

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.

The image shows two pages from the Teacher's Book. The top page is titled 'ATTAINMENT TARGET (AT)' and contains text about individual learning paces and errors. The bottom page is titled 'COMPREHENSIVE SEXUALITY EDUCATION (ESI)' and contains text about informed decisions on various topics. Both pages include small images and text boxes.

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.

WRITING

Writing recipes

What are the main ingredients? What are the measurements? Then, we are going to write the recipe. We are going to write the directions to make the recipe by using numbers. First, write the title.

1. Read the recipe and ...

a) Ask the questions. What measurements are used?
b) Underline the numbers. Which have a unit?

2. Read the recipe for Red Curry Chicken and put the directions in the correct order.

Cabbage with ham and herbs

Red Curry Chicken

Directions

Cabbage with ham and herbs

1. Wash, clean the cabbage and then slice it.
2. Remove, peel and chop the carrots.
3. Remove the ham and chop the ham.
4. Put the carrots and ham in the pan.
5. They are medium heat and remember to stir occasionally.
6. Add the ham and keep stirring.
7. Then add the ham and keep stirring.
8. Add the ham and keep stirring.
9. Add the ham and keep stirring.
10. Finally, add some salt and pepper.
11. Serve hot.

Red Curry Chicken

1. Heat some oil in a pan.
2. Put the chicken in the pan.
3. Then, add the onions, stirring occasionally.
4. Finally, add the sliced carrots to the pan.
5. Serve the chicken and onions in the dish.
6. Then, heat the rice in a large pan.
7. Finally, add the rice to the dish.
8. Cook until the rice is ready.
9. Serve hot.

Directions

1. Boil the rice and then add the rice to the oil.
2. Then, add the onions, stirring occasionally.
3. Finally, add the sliced carrots to the pan.
4. Serve the chicken and onions in the dish.
5. Then, heat the rice in a large pan.
6. Finally, add the rice to the dish.
7. Cook until the rice is ready.
8. Serve hot.

3 Listen and check your answers from Exercise 2. Pay attention to the connectors.

Your Turn

Write down our favorite recipe. Read it to a classmate and ask him/her to guess the dish. Then, give your classmate a few questions to check.

IC

Tell Ss to get ready to check. Play the recording once. Have Ss join a classmate or two to compare their answers before checking with the whole class. Help Ss to notice the organisation of the connectors and how they give an order to the different steps. In order to help weaker Ss, ask the class to circle the connectors. Then, call volunteers to write them on the board in order.

3 Listen and check your answers from Exercise 2. Pay attention to the connectors.

Your Turn

Write down our favorite recipe. Read it to a classmate and ask him/her to guess the dish. Then, give your classmate a few questions to check.

Answers

1. Andover 2. onion 3. carrots 4. carrots 5. carrots 6. carrots 7. carrots

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 image displays a 3x3 grid of screenshots from the MyEnglishLab platform, illustrating various features for teachers and students:

- Top Left:** Shows the course management interface where a new student can be registered.
- Top Middle:** Shows a writing task titled "LU_WB_S_U1_P4_WRITING" where students are asked to write sentences about themselves using provided cues.
- Top Right:** Shows the gradebook for the "Light Up Starter Level" course, displaying student data and grades.
- Middle Left:** Shows a reading comprehension task about "Ana Navarro" with multiple-choice questions.
- Middle Middle:** Shows a writing task titled "LU_WB_S_U1_P4_1" where students are asked to write sentences about themselves using provided cues.
- Middle Right:** Shows the gradebook for the "Light Up Starter Level" course, displaying student data and grades.
- Bottom Left:** Shows a vocabulary and grammar task where students complete a conversation between "Pilar" and "Ricardo".
- Bottom Middle:** Shows the gradebook for the "Light Up Starter Level" course, displaying student data and grades.
- Bottom Right:** Shows the diagnostic tools for the "Light Up Starter Level" course, including "TimeSpent" and "ScoreGauge" charts.

