practise using them the following lesson.

3 Which animal(s) live ...

Go over the questions with the Ss and elicit samples. Explain the meaning of farm and point out the use of on a farm.

- › **Answers:** 1 camels 2 polar bears, whales 3 macaws, butterflies 4 cows, cats 5 snakes, frogs, whales, piranhas

4 Join a classmate and use a dictionary to answer. Which animal(s) ...

Tell Ss to answer the questions in pairs. They will already know some vocabulary if you have introduced it while checking Ex. 2. Allow them to use dictionaries if necessary. Give Ss some minutes to complete the task. Call volunteers to read the answers and elicit more ideas from the whole class.

- › **Answers:** 1 piranha, snake, whale, butterfly 2 macaw 3 penguins, frogs, lizards 4 piranha 5 giraffe, deer

The Aguará Guazú Project

1 Read the text and write the headings.

IC

Tell Ss to do this task at home so that they work at their own pace. Remind them that they can use the dictionary and that they should not worry if there are some questions they cannot answer because you are going to revise everything together in class. It is important to encourage them to work independently. Tell Ss you are going to check their work in the following lesson.

SEL / 21st Century Skills

Draw Ss' attention to the format of the text and elicit the kind of information it contains. Tell them this is an article. Ask Ss to get ready to share the answers. Tell them they will have to give reasons for their answers. They will have to read the phrase or sentence that helped them to identify the heading. In this way, they will develop **critical thinking** skills and learn to justify their decisions. If Ss have worked at home, they will not find much difficulty in doing this. They will realize that individual effort pays off no matter how difficult they find learning English.

› **Answers:** 1 Many names 2 Comparisons 3 Sizes 4 Their habits 5 Threats 6 Our request

2 Label the picture of the wolf with words from the box.

IC

Draw a sketch of a wolf on the bb. Elicit from the Ss the parts of the body they remember and write them on the bb. This will help weaker Ss to prepare for the task.

Erase the words from the bb. Tell Ss to work individually. Check answers with the whole class. Call volunteers to name a body part and label it on the drawing on the bb. Make sure everybody follows and completes the task.

› **Answers:** 1 tail 2 legs 3 neck 4 ears 5 head

3 Read the text again. Find words or phrases meaning ...

21st Century Skills

This task aims to help Ss to infer meaning from context and thus develop their **critical thinking** skills. Ask Ss to form groups of three or four and complete it. Then, check with the whole class asking volunteers to read their answers aloud.

› **Answers:** 1 unique 2 fur 3 omnivore 4 territorial 5 prey 6 habitat



SEL / 21st Century Skills / ESI

This section aims to help Ss to personalise their learning. At the same time, it will help Ss to reflect on how people treat animals and how they can promote an animal protection campaign. Ss should learn more about endangered animals as well as how human behaviour (such as using plastic bags which end up in rivers and the sea) affects them.

The question about the national animal of Argentina, the hornero, gives Ss the opportunity to learn a bit more about the animal and the country. It can also be used as a prompt to discuss the symbolism of the hornero, which is a monogamous bird. What's interesting about its nest is that it is built out of mud and it has a special chamber to protect the eggs and, later, the chicks. The male and female work together to build their nest and breed their chicks. There's no distinction based on gender. The name hornero comes from the shape of the nest, which looks like an old wood-fired oven. (The Spanish word comes from 'horno', meaning 'oven').

Workbook Answers

Page 88

1

› 2 10:00 a.m. 3 7:00 p.m. 4 6:00 p.m. 5 No, it isn't. 6 15 minutes before the zoo closes

2

› 2 F 3 T 4 F 5 T 6 F

3

› 2 \$5.00 per person 3 The Tropical Bird Paradise 4 It doesn't say. 5 Thanksgiving Day, Christmas Day and New Year's Day 6 Central African Rainforest and Gorilla Experience

VOCABULARY

› page 31

Animals: parts of the body

1 Label the pictures with the names of the animals.

Ask Ss to look at the animals and to name them. Revise the names together with the Ss. Call one S at a time to write the name of an animal on the bb. Revise the categories they belong to.

› Answers: 1 elephant 2 (brown) bear 3 goldfish 4 macaw 5 kangaroo

2 Match these words to the parts of the animals' bodies in Exercise 1.

Go over the vocabulary with the Ss. Draw sketches of one animal at a time on the bb to label the parts. Here are suggestions for simple sketches:

Elephant: it is important to see the tusks, trunk, ears and tail
Bear: the claw, paw and fur should be clear

Goldfish: the fin should be clear

Macaw: the beak, wings, tail and claws should be clear

Kangaroo: the pouch and the tail should be clear

Tell Ss to look for the name of the parts in the list. Encourage them to take risks to discover each part. Write the labels on the bb. Tell Ss to complete the exercise in the book.

› Answers: 1 (elephant) 3 ears, 10 trunk, 11 tusk 2 (bear) 6 fur, 7 paw 3 (goldfish) 5 fin 4 (macaw) 1 beak, 2 claw, 4 feather / 9 tail, 12 wing 5 (kangaroo) 8 pouch, 9 tail

Adjectives that describe animals

3 Match the opposites.

Go over the list with the Ss and explain the vocabulary items that they do not know. Ask them to name animals which they associate with each characteristic. Tell Ss to do the matching and then check answers.

› Answers: 1 b 2 d 3 a 4 e 5 g 6 f 7 c

4 Circle the correct options. Then listen and check.

Ask Ss to work individually. Tell them they are going to listen to the correct answers for them to check. Play the audio file once. Ask Ss if they were able to complete the task. If they still need another listening, play the audio file once more.

› Answers: 1 poisonous 2 fast 3 intelligent 4 harmless 5 aggressive 6 loyal

14

See SB page 31



Read the instructions and tell Ss to join a classmate to do the task.

After a few minutes, tell Ss to get ready to check their answers. Play the audio file and check answers with the whole class.

› Answers: 1 mouse 2 horse 3 bat 4 lion 5 bee

15

See SB page 31

Things animals do

5 Read and match the sentence halves.

Tell Ss to work individually to do the matching. Allow them to use their dictionaries if necessary. Prompt Ss to pay attention to how sentences are formed. They might not understand all the words, but the structure of the sentences will give them some clues. They should also try to draw meaning from context. Monitor and encourage Ss who find this exercise a bit difficult. Ask Ss to form small groups to check their answers before sharing them with the whole class. Monitor Ss while they exchange information.

Ask volunteers to read the complete sentences.

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

6 Answer the questions. Use information in Exercise 5 to help you.

IC

Ask Ss to answer the questions as homework so that they can assess their own understanding and work at their own pace. Then, ask volunteers to read an answer each and share their ideas with the whole class.

› Answers may vary: 1 They hibernate. 2 They migrate to warmer places. 3 They hide. 4 Because they sting and they are poisonous. 5 They hunt and kill small animals.



Ss already have the information they need to start preparing their project. Tell them to prepare a grid with all the animals they plan to include in their project and complete it with information about them.

GAMES

Tell Ss there are games to play and practise on page 72. If the whole class is ready, you can give them some time to have fun with the language.

GRAMMAR

› pages 32–33

Present Simple – *Wh*- questions

Tell Ss to study the box. Draw their attention to the difference in the form of questions with Who. Emphasise the use of the auxiliaries do and does since Ss at this level often omit them.

1 Complete the questions about the Aguará Guazú. Use *What, Where, How, How many and Why*.

Revise the meaning of the question words with the whole class before telling Ss to complete the questions. Then, ask them to work individually and check with a classmate next to them before comparing answers with the whole class. To check answers, ask one S to read the question and another S the answer.

› **Answers:** 1 Where 2 What 3 How 4 How many 5 Why 6 Why

2 Complete the questions to interview Marina, a park keeper.

This exercise is meant to help Ss to use the *Wh*- questions in context. Ask them to complete the questions individually. Then, call two volunteers to read the dialogue and compare answers with the whole class.

› **Answers:** 1 Where do you 2 What time do you (usually) get up? 3 What do you have 4 What do you 5 Do you feed 6 How many (animals) are there? 7 Who 8 Do you like



While Ss read the dialogue, focus their attention on the falling intonation of *Wh*- questions and sentences which give complete information.

Can / can't

Go over the box with the Ss. Focus their attention on the use of the same form of can / can't with all the pronouns. Remind them that we use the infinitive form of the main verb without to. Tell them to read the **Pay attention!** box to remember this. Revise the use of this structure that appears in the box.

3 Fill in the blanks with can or can't to complete the sentences.

This task aims to help Ss to become confident with the form of can and can't. Ask Ss to read the sentences once and draw their attention to the ticks and crosses. Do an example with the whole class and then give Ss time to complete the sentences on their own. Ask them to compare answers with a classmate before checking with the whole class. Invite Ss to read a sentence out loud. Point out that we stress can't, whereas can is weak. For example, in Helen can fly a plane the stress falls on fly.

› **Answers:** 1 can 2 can 3 can't 4 can 5 can't

4 What can these animals do? Complete the table and write about them.

IC

In this exercise, Ss will practise vocabulary, the use of can / can't and connectors and, but and or.

Read the example with the whole class to make sure Ss understand what ideas the connectors link. To help them to memorise their use, write on the bb +_____+; +_____ - and -_____ - and ask Ss to complete it with the missing words (and, but, or). Then, tell Ss to do the task. First, they complete the grid and they compare grids with a classmate. Then, they write the sentences. Call volunteers to read the sentences and check with the whole class. If Ss find this task challenging, ask volunteers to write the sentences on the bb for everybody to see and comment on.

› **Answers:** 2 Mosquitos can fly, sting and lay eggs, but they can't swim. 3 Piranhas can swim and lay eggs, but they can't fly or sting. 4 Macaws can fly and lay eggs, but they can't swim or sting 5 Dogs can swim, but they can't fly, sting or lay eggs.

	fly	swim	sting	lay eggs
crocodiles	✗	✓	✗	✓
mosquitos	✓	✗	✓	✓
piranhas	✗	✓	✗	✓
macaws	✓	✗	✗	✓
dogs	✗	✓	✗	✗



When Ss read the answers out loud, focus their attention on how we organise discourse by means of rising and falling intonation. Demonstrate how we mark contrast using fall-rise intonation.

Must / mustn't

LA

Draw Ss' attention to the boxes. Help them to compare must / mustn't with can / can't. If Ss compare different language points, they are likely to remember them better. Elicit from them that both can and must have the same form for all subject pronouns and that they are followed by the infinitive form of the verb without to. In both cases, the interrogative form has the same word order.

Encourage Ss to look at the boxes and revise the form and to identify possible mistakes.

5 What do these signs mean?

CA

Use the signs to reinforce the uses of must / mustn't. These signs are universal so Ss should infer their meaning using their previous knowledge.

Tell Ss to complete the task individually. Don't check answers at this point.

- › **Answers:** 2 You mustn't walk on the grass. 3 You must follow the path. 4 Children under eight mustn't go on the raft. 5 You mustn't feed the animals.

6 Listen to the instructions at a wildlife park and check your answers from Exercise 5.

Tell Ss to get ready to listen to the audio file to check their answers. Play it once and give Ss some minutes to go over their answers. Then, ask them to read the sentences to check that they have all completed the task correctly.



16 Good morning, ladies and gentlemen. Welcome to our wonderful wildlife park. Some instructions before we start the visit. You mustn't walk on the grass or feed the animals. We must respect the animals' habitats. You must follow the path at all times. We are sorry to inform you that children under 8 are not allowed to go on the raft. It can be dangerous! Well, now that that's out of the way ...



Explain to Ss that we stress the main verb in the affirmative (not must) and mustn't in the negative. Check that they produce the correct intonation.

7 Complete the recommendations for tourists visiting the park. Use **must**, **mustn't**, **can**, or **can't**.

Ask Ss to complete the task individually. Check answers with the whole class. Use this instance to help Ss to improve their pronunciation of the sentences.

- › **Answers:** 1 must 2 must 3 can 4 mustn't / can't 5 mustn't 6 can't 7 can

8 Write questions about the wildlife park rules and answer them.

Ask Ss to do this task in pairs. Monitor their work. Call on volunteers to read the questions and answers, and check with the whole class. Confirm that everybody understands the questions and answers. Draw Ss' attention to how we form questions with Who.

- › **Answers:** 2 What must visitors respect? They must respect the animals. 3 What can visitors take? They can take photos. 4 Why mustn't / can't you touch the animals? Because they can hurt you. 5 Who can get angry or frightened? The animals can get angry or frightened.

Workbook Answers

Page 89

1

- › 2 g 3 e 4 f 5 d 6 a 7 i 8 c 9 b

2

- › 2 lizard 3 giraffe 4 lion 5 butterfly 6 frog 7 macaw 8 ostrich 9 piranha

3

- › 2 penguin 3 polar bear 4 lion 5 macaw 6 giraffe 7 cow 8 horse

Page 90

4

	walk	fly	swim	has scales	has horns	has wings	has fur
piranha			✓	✓			
frog			✓				
ostrich	✓					✓	
penguin	✓		✓				
polar bear	✓		✓				✓
lion	✓						✓
macaw		✓				✓	
cow	✓				✓		

5

- › 2 tusk 3 trunk 4 wing 5 beak 6 claw 7 ear 8 pouch 9 paw

6

- › 2 clean 3 slow 4 noisy 5 aggressive 6 loyal

7

- › 2 dirty 3 treacherous 4 fast 5 quiet 6 harmless

Page 91

8

- › 2 bee 3 lion 4 horse 5 bat

9

- › Answers may vary: 2 bees 3 birds 4 birds, butterflies, whales, penguins 5 lions, bears 6 dogs, lions

10

- › 2 d 3 f 4 b 5 c 6 a

11

- › 2 What do giraffes eat? 3 Who takes care of lions in the zoo? 4 Why do zoos exist? 5 When do lions hunt? 6 How many species of snake live in Florida?

12

- › 2 Why do birds migrate? 3 What do polar bears eat? 4 How do whales communicate? 5 Who are the First Nations peoples? 6 How many pandas are there living in the wild?

13

- › 2 When you enter, you must take off your shoes. 3 You must not feed the animals in the zoo. 4 When you are on safari, you must stay in the vehicle. 5 You must not wear perfume in the office. 6 Must they come at ten o'clock?

LISTENING AND SPEAKING

› pages 34–35

At the wildlife park

1 Albert and Jason are talking at the wildlife park. Which animals will they mention? Discuss with a classmate.

Tell Ss to join a classmate. They are going to listen to an audio file about a wildlife park. Read out the question first and ask Ss to discuss it before they listen. They can look at the pictures or you can have them do this with closed books. Call on volunteers to share their ideas with the whole class. Don't confirm their answers yet.

2 Listen and tick (✓) the animals that are mentioned.

21st Century Skills / IC

Tell Ss they are going to listen to the audio file and check their ideas. Draw their attention to the pictures. Play the audio file once. Give Ss some minutes to discuss their answers and tick the animals that the speakers mention.

Working together helps Ss develop their communicative and collaborative skills. In addition, Ss who struggle to understand the audio file benefit from their classmates' help and thus build up their confidence in language learning.

Play the audio file a second time for Ss to check their answers before sharing answers with the class.

› **Answers:** macaw, flamingo

3 Listen again and correct the wrong information.

Tell Ss to continue working together in their pairs. This time, they will have to confirm or correct the information in the statements. Once again, Ss will be discussing the information in order to do the task.

Play the audio file once more for Ss to check. Call on volunteers to read the answers and check with the whole class.

› **Answers:** 2 Macaws aren't pink. They've got colourful feathers. / They're colourful. 3 Flamingos don't eat leaves. They eat fish and small insects. 4 The park keeper doesn't feed all the animals. Some animals hunt for their food.

17

- 18 **Albert:** Look, Jason! These birds are beautiful! They've got colourful feathers.
- Jason:** Yes, they are macaws. They are typical of this region.
- Albert:** They're so funny!
- Jason:** Yes, but remember you mustn't touch them. They can bite you.
- Albert:** Really? And what are those pink birds? They've got long legs.
- Jason:** They're flamingos. They eat fish and small insects.
- Albert:** Doesn't the park keeper feed them?
- Jason:** Not always. Some animals hunt for their food.
- Albert:** I love this park! I want to be a park keeper.
- Jason:** Mee too!



Correct Ss' intonation if necessary while they read out an answer. Draw their attention to the word stress that helps highlight right and wrong information.

IC

Some Ss may not get the details the first time they listen to the audio file. Playing the audio file several times with different purposes helps the Ss who struggle to understand the whole dialogue.



SEL / 21st Century Skills

Ss will personalise their learning and reflect on our attitude towards animals as well as how animals are treated by others. This will help develop **individual and social responsibility**. Ss will also learn that animals are kept in parks to protect them as well as their natural habitats. That is why parks are better than zoos, since living conditions there are artificial.

Interview with a picture hunter

CA

Elicit from Ss the meaning of picture hunter. Discuss the difference between hunting pictures and hunting animals.

4 Adam Phillips is a "picture hunter". Listen to the radio interview with him and write T (true), F (false) or DS (doesn't say).

Tell Ss to read the sentences before they listen to the audio file. Make sure all Ss understand the meaning of the sentences. Insist on the fact that they might not hear information about all the statements. If the information is not mentioned, they have to write DS. Play the audio file and give Ss some minutes to do the task. Play the audio file a second time for Ss to complete their answers. Call on volunteers to read a sentence and check their answer with the whole class.

› **Answers:** 1 T 2 F 3 DS 4 F 5 T

5 Listen again and write the name of the animal or thing Adam is describing.

Go over the quotes with Ss to make sure everybody understands them. Tell Ss that they have the names of the animals in Ex. 4. Play the audio file and give Ss time to do the task in pairs. Play the audio file once more for Ss to

revise their answers. Call on volunteers to read an answer and check with the whole class.

- **Answers:** 1 the photos 2 the quokka 3 the quokka 4 the python 5 the cape vulture



19

- Reporter:** So, Adam, you're an animal picture hunter. What do picture hunters do?
- Adam:** Well, I collect pictures of animals because I like them, but I don't like hunting.
- Reporter:** How many photos of animals have you got?
- Adam:** Thousands! Luckily, I keep them on my computer!
- Reporter:** What strange animals have you got photos of?
- Adam:** A quokka. It's a mammal and it's got a pouch. It's like a mini-kangaroo.
- Reporter:** How funny! Any dangerous animals?
- Adam:** The python. It's a very long and strong snake. It isn't poisonous, but it can squeeze you and kill you.
- Reporter:** And any birds?
- Adam:** A cape vulture. It's an endangered species because people destroy its habitat. It lives in South Africa.
- Reporter:** We're going to take a short break and then ...



CA

This task is useful to help Ss to personalise their learning and to build their vocabulary. They will also learn more about endangered species.



Tell Ss that this is a reminder of what they have done up to now and that they must complete their plan for the final project.

Workbook Answers

Page 92

1



	Can	Can't	Must	Must not
1 Exit the zoo by closing time.			✓	
2 Throw garbage in the correct recycling bin.			✓	
3 Walk on the grass.				✓
4 Feed most of the animals.		✓		
5 Feed fruit and peanuts to the monkeys.	✓			
6 Feed ice cream, chocolate and soda pop to the monkeys.		✓		
7 Climb over or cross barriers.			✓	
8 Take pictures.	✓			
9 Play with balls, ride skates and bikes.			✓	
10 Use wheelchairs and strollers.	✓			

2

- 2 Yes 3 Yes 4 No 5 No 6 Yes



Welcome to City Zoo. Before you enter our facilities, we've got some information we would like to share with you.

The zoo is open from 10 a.m. to 7 p.m. today. The gates are locked at 7:30 p.m., so for your own safety, you must exit the zoo by closing time. We ask that you throw all rubbish in the bins provided. At City Zoo we encourage recycling, so you must throw your rubbish in the correct bin. We work hard to make the zoo beautiful, so visitors must not walk on the grass.

For your safety, you cannot feed most of the animals. However, you can feed fruit and peanuts to the monkeys. You cannot feed them chocolate, ice cream or soda pop.

For your safety, you must not climb over or cross barriers for any reason. Many of our animals will attack to protect their territory.

You can take pictures in all the open areas of the zoo.

You must not play with balls or ride bikes, skateboards or rollerblades.

You can use wheelchairs and strollers.

Most importantly, enjoy your day at the zoo.

3

- Answers may vary:

Do	Don't
1 Exit the zoo by closing time.	4 Climb the barriers.
2 Use the recycling bins.	5 Feed the animals ice cream.
3 Enjoy your day.	6 Play with balls.

Write a leaflet for an animal protection campaign



LA

Read the rules with Ss and emphasize that exclamation marks make a text more exciting and interesting to read. Tell them they will need to use these punctuation marks in their texts for the final task. Show them that the texts on this page are possible models they can use to complete their final project.

1 Rewrite this text using capital letters and punctuation marks.

IC

Set this exercise as homework so that Ss can do it at their own pace. Tell them to observe the structure of the sentences to decide which punctuation mark to use.

Once in the classroom, call on volunteers to write a sentence each on the bb until they complete the whole text. Ask Ss to explain why they use capital letters and the different punctuation marks. Explain anything that Ss find confusing.

› Answer:

What do you know about panda?
 They are an endangered species so we have to help them. They are China's natural treasure. They eat bamboo leaves, which is why they are also called bamboo bears. They are very big so another name for them is giant bears.
 There are 50 panda reserves in China that protect around 45 percent of the giant panda's habitat, according to the World Wildlife Fund.
 How can we help them?
 Join us or send a donation!

2 Look at the photos and match them with the advertisements in Exercise 3.

21st Century Skills

Ask Ss to look at the photos and call out the animals they see. Then, draw their attention to the advertisements in Ex. 3 and ask them to skim them. Tell Ss to decide which photo matches each advertisement. Check answers orally with the whole class and ask Ss to give reasons for their choices. Prompt them to read the information that helped them decide. This practice helps to develop their **critical thinking** skills.

› Answers: 1 B 2 C 3 B

3 Rewrite these advertisements using capital letters and punctuation marks.

Follow the same procedure as you did in Ex. 1.

› Answers may vary:

Urgent!
 We must help the whales!
 Why is it urgent?
 Hunters kill more and more every day!
 Whales are big, strong and intelligent, but they can't escape from hunters.

Monkeys are not pets.
 Hunters capture them and sell them on the road.
 Monkeys can't live in houses because they must climb trees, run and move a lot and people mustn't touch them because they can be aggressive.
 How can you help?
 Don't buy monkeys on the road!

Why are some people so bad?
 Some people adopt dogs during holidays. First, everything goes well and children are very happy. After a while the family don't like the dog anymore. Finally, they abandon the dog at the end of the holiday.
 Be responsible!
 Don't adopt dogs if you are not going to keep them.
 Dogs suffer!

4 Choose an animal and create a leaflet for an animal protection campaign. Remember to ...

Explain that the advertisements in Ex. 3 can be printed on leaflets and handed out to people so that they become more aware about animal-related problems. Tell Ss they are going to write a similar advertisement and create their own leaflet. Read the three points and give Ss some time to think about which animal they are going to choose. Monitor while Ss work and offer help. Call on volunteers to show and read their leaflet to the whole class.

› Ss' own answers.

Workbook Answers

Page 92

1

› 2 feed 3 take 4 opens 5 have 6 has

2

› Ss' own answers.

3

› Ss' own answers.

4

› Ss' own answers.

An animal protection campaign

Ask Ss to go over the instructions and to use them to complete their task. Fix a date for the presentations.

By now, Ss should have decided on the kind of presentation they are going to prepare. They should also already know if they are allowed to paint a school wall or not. They might have decided to decorate the school walls with posters instead and start a campaign to protect endangered animals.

Ss should have already gathered information about different animals. Now they have to vote on which animals they will write about.

Each member will be in charge of writing a short text about one of the animals. They will then swap texts to work on peer correction.

Have Ss design their poster either as a craft or using an ICT app. They can include pictures or drawings and the texts they have written.

They must be creative to make their posters attractive.

Ask them to rehearse presenting their poster in order to sound more confident, hesitate less and explain their message clearly. They must also speak clearly and out loud for their classmates to understand.

SEL / 21st Century Skills

By working together to achieve a common aim, Ss will gain cohesion as a group. They will also realise the importance of **individual and social responsibility** skills when committing themselves to collaborate within a group. They will learn that individual efforts add to the final result of groupwork. In this project, creativity and effective communication of their message are also very important.

My learning record

This section has been designed to help Ss to reflect upon all the lexical, grammatical and conceptual content they have been working on throughout the unit. Values, which have been previously presented in class, are also included.

Encourage Ss to go over the listed items and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about concepts that might not be clear enough yet.

Help Ss to become aware that, in order to confirm that they can actually produce the language functions, they have to think of examples. If they still have difficulties, offer them a support session to reinforce the language they still struggle with.

Workbook Answers

Page 93

1

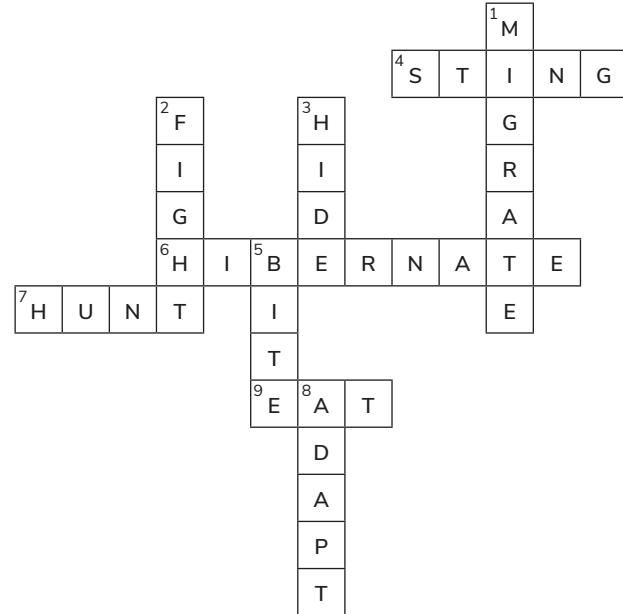
› 2 mustn't 3 Can 4 mustn't 5 must 6 Must

2

› 2 wings 3 feathers 4 claws 5 tusks / trunk 6 paws

3

›



4

› Answers may vary: 1 a Fur b Pouch 2 a Fly b Swim 3 a take pictures b feed the animals

5

› 2 penguin 3 tiger 4 paw 5 fur

› pages 38–39

Goals

- › Talk about places in a city, shopping and directions
- › Read and learn about a typical weekend
- › Describe actions
- › Talk about objects and people
- › Listen and learn about places and activities in town
- › Write a description of a picture

Go over the goals with the Ss. Have a class discussion about your demands, timing, ways of assessment, etc. and try to come to an agreement. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box and discuss what Ss are expected to do by the end of the unit. This will help them understand the relevance of the language they have to learn to do the final project. Ss will design a video clip advertising an ideal free-time offer for teenagers in an imaginary or real city. Tell Ss they will learn to describe a city and the facilities that it offers. They will also learn to ask for and give directions. Since they will have to prepare a clip it is likely that Ss will have to ask their ICT teacher for help. Their Art teacher can give them ideas on how to design their advertisement and their Geography teacher might tell them about the different landscapes they can find in their country.

Before we start**SEL**

Draw Ss' attention to the unit title and ask them what the question might mean. At this point, accept all their ideas and write them on the bb. On one side, write the ones that will help you to round off the task and on the other side the ideas you think of discarding, but make sure all ideas are considered.

Help Ss to conclude that it is an invitation to do something together.

1 Look at the pictures. What do they represent? Label the pictures with words from the box.**IC / 21st Century Skills / SEL**

Tell Ss that these pictures show places in town. We call them facilities because they provide some kind of service or offer the possibility to do something. Tell Ss to form small groups to try to identify the place that is represented with each picture.

There are many transparent words and Ss should have encountered these places in their town or city, so the task shouldn't be hard. Let Ss work for some minutes until they start asking you about the meaning of words. By doing this, Ss gain confidence in what they already know and can deal with queries as a class or in groups. Some Ss are likely to know more words than others. Working in groups, Ss will become aware of the value of **collaboration** and they will develop **communication** skills by discussing their ideas. They will also develop **critical thinking** skills if they try to work out the meaning of unknown words.

Check the answers with the whole class. Call Ss to write the words on the bb.

Final project

- › A video advertisement

- › **Answers:** 1 library 2 baker's 3 museum 4 disco 5 theatre 6 bank 7 sports centre 8 fast food restaurant 9 hospital 10 coffee shop 11 florist 12 chemist 13 supermarket 14 shopping centre 15 newsagent's 16 park

ax

Help Ss pronounce the places correctly as you check answers. They shouldn't have much difficulty pronouncing these words, but in order for them to gain confidence and have fun, tell them to put on their 'English identity' to pronounce the words. Doing this will prompt Ss to activate their concept of how English speakers speak. They are likely to produce the plosives more accurately, for example.

2 How many words are similar in Spanish?**LA**

Ask Ss to work in pairs or small groups to compare and contrast the words in Ex. 1 with the Spanish equivalents. Encourage them to find similarities and differences. Ask Ss to share their findings with the class. Reinforce the pronunciation of words if necessary.

- › **Answers:** museum, disco, theatre, bank, sports centre, fast food restaurant, hospital, supermarket, shopping centre, park

3 Look at these items. Where can you get them? Write the corresponding number from Exercise 1. Which places are not used?

Ask Ss to work individually and match the pictures of the items with the places in Exercise 1. Put Ss in groups to compare their answers. Ask volunteers to give the answers and check with the whole class. When they say the numbers, write the corresponding word on the bb.

- **Answers:** newspaper 15 book 1 burger 8 flowers 11 money 6 medicine 9, 12 croissant 2 coffee 10 jacket 14 tickets 5 fruit, eggs 13 Not used 3, 4, 7, 16

More teaching ideas

Teach Ss collocations related to the places in Ex. 1. For example, buy newspapers at the newsagent's, borrow a book from the library, have a hamburger at the fast food restaurant, buy a bunch of flowers at the florist, get money from the bank, buy a croissant at the baker's, have a cup of coffee at the coffee shop, buy clothes at the clothes shop, buy tickets for the theatre, buy fruit and eggs at the supermarket. Write the verbs that form the collocations on the bb. Once you have finished, ask Ss to reconstruct the collocations and draw arrows from the verbs to the nouns. Tell Ss to make notes in their notebooks.

4 Listen and decide where they should go. Write the place.

Tell Ss they are going to hear people suggesting different things. They have to listen and decide on the right place for each activity. Play the audio file once. Give Ss some minutes to complete the task individually. Then put them in groups to compare their answers before checking with the whole class.

To check answers, play the audio file and stop after each sentence. Have a S repeat it and write the whole sentence on the bb. Underline the structures we use to make suggestions: Let's ..., What about + -ing ..., Shall we ..., Why don't we ... Explain to Ss that these are fixed phrases for making suggestions. Invite Ss to think of suggestions for each structure. Name Ss to give their examples and write a few on the bb for Ss to copy in their notebooks.

- **Answers:** 1 sports centre 2 museum 3 park 4 disco



- 1 Let's go for a swim.
- 2 How about visiting the modern art exhibition?
- 3 Shall we go cycling?
- 4 Why don't we go dancing?

More teaching ideas

Prompt Ss to reflect on which activities are healthy and safe for them. Encourage them to ask their Social Science teacher about different types of activities. Are there any activities that teenagers mustn't do or must be a certain age in order to be able to do them?



Tell Ss to practise different exchanges using the new vocabulary. Revise the use of should if necessary.

My weekend

1 Look at the text and circle the correct options.

ESI / LA

For the first question, help Ss to identify the type of the text. Tell them to skim the three paragraphs and help them notice there are many phrases instead of complete sentences. Ask them whether this is formal or informal writing. Elicit it's informal writing. Then ask them to discuss in pairs how old they think the writer is.

Give Ss time to read the questions and choose the correct options. Check answers with the whole class and discuss any different opinions.

› Answers: 1 c 2 b

2 Read the diary entry and write P (positive), N (negative) or DS (doesn't say) to describe the writer's opinion of the following topics.

IC

Set this task as homework so that Ss do it at their own pace. Remind them that they might not find some information in the text. It is important to encourage them to work on their own to do some tasks. Check their work as a whole class in the following lesson.

SEL / 21st Century Skills

Ask Ss to get ready to share their answers. Invite Ss to give an answer explaining how they inferred the writer's opinion. Elicit that there are exclamations that show the writer's positive or negative attitude. Checking answers this way will develop Ss' **critical thinking** and they will learn to justify their decisions. If Ss have worked at home, they will not find this difficult and they will realise that individual effort pays off no matter how difficult the task is.

› Answers: 1 N 2 DS 3 P 4 DS 5 DS 6 N 7 P 8 P 9 DS 10 P

3 What places does the writer visit at weekends? Underline them in the text and complete the lists.

If you set this task as homework, ask Ss to compare answers in small groups before they check with the whole class. If Ss are doing this task in class, tell them to work on it in groups of three or four. Then, check answers with the whole class. Ask for volunteers to read their answers aloud.

› Answers: 1 school, Patrick's house, sports centre 2 shopping centre, Burger Palace (a fast food restaurant), disco 3 Granny's home

4 The writer writes "She cooks to perfection!" to describe Granny's dinners. Can you think of an equivalent expression in Spanish?

It is not good to always translate, but sometimes it helps Ss to understand that idiomatic expressions are closely related to culture. This is why they can differ completely. Draw Ss' attention to the expression and have them discuss it in pairs. Elicit the Spanish equivalent *Cocina como los dioses!*

5 There are some incomplete sentences in the text. Can you write the complete versions?

LA / SEL / IC

This exercise aims to help Ss identify the informal register used in diaries and reconstruct the sentences. Tell them to write the sentences on their own and then check answers with the whole class. Encourage less confident Ss to participate. Remind them that errors are just a step towards success.

› Answers: 1 We meet at Patrick's after school. 2 After dinner, we go to the sports centre. 3 On Saturday morning, I do homework first. 4 I meet my friends and we have a soda at Burger Palace. 5 I sleep in the afternoon and I go to the disco at night! 6 We always go to Granny's for dinner. / We always have dinner at Granny's.



SEL / 21st Century Skills

This section aims to help Ss to personalise their learning. Have Ss discuss the questions in pairs and reflect on the value of expressing their feelings. Elicit the importance of keeping a diary for those people who are shier and find it more difficult to communicate their feelings.

Prompt Ss to compare a diary with a social media page. Encourage them to reflect on online privacy and think about how everything they upload on the internet becomes public. Elicit from Ss that even though they share information with a few friends, strangers can access this information.

Workbook Answers

Page 94

1

› 2 e 3 f 4 d 5 c 6 b

2

› 2 d 3 b 4 a 5 c 6 f

3

› 2 Baker's 3 Fast food restaurant 4 Museum 5 Disco 6 Coffee shop

4

› 2 15% 3 5% 4 \$5 5 10% 6 Nothing / 0

Places in town

Before we start

Look at the map in the Student Book to teach at the end, on the right, on the left, next to, opposite, in front of, at / on the corner. Give examples:

The chemist is **at the end** of Kent Avenue, **on the right**.

The bus stop is **at the end** of French St., **on the right**. It is **at the corner** of French St. and Kent Ave.

The bookshop is **on the corner** of French St. and Kent Ave.

Help Ss to notice the difference between at the corner and on the corner and between opposite and in front of. Use Ss to make this difference clear. Describe how they are seated in class, one in front of the other, who is behind a particular S. Stand in front of your desk and say I'm in front of my desk. Stand opposite a S and say I'm opposite (Marcos). Ask Ss to give more examples using the map on the bb.

1 Look at the map and complete the sentences.

Ask Ss to look at the map and complete the sentences individually. Call volunteers to read a sentence and check with the whole class.