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.
- › Form 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 • Identificar países y nacionalidades • Hablar sobre animales y sus hábitats • Pedir y dar instrucciones direccionales • Describir vacaciones • Describir lo que las personas están haciendo • Describir lo que las personas hicieron • Sugerir cosas para hacer • Describir instalaciones y servicios en ciudades y lugares de vacaciones 	Estilos textuales y géneros	<ul style="list-style-type: none"> • Comunicación y colaboración • Trabajo de a pares • Trabajo en grupos pequeños • Presentaciones frente a pares <p>• Manejo de TICs</p> <p>Procesador de texto</p> <p>Lectura y redacción de emails</p>	
1 Use Free Time to be Happy	Presentación del resultado de una encuesta sobre actividades de tiempo libre	<p>Los alumnos podrán:</p> <ul style="list-style-type: none"> • Hablar sobre tiempo libre • Describir lo que las personas están haciendo • Decir con qué frecuencia hacen ciertas actividades • Hablar sobre gustos y preferencias • Describir actividades de tiempo libre 	<ul style="list-style-type: none"> • Artículo • Folleto • Encuesta • Infografía de resultados de encuesta 	<ul style="list-style-type: none"> • Búsqueda de información • Pensamiento crítico • Evaluación de la información <p>• Software para crear collage, video presentaciones, encuestas en línea, póster multimedial, audio, blogs y páginas web</p>	<ul style="list-style-type: none"> • Ciencias sociales: actividades de tiempo libre • Matemáticas: porcentaje y estadística • Plástica: diseño de folleto
2 Exchange Student Programmes	Presentación con diapositivas: Los récords en casa	<p>Los alumnos podrán:</p> <ul style="list-style-type: none"> • hablar sobre sus planes e intenciones • describir las tareas del hogar • pensar acerca del valor de viajar para aprender • pensar sobre la importancia de ayudar en el hogar • comparar personas, cosas y lugares • resaltar actitudes positivas • crear una historieta en viñetas 	<ul style="list-style-type: none"> • Hoja de información • Historieta en viñetas 	<ul style="list-style-type: none"> • Pensamiento creativo • collage, video presentaciones, póster multimedial, audio, blogs y páginas web • Responsabilidad individual • Intervención en proyectos • Responsabilidad social • Encuestas, reporte de resultados 	<ul style="list-style-type: none"> • TICs: Presentación con diapositivas • Ciencias sociales: viajes de estudio • Literatura: historietas en viñetas
3 The Many Faces of Art	Juego de competencia descriptiva	<p>Los alumnos podrán:</p> <ul style="list-style-type: none"> • Diferenciar artes plásticas de artes escénicas • Hablar sobre piezas de arte y actuaciones • Hablar sobre hechos pasados • Completar infografías • Hablar sobre fechas • Describir una actuación artística 	<ul style="list-style-type: none"> • Artículo de una revista • Infografía • Crítica de una actuación artística 		<ul style="list-style-type: none"> • Arte: Artes plásticas y artes escénicas