- › **Answers:** 1 florist 2 bookshop / newsagent's 3 library 4 school

Asking for and giving directions

2 Read and follow the instructions on the map.

Tell Ss to read the dialogues. Elicit the question we use to ask for directions. Check Ss use falling intonation as it is an information question. Then, tell them to follow the instructions on the map at the top of the page.

3 Complete the directions.

Tell Ss to do the task. Leave the phrases on the bb and tell Ss they can also look at Ex. 2 for help. Encourage Ss to work individually. Monitor their work. Then, check answers with the whole class.

- › **Answers:** 1 along 2 Turn 3 end 4 right

4 Join a classmate. Ask for and give directions. Use Exercise 2 to help you.

IC

This exercise aims to give Ss practice asking for and giving directions. Tell Ss to work in pairs. Call on volunteers to give some examples for the whole class. Encourage weaker Ss to speak.

Activities in town

Say to the Ss We are in the classroom. We are studying. Write the second sentence on the bb.

Then, say (Juana) is looking at me. Write the second sentence on the bb. Then, say I'm teaching. Write the sentence on the bb. Tell Ss that we use the Present Continuous to describe what people are doing. Underline the verb to be + -ing in the sentences.

Draw a flower on the bb and ask Where is Marta? To elicit She's at the florist. Tell Ss to look for their notes from previous lessons (the collocations from the introduction) and ask What's she doing? Help Ss to answer She's buying flowers. Write the sentence on the bb and underline 's buying. Now, Ss are ready to do Exercise 5.

5 Read what these people are doing and write where they are. Use pages 38 and 39 to help you.

Tell Ss to read the sentences on their own and write the places. Remind them they have to use their notes and the vocabulary from the introduction. Ask Ss to form small groups to check their answers before sharing them with the whole class.

Ask volunteers to read the answers. While they do this, ask Ss to highlight the actions in the prompts for them to reinforce the use of the Present Continuous.

- › **Answers:** 1 She's at the shopping centre. 2 They are at the library. 3 She's at the baker's. 4 They are at the fast food restaurant. 5 He's at the chemist. 6 She's / He's at the hospital. 7 They are at the theatre. 8 They are at the sports centre. 9 He's at the coffee shop. 10 We are at the park.

6 Join a classmate. Ask and answer.

IC

Tell Ss to ask and answer questions in pairs using the information in Ex. 5. Monitor their work and encourage them to practise all the possible questions. Call on some volunteers to interact in front of the whole class. Encourage weaker Ss to speak so that they feel they are learning. Work on gentle correction to help them to improve Ss' pronunciation if necessary.



Remind Ss that they already have the information they need to start preparing their project. Tell them to work together to make a list of possible activities to include in their project.

GAMES

Ask Ss to bring a magazine each to the next lesson. They use the magazines to play the games on page 73. You can use these games after you introduce the structure and use of the Present Continuous tense. If there are still some Ss who need coaching, help them while fast finishers play in pairs. You can also use these games when you have some minutes to spare.

GRAMMAR ➤ pages 42–43

Present Continuous – all forms

Tell Ss to study and complete the table. Then, go over the answers with the whole class.

Go over all the boxes to help Ss understand the use of this tense and the spelling rules. Ask Ss to think of examples of verbs they know that fit the different spelling rules. Ask them to write their examples on the bb in different columns. Encourage them to learn the verbs.

Draw Ss' attention to the two forms of the negative. Tell them to remember the rule that appears in the **Pay attention!** box.

➤ **Answers:** 1 are 2 are 3 aren't 4 isn't 5 isn't swimming 6 isn't swimming 7 aren't swimming 8 I 9 you 10 she 11 Is / sleeping 12 Is / sleeping 13 sleeping 14 Are / sleeping 15 aren't 16 she isn't 17 is 18 it is 19 it isn't 20 they aren't 21 we are 22 we aren't

1 Look at the pictures and write what they are doing.

Tell Ss to work individually to complete the sentences. Check answers with the whole class by calling on volunteers to read a sentence. Make sure they read the sentences with a falling intonation.

➤ **Answers:** 1 is buying bread 2 are eating pizza 3 is teaching / working 4 are listening to the concert 5 is jogging

Wh- questions

LA

Have a S read the examples in the box. Help Ss to notice that, when we speak, we usually answer with a phrase instead of answering with complete sentences. Draw Ss' attention to word order in the Who question and to how we form the questions What ... doing? If necessary, help Ss remember the word order by drawing a table with the questions.

Who	is teaching?		
Where	are	Rob and Alph	eating pizza?
What	is	Brenda	buying?
What	are	Lily and Emma	doing?

2 Complete the conversations. Use the photos from Exercise 1.

This exercise is meant to help Ss to contextualise the Wh-questions. Ask them to complete the questions individually. Then, call on pairs of volunteers to read a dialogue each and check answers with the whole class.

➤ **Answers:** 1 Are / they aren't / What are they doing 2 Is / he is / Where is he jogging / jogging 3 Is / No, she isn't / What is she buying 4 Who's listening to / Where are they listening to the concert

ax

While Ss read the dialogues, focus their attention on the falling intonation of Wh- questions and sentences which give complete information. Also point out the rising intonation in yes / no questions which we ask to confirm information.

Countable and uncountable nouns

IC

Have Ss read the boxes. Draw their attention to the examples of countable and uncountable nouns used in sentences. In order to check understanding, write some countable and uncountable nouns on the bb, e.g. bread, croissant, book, reading material, cheese, biscuit, juice, apple. Ask Ss to categorise them. Help Ss to understand that nouns we use to name things are always uncountable. Then, ask them to add a or an before each noun on the bb. Doing this as a class will help weaker Ss. Encourage them to participate in the reading.

3 Circle the correct options.

SEL / IC

Ask Ss to work individually. Then, tell them to check answers with a classmate before sharing with the whole class. Ss will help each other and won't feel intimidated when they have to read their answers in front of the class. Name Ss to read one sentence each in order to check answers. Encourage weaker Ss to read.

➤ **Answers:** 1 a 2 a lot 3 Some 4 any 5 a

4 Look at what the students are preparing. Write C (countable) or U (uncountable).

Tell Ss to do this task individually. Then, call on volunteers to say an answer and check with the whole class.

➤ **Answers:** 1 U 2 C 3 C 4 U 5 U 6 C 7 U 8 C 9 U 10 C

5 Fill in the blanks with words from the box.

This exercise helps Ss to contextualise new structures as well as countable and uncountable nouns. Tell Ss to complete the dialogue individually and then, to check answers in pairs. Nominate two Ss to read the dialogue and check answers with the whole class.

➤ **Answers:** 1 Where's 2 doing 3 working 4 Are 5 any 6 some 7 are 8 eating 9 Are 10 a

AT

Ss will identify countable and uncountable nouns. They will learn how to use them in sentences.

cx

While Ss read, check that they produce the correct intonation of Wh- and yes / no questions.

Workbook Answers**Page 95****1**

- › 2 chemist 3 bank 4 hospital 5 newsagent's 6 park
7 supermarket 8 theatre

2

- › 2 theatre 3 supermarket 4 coffee shop 5 disco 6 hospital
7 newsagent's 8 florist

3

- › 2 supermarket 3 fast food restaurant 4 baker's 5 library
6 museum

Page 96**4**

- › 2 turn right 3 go straight ahead 4 on the corner

5

- › 2 fast food restaurant 3 bank 4 library

Page 97**6**

- › 2 Go straight ahead. It's on the corner of Main and 4th Street.
3 Go straight ahead. Turn right on 1st Street. It's the building
on the left. 4 Go straight ahead. Turn left on 3rd Street. It's the
building on your right.

7

- › 2 He is reading a book. 3 They are having breakfast.
4 They are not having coffee, they are having tea. 5 Are you
going to the museum today? 6 We are buying flowers for
Mum. 7 Are they getting bread at the baker's? 8 They are
enjoying a play at the theatre.

8

- › 2 some 3 a lot 4 some 5 any 6 some 7 a lot of 8 a 9 a

9

- › 2 any 3 a 4 an 5 any / some 6 a

10

- › 2 some 3 a 4 some 5 an 6 a 7 any 8 a 9 a

11

- ›

Countable	Uncountable
1. cookie	1. juice
2. apple	2. food
3. sandwich	3. salad
4. computer	4. music
5. pen	5. water

LISTENING AND SPEAKING

› pages 44–45

Asking for and giving directions

Tell Ss to look at the map in detail. Point out the 'You are here' point so they are ready to follow the audio file. Ask them to identify the places and write them on the bb.

1 Listen to the conversations and label the places on the map.

IC

Tell Ss they are going to listen to five different people asking for directions and that they have to identify the places they mention. Help Ss to revise the prepositions of place to assist comprehension. Play the audio file once and ask Ss to complete the map individually. Then, play the audio file a second time for them to check their answers. Draw the map on the bb and call on volunteers to label the places. By doing this, weaker Ss will be able to complete the map and prepare for Ex. 2.

More teaching ideas

After Ss label the different places, elicit what they can do in each place so they revise vocabulary they'll need for Ex. 2.

› **Answers:** park, library, school, shopping centre, baker's, bookshop, clothes shop, florist, chemist, bus stop

2 Listen again and number the sentences in the order they are mentioned.

21st Century Skills / IC

Tell Ss to join a classmate. Tell them to read the sentences from the audio file and try to remember the order of the information. Play the audio file again. Give Ss some minutes to discuss their answers.

Working together helps Ss develop their **communicative** and **collaborative** skills. In addition, Ss who struggle to understand audio files benefit from their classmates' help and thus build up their confidence in language learning.

Play the audio file a second time for Ss to check their answers before sharing them with the class.

› **Answers:** a 3 b 1 c 4 d 6 e 2 f 5

3 Who makes a suggestion? Does the other person accept?

Ask Ss to identify who makes a suggestion and what the other person replies. Before playing the audio file again, tell Ss that even if they don't understand the exact wording of a sentence, the speakers' intonation can help them understand their attitude.

› **Answers:** Charlie suggests going to the amenities park and Sophie accepts.

4 Join a classmate. Listen to the conversations again and try to imitate the speakers.

SEL

Ss have already listened to the audio file a few times. They also have the map to help them repeat the dialogues in context. Tell them to imitate the speakers. Give them some time to write the dialogues, if they feel it necessary. Tell Ss that imitating the speakers means using a similar intonation. Pretending to be someone else might help Ss produce more accurate sounds and intonation. Encourage them to take on their 'English identity'. Monitor their work while they interact and make any necessary corrections.

121
123
124

1

Nathan: Excuse me! Where's the bus stop?
Mrs Wallace: It's at the corner of Park Avenue and Church Street.

Nathan: Thank you.

2

Liza: Hi! I want to buy some medicine. Where's the chemist?

Maggie: Oh! There's one on Park Avenue. Walk along Church Street, turn left into Park Avenue and the chemist is on your left.

Liza: So I turn left at the bus stop?

Maggie: Exactly!

3

Alfred: Excuse me. I'm looking for a bookshop.

Farah: There's one opposite the shopping centre.

Alfred: Where's that?

Farah: Walk along Church Street and turn left into King Street. The shopping centre is a very big building on your right and the bookshop is on your left. It's next to the clothes shop which is at the end of Park Avenue.

4

Annie: Hey, George! I want to buy some flowers.

George: There's a florist near the chemist. I'll show you. Come on.

Annie: Thanks!

George: So ... We go along Church Street, left into Park Avenue, past the bus stop. Look there's the florist. It's on our right.

Annie: Oh, yes. I see. Where are you going?

George: I'm going to the baker's to buy some croissants. Look – it's next to the florist.

5

Charlie: I need to borrow a book.

Sophie: Let's go to the library. It's next to the school.

Charlie: Where's the school?

Sophie: It's right opposite us now!

Charlie: Oh, yes, of course. It's got a blue entrance.

Sophie: What about going to the park afterwards? It's opposite the library. We can play basketball.

Charlie: Good idea!



21st Century Skills

Ss personalise their learning and use the language they have learnt in a creative way. Put Ss in pairs to act out short dialogues following the instructions.



Tell Ss that they have to complete their lists with places and activities. They can now suggest what to do. Remind them that they must complete their plan for the final project.

Organising an outing

Elicit from Ss structures for making suggestions. Write them on the bb and call on volunteers to choose a classmate and suggest doing something. Make sure they use the structures correctly. Then, erase the bb.

5 Listen and complete the suggestions. Then match them to the responses. In which conversation does the speaker not agree to the suggestion?

Tell Ss to read the instructions and look at the prompts. Ask them to predict which expressions they will hear in each dialogue. Encourage them to write the answers in pencil. Then, play the audio file for them to check their guesses. Ask them to put up their hands if they guessed correctly.

Tell Ss to match the suggestions with the responses. Elicit which suggestion was turned down. Share the answers with the whole class.

- **Answers:** 1 Shall we go – Good idea! There's an exhibition of modern art. 2 Let's – Great! I'm hungry. 3 Why don't – Oh sorry! I'm very tired.

125

1

- A:** Shall we go to the museum?
B: Good idea! There's an exhibition of modern art.

2

- A:** Let's go for a pizza.
B: Great! I'm hungry.

3

- A:** Why don't we go skating?
B: Oh sorry! I'm very tired.

6 Join a classmate. Make and respond to suggestions. Use these ideas.

Tell Ss to join a classmate to work on interaction. They are going to use the prompts and the examples from the audio file to make suggestions and respond. Move about the classroom monitoring their exchanges.

More teaching ideas

To offer more practice, tell Ss to repeat their exchanges, this time giving a negative response. Point out that when we turn down a suggestion, we have to give a reason to avoid sounding impolite. Give them some examples of expressions they could use, e.g. I'm sorry, I have a lot of homework. I'm sorry, it's late. I'm sorry, mum is waiting for me. etc.

Workbook Answers

Page 98

1

- 1 Amanda: daughter / sister 2 Greg: father / husband 3 Ray: son / brother 4 Anthony: son / brother 5 Molly: mother / wife

2

➤

	Amanda	Molly	Ray	Anthony	Greg
1 Gardening					✓
2 Playing basketball			✓		
3 Playing video games				✓	
4 Doing homework	✓				
5 Preparing lunch		✓			
6 Planting flowers					✓
7 Cutting grass					✓
8 Having lunch with friends			✓		
9 Studying for tests	✓				
10 Not doing something more productive.					✓

147 148

Mother: Hello?! Is anybody home??

Amanda: Hi, Mum!

Mother: Hello, Amanda! Where is everybody?

Amanda: Busy, busy, busy. Dad is outside gardening. He is planting new flowers and cutting the grass.

Mother: That's great! I'm glad Greg finally got around to it. Are your brothers helping him?

Amanda: Ha! They escaped early this morning. Ray is at the sports centre playing basketball. Then he's having lunch with his friends at Burger Boys in the shopping centre.

Mother: And what about Anthony?

Amanda: In his room playing video games as usual!!!

Mother: ANTHONY!!! ... he should be doing homework or something more productive. And what about you, Amanda?

Amanda: I'm doing my Maths homework. I have a lot to do and some tests next week.

Mother: OK, back to it then.

Father: Hello, Molly. Just doing a bit of gardening. Would you like to join me?

Mother: Sorry, love. I finished the shopping, now I am going to start on lunch. Busy, busy, busy!

Father: Aren't we all?

3

- 2 The weather is warm because Greg is gardening. 3 Spring or summer 4 Amanda – studious, responsible; Ray – athletic, sociable; Anthony – lazy, shy

Write a description of a picture

Go over the text in the boxes with Ss. Remind them that one of the main uses of the Present Continuous is to describe what people are doing in pictures.

Use the bb to show what the prepositions and phrases in the second box mean. Show Ss the top and bottom of the bb. Point to the back of the classroom and say (Felipe) is at the back. He is sitting on the left of the classroom. Write the two sentences on the bb to show Ss that when we refer to the same person a second time we use a pronoun to avoid repeating the name.

Read the content of the third box. Explain the use of the definite and indefinite articles.

1 Look at the picture and circle the correct options.

21st Century Skills

Tell Ss to work individually on this task. They will use the notes they have taken to help them. This will help them to become aware of the relevance of taking notes and of keeping them organised. They will also become aware of the importance of understanding the notes they take.

Ask volunteers to read one sentence each to check with the whole class.

› Answers: 1 a 2 the 3 a 4 They 5 They 6 a 7 The 8 He 9 The 10 She

2 Look at the picture. Write a description of what the people are doing.

Invite Ss to say what they can see in the picture. Give them enough time to write their descriptions and encourage them to use Exercise 1 as a guide. Have Ss exchange and read each other's descriptions in pairs. Elicit similarities and differences in what they described. Invite volunteers to read out sentences with the target language: Present Continuous, place references and articles.

› Ss' own answers.

3 Choose a picture from a magazine with people in it. Describe it. Remember to ...

Set this task for homework so that Ss do it at their own pace. After having corrected Ex. 2, Ss are ready to write a description of another picture. Tell them to choose a picture showing two or more people doing something interesting. Alternatively, provide a few pictures for Ss to choose from. Remind Ss to use the tips in the rubric and the models they have in Ex. 1 and 2. Tell them to hand in their work for you to correct.

› Ss' own answers.

4 In groups, put all the pictures on a desk. Take turns to describe your pictures. The other members in the group must identify them.

Once you have corrected and handed Ss' descriptions back, put Ss in groups of three or four. Ask them to display the pictures on a desk. They take turns to read their description for the others to identify the picture being described. This will help them realise how detailed and clear their description is. They should also enjoy competing against each other to identify the picture.

Workbook Answers

Page 98

1

› 2 a 3 an 4 a 5 the 6 a 7 the 8 the

2

› Ss' own answers.

3

› Ss' own answers.

A video clip

Ask Ss to go over the instructions and to use them to complete their project. Fix a date for the presentations.

By now, Ss should have completed the list of places and activities they want to include in the clip. Using this information, they must decide in their groups whether they are going to present a real city or an imaginary one. If in doubt, they can vote.

Each member will be in charge of looking for pictures to illustrate the activities they want to offer.

Each member writes a description of a place and the corresponding activity. Then they swap texts for peer assessment before recording the scripts.

The group should discuss what title to give to the slide presentation and then prepare the first slide with it. Then, they prepare the sequence for the slide presentation and insert the recorded scripts together with some music that will liven up the presentation.

They can use a video editor to turn the slides into a clip.

Encourage Ss to be creative and make their presentations attractive.

Make sure Ss share their clips in class. Praise their efforts.

SEL / 21st Century Skills

By working together to achieve a common aim, Ss will gain cohesion as a group. They will also realise the importance of **individual and social responsibility** skills when committing themselves to collaborate within a group. They will learn that individual efforts add to the final result of groupwork. In this project, creativity and effective communication of their message are also very important.

My learning record

This section has been designed to help Ss to reflect upon all the lexical, grammatical and conceptual content they have been working on throughout the unit. Values, which have been previously presented in class, are also included.

Encourage Ss to go over the listed items and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about concepts that might not be clear enough yet.

Help Ss to become aware that, in order to confirm that they can actually produce the language functions, they have to think of examples. If they still have difficulties, offer them a support session to reinforce the language they still struggle with.

Workbook Answers

Page 99

1

› 1 is 2 any 3 visit 4 study 5 some 6 a 7 an 8 in

2

› 1 Cara and Alan are running to catch the bus.
2 May I have some orange juice, please? 3 She is visiting her mother in hospital. 4 They are studying for the test.
5 We don't have any fruit. 6 It's raining. Take an umbrella.
7 He is staying at a hotel. 8 Go straight ahead. The library is on the right.

3

› 1 Where are you going? 2 What are you reading? 3 Who is that? 4 Why are you going to the shopping centre? 5 When is he going there? 6 How do you make the cake?

4

› 1 supermarket 2 chemist 3 shopping centre 4 library
5 coffee shop 6 florist

5

› 1 They are getting bread at the baker's. 2 The library is straight ahead, on the left. 3 She doesn't have any apples.
4 Let's have some coffee. 5 The children are playing in the park. 6 Burger Palace has the best fast food in the city.

6

› 1 are playing 2 are eating 3 is doing 4 is buying 5 is taking 6 Are / swimming 7 aren't studying / are watching 8 is teaching

Biology

Before reading, use pictures of animals from the different classifications to guide a discussion. Ask Ss how the animals are different and how they are the same (include some animals from the same group). As they share their ideas, write down the characteristics in groups or columns. After Ss have come up with two or three characteristics for each group, introduce the reading. Explain that animals can be classified into six different groups according to their characteristics. Before reading, introduce the key vocabulary and pronunciation on the board. Have Ss read silently or out loud. After Ss read the text, have them name the classifications on the board which they came up with during the pre-reading discussion.

1 Match the words and expressions to the definitions. Use a dictionary to help you.

Draw Ss' attention to the list of words. Ask them to match them to the definitions and allow them to use a dictionary if necessary. After checking answers with the whole class, Ss can make their own sentences with the words.

› Answers: 1 h 2 c 3 j 4 a 5 b 6 i 7 e 8 g 9 f 10 d

2 Read the text again and tick (✓) the characteristics for each classification.

Ask Ss to tick the characteristics in the table.

› Answers:

	Mammals	Birds	Fish	Reptiles	Amphibians	Arthropods
warm blooded	✓	✓				
backbone	✓	✓	✓	✓	✓	
feed milk to young	✓					
give birth to young	✓					
have hair/fur	✓					
feathers		✓				
beaks		✓				
lay eggs		✓	some	✓	✓	
cold blooded			✓	✓	✓	
aquatic			✓	some	✓	
no backbone						✓
external skeleton						✓
scales			✓	✓		

3 Work in pairs. Think of an animal from one of the groups above. Describe it to a classmate and ask them to guess the animal.

Encourage Ss to use adjectives they already know as well as the characteristics in the table.

› Ss' own answers.

ROUND OFF ANSWERS

Page 49

1

› 1 Where 2 Who 3 Why 4 What 5 When

2

› 1 any 2 some 3 A 4 a 5 a lot 6 any 7 any 8 some 9 an 10 a

3

› (2) I'm going to the Wild Animal Safari with Sarah and her father.
 (4) We must not feed the lions, but we can feed the small animals, right?
 (3) Cool! But it is important to remember the rules: you must keep the windows closed and you must not feed the animals.

(5) Yes, right. But only give approved food, OK?

(9) Take the bus. Walk along Bryant Avenue. Turn right at Clark Street and the bus stop is at the end of the street, on the right.

(10) OK, thanks!

(7) There are some flamingos and macaws there too.

(1) Hey Owen. Where are you going now?

(8) And how do I get to the Wild Animal Safari?

(6) No problem. There is specific food that we can buy to feed to the animals.

4

› 1 bear 2 tail 3 turn 4 pizza 5 gold fish

› pages 50–51

Goals

- › Talk about the internet, online activities and computers
- › Read and learn about the internet
- › Describe habits and actions
- › Listen and learn about internet safety
- › Write a description of a person in a picture

Go over the goals with the Ss. Have a class discussion about your demands, timing, ways of assessment, etc. and try to come to an agreement. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box and discuss what Ss are expected to do by the end of the unit. This will help them understand the relevance of the language they have to learn to do the final project. Ss will find out the positive and negative aspects of using the internet. They are going to prepare a rap song to send out a message about how to use the internet safely.

Final project

- › A rap performance

1 Look at the different items and try to identify them. Then share your ideas with a classmate. Can you name all the items?

IC / 21st Century Skills / SEL / CA

Tell Ss that they belong to a digital generation because they were born in an ICT world. Challenge them to identify the different uses of ICT depicted in the photos. Tell them to work on their own for a minute and write down words for the items. Then have them compare ideas in pairs. They shouldn't find this task too difficult. It's a good opportunity for them to check what words they already know. Monitor Ss while they work, but don't check answers yet.

2 Match the names of the items to the pictures. Write the corresponding letters from Exercise 1.

Draw Ss' attention to the list of words and phrases. Ask them to match the items in the list to the pictures in Ex. 1. Monitor their work. After some minutes, check answers with the whole class. Get everyone's attention to make sure all Ss are working together.

When you check answers, ask Ss to describe what they see. Ask questions to help them, e.g. What's picture a? What do we read about on a blog? Who can have a blog? Do you have a blog? What's picture b? What's the difference between a blog and a web page? What's picture c? What's the difference between pictures b and c? (A home page is the 'front' page for a website, the page loaded by default when the browser searches for a site. A web page is any page on the internet which links to other pages.)

Discussing the pictures with Ss, will help them develop their ICT literacy. For instance, they will become aware

of the difference between an online encyclopaedia and Wikipedia. They will learn which is more reliable. (Encyclopaedias cannot be modified by users whereas Wikipedia accepts contributions. So, not all the information on Wikipedia is reliable.)

Ss will become aware of how many internet-related words we use without actually knowing their meaning. It's a great opportunity to ask for more information from their ICT teacher.

Go over the answers with the whole class. Call Ss to write the words on the bb.

- › **Answers:** 1 i 2 a 3 j 4 n 5 o 6 b 7 m 8 c 9 e 10 f
11 g 12 d 13 h 14 k 15 l

3 Listen to Maggie and tick (✓) the things that she mentions.

21st Century Skills

Tell Ss to read the instructions and to get ready to listen to the audio file. Play it and give Ss a few minutes to tick the items in Ex. 2. Play the audio file a second time for them to check their answers. Check answers with the whole class. Then, ask Ss if Maggie talked about anything negative. Elicit that she mentioned there are bad people on the internet. Discuss with Ss the importance of interacting safely on the internet and how they can stay safe online.

- › **Answers:** Maggie mentions social networks (11), chatting (13), a Prezi presentation (12), online encyclopaedias (3), web pages (6), recordings (4), a class blog (2).

I love ICT lessons because our teacher helps us to understand the internet. He shows us how to use social networking sites safely. There are bad people online, so we must not chat with strangers. Some people upload photos of other people. We also learn to use computers to prepare attractive presentations. At the moment, some students are working on slide presentations and in our group we are preparing a Prezi presentation. Our teacher helps us when we can't do something, but we can use online encyclopaedias or visit web pages to find more information. Now we can share recordings from different places with our classmates using our class blog. It's great!



21st Century Skills

Ask Ss to work in pairs to discuss the questions.

Tell them to join two or three pairs to share their answers and to prepare a report on how they use the internet. Have each group nominate a speaker to report their ideas to the whole class. This is a great opportunity to discuss positive and negative aspects of using the internet.

LA

Help Ss to notice how many ICT-related words we use in Spanish are borrowed from English. Reflect on why this is so. We receive the devices and the information from English-speaking countries. Besides, there is a widely spread knowledge on English related to ICT. Moreover, people prefer to use email instead of correo electrónico, online instead of en línea, etc.

The different faces of the internet

1 Look at the text and circle the correct option. Is this a(n) ...

21st Century Skills

Tell Ss to look at the format of the text. Ask them Is this a book? Does it have covers and pages? What does it look like? Is it easy to carry? Elicit it's an e-book. Ask Ss if they read e-books and how they have access to them.

Draw Ss' attention to the title of the text. Elicit what it is about and who the writer is. Invite Ss to predict what they are going to read about.

› Answer: b

2 Read the text and answer.

LA

Tell Ss to read the text and answer the questions in pairs. When you check answers, help Ss to reflect on how the writer is part of what he describes because he uses 'we' in his text. Writers who use the first person in their texts include themselves in whatever they are writing about.

› Answers: 1 Positive, but he also thinks there are some negative things about the internet. 2 He warns them about fake information.

3 Read the text again and write the number of the paragraph where Joaquín writes about ...

IC / 21st Century Skills

Set this exercise as homework so that Ss can work at their own pace. Weaker Ss will benefit from having more time to process the information in the text. Tell Ss they are going to identify the messages in the text. Tell them to work individually to assess their comprehension skills. Remind Ss they will have to give reasons for their answers. Doing this will help them develop their **critical thinking** skills. Check answers with the whole class. Call on volunteers to read an answer and give details from the text to support their decision.

› Answers: a paragraph 5 b paragraph 2 c paragraph 3 d paragraph 4 e paragraph 1

4 Which of the activities mentioned in the text do you do?

Read the question and have Ss think about their answers individually. Then, put Ss in groups to discuss the question before calling on Ss to share their answers. This will give you an idea of which devices Ss use the most.

› Ss' own answers.



SEL / 21st Century Skills

This section aims to help Ss to personalise their learning. At the same time, it will help Ss to reflect on how much they use technology and the internet. They will reflect on which devices and apps help them to work better and which make them waste time. This is a great opportunity to consider the dangers of using the internet. For instance, being approached by the wrong people, taking for granted that all information is reliable, buying things online, uploading photos or information which should be private, etc. Help Ss to understand that the internet is neither good nor bad; the way we use it makes all the difference.

Workbook Answers

Page 100

1

› 2 F 3 T 4 F 5 F 6 T

2

› 2 Clubs and summer courses. 3 All across the United States. 4 It is free. 5 37% 6 24% 7 down

3

› 2 change the idea that girls and women are not coders and programmers. 3 2012. 4 New York. 5 all over the United States.

Things we do with computers and smartphones

1 Put a tick (✓) next to the things you usually do with your smartphone.

Tell Ss to read the instructions and do the task individually. Let Ss work for a while and then, before checking, ask them what they have done. Ask volunteers to share their answers with the whole class.

› **Answers:** all of them



Use this opportunity to help them to improve their pronunciation of individual sounds. Some of the phrases contain consonant clusters which Ss might struggle to pronounce.

2 Fill in the blanks to complete the texts. Use the correct form of the phrases from Exercise 1.

SEL / IC

Tell Ss to work individually to complete the texts. Then, tell them to compare answers with a classmate before checking with the whole class. Call on volunteers to read one text each and check answers with the whole class. Encourage weaker Ss to volunteer as well.

› **Answers:** 1 plays 2 scans 3 buys 4 calls 5 chats
6 reading 7 doing 8 does 9 e-books 10 sends 11 online games 12 take 13 is editing 14 upload

Adjectives of personality

3 Match the pictures to the adjectives.

SEL / 21st Century Skills

This exercise aims to help Ss to read body language and to learn by discovery. Tell them to work in pairs to do the matching. They will be able to understand words that sound similar in Spanish, e.g. patient – paciente. For other words, they can infer meaning, e.g. hard-working: they know hard and work. They might need to guess the meaning of a few words. Let Ss discuss them and draw their own conclusions. They will be using **communication** and **collaboration** skills to do this task. Call on volunteers to check the answers with the whole class.

› **Answers:** a 11 b 12 c 5 d 8 e 9 f 1 g 4 h 6 i 2 j 10 k 3 l 7

4 Write P (positive) or N (negative) next to the adjectives in Exercise 3.

SEL / 21st Century Skills

This task helps Ss to develop their **critical thinking**. They will realise that some personality traits are neither positive nor negative in themselves, but depend on the circumstances in which they are made evident. Let Ss speak their minds and accept their opinions.

› **Answers may vary. Positive:** happy, hard-working, friendly, patient, generous, funny, intelligent

Negative: shy, absent-minded, sad, unfriendly, lazy

5 Complete the text with the adjectives from Exercise 3.

IC

Encourage Ss to do this task individually. Point out that the first letters are provided and they can also see how many letters each adjective has. This should provide more support for weaker Ss and they will have a sense of achievement when they find the answers by themselves. Call on volunteers to share their answers with the whole class.

› **Answers:** 1 shy 2 hard-working 3 unfriendly 4 sad 5 patient 6 intelligent 7 funny 8 happy



Remind Ss that they already have some information they need to start preparing their project. Tell them to join their groups and discuss ideas for their rap.

Present Simple and Present Continuous

Tell Ss to study and complete the table. Check the answers with the whole class. Discuss with Ss the different uses of each tense.

Draw Ss' attention to the box with the time expressions we usually associate with each tense. Ask some volunteers to give examples. Use these examples to remind Ss of word order.

Have Ss read the **Pay attention!** box to help them to become aware of the rule. Ask them to give some examples to make sure everybody understands what state and sense verbs are.

› **Answers:** 1 doesn't 2 isn't 3 aren't 4 Do 5 edit 6 Am 7 Is 8 editing

1 Complete the Rostands' routine.

Tell Ss to work individually to complete the text. Draw their attention to the word routine in the instruction and elicit that they have to use the Present Simple. Call on volunteers to read a sentence. Check that Ss produce the correct form of the third person singular.

› **Answers:** 1 get up 2 have 3 drives 4 works 5 stays 6 starts 7 teach

AT

At this stage, Ss are likely to make mistakes with the third person singular of the Present Simple. They might not pronounce the final s. Correct them, but remember this is an expected mistake which does not interfere with communication.

2 Today is a normal day for the Rostands. It's 10 a.m. Ask and answer the questions.

This task is meant to give Ss practice with using the Present Continuous tense in context. Point out that they are going to describe what the family members are doing at the moment. Ask them to complete the questions individually. Then, choose pairs of volunteers to read a question and answer, and check with the whole class. Use this opportunity to reinforce the verb form in the Present Continuous.

› **Answers:** 2 Where are the children studying? They are studying at school. 3 Who's working near the school? Mr Rostand. 4 What's Mrs Rostand doing? She's starting work. 5 What are Mrs Rostand and her sister teaching? They are teaching meditation. 6 Where are they teaching? They are teaching at the gym.

ax

While Ss read the questions and answers, focus their attention on the falling intonation of Wh- questions.

3 Circle the correct options.

IC / SEL

This task helps Ss use the Present Simple and Present Continuous in context. Tell Ss to work individually to do the task. Tell them to notice the time expressions and assess their understanding of the two tenses.

Remind them that making mistakes is just one more step towards success. Encourage them to volunteer and share an answer with the whole class. Now is a good time to clarify rules and discuss Ss' doubts.

› **Answers:** (1) 1 uses 2 doesn't have 3 writes 4 is phoning 5 draws 6 isn't drawing 7 is organising 8 don't usually talk 9 are having 10 are discussing
 (2) 1 Do you often use 2 always use 3 do 4 am preparing 5 am downloading 6 looking for 7 am surfing

AT

Ss will understand the difference in meaning and use between the Present Simple and the Present Continuous.



SEL / 21st Century Skills

Now that Ss have had practice using the tenses in context, they can personalise their learning by speaking about themselves. Working in pairs means Ss will practice using the language in a collaborative way, while at the same time they will get to know a bit more about each other.

GAMES

Tell Ss there are games to play and practise on page 73. If the whole class is ready, you can give them some minutes to have fun with the language. If there are still some Ss who need extra help, assist them while fast finishers play in pairs or small groups.

Pronouns

Go over the table with the Ss and help them to revise subject and object pronouns, and possessive adjectives before you introduce the possessive pronouns. Make Ss aware of the fact that pronouns are used to replace nouns. On the other hand, possessive adjectives are used before nouns to specify who the object belongs to.

Read the examples in the box and elicit some more examples from the Ss to check comprehension.

4 Complete the sentences with possessive pronouns.

Tell Ss to do this task individually with the help of the table. Then, call on volunteers to read a sentence and check with the whole class.

› **Answers:** 1 hers 2 yours / mine 3 theirs 4 ours 5 yours

5 Circle the correct options.

This task helps Ss to use the pronouns and adjectives in context. Tell Ss to work individually to circle the right answer and then, to compare answers in pairs. Call on volunteers to read a sentence and check answers with the whole class.

› **Answers:** 1 l 2 my 3 hers 4 mine 5 Our 6 we 7 us 8 his 9 my 10 theirs

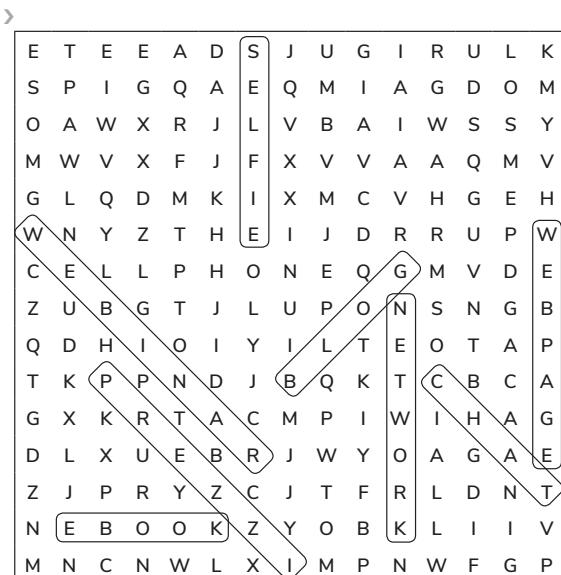
ax

While Ss read, help them to notice how we stress words to highlight contrast, e.g. The office is hers, and the furniture is mine.