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 <p>Juegos didácticos</p> <ul style="list-style-type: none"> Empatía Respeto por opiniones ajenas Conciencia social Valoración del esfuerzo individual en función del bien común Habilidades para relacionarse Trabajo de a pares y grupal Toma de decisiones responsables Planificación de tareas para el proyecto final <p>Ensayo previo a las presentaciones</p> <p>Diferencia entre realidad y percepción</p>	<ul style="list-style-type: none"> Viajar en grupos. 	<ul style="list-style-type: none"> Modos de viajar Instalaciones y servicios en ciudades 	<ul style="list-style-type: none"> Información personal Países y nacionalidades Animales Instalaciones y servicios Instrucciones direccionales Medios de transporte Locaciones de veraneo Actividades diarias 	<ul style="list-style-type: none"> Verbo to be – Presente Simple y Pasado Simple Presente Simple Presente Continuo Pasado Simple 	<ul style="list-style-type: none"> Entonación de oraciones y preguntas
		<ul style="list-style-type: none"> Las actividades de tiempo libre y sexismo 	<ul style="list-style-type: none"> Uso del tiempo libre en el mundo Asociaciones internacionales de deporte y arte 	<ul style="list-style-type: none"> Actividades de tiempo libre: Pottery, basketball, chess, judo, yoga, parkour, photography, cycling Descripción de actividades de tiempo libre: Individual, group, team, demanding, eye-hand coordination, dangerous, interesting, creative, relaxing, aggressive, expensive, helps to connect mind and body Expresiones: How can I help you? What's your idea of ... Sounds good! Write a letter to make it formal. To have a place to meet 	<ul style="list-style-type: none"> Presente Simple Presente Continuo Verbos de estado y sensación Expresiones de frecuencia Like / enjoy / don't mind / hate + -ing Colocaciones con do, go, play 	<ul style="list-style-type: none"> 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 Entonación como organizadora del discurso
		<ul style="list-style-type: none"> Convivencia con alumnos de intercambio 	<ul style="list-style-type: none"> Opciones como estudiantes de intercambio 	<ul style="list-style-type: none"> Tareas del hogar Colocaciones Expresiones para describir una experiencia de intercambio Tipos de alojamiento Expresiones: ... we made some sandwiches. But I'm the youngest! What are they going to think if they see this mess ... What shall we give mum? What about ...? Let's ... 	<ul style="list-style-type: none"> Futuro con going to One / ones Adjetivos en grado comparativo y superlativo 	<ul style="list-style-type: none"> Pronunciación de los ítems lexicales Entonación de oraciones afirmativas, negativas y preguntas Cambio de foco para enfatizar Entonación como organizadora del discurso
		<ul style="list-style-type: none"> Artes y sexismo 	<ul style="list-style-type: none"> Valoración del conocimiento Artistas argentinos famosos en el mundo Artistas universalmente famosos 	<ul style="list-style-type: none"> El arte y las bellas artes Artes plásticas Artes escénicas Adjetivos que describen actuaciones Expresiones: We missed you last night! What a pity! I'm afraid ... Let's see ... 	<ul style="list-style-type: none"> To be – Pasado Simple (revisión) Pasado Simple – verbos regulares e irregulares (revisión) Expresiones de tiempo pasado Preposiciones de tiempo Adjetivos y adverbios de modo 	<ul style="list-style-type: none"> Pronunciación de verbos en pasado Pronunciación de conjuntos consonantes iniciales /sk/ Entonación como signo de emoción Entonación como organizadora del discurso Acentuación como distinción gramatical

PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	ESTILOS TEXTUALES Y GÉNEROS	HABILIDADES DEL SIGLO 21	USO DE LA LENGUA
4 Angela's Agenda	Protocolo para un estudiante extranjero de intercambio	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre planes futuros • Discutir buenos modales • Sugerir maneras de actuar • Respetar elecciones de otras culturas • Mantener conversaciones educadas • Redactar un protocolo de estudiante de intercambio • Reflexionar sobre actitudes positivas y negativas como huésped y como anfitrión 	<ul style="list-style-type: none"> • Protocolo • Agenda • Hoja de información • Memorándum 	<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>	<ul style="list-style-type: none"> • Ciencias sociales: reglas de urbanidad • Viajes de intercambio
5 Family Recipes	Presentación de recetas familiares	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar acerca de comidas • Reflexionar sobre la importancia de una alimentación saludable • Compartir recetas familiares • Organizar las instrucciones de una receta 	<ul style="list-style-type: none"> • Página web institucional • Recetas de cocina 	<ul style="list-style-type: none"> • Búsqueda de información • Pensamiento crítico • Evaluación de la información • Software para crear collage, video presentaciones, encuestas en línea, póster multimedial, audio, blogs y páginas web • Pensamiento creativo • collage, video presentaciones, póster multimedial, audio, blogs y páginas web 	<ul style="list-style-type: none"> • TICs: Presentación con diapositivas
6 Effort Pays Off!	Presentación PechaKucha sobre una persona exitosa	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre acciones pasadas, presentes y futuras • Hablar sobre fechas • Comprender la transformación de las palabras • Discutir sobre la importancia del esfuerzo • Identificar personas resilientes 	<ul style="list-style-type: none"> • Biografías 	<ul style="list-style-type: none"> • Responsabilidad individual • Intervención en proyectos • Responsabilidad social • Encuestas, reporte de resultados 	<ul style="list-style-type: none"> • TICs: presentación PechaKucha • Historia: Personas destacadas