Workbook Answers

Page 101

1



2

› 2 network 3 chat 4 web page 5 blog 6 selfie 7 e-book 8 Prezi presentation

3

› 2 e-books 3 mobile phone 4 webinar 5 blog 6 social network 7 online catalogue 8 chat

4

›

	Mobile phone	Computer
1 call friends	✓	✓
2 send text messages	✓	✓
3 scan documents	✓	
4 scan QR codes	✓	
5 upload photos	✓	✓
6 take selfies	✓	
7 follow voice directions	✓	
8 play online games	✓	✓
9 do research	✓	✓
10 edit photos	✓	✓

Page 102

5

› 2 h 3 e 4 i 5 c 6 g 7 d 8 a 9 b

6

› funny 3 absent-minded 4 shy 5 patient 6 intelligent

7

› 2 You are going to the shopping centre. 3 Tomás is playing basketball. 4 Helena is dancing ballet. 5 We are doing our homework. 6 They are swimming.

8

› 2 The children are at school and studying French. 3 My grandmother is at the gym and exercising. 4 They are at work and having lunch. 5 They are at the office and having a meeting. 6 I am at the shopping centre shopping for shoes.

Page 103

9

› 2 is making / bakes 3 are going / go 4 am studying / have 5 are playing / compete 6 is taking care / babysits

10

› 2 What is she having for lunch? 3 Who are they? 4 When do you have coding class? 5 Why are you doing coding? 6 How do they get to school? 7 How much does it cost?

11

› 2 love 3 have 4 don't know 5 are taking 6 are building 7 need

12

›

Personal pronoun	Possessive adjective	Possessive pronoun	Object pronoun
I	my	mine	me
you	1 your	yours	2 you
he	his	3 his	him
she	4 her	hers	5 her
it	its	–	it
we	6 our	ours	7 us
they	their	8 theirs	them

13

› 2 our 3 your 4 them 5 his 6 They

14

› 2 is reading 3 is going 4 is having 5 is watching 6 is planning

LISTENING AND SPEAKING

› pages 56–57

“Use internet safely” campaign

1 Look at the picture and answer.

CA

These questions aim to help Ss to identify the context. The teenagers are dressed as rappers. The banner gives information about the event that is taking place. Prompt Ss to describe the picture using the Present Continuous and at the same time brainstorm useful vocabulary for the listening task. Draw Ss' attention to the notice inviting other people to participate with their raps. Ask them if they know anything about raps or if they know of any rap to give an example. Help them to identify the rhythm of raps and how it is usually marked by percussion.

› **Answers:** 1 They are in a park. 2 “Use Internet Safely” Campaign. 3 They are dancing and singing. 4 They are wearing caps, sunglasses, trainers and baggy clothes. 5 Rappers usually wear those kinds of clothes.

2 Listen and write G (girl), B (boy) or GB (girl and boy).

21st Century Skills / IC

Tell Ss to read the prompts and check that they understand their meaning. They are going to listen to an audio file and identify who says what. Play the audio file once. Give Ss some minutes to complete the task. Tell them to discuss their answers with a classmate. Working together, Ss will develop their **communication** and **collaboration** skills. In addition, Ss who struggle to understand recordings benefit from their classmates' help and thus, build up their confidence in language learning. Play the audio file a second time for Ss to check their answers. Then call on volunteers to share their answers and check with the whole class.

› **Answers:** 1 G 2 GB 3 B 4 GB 5 G

3 Listen again and tick (✓) the words that are mentioned.

This task tests Ss on individual words. Tell them to look at the words before listening to the audio file again. Play the audio file once more for Ss to tick the words they hear. Ask Ss to compare answers in pairs before checking with the whole class.

› **Answers:** upload, download, surf

4 Listen once more and write the words that rhyme in the raps.

Help Ss to notice that the rhyming words in the rap are highlighted by stress. Tell them to pay attention and to write the rhyming words they hear. Play the audio file again and check answers with the whole class.

› **Answers:** upload – download; say – pay



27
28
29

Girl: Be careful, man

With photos you upload
They are on the net
but someone might download.

Boy: Information on the net

Is useful so you say
But when you surf, beware my friend
If you steal, you might pay.



Elicit from the Ss the lyrics of the raps and write them on the bb. Help them with words they don't remember. Ask Ss to think of other, random words that can rhyme with the ones in the raps. This word game will help them work on individual sounds and to brainstorm ideas for their final project.

IC

Writing the lyrics on the bb helps weaker Ss to get all the words. Play the rap once more and encourage Ss to sing along. They will have fun and practice at the same time.



21st Century Skills

Ss will personalise their learning and use the new vocabulary in a creative way. Ask them to brainstorm words in pairs and then elicit them on the bb.

Three friends at the rap show

5 Look at the picture and complete the sentences.

Read the questions out loud and give Ss a minute to look at the picture and think of their answers on their own. Have Ss discuss the questions in pairs before you call on volunteers to share ideas with the whole class. Encourage them to give reasons for their answers to question 2.

› **Answers may vary:** 1 three 2 Yes, because they are smiling and cheering the rappers.

6 Listen to some friends at a rap performance and answer.

Tell Ss to read the questions and check that they understand them. Then, tell them to join a classmate to discuss possible answers. After a few minutes, play the audio file and give Ss some time to answer the questions. Did they guess correctly? Play the audio file a second time for Ss to check their answers. Ask one S to read a question and another S to answer it. Choose different Ss for each question and answer.

- › **Answers:** 1 Milton, Emma and Joel 2 Luis and Jopi
 3 At the same school as Milton, Emma and Joel 4 "Use the Internet Safely" 5 He reads it on the banner. 6 Emma
 7 They don't accept.

30

- Emma:** Look guys! They are singing raps!
Milton and Joel: It's Luis and Jopi! They are great!
Emma: Where are they from, Milton?
Milton: They are students at our school, Emma!
Emma: What are they doing here?
Joel: The rap is for "Free Internet Day"!
Milton: No, Joell! It's for the "Use the Internet Safely" campaign. Read the banner!
Emma and Joel: Oh, yes. You're right!
Emma: Shall we do a rap, too?
Milton and Joel: Now!!!! No way! We have to practise first!
Emma: Cowards!

49

Use this opportunity to check intonation in Wh-questions and sentence stress.

Workbook Answers

Page 104

1

- › 2 call their friends / send text messages / take selfies / play online games 3 share her ideas about teen fashion
 4 a simple web page about fashion 5 blog 6 see how she is doing

2

- › 2 F 3 T 4 T 5 T 6 T 7 F 8 F

3

- › 2 Now she has a blog. 3 Sophia answers questions daily.
 4 Sophia goes to high school.

4

- › 2 daily 3 every day 4 She is developing an e-book and online catalogue of her fashion line.

49 50 51

Today on Profile we will look at the career of the very young but extremely successful fashionista and business woman Sophia Anna of S&A fashion.

Most teens use their mobile phones and computers to call their friends, send text messages, take selfies and play online games. But Sophia Anna uses the power of the internet to share her ideas about teen fashion. She started off with a simple web page about fashion, but this was too impersonal, so she created a blog. With the blog, Sophia feels that she is speaking more directly to her audience, teenagers just like herself. She updates the blog weekly and answers questions every day. Even though she goes to high school every day like regular teenagers her own age, she runs her blog and is currently developing an e-book and online catalogue of her fashion line. How does she do it all?

One thing is for sure, Sophia Anna is just getting started. We will keep our eye on her and revisit her in a year to see how she is doing.

Tune in next week to Profile when we will talk about the fashion empire of another young person ...

7 Listen again and use the adjectives from the box to describe the teenagers.

Have Ss read the adjectives in the box and revise their meaning with the whole class. Then, play the audio file for Ss to do the task. Check answers with the whole class and elicit reasons for Ss' choices.

- › **Answers:** Emma happy Joel absent-minded – happy
 Milton happy

More teaching ideas

To offer more practice, ask Ss to think of words which rhyme with the different adjectives. They will add more rhymes to their lists while they have some fun and practise sound without even noticing it.



Ss should now have their lists with rhyming words. They can decide on two or three topics for their raps. Remind them that they must complete their plan for the final project.

Describe a person in a picture

Go over the boxes with your Ss to help them notice, once more, the uses of the Present Continuous and the Simple Present to describe people in pictures. Look at the examples with the connectors together and discuss any questions Ss might have.

- 1** Read the text and write T (true), F (false) or DS (doesn't say).

21st Century Skills

Ask Ss to identify what type of text it is (a blog). Tell them to read the blog post and do the task individually. Remind them that might not find some information. Call on volunteers to read the answers and check with the class. Ask them to correct the information in the false sentences.

- › **Answers:** 1 F 2 T 3 DS 4 F

Tell Ss to read the information about connectors in the box. Ask them to give examples with each connector.

- 2** Read the answer sentences about the text. Write a question for each answer.

IC

Ask Ss to read the answers and write possible questions individually. Invite Ss to write the questions on the bb. Accept different ideas Ss might have. Draw their attention to the word order in the questions. This will help weaker Ss to clarify their doubts.

- › **Answers:** 1 Who is in the picture? 2 Where is he? 3 What is he doing? 4 Why is there a book and a folder in front of him? 5 What is he like? 6 What's the writer's opinion about Daniel?

- 3** Choose a picture of a girl or boy using an ICT device. It can be a real photo or a picture from a magazine. Describe it. remember to ...

Ss will produce their own description of a picture. Read the instructions out loud and set this task as an assignment so that Ss work at their own pace.

- › Ss' own answers.

- 4** Join a classmate. Share your descriptions and correct any errors. Show your work to your teacher.

Encourage Ss to swap texts via email with another classmate. Correct the writings and give your feedback individually.

Workbook Answers

Page 104

1

- › 2 at 3 at 4 In 5 In 6 Once 7 on

2

- › Ss' own answers.

3

- › Ss' own answers.

A rap on how to use the internet

Ask Ss to go over the instructions and to use them to complete their task. Fix a date for the presentations.

By now, Ss should have their list of ICT devices and ideas about the positive and negative aspects of using the internet.

They might also have lists of rhyming words. If not, give them time to brainstorm words so they can start writing their raps.

Next, Ss should work on phrases for their rap which rhyme.

Tell them to rehearse their raps keeping the rhythm. They can snap their fingers or slap their laps. They can also stamp their feet or use some kind of percussion.

Allow them to dress as rappers if they wish to. Enjoy the rap show!

SEL / 21st Century Skills

By working together to achieve a common aim, Ss will gain cohesion as a group. They will also realise the importance of **individual and social responsibility** skills when committing themselves to collaborate within a group. They will learn that individual efforts add to the final result of groupwork. They will enjoy singing together their own creation.

My learning record

This section has been designed to help Ss to reflect upon all the lexical, grammatical and conceptual contents they have been working on throughout the unit. Values, which have been previously presented in class, are also included.

Encourage Ss to go over the listed items and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about concepts that might not be clear enough yet.

Help Ss to become aware that, in order to confirm that they can actually produce the language functions, they have to think of examples. If they still have difficulties, offer them a support session to reinforce the language they still struggle with.

Workbook

Page 105

1

- › 1 uses / doesn't access 2 does not (doesn't) buy / prefers
- 3 travel / use / don't take 4 is working 5 am doing
- 6 are having

2

- › Ss' own answers.

3

- › 1 funny 2 shy 3 generous 4 absent-minded 5 intelligent

4

- › 1 him 2 me 3 them 4 her 5 us

5

- › 1 X 2 ✓ 3 X 4 ✓ 5 X

Goals

- › Talk about holidays and travel
- › Read and learn about holidays for all budgets
- › Describe past activities
- › Listen and learn about holidays
- › Write an informal email about holidays

Go over the goals with the Ss. Have a class discussion about your demands, timing, ways of assessment, etc. and try to come to an agreement. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box and discuss what Ss are expected to do by the end of the unit. This will help them understand the relevance of the language they have to learn to do the final project. Ss will describe a true / fictional story about the best / worst trip of their lives. They will illustrate their stories with pictures and they will add some music that represents their experience.

Before we start

LA / CA

Write the unit title on the bb and elicit from the Ss that you are going to speak about places to visit, ways of travelling and accommodation. Tell them that, in order to identify the different places you will speak about, they need to know how to locate them on a map. Draw Ss' attention to the picture on page 61, which shows a compass. Introduce the points of the compass. Ask Ss to tell you what the letters on the compass face mean. Draw a compass on the bb and write North, South, East and West in their corresponding places. Elicit from the Ss North-East, North-West, South-East and South-West to complete the points of the compass.

Draw a triangle to represent Argentina and ask Ss to locate Tierra del Fuego (south), Buenos Aires (east), Mendoza (west), and Formosa (north). Write these sentences on the bb: Tierra del Fuego is in the south of Argentina. Buenos Aires is in the east (of Argentina). Mendoza is in the west (of Argentina). Formosa is in the north (of Argentina). Then ask Ss Where's Misiones? And Jujuy? What about Malvinas? Do you know where Rio Turbio is? to elicit It's in the north-east / north-west. They are in the south-east. It's in the south-west of Argentina. While you do this, call volunteers to draw a circle in the places mentioned. They will have to draw the Malvinas islands. Tell them that they are Argentinian because they are on the continental platform. This will be taught incidentally, but it will help to arise some patriotic feeling.



Final project

- › A trip

1 Look at the pictures. Which pictures show ...

Have the Ss read the questions. Clarify any vocabulary items they might not know. You might have to teach *luggage*, *ways of travelling* and *accommodation*. Use pictures a, f, and i as examples. Then, tell Ss to do the task in pairs. When you check answers with the whole class, name the different items shown in the pictures to introduce the vocabulary.

- › Answers: 1 pictures f, g, h, j, m, n 2 pictures g, h, j, n 3 pictures b, c, d, k, l, o 4 pictures a, g, h 5 pictures c, i, j, o

2 Look at the pictures again and tick (✓) the things you can see. Use a dictionary if necessary.

IC / 21st Century Skills / SEL

Tell Ss to do this task individually and to use a dictionary only if necessary. Then, ask them to compare their answers in groups of three or four. Encourage them to help each other to complete the task. Working in groups will also help Ss to develop their **communication** and **collaboration** skills. It will also help weaker Ss feel more confident.

After a few minutes, call on volunteers to read the answers and check with the whole class. Use this stage to explain any unknown vocabulary. Choral drill new words to help Ss with pronunciation.

More teaching ideas

Say a number and have Ss call out the corresponding word or phrase. Then, you say a word or phrase for Ss to point to the right picture.

- › Answers: 1 e 2 l 3 b 4 c 5 n 6 j 7 k 8 c 9 h, j 10 b, c 11 g, n 12 m 13 i, o 14 g 15 k 16 a, h 17 h, j 18 b, c, l 19 b, c 20 f 21 h

GAMES

Ss are now ready to play Pictionary. Tell them to go to page 73 and read the rules. You can play with the whole group.

3 Listen and circle the pictures that correspond.

Tell Ss they are going to listen to an audio file and they have to circle the pictures of the items mentioned by the speaker. Play the audio file and give Ss a few minutes to work individually. Then, tell them to compare their answers in pairs before they listen again. Play the audio file once more for Ss to check their answers.

Elicit details from the audio file. Ask Ss questions, e.g. What does the speaker say? Does he like travelling? How does he plan his trips? What places does he visit? Why does he visit those places? Write some phrases on the bb while Ss answer. Then, tell them they are going to listen to the audio file once more and write everything they hear. Tell them they can write an outline first using the phrases on the bb. Have Ss work in groups of three or four. Call on volunteers to read the texts and encourage the other Ss to add any missing words.

➤ **Answers:** Ss should circle pictures e, o, b, c, d, k, l, g



32
I love travelling, but I never have much money to spend. First of all, I see how much money I have. Then, I surf the net to find interesting places and I choose one. I usually hitchhike and take my tent with me. I love to learn when I travel, so I visit wildlife parks and historical sites.



IC

This section aims to help Ss to personalise their learning. Tell them to think of a dream destination and to imagine what a trip there would be like. Have them make notes of places, transport, and accommodation. Put Ss in pairs to discuss the questions using their notes. Then invite confident Ss first to share ideas with the whole class. Continue with weaker Ss who, by now, should feel more confident and less worried about making mistakes.

Holidays for all budgets!

LA

Tell Ss that *holiday* is a British English word. Elicit the American English equivalent *vacation*. Pre-teach *budget*. First, check what Ss think it means. Ask Does *budget* refer to people? places? money? luggage? Elicit that it refers to money and explain that there are different types of holiday depending on what your budget is, e.g. low-cost or luxury holidays.

1 Look at the texts and circle the correct option. You can find them ...

21st Century Skills

Draw Ss' attention to the format of the texts. Tell them to skim read the texts and find out what information they give. Ask them to choose the option they think is correct. They will have to give reasons for their choice. Work with the whole class to check answers.

› Answers: b

2 Read the comments and decide where these people were.

SEL / 21st Century Skills

Tell Ss to read the information on the leaflets carefully before doing the task. Ask them to work in pairs. Explain any unknown vocabulary items. After a few minutes, ask each pair to join another pair and compare answers. Then, call individual Ss to read the answers and check with the whole class. Ask them to read out sentences in the leaflets that support their answers. This way, Ss will learn that they have to make choices based on the information given. They will learn to listen to other classmates' opinions and respect them. They can disagree politely and state their point.

› Answers: **1 – 4 – 6** at Rio de Janeiro Bed & Breakfast
3 – 5 – 10 at The King's Invention Hotel **2 – 7 – 8 – 9** at River and stars camp

3 Match these descriptions with the quotes from Exercise 2.

21st Century Skills

Tell Ss that the sentences are in the past and that they are going to study the Simple Past later. Tell Ss to do the task in small groups. Explain that they have to read the quotes in Ex. 2 again to match them to the descriptions. Remind Ss they will have to give reasons for their answers. This way, they will be developing their **critical thinking** skills. Check answers with the whole class.

› Answers: **a** 1, 4, 6 **b** 3, 5, 10 **c** 2, 7, 8, 9



SEL / ESI

Ask Ss to discuss the questions in pairs. They can have different preferences and they have to respect each other's option. Encourage them to give reasons for their opinions and preferences.

Workbook Answers

Page 106

1

› 1 a 2 c 3 b

2

› 2 Trinidad 3 Jamaica 4 Tobago 5 Trinidad 6 Tobago
 7 Jamaica 8 Jamaica 9 Trinidad

3

› 3 T 4 F 5 T 6 F 7 T 8 T

Means of transport

1 Label the pictures with words from the word cloud.

21st Century Skills

Tell Ss to read the instructions and do the task individually. They have already seen some of the words in the word cloud. Give them a few minutes to label the pictures. Ask volunteers to share their answers with the whole class.

› **Answers:** 1 bike 2 car 3 plane 4 underground 5 bus
6 ferry 7 rickshaw 8 cruise ship 9 taxi
10 sightseeing bus 11 bullet train 12 boat



Since Ss will be reading isolated words, take this opportunity to help them to improve the pronunciation of individual sounds. Correct them gently to avoid putting Ss on the spot.

2 Join a classmate and discuss. Which of these means of transport have you used?

CA

Tell Ss to discuss the question in pairs. When they share their ideas with the class, discuss means of transport that are typically a tourist attraction, e.g. rickshaws in Beijing, the bullet train in Japan, cocotaxis in Cuba, etc. Write the examples on the bb so Ss can note them down.

3 Which means of transport do you take if you want to ...

21st Century Skills

Tell Ss to do this task individually. They will have to think critically to evaluate which means of transport is appropriate for each situation. Then, check answers with the whole class. Ask Ss to justify their choices.

› **Answers may vary:** 1 a plane 2 a sightseeing bus
3 a cruise ship 4 the underground 5 a rickshaw

Holiday activities

4 Match the phrases.

Tell Ss to work individually to do the matching task. Help them with the words they might not remember. Remind them that they have seen the already. Allow them to use a dictionary if they do not feel sure about some words. Check the answers with the whole class.

› **Answers:** 1 i 2 a 3 e 4 j 5 d 6 b 7 h 8 c 9 f 10 g

5 Complete the sentences with the phrases from Exercise 4.

IC

Tell Ss to read the sentences first before completing them. Encourage them to read the sentences once more when they are complete to check meaning. Call on volunteers to read a sentence and check answers with the class.

› **Answers:** 1 swim 2 Walk / do 3 Climb 4 Go / play



Tell Ss to prepare a list of activities they can include in their stories. Have them brainstorm ideas in groups and decide together which activities to choose. They can take a vote if necessary. Remind Ss they have to work consistently to finish their project on time.

GRAMMAR

› pages 64–65

Before we start

LA

Read sentences 3, 6 and 8 in Ex. 2 on page 62. Draw Ss' attention to the form of the verbs. Write the past forms of the verb to be on the bb and explain that was is the past of am and is, and were is the past of are. Point out that the verb changes completely in the past, so it is an irregular verb. Explain to the Ss that we do not use an auxiliary in the past in the same way as we do not use an auxiliary in the present. Write an example of the affirmative, negative and interrogative forms of the Past Simple to be on the bb.

Past Simple of to be

Tell Ss to study and complete the table. Then, check the answers with the whole class.

› Answers: 1 was 2 were 3 wasn't 4 wasn't 5 weren't 6 Were 7 Was 8 Was 9 Were 10 was 11 wasn't 12 weren't 13 wasn't 14 was 15 was 16 wasn't 17 weren't 18 were

OK

Warn Ss about the possible confusion between where and were. Demonstrate and drill the weak forms of was /wəz/ and were /wə/ in the affirmative and interrogative, as well as the strong forms of wasn't /wəznt/ and weren't /wəznt/. Point out that we use the strong forms of was /wəz/ and were /wəz/ in short answers.

1 Circle the correct options.

Tell Ss to work individually to complete the task. Call on volunteers to read a sentence and check answers with the whole class. Check that Ss pronounce the past of to be correctly.

› Answers: 1 was 2 was 3 was 4 were 5 were 6 were 7 was

2 Write questions and the answers using the information from Exercise 1.

Tell Ss to write the questions and answers on their own. Then, have them join a classmate to work on peer correction. Finally, call on volunteers to read a question and answer, and check with the whole class.

› Answers: 2 Was the weather rainy? No, it wasn't. It was perfect! 3 Was the sea dirty? No, it wasn't. It was clear and calm. 4 Were your parents stressed? No, they weren't. They were relaxed and happy. 5 Were the entertainment staff lazy? No, they weren't. They were really good. 6 Were there movies all the time? No, there weren't. There were games. 7 Was there a beach volleyball competition every day? No, there wasn't. There was a night show.

OK

While Ss read the questions and answers, focus their attention on the rising intonation of yes / no questions.

Past Simple – regular verbs

LA

Draw Ss' attention to sentences 1, 2, 5, 7 and 10 in Ex. 2 on page 62. Elicit that we add -ed to form the past simple of some verbs and that these are regular verbs. Then, ask Ss which verbs do not end in -ed. Elicit them and explain they are irregular verbs. Finally, highlight the use of didn't to form the negative in sentence 9.

Write an example of the affirmative, negative and interrogative forms of a regular verb on the bb. Point out that we use the infinitive form of the verb with did and didn't. Explain that did / didn't are the past forms of do / does / don't / doesn't.

Spelling rule for past regular verbs

Tell Ss to study the spelling rules in the box. Read the examples with the Ss and show them the different pronunciations of the past verbs. Draw three columns and list the verbs according to their pronunciation.

/d/	/t/	/ɪd/
climbed /klaɪmd/ lived /lɪvd/ planned /plænd/ played /pleɪd/ enjoyed /ɪndʒɔɪd/ cried /kraɪd/	liked /laɪkt/ talked /ta:kɪd/ stopped /stɒpt/	painted /peɪntɪd/ chatted /tʃætɪd/

3 Listen and circle the odd one out.

Tell Ss they are going to listen to an audio file and they have to pay attention to the final sound of the verbs. They must choose the verb that sounds different. Play the audio file twice for Ss to do the task. Then, check answers with the whole class. Say the verbs out loud again for Ss to notice the difference.

› Answers: 1 painted 2 played 3 relaxed

4 Can you identify the last sound of the odd ones out? Join a classmate and list more verbs with the same last sounds. Check with your teacher.

Have Ss work in pairs to list more verbs in the Past Simple for each ending sound. Invite Ss to share their lists with the whole class. Encourage everyone to add to their list.

› Ss' own answers.

OK

Ss might struggle to pronounce the -ed endings correctly. Insist on corrections that affect communication. For instance, point out the wrong pronunciation of /ɪd/ rather than /t/ and /d/, e.g. parked as /pə:kɪd/ rather than /pə:kɪ:t/.

Past Simple – irregular verbs

Tell Ss to go to page 62 and read sentences 3, 4 and 8 in Ex. 2. Tell them to identify the verbs apart from was or were. Elicit went and ran, and write them on the bb in a column under Past Simple. Explain to Ss that some verbs change entirely in the Past Simple. Elicit the infinitives of the verbs go and run, and write them on the bb under a column Infinitive. Then, elicit the verbs from Ex. 4 on page 63 and add them to the Infinitive column. Elicit their irregular Past Simple form and add them to the Past Simple column. Allow Ss to use a dictionary to find out the Past Simple of irregular verbs. (There's usually a list at the end of the dictionary.)

Draw Ss' attention to the box on page 65. Point out that irregular verbs also form their negative and interrogative forms with did and the infinitive. Then, read the past time expressions.

5 Complete the text with the Past Simple forms of the verbs in the box.

IC

Tell Ss to do this task individually using a dictionary if necessary. Check answers with the whole class. Write the answers on the bb. You can add the verbs to the Infinitive and Past Simple columns.

➤ **Answers:** 1 had 2 went 3 took 4 swam 5 was 6 saw 7 ran

6 Complete the dialogue with the Past Simple forms of the verbs in brackets.

Ss will practise the Past Simple in context. Tell them to complete the dialogue individually. When you check answers, ask Ss to write the verbs on the bb. As they do so, point out the word order in questions and elicit from Ss which verbs are regular and which are irregular. Continue adding verbs to the Infinitive and Past Simple columns on the bb.

➤ **Answers:** 1 did you stay 2 missed 3 wasn't 4 went 5 happened 6 didn't ring 7 jumped 8 ran 9 wasn't 10 wanted 11 was 12 got 13 jumped

ax

When you finish checking the answers, read the dialogue to model intonation for Ss to repeat. Then, tell Ss to read the dialogue in pairs to practise their pronunciation and intonation. Check that they use falling intonation in Wh- questions and rising intonation in the enumeration.

Workbook Answers

Page 107

1

➤ 2 a tent 3 a suitcase 4 a mountain 5 a historical place 6 a wild area 7 a cruise 8 rent a car 9 visit natural parks

2

➤ 2 a tent 3 a suitcase 4 visit natural parks 5 rent a car 6 a cruise

3

➤ 2 bike 3 bus 4 ferry 5 underground 6 plane 7 rickshaw 8 car 9 bullet train

Page 108

4

➤ 2 taxi 3 ferry 4 plane 5 bullet train 6 bus 7 bike 8 car

5

➤ 2 ride 3 light 4 row 5 ride 6 climb 7 play 8 do

6

➤ 2 play 3 swim 4 go 5 ride 6 play 7 swim 8 go

7

➤ 2 You were 3 He was 4 She was 5 It was 6 We were 7 They were

8

➤ 2 They were students. 3 We were at the shopping centre. 4 He was a bus driver. 5 I was not hungry. 6 Were they at home? 7 She wasn't in that class. 8 Was Pedro a teacher?

Page 109

9

➤ 2 were 3 played 4 climbed 5 cooked 6 made 7 stopped 8 enjoyed

10

➤ 2 Did you do your homework? 3 Was he at the party? 4 Did you go to the basketball game last week? 5 Were they in the choir last semester? 6 Did his sister come with him?

11

➤ 2 Did they go to Paris? 3 When did they go? 4 Did he study medicine? 5 Did he study at Harvard? 6 Did he speak English?

12

➤ Answers may vary: 2 Yesterday they went dancing. 3 Last week he played football. 4 Last weekend they watched a movie. 5 He studied last night. 6 Last night they cooked dinner.

13

➤ Answers may vary: 1 Last summer they didn't go to Brazil. 2 Yesterday they didn't go dancing. 3 Last week he didn't play football. 4 Last weekend they didn't see a movie. 5 He didn't study last night. 6 Last night they didn't cook dinner.

LISTENING AND SPEAKING

› pages 66–67

Planning your holiday

1 Look at the picture. What are the girls doing?

21st Century Skills

Draw Ss' attention to the picture and ask them to answer the questions in pairs. Elicit the answer. Point out the title if necessary. Then ask *How are they planning their holiday? What are they using?* Point out the map and the brochure. Then, have Ss brainstorm ideas about the details the girls are discussing, e.g. destination, accommodation, activities to do, etc.

› **Answers:** They are talking about a holiday.

2 Listen and tick (✓) the topics which are mentioned.

21st Century Skills / IC

Tell Ss to look at the list of topics and check understanding. Explain that they are going to listen to an audio file to identify the order in which the topics are mentioned. Point out there is a topic which is mentioned twice. Play the audio file once. Give Ss some minutes to do the task. Tell them to discuss their answers with a classmate. By working in pairs, Ss develop their communicative and collaborative skills. In addition, Ss who struggle to understand the audio file benefit from their classmates' help and thus, build up their confidence in language learning. Play the audio file a second time for Ss to check their answers. Call on volunteers to share their answers and check with the whole class.

› **Answers:** 3 – 4 – 5 – 7

3 Listen again and answer.

Tell Ss to read the questions and to try to answer as many as they can based on what they remember. Play the audio file and give Ss some minutes to complete their answers. Tell them to discuss their answers with a classmate and to get ready to listen to the audio file once more. Play it a second time and give Ss some minutes to check their answers again. Ask volunteers to read and answer a question for the whole class. Explain any new words Ss ask about. If they don't ask about words, check their understanding of some items by asking them questions.

› **Answers:** 1 She's organising her trip stuff. 2 To Cartagena de Indias. 3 Yes, she did. 4 She visited / went to Baru island. And she visited many historical buildings. 5 She saw colourful fish and coral reefs. 6 No, it wasn't. 7 Gabriel García Marquez

34

35

Emily: Hi, Sophie! What's all this?

Sophie: Hi, Emily! It's my stuff from my last trip. I'm sorting it out.

Emily: Where did you go?

Sophie: To Cartagena de Indias.

Emily: Where's that?

Sophie: On the north-west coast of Colombia.

Emily: What was it like?

Sophie: Beautiful and interesting.

Emily: Did you go to the beach?

Sophie: Yes. We went to Baru island. Fabulous! We saw colourful fish and the coral reef.

Emily: Were there many tourists?

Sophie: Yes, there were a lot of people from different countries.

Emily: What were the hotels like? Were they expensive?

Sophie: The hotels weren't expensive and the food was quite cheap. We didn't spend much money.

Emily: Why did you choose that place?

Sophie: Because Gabriel García Márquez lived there. And we visited many historical buildings. Look here, I've got some photos.

ax

Help Ss to notice how we use intonation to express feelings. Ask them to notice the girls' intonation and decide how they are feeling. Elicit that Emily is enthusiastic about her trip (rise-fall intonation) and Sophie is curious about it (rising intonation).

CA

These questions help Ss to build vocabulary about places to visit. Tell Ss to discuss why they like to go to those places so that they think about what places have to offer. Share the ideas that come up. Write them on the bb and tell Ss to make notes.

At the travel agency

4 Look at the picture. Who are they? What are they talking about?

SEL / 21st Century Skills / CA

Tell Ss to look at the picture and ask them to say where the people are. Draw their attention to the posters and ask them to identify the places (New York and Cairo). Elicit that the people are at a travel agency so they must be talking about travelling. Elicit from Ss that the girl is the travel agent and the man is a customer. Write the new vocabulary on the bb.

5 Listen and write M (Mark) or TA (Travel agent).

Tell Ss they are going to listen to the people in the picture talking. First, ask them to read the quotes and check they understand what they mean. Explain any words Ss might not know. Play the audio file and give Ss a few minutes to do the task. Check answer with the whole class.

› Answers: 1 TA 2 M 3 M 4 TA 5 M

6 Listen again and circle the correct options.

CA

Tell Ss to read the exercise and ask you the meaning of unknown words. Encourage them to look at their notes before asking as they should know almost all of them. Pre-teach *single / return ticket*. *Low cost* has not been taught, but Ss may have heard the phrase before. Have them circle the correct options to complete the dialogue. Play the audio file for Ss to check their answers. Call on volunteers to read a sentence and write the answers on the bb. This will help weaker Ss to complete the dialogue and ask questions they might have.

› Answers: 1 a trip 2 low 3 How much 4 Return 5 flight
6 \$580 7 How many

36

37 See SB page 67



Play the audio file for Ss to pay attention to intonation. Focus their attention on the intonation of yes / no and Wh- questions. Highlight the use of intonation to mark the options. Then, tell Ss to act out the dialogue using a similar intonation to that of the speakers.

Workbook Answers

Page 110

1

› 2 Chile 3 It was cheaper. 4 3 5 Yes, they did. 6 Go back.

2

› 1 Santiago 2 Valparaiso 3 Patagonia

3

› 2 T 3 F 4 F 5 T 6 T



Man: What did you do last summer?

Woman: We were planning to go to Spain, but it was too expensive for the four of us, so we went to Chile instead.

Man: Was it cheaper?

Woman: Yes, much cheaper. And we had a great time.

Man: Really? What did you do there?

Woman: We went to Santiago, Valparaiso and Patagonia. There is so much to do and to see. We went up St Christopher Hill in a little train. The view is amazing. We ate great food in Santiago. In Valparaiso we did a tour which showed all the architecture and street art. In Patagonia we visited the Torres del Paine.

Man: Sounds like a great holiday.

Woman: It was so good that we're already planning to go back. Next time, I want to see the penguins on Isla Magdalena, the salt lakes in the Atacama Desert and the giant head statues on Easter Island.

Man: There's so much to see and do in Chile!

4

› 1 See the penguins 2 See the salt lakes 3 See the giant head statues

Write an informal email about holidays

1 Read the email and answer the questions.

21st Century Skills

Tell Ss to read the email and answer the questions. Draw their attention to the different sections of the email and check Ss understand who the sender and receiver are. Highlight the greeting and the closing part of the email.

› Answers: 1 Lucy 2 Marina 3 to send greetings

2 Read the email again and underline the clues that show this email is informal.

Draw Ss' attention to the email again and ask them to find examples of words or phrases that are used in an informal email. Invite Ss to share some ideas with the class.

Answers

- the greeting Hi Marina, (instead of Dear Mr / Mrs / Ms)
- abbreviations such as We're, It's, etc.
- use of exclamation marks, e.g. I don't have to cook! and exclamations, e.g. Lovely!
- the closing phrase Lots of love,
- the PS message at the end of the email
- the topic of the email

3 Put the topics Lucy mentions in order. Cross out the topics she does not mention.

Tell Ss to work individually to do this task. Tell them to join a classmate to work on peer correction before checking answers with the whole class.

› Answers: 1 3 2 1 3 4 4 not mentioned 5 2
6 not mentioned

4 Imagine you are on a beach holiday. Choose a place and a person to write to and complete this informal email.

Tell Ss to do this task using the notes they have taken so far for this unit. You can brainstorm some ideas with the Ss and write them on the bb for them to copy in their notebooks. Give Ss enough time to complete the email with their ideas. When you check answers, ask Ss to read their email and have the class decide what kind of a trip it is (positive or negative). Help them to choose adjectives to describe it. Write them on the bb for Ss to note down so that they have more vocabulary for the final project.