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 <p>Juegos didácticos</p>	<ul style="list-style-type: none"> Respeto por la diversidad cultural y sus elecciones 	<ul style="list-style-type: none"> Reglas para viajes de intercambio 	<ul style="list-style-type: none"> Actitudes positivas y negativas mientras viajamos Organización de viajes Dar la bienvenida a las personas Expresiones: Is it OK with your family? We're all easy-going! Don't blush! And, please, don't step back! Mm ... not sure! Annie and Brenda, I think. ... I'm trying to think of everything. 	<ul style="list-style-type: none"> Presente Continuo como futuro Presente Continuo y futuro con going to Modo imperativo Should / shouldn't 	<ul style="list-style-type: none"> Acentuación como distinción gramatical Entonación como organizadora del discurso Entonación como expresión de actitud
	<ul style="list-style-type: none"> 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 <p>Ensayo previo a las presentaciones</p> <p>Diferencia entre realidad y percepción</p>	<ul style="list-style-type: none"> Cocineros y sexismos 	<ul style="list-style-type: none"> Platos típicos de distintos lugares del mundo 	<ul style="list-style-type: none"> Categorías de alimentos Verbos de acciones en la cocina Expresiones: Did you know ...? Your brain needs food to work well. Not just a glass of milk. In order to have plenty of energy ... they are a good source of ... I'm starving! Look again. 	<ul style="list-style-type: none"> Sustantivos contables e incontables Expresiones de cantidad How much / How many Can / Could – permiso y demanda amable 	<ul style="list-style-type: none"> Pronunciación de ítems lexicales Entonación de preguntas para información y para preguntas para confirmación Entonación como marca de actitud Entonación como organizadora del discurso
		<ul style="list-style-type: none"> Fama y sexismos 	<ul style="list-style-type: none"> Personas famosas en el mundo 	<ul style="list-style-type: none"> Fechas Números ordinales Formación de palabras Descripción de acciones Expresiones: I think his name is ... Imagine, I looked thin next to the sculpture! But doesn't it sound wonderful? Isn't it lovely? 	<ul style="list-style-type: none"> Revisión de tiempos verbales: Presente Simple, Presente Continuo, Pasado Simple, futuro con going to Uso de tiempos verbales como organizadores de una narración 	<ul style="list-style-type: none"> Entonación de preguntas para confirmación e información Entonación como organizadora del discurso Entonación como expresión de emociones

CONTENTS

Lighting Up!

page 4

1

Use Free Time to be Happy

page 6

Workbook page 76

2

Exchange Student Programmes

page 16

Workbook page 82

Reading & Vocabulary

- Ask for and give directions
- Describe holidays
- Suggest things to do
- Places in town

Grammar

- Present Simple and Present Continuous
- Expressions of frequency
- Talking about likes
- Collocations with activities: do, go, play

CLIL GEOGRAPHY

page 26

3

The Many Faces of Art

page 28

Workbook page 88

The same story from different perspectives

- A magazine article
- Infographics

- Art and the arts
- Art / Fine arts
- The arts / performing arts
- Adjectives to describe performances

- Past Simple of to be (revision)
- Past Simple – regular and irregular verbs (revision)
- Past time expressions
- Prepositions of time: in, on, at
- Adjectives and adverbs of manner

4

Angela's Agenda

page 38

Workbook page 94

Plan well and travel safely

A travel brochure

- Travel etiquette
- Travel arrangements
- Welcoming people

- Present Continuous – future meaning
- Present Continuous and going to future
- Imperative
- Asking for and giving advice -should / shouldn't

5

Family Recipes

page 50

Workbook page 100

Eating healthily to live well

A web page

- Food
- Verbs in the kitchen

- Countable and uncountable nouns
- Expressing quantity
- Ask about quantity: How much / How many
- Can / Could – permission and polite requests

6

Effort Pays Off!

page 60

Workbook page 106

Stick to it!

Biographies

- Dates
- Saying the numbers of years
- Word building
- Describing actions

- Tense review: Present Continuous, Present Simple, Past Simple, going to future

CLIL HEALTH

page 70

Games

page 72

Listening & Speaking

Reading & Writing

Project

The community club
 • How can I help you?
 • We've got lots of ideas.
 • That sounds like a very good plan.
 • Write a letter to make it formal.

New members reception
 • ... we now have a place to meet after school.

Let's help mum!
 • ... we made some sandwiches.
 • But I'm the youngest!
 • What are they going to think if they see this mess ...

A present for mum
 • What shall we give mum ...?
 • What about ...?
 • Let's ...