› Ss' own answers.

5 Write an email to a friend about a real or imaginary holiday. Remember to ...

Set this task for homework so that Ss do it at their own pace. After having corrected Exercise 4, Ss are ready to write an email. Tell them they can write about a real or imaginary holiday. Allow Ss to discuss ideas in pairs. Collect their emails in the next lesson and give your feedback individually.

› Ss' own answers.

GAMES

Tell Ss they have the games to play on page 73. They will have fun while they practise the new language.



Now Ss have the vocabulary they need to organise a list of activities they can do on holidays and how they feel about them. Tell them to prepare their lists and start rounding off their project plans.

Workbook Answers

Page 110

1

› 2 was 3 went 4 rode 5 saw 6 took 7 loved

2

› Ss' own answers.

3

› Ss' own answers.

The true story of a trip

Ask Ss to go over the instructions and to use them to complete their project. Fix a date for the presentations.

By now, Ss already have their lists of holiday activities and feelings. They can share their lists in class and add classmates' ideas to their own so they have more to choose from.

They have to decide which trip to describe and whether they want to share a good or bad experience.

Once they decide what they are going to speak about, they can follow the questions to write their descriptions. They can also use the examples in the unit.

They have to choose some background music which should represent their feelings. It could also be traditional music from the place they visited. Ideally, it should give the audience an idea of what kind of trip they are going to talk about.

Encourage Ss to rehearse their presentation so as to build up their confidence.

Ss have to choose pictures that illustrate their narration and prepare a slide show to present to the class. They have to insert the music into the presentation.

Ss will present their real or imaginary experiences in class.

SEL / 21st Century Skills

By working together to achieve a common aim, Ss will gain cohesion as a group. They will also realise the importance of **individual and social responsibility** skills when committing themselves to collaborate within a group. They will learn that individual efforts add to the final result of groupwork. In this project, creativity is also very important.

My learning record

This section has been designed to help Ss to reflect upon all the lexical, grammatical and conceptual contents they have been working on throughout the unit. Values, which have been previously presented in class, are also included.

Encourage Ss to go over the listed items and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about concepts that might not be clear enough yet.

Help Ss to become aware that, in order to confirm that they can actually produce the language functions, they have to think of examples. If they still have difficulties, offer them a support session to reinforce the language they still struggle with.

Workbook Answers

Page 111

1

› 1 underground 2 Taxis 3 bike 4 ferry 5 plane 6 car

2

› 1 horse 2 mountain 3 shopping 4 board games 5 boat 6 fire

3

› Ss' own answers.

4

› 1 had 2 went 3 was 4 ate 5 had / tried 6 was 7 saw

Before reading, show a picture of a computer and ask Ss What makes a computer work? If Ss give the answers in their L1, put the answers down in English on the bb. Before reading the text, introduce key vocabulary and pronunciation. Have Ss read the text silently or out loud individually.

1 Label the parts of the computer, according to the text.

Tell Ss to use information from the text to label the parts of the computer.

› **Answers:** 1 monitor 2 speakers 3 keyboard 4 CPU 5 mouse

2 Complete the information.

Tell Ss to read the text again and complete the devices in the diagram. Check answers with the whole class.

› **Answers:** **Input devices:** keyboard, mouse, webcam **Output devices:** monitor, speakers

3 Work in pairs. Make a list of the applications you use the most and then share them with some classmates. Do you all use the same applications?

Put Ss in pairs and ask them to discuss the applications they use. Encourage them to make a list and tick the ones they use the most. When Ss have their lists ready, put them in small groups to compare the apps. Invite Ss to share some interesting information.

› **Ss' own answers.**

ROUND OFF ANSWERS

Page 71

1

› 1 do 2 scan 3 upload / edit 4 edit / upload 5 use

2

› 1 absent-minded 2 generous 3 unfriendly 4 patient 5 hard-working

3

› 1 am texting 2 is scheduling 3 Does the plane arrive 4 live 5 is checking 6 arrives 7 sent 8 Did you get 9 got 10 is confirming

4

› 1 Was 2 were 3 wasn't 4 Was 5 were

- 2**
 ➤ 1 d ➤ 3 g ➤ 5 a
 ➤ 2 b ➤ 4 c
- 3**
 ➤ 1 some ➤ 4 the ➤ 7 some ➤ 10 a lot
 ➤ 2 any ➤ 5 the ➤ 8 a
 ➤ 3 an ➤ 6 any ➤ 9 some
- 4**
 ➤ 1 is he doing ➤ 5 because ➤ 9 so
 ➤ 2 He's cooking ➤ 6 Is he ➤ 10 is buying
 ➤ 3 is he cooking ➤ 7 there isn't
 ➤ 4 is making ➤ 8 any

UNIT 5 – TEST A

- 1**
 ➤ a a selfie ➤ f a video conference
 ➤ b an e-book ➤ g a blog
 ➤ c a chat ➤ h a social network
 ➤ d a catalogue ➤ i a phone call
 ➤ e a webinar ➤ j an online magazine
- 2**
Some possible answers:
 a smartphone – call friends, send text messages, scan documents, scan QR codes, take selfies
 a tablet – read magazines, scan documents
 a PC – edit photos, do research, upload photos, chat online
 an e-book – read e-books, read magazines
- 3**
 ➤ 1 presentation ➤ 4 recordings
 ➤ 2 QR codes ➤ 5 an online encyclopaedia
 ➤ 3 scan
- 4**
 ➤ 1 absent-minded ➤ 2 generous ➤ 4 perfectionist
 ➤ 3 hers ➤ 5 curious
- 5**
 ➤ 1 is she doing ➤ 5 hear ➤ 8 but
 ➤ 2 think ➤ 6 mine ➤ 9 am studying
 ➤ 3 studies ➤ 7 Do you ➤ 10 because
 ➤ 4 is watching want

UNIT 6 – TEST A

- 1**
 ➤ a ferry ➤ c boat ➤ e train
 ➤ b plane ➤ d bus
- 2**
 ➤ 1 e ➤ 3 a ➤ 5 c
 ➤ 2 g ➤ 4 f
- 3**
 ➤ 1 money ➤ 5 ride ➤ 9 fire
 ➤ 2 fishing ➤ 6 horse riding ➤ 10 bullet train
 ➤ 3 swim ➤ 7 hotel
 ➤ 4 hills ➤ 8 tent
- 4**
 ➤ 1 is ➤ 5 was ➤ 9 saw
 ➤ 2 likes ➤ 6 went ➤ 10 were
 ➤ 3 went ➤ 7 swam
 ➤ 4 travelled ➤ 8 had
- 5**
 ➤ 1 Did ➤ 5 were you ➤ 9 are
 ➤ 2 yesterday ➤ 6 watched ➤ 10 cooked
 ➤ 3 didn't ➤ 7 loves
 ➤ 4 was ➤ 8 have

PROGRESS TEST 1A (Units 1–2)

- 1**
 ➤ 1 ➤ 4 ➤ 7
 ➤ 2 ➤ 5
- 2**
 ➤ 1 a ➤ 3 c ➤ 5 b
 ➤ 2 a ➤ 4 c
- 3**
 ➤ 1 on ➤ 4 on ➤ 7 in ➤ 10 at
 ➤ 2 at ➤ 5 in ➤ 8 at
 ➤ 3 on ➤ 6 on ➤ 9 on

PROGRESS TEST 2A (Units 1–4)

- 1**
Possible answers should include:
Affirmative:
 It can be aggressive and bite your hand.
 I'm just looking. The beak is OK. The wings are OK. But some feathers are missing.
 I'm leaving the office now. I'll be with you in 10 minutes.
 We're at the park and there is a macaw here. We think it's lost.
 We are at the playground in the park. Bye. He is coming here.
Negative:
 There aren't any macaws at the park.
 We mustn't touch it.
 But we mustn't feed it if we don't know what's wrong with it.
 No, it isn't flying.
 It isn't walking, but it is talking to us.

- 2**
 ➤ 1 They are walking in the park. ➤ 4 At the playground in the park.
 ➤ 2 Their father. ➤ 5 Mark.
 ➤ 3 He's leaving the office.
- 3**
 ➤ 1 There are a lot of birds, but there aren't any macaws. ➤ 4 They mustn't touch the macaw because it is dangerous.
 ➤ 2 The macaw is talking and it isn't aggressive. ➤ 5 Their father is coming, but they already have a plan.
 ➤ 3 The macaw can't fly, but its wings are OK.
- 4**
 ➤ 1 b ➤ 2 c ➤ 3 b

PROGRESS TEST 3A (Units 1–6)

- 1**
 ➤ 1 F ➤ 3 DS ➤ 5 T
 ➤ 2 T ➤ 4 T
- 2**
 ➤ 1 didn't find ➤ 3 doesn't know ➤ 5 answered
 ➤ 2 was ➤ 4 is answering
- 3**
 ➤ 1 I ➤ 5 it ➤ 9 your
 ➤ 2 They ➤ 6 me ➤ 10 Mine
 ➤ 3 me ➤ 7 our
 ➤ 4 them ➤ 8 him

1 Write a short paragraph.

Introduce yourself. Say what your favourite things are; give information about your family and pets; describe your house.

2 Write the words from the box in the correct categories.

autumn daughter dishwasher fifty fridge garden grey hundred indigo June
laundry nose orange shoulder sink sister son Thursday toe tooth

Numbers	Colours	Family
Things and places in a house	Days of the week, months, seasons	Parts of the body

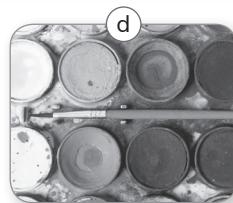
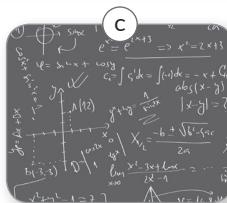
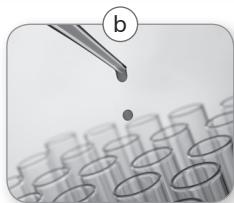
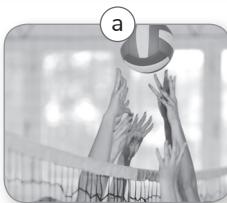
3 Answer the questions. If possible, write full sentences.

- 1 Where are you from? _____
- 2 How old are you? _____
- 3 Have you got a white smartphone? _____
- 4 What is the plural of box, dish and dictionary? _____
- 5 Is there a garden in your house? _____
- 6 How often do you go to your friends' houses? _____
- 7 What time do you go to school? _____
- 8 Where do you have lunch? _____
- 9 When do you have English classes? _____
- 10 Can you speak Spanish? _____

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Writing personal information	
Exercise 2: Identifying word groups	
Exercise 3: Answering personal questions	

UNIT TEST 1 A

1 What's the school subject? Label the pictures.



20

2 Write the words from the box in the correct categories.

easy innovative gym library canteen mindfulness ICT music room obligatory yard

SUBJECTS	ROOMS IN A SCHOOL	ADJECTIVES

20

3 Complete the sentences with the words from the box. There are two extra words.

awful PE canteen music good innovative mindfulness modern old gym traditional small

Some of our subjects are ¹_____ , like Maths and History. Others are ²_____ , like Mindfulness and Pottery. These are new workshops at school.

At school we have lunch at the ³_____. The food is ⁴_____ ; we all hate it!

The ⁵_____ room in our school is not ⁶_____. The musical instruments are very ⁷_____. They don't sound good.

We play sports in ⁸_____, but our ⁹_____¹⁰_____ . So we don't have a lot of room to play a lot of different sports at once.

20

4 Complete the questions with the correct Wh- word.

a _____ are these? Meg's books!

f _____ is Alice? 37.

b _____ is Peter at the club? Sometimes.

g _____ is Alice? In the teacher's room.

c _____ is Maths? At 8.

h _____ is that? It's a map.

d _____ is he from? Washington.

i _____ is that? Mrs Kent, our PE teacher.

e _____ is Alice at home? Because she's not OK.

j _____ is Ann's birthday? In June.

20

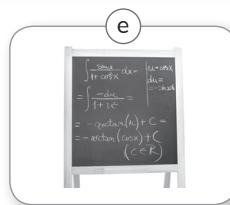
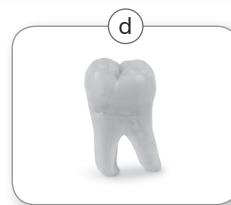
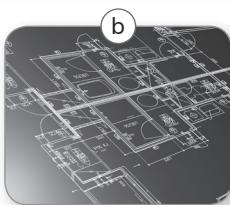
5 Circle the correct options.

We love Mr Mc Lagan. He's ¹your / our English teacher. He's got a ²daughter / wife. ³Her / His name's Agatha. ⁴Her / She's a teacher at school. She ⁵has / is forty. Look at the photo. These are Paul and Melanie, ⁶our / their children. They are at school ⁷in / on Monday ⁸in / at 8. ⁹In / On January, they ¹⁰are / aren't at school.

20

Total

1 Name the occupations.



20

2 Complete the sentences with the words from the box. There are two extra words.

give help make up measure operate play study use work

a Doctors _____ in a hospital. Some doctors _____ on people.

b Babysitters _____ with young children and _____ them food.

c Cosmeticians _____ creams and _____ faces.

d Nurses _____ blood pressure.

20

3 Complete the sentences with words from the box. There are two extra words.

him it never often sometimes them they to usually

a My friends hate sports. They _____ go to the club.

b Mary is a good student. She _____ goes home in the evening _____ study. Her favourite subjects are History and Geography. She loves _____.

c Paul is _____ at home on Saturdays, but _____ he goes to the club. He likes _____.

20

4 Match the questions to the answers. There are two extra answers.

- 1 Does she play in winter?
- 2 When does she go to the club?
- 3 What time does Megan wake up?
- 4 Why does she go to the club?
- 5 Why does she help her friends?
- 6 How often does she play basketball?
- 7 Why does she listen to music in the garden?
- 8 Where does she play basketball?

- a At 7.
- b Yes, at 7.
- c Because she loves plants.
- d Because she loves them.
- e Never.
- f No, it's very cold.
- g No, she isn't.
- h On Sundays.
- i To play with her friends.
- j At the local club.

20

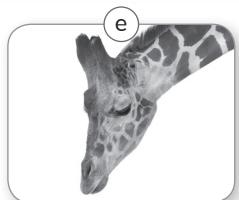
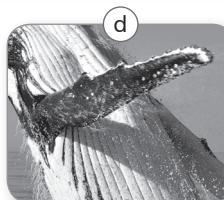
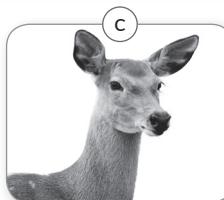
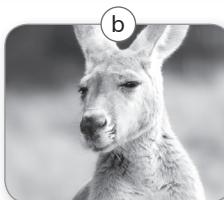
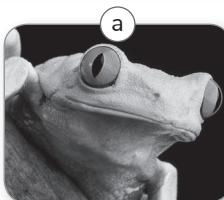
5 Circle the correct options.

¹Do / Are you remember Mr Mc Laggan? We love ²he / him! He's a great teacher. He ³get / gets up early every day: ⁴at / on 6, ⁵to go to / because the gym. He ⁶doesn't / isn't like it very much, but it's good for ⁷his / him health. ⁸Before / After he has breakfast, he ⁹go / goes to school. He's got a car, but he doesn't ¹⁰drive / drives to school.

20

Total

1 Write the name of the animals.



20

2 Look at the characteristic and circle the correct animal.

CHARACTERISTIC	ANIMAL
1 claws	bear / giraffe
2 feathers	butterfly / ostrich
3 fin	whale / polar bear
4 fur	lizard / deer
5 paw	cow / dog
6 pouch	camel / kangaroo
7 tusk	elephant / lion
8 wings	macaw / whale
9 scales	frog / piranha
10 horns	cow / ostrich

20

3 Complete the texts with can, can't, is, are (affirmative or negative) and have / has (affirmative or negative).

Lizards ¹ _____ amphibian. They ² _____ wings, but they ³ _____ a tail.They ⁴ _____ poisonous. They ⁵ _____ swim and run fast.Rhinos ⁶ _____ big animals. They ⁷ _____ amphibian, they ⁸ _____ mammals.They ⁹ _____ two big horns on their heads. They ¹⁰ _____ fly.

20

4 Match the questions to the answers. There are two extra answers.

- 1 Why do elephants eat leaves?
- 2 How do animals adapt to the habitat?
- 3 What do elephants eat?
- 4 Where do camels live?
- 5 How often do camels drink water?
- 6 Why do hippos go into the water?
- 7 Have elephants got a trunk?
- 8 How many tusks have elephants got?

- a In different ways.
- b On a farm.
- c In the desert.
- d Leaves and fruit.
- e Because they don't eat meat.
- f Sometimes.
- g To swim.
- h Two.
- i Yes, they have.
- j Yes, two.

20

5 Circle the correct options.

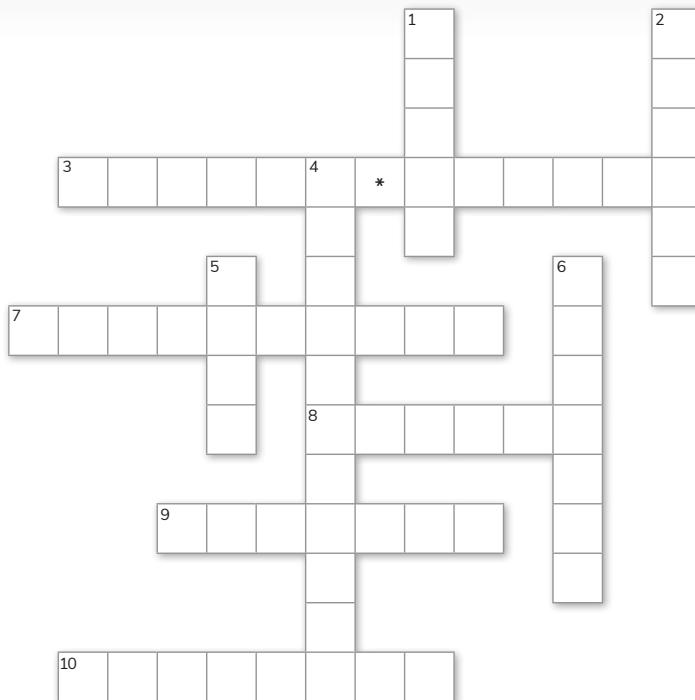
John ¹work / works in an open zoo. ²They're / There are very clear rules. People ³must / mustn't touch animals because they're ⁴harmless / dangerous. They ⁵can / must play with small kangaroos. They aren't ⁶loyal / aggressive. In the zoo, there are lions. Lions are wild cats, and all cats are ⁷dirty / treacherous. You ⁸must / can have special equipment to work with these wild cats. They're all very ⁹fast / slow, and they ¹⁰can / must hide in their habitat.

20

Total

1 Do the crossword.**Across**

- 3 You can do sports here.
 7 You buy magazines and the paper here.
 8 You can learn about history or art here.
 9 You read books here.
 10 Doctors work here.



30

Down

- 1 You go dancing here.
 2 You buy bread, cakes and biscuits here.
 4 You do the shopping here.
 5 Your money is here.
 6 You buy aspirin here.

B a That's the Odeon theatre.

- b** Let's go to the chemist.
c That's Hyde Park, let's go there.
d Is there a coffee shop near here?
e There's a supermarket at the corner.
f Let's go to the newsagent's.
g Oh! The fast food restaurant is closed.

20

2 Match A and B. There are two extra parts in B.

- A 1** Let's have a cup of coffee.
2 I need medicine.
3 Do you want a hamburger?
4 I want to ride my bike.
5 I want to see a play.

- B a** That's the Odeon theatre.
b Let's go to the chemist.
c That's Hyde Park, let's go there.
d Is there a coffee shop near here?
e There's a supermarket at the corner.
f Let's go to the newsagent's.
g Oh! The fast food restaurant is closed.

20

3 Complete the dialogue with **a**, **an**, **some**, **any**, **a lot (of)** and **the**.

Susan: I need ¹ milk, there isn't ² at home, and I want to make ³ orange cake for the party.

Andy: OK, we can go to ⁴ supermarket at ⁵ corner. Are there ⁶ eggs?

Susan: Yes, but I need ⁷ sugar, too. And ⁸ kilo of flour. Oh! Apples, too. I've got ⁹, but I need ¹⁰. Gregg always eats so many.

Andy: OK, let's go.

30

4 Circle the correct options.

Mum: Is dad at home?

Bob: Yes, he is.

Mum: What ¹ does he / is he doing?

Bob: ²Yes, he is. / He's cooking.

Mum: What ³ he's cooking / is he cooking?

Bob: He ⁴can make / is making a cake ⁵so / because it's his friend's birthday.

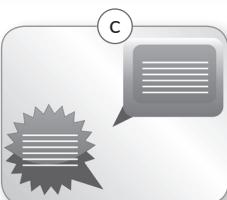
Mum: ⁶Is he / Does he making a chocolate cake?

Bob: Yes, but ⁷it isn't / there isn't ⁸some / any chocolate at home, ⁹so / because Liza is at the supermarket. She ¹⁰buys / is buying chocolate.

20

Total

1 Label the pictures.



2 Write one activity for each device.

20

1 a smartphone

2 a tablet

3 a PC

4 an e-book

20

3 Complete the text with the words and phrases from the box. There are two extra words or phrases.

recordings an online encyclopaedia presentation QR codes selfies social media scan

John is at school. He's using Prezi to make a ¹_____ . He must include ²_____ so people can ³_____ them and get information. He can't include ⁴_____ because people can't hear them. He will present on the Roman Empire. He can go online and check ⁵_____ to find information.

20

4 Complete the text with the words from the box. There are two extra words.

absent-minded curious perfectionist generous hard-working hers patient

Julie forgets things all the time. She's very ¹_____ , but she's very ²_____ – she always gives lots of things to her friends. Can you see this watch? It's ³_____. She's a ⁴_____ too; she doesn't like errors. She works a lot and she is smart. One reason she is so smart is that she always asks questions. She's ⁵_____ .

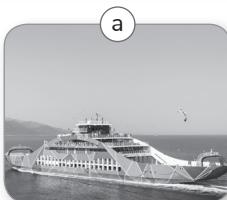
20

5 Circle the correct options.

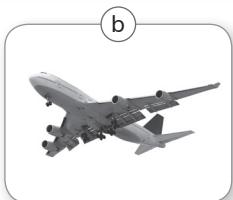
Mum: Where's Alice?hearing the TV in her room. And I'm not in her room, I'm in ⁶my / mine!**Bob:** In her bedroom.**Mum:** ⁷Do you want / Are you wanting sandwiches?**Bob:** Yes, thanks!**Mum:** What ¹does she do / is she doing?**Meg:** No, thank you, Mum. I like sandwiches, ⁸but / so I'm not hungry now. I ⁹study / am studying ¹⁰so / because I have an exam.**Bob:** I ²think / am thinking she's studying. She always ³studies / is studying in her room.**Mum:** Yes, but her books are here.**Meg:** She ⁴watches / is watching TV right now. I ⁵hear / am

20

Total

1 Name the means of transport.

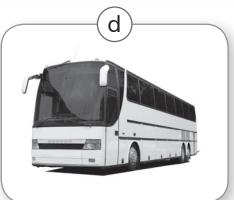
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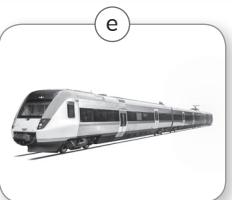
b



c



d



e

30

2 Match A and B. There are two extra parts in B.

- A 1 You mustn't swim
2 Meg is riding
3 Dad can hire
4 Paul and Frank always climb
5 I want to row

- B a a car.
b a lake.
c a small boat.
d a train.
e in the sea.
f mountains.
g Tom's new bike.

10

3 Complete the text with words from the box. There are two extra words.

bullet train cruise fire fishing hills horse riding hotel money rickshaw ride swim tent

Holiday time! My dad needs some ¹_____ . He must go to the bank. He likes sports, and he always goes ²_____ in the river. We ³_____ in the river, too. My mum and her sister sometimes climb ⁴_____ . They like it. They can ⁵_____ horses, too. They usually go ⁶_____ with us. It's great fun. Sometimes we stay in a ⁷_____ , but now, we're living in a ⁸_____ . It's fun!!! In the evening, we don't go to a restaurant. My father lights a ⁹_____ and he cooks. Last year, we travelled by ¹⁰_____ . Very fast!!! It was great.

20

4 Complete the text with the correct form of the verbs from the box. You can repeat some verbs.

be go have like see swim travel

My father ¹_____ an architect and he ²_____ holidays. Last summer, we ³_____ to Villa Giardino, in Cordoba. We ⁴_____ by bus. The weather ⁵_____ fantastic! Every morning, we ⁶_____ to the river and ⁷_____ for an hour. We ⁸_____ lunch near the river. Sometimes we ⁹_____ wild animals, but we ¹⁰_____ not afraid.

20

5 Circle the correct options.

Meg: ¹Did / Do you watch television ²yesterday / last day?
Amy: No, I ³wasn't / didn't. I ⁴am / was not at home.
Meg: Where ⁵were you / you were?
Amy: At the cinema with Alice. We ⁶watch / watched a romantic film. Alice ⁷loves / loved romantic films.

Meg: Did you ⁸have / had dinner at a restaurant?
Amy: No. Restaurants ⁹are / were very expensive these days, so I ¹⁰am cooking / cooked at home.
Meg: Good idea!

20

Total

1 It's a special day for Karen and Megan's mum. Read the text and tick (/) five statements that are correct.

Today is the last Saturday of April. It's World Veterinary Day, the day of the year when we celebrate the people that take care of the animals on this planet. My mum is a veterinarian, so today we are celebrating her day. My father is a dentist. And, yes, there is a Dentist's Day too. It is celebrated on 6th March. But today is about mum. On this day we have a tradition in our family: my sister Megan and I get up early and make a wonderful cake for her. It's our present for her and we only eat it at night. Then, we go out to a nice restaurant and have lunch. There are many great restaurants where we live, but there is one in particular that she loves: Kitchen Mouse, a vegan restaurant. My mum loves animals so much that she doesn't eat meat, eggs, milk, etc. My dad and I are not vegans, but we love this restaurant too. They serve muffins with jam for free and they are delicious. During lunch we ask her to tell us stories about her patients. She has many interesting stories and we always have a good time.

What about you? What is your mother's occupation? Is there a day to celebrate this occupation? When is it? Do you prepare something special for her? Does your father help you prepare something special for her? Tell me all about it!

- 1 Karen and Megan don't have brothers. ()
- 2 World Veterinary Day is always on the last Saturday in April. ()
- 3 Karen's family doesn't have a traditional celebration for World Veterinary Day. ()
- 4 They don't eat the cake for lunch. ()

- 5 Karen and Megan usually give a cake as a present to their mother. ()
- 6 There is meat, eggs, and milk in the Kitchen Mouse's menu. ()
- 7 Megan and her dad are not vegans. ()
- 8 The muffins with jam are expensive, but they are good. ()

_____ / 20

2 Read the sentences about Karen and Megan's family. Choose the option that can replace the underlined words and phrases.

- 1 Karen and Megan's mother is a veterinarian.
a Their b They c She
- 2 They usually make a cake for their mother.
a her b them c us
- 3 They usually eat the cake at night.
a them b her c it

- 4 Their mother tells stories about her patients to Karen, Megan and their father.
a they b their c them
- 5 Karen and Megan's dad's special day is on 6th March.
a Their b His c Its

_____ / 15

3 Complete the dialogue with *in*, *on* or *at*.

- Mum:** So, Karen, when is your Science test?
Karen: It's ¹ _____ Thursday morning, ² _____ 9:30.
Mum: Science is your favourite subject. I'm sure you will do well on the test. And you, Megan? Have you got a test next week?
Megan: Yes, there is a Science test too, ³ _____ Wednesday. But my problem is Maths. My test is ⁴ _____ 23rd May, ⁵ _____ the afternoon. I have three weeks to study.
Dad: How are your grades so far?
Megan: Not good. I think I need some help.
Mum: Really? Is Mrs Clarke your teacher?

- Megan:** No, it's Mrs Howard. She teaches an extra class ⁶ _____ Tuesdays, ⁷ _____ the morning, at the library.
Mum: What time is this extra class?
Megan: It starts ⁸ _____ 9.
Mum: Good. Do you want me to talk to her?
Megan: No, that's OK. I'll talk to her ⁹ _____ Monday.
Dad: I can help you ¹⁰ _____ night with your homework.
Megan: Thanks, Dad.

_____ / 15

Total _____ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension	
Exercise 2: Pronouns	
Exercise 3: Prepositions	

1 Elise and Mark are walking in the park. Read the dialogue and copy 2 affirmative sentences and 2 negative sentences.

Affirmative: _____

Negative: _____

Mark: Look, Elise! A macaw!**Elise:** A macaw? Where?**Mark:** There, under the bench.**Elise:** Oh, I see it! That's strange. There aren't any macaws at the park.**Mark:** That's right. There are a lot of birds, but there aren't any macaws. Is it lost?**Elise:** Yes, maybe it is from a house near here. Let's check it.**Mark:** Be careful. We mustn't touch it. It can be aggressive and bite your hand.**Elise:** I'm just looking. The beak is OK. The wings are OK. But some feathers are missing.**Mark:** Maybe it's sick or hurt. What do they eat?**Elise:** Fruits and seeds. But we mustn't feed it if we don't know what's wrong with it.**Mark:** You're right. Call dad and ask him what we should do.**Elise:** OK.**Dad:** Hello?**Elise:** Dad? It's Elise. We're at the park and there is a macaw here. We think it's lost.**Dad:** A macaw? At the park? Is it flying?**Elise:** No, it isn't flying. It isn't walking, but it is talking to us. It's really friendly.**Dad:** Right. I'm leaving the office now. I'll be with you in 10 minutes. Wait for me.**Elise:** OK. We are at the playground in the park. Bye. He is coming here. What are you doing with your phone?**Mark:** Let's take some photos, make some posters, and distribute in the neighbourhood.**Elise:** That's a good idea.

_____ / 10

2 Read the dialogue again and answer the questions.

1 What are Elise and Mark doing? _____

2 Who is coming to help them? _____

3 What is their father doing? _____

4 Where are they waiting for their father? _____

5 Who is taking photos of the macaw? _____

_____ / 20

3 Rewrite the sentences according to the information in the dialogue.

1 There aren't birds in the park, but there are some macaws. _____

2 The macaw is talking, and it is aggressive. _____

3 The macaw can fly, but its wings aren't OK. _____

4 They must touch the macaw because it isn't dangerous. _____

5 Their father isn't coming, but they already have a plan. _____

_____ / 10

4 Read the dialogue again and choose the correct options.

1 Macaws _____ fly, but this one isn't flying because it is sick or hurt.

- a** must **b** can **c** don't

3 They _____ any photos of the macaw, but they can use their smartphones.

- a** have got **b** haven't got **c** aren't getting

2 Macaws can bite with their beaks, so you _____ touch them.

- a** can **b** are going to **c** mustn't

_____ / 10

Total _____ / 50

ME

Tick

Exercise 1: Sentence identification	
Exercise 2: Text comprehension + question words	
Exercise 3: Text comprehension + information correction	
Exercise 4: Verb tenses	

PROGRESS TEST 3 A
Units 1–6

Name _____

Class _____

1 Read the post and the reply from a travel web page. Write T (true), F (false) or DS (doesn't say).

Samantha Sherman
8:40 A.M.25th April, 2019

Hey guys! I am planning my first trip to Japan with my husband and we are searching for a cheap and convenient way to get to our hotel in Tokyo. I did some research last night, but I'm getting very confused with so many options. I made a list of things I want to see and do there, but I don't know much about when or how to do them. For example, I want to go for a rickshaw ride and travel on the bullet train. Do I have to buy tickets in advance? Where can I find a rickshaw in Tokyo? Do they speak English? Is it possible to climb Mount Fuji in June? Oh, and very important: how easy is it to find free wi-fi? We want to update our social networks, use the GPS and maps, and upload some photos as we go.

Thanks in advance!

Hirohero23
9:15 P.M.26th April, 2019

Do you know where you are arriving? Because there are two airports in Tokyo: Narita International Airport and Haneda Airport. From Narita, I recommend the JR Narita Express to central Tokyo (53 minutes). From Haneda, take a taxi. It costs around 6,000 yens and takes 40 minutes. Tokyo station is the main bullet train terminal, you can buy tickets there. I am visiting the Asakusa district right now, which is 20 minutes from Tokyo station, and I see rickshaw rides with drivers speaking a little English. But don't worry, they usually are friendly and patient. There is free wi-fi in most train and underground stations, Starbucks, and malls (for a limited time). As for Mount Fuji, the official climbing season is from July to September. If you are not an experienced climber, don't do it. The last time I was there in June, it was very cold!

- 1 Samantha doesn't know what she wants to do. _____
- 2 Haneda Airport is closer to central Tokyo than Narita International Airport. _____
- 3 There is only one rickshaw service in Tokyo. _____
- 4 Wi-fi is free in Tokyo. _____
- 5 You can climb Mount Fuji in June, but it is not recommended. _____

/ 10

2 Read the post again and complete the sentences with the correct form of the verbs in brackets.

- 1 Samantha _____ (find) all the information she needed online.
- 2 Hirohero23 _____ (be) at Mount Fuji in June.
- 3 Samantha _____ (know) if she has to buy tickets in advance.
- 4 Hirohero23 _____ (answer) the post at the Asakusa district where he can see the rickshaws.
- 5 Hirohero23 _____ (answer) all questions from Samantha.

/ 20

3 Read the dialogue between Samantha and her husband, Alex. Circle the correct options.

Samantha: ¹I / You / She wrote a post and some people were very helpful. ²We / He / They gave ³me / you / them useful tips.

Alex: Did you ask ⁴me / them / us about the sightseeing bus?

Samantha: Oh, I forgot about ⁵him / it / me. But someone told ⁶me / my / mine something very important about the transfer from the airport. Did you know there are two international airports in Tokyo?

Alex: No, I didn't. Where does ⁷my / your / our flight land?

Samantha: Haneda Airport. According to ⁸me / him / us, it is closer to central Tokyo. And there is wi-fi in most stations.

Alex: Great. I think we should take ⁹his / her / your camera. ¹⁰My / Your / Mine doesn't have wi-fi. We can't backup our photos while we are in the train.

/ 20

Total _____ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension	
Exercise 2: Verb tenses	
Exercise 3: Personal pronouns, possessive pronouns, object pronouns	

Maldonado, María Alicia

Light Up 1: Teacher's Book / María Alicia Maldonado.
1a ed. - Ciudad Autónoma de Buenos Aires: Pearson Education,
2019.

96 p.; 30 x 22 cm.

ISBN 978-987-615-505-2

1. Enseñanza de Lenguas Extranjeras. I. Título.

CDD 420

Pearson Education S.A.

Humboldt 1509 piso 6º
C1414CTM Ciudad Autónoma de Buenos Aires, Argentina.

www.pearsonelt.com.ar

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Queda hecho el depósito que dispone la ley 11.723
Printed in Argentina by Gráfica Offset 08/2019

ISBN 978-987-615-505-2 Teacher's Book

This edition published by
Pearson Education S.A. 2019

Publisher	Silvia Kosaruk
Content producer	Regina Tedesco
Edition and design	The Content Station
Production	Damián Marrapodi
	Manuel López

Acknowledgements:

The publisher would to acknowledge **Mauricio Shiroma** for the development of the Diagnostic Test and the Progress Tests, and **Leonor Corradi** for the development of the Unit Tests, the Extra Reading and Writing pages, and Extra Grammar and Vocabulary pages.

Image Credits:

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ISBN 978-987-615-505-2



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