A leaflet
 • Engaging language

A comic strip
 • Comic strip plan

A survey on free-time activities
 • Discussing the results of a survey
 • Making notes

"The House Book of Records"
 • A presentation

ROUND OFF page 27

What did you do last night?
 • We missed you last night!
 • What a pity!

Quiz day!
 • I'm afraid ...
 • Let's see ...

A student exchange programme
 • Is that OK with your family?
 • We're all easy-going.
 • Don't blush!
 • And, please, don't step back!

Planning a welcome party
 • Mm ... Not sure!
 • Annie and Brenda, I think.
 • ... I'm just trying to think of everything.

A review of an art performance
 • Features of a performance
 • Adjectives to describe performances
 • Adverbs to describe performances

A memo
 • Degrees of formality
 • Tenses to express plans
 • Degrees of certainty

Identify the performance
 • A guessing game

Class protocol

ROUND OFF page 49

Advice on television
 • Did you know ...?
 • Your brain needs food to work well.
 • ... not just a glass of milk.
 • In order to have plenty of energy ...

Cooking a quick meal
 • I'm starving!
 • Look again.

Studying Fine Arts
 • I think his name is ...
 • Imagine, I looked thin next to the sculpture!

Who is Elton John?
 • But doesn't it sound wonderful?
 • Isn't it lovely?

A recipe
 • Ingredients and measurements
 • Imperative for directions
 • Connectors: First, then, after this, etc.

A biography
 • Organisation of information
 • Use of tenses to organise information
 • Use of adverbs of frequency and manner

"Family Recipe Day"
 • A slide show

A successful person
 • PechaKucha presentation

ROUND OFF page 71

LIGHTING UP

› pages 4–5

Starry nights camp

This introductory unit aims to revise Ss' previous language knowledge. They will see language in meaningful contexts so that they become aware of how much they can do with what they have learned. They will feel they are not learning "about" language but language in use.

Before we start

Welcome Ss and introduce yourself. Tell them how you are planning to work with them. Ask them what they expect to do and learn in the English lessons. Agree some rules for the English classroom with them. Tell them you believe in their potential to learn. Emphasise the relevance of asking for clarification when they do not understand and of practising as much as they can in class.

1 Harry has just returned from a trip. Look at the leaflet about the camp where he stayed and answer the questions.

Ask Ss about their holidays and brainstorm vocabulary related to means of transport, accommodation, activities. Write some vocabulary on the bb (blackboard). Tell Ss they are going to read about someone's holiday.

› **Answers:** 1 He visited the west of Argentina, near the Andes mountains. 2 He stayed at a campsite / camping area. 3 No, it wasn't. It was low cost. 4 No, he didn't. Pets were not allowed. 5 He did survival activities. 6 Yes, they were.

2 Imagine you are at the same camp. Write an email to a friend. Use the prompts in the brackets.

Tell Ss to read the instructions. Elicit the text type (an email). Ask Ss to tell you what they have to do. This will help them to understand what they are expected to do.

Ask Ss what information they are going to include in the email heading. Elicit the following: From (the name of the sender), To (the name of the receiver), Subject: Greetings from (the place where Ss were). Go over the questions with the Ss so that they recall the different tenses and their forms. Draw Ss' attention to the time expressions to help them to decide on the answers.

Tell Ss to work individually. Then, share with the whole class. Ask Ss to read their sentences and write 2 or 3 sentences on the bb to review the tenses.

While Ss read, encourage them to do it with the correct rhythm and pronunciation. Tell them to 'sound English' and imitate native speakers. They will have some idea of how English people speak. They might exaggerate some sounds, but they are likely to pronounce many words correctly.

› **Answers:** 1 (student's name) 2 (friend's name) 3 Starry nights camp 4 (friend's name) 5 I'm writing 6 I'm staying at Starry nights camp. 7 It's a peaceful camp in the wild with a view of the Andes mountains. 8 I travelled (a means

of transport. Student's choice) 9 I arrived (student's choice). 10 Yesterday, it was (student's choice). 11 it's (contrasting answer to 10). 12 I did survival activities. 13 They were free. 14 I took a lot of photos. 15 (student's name)

3 Look at the map. Complete the dialogues using the words and phrases from the box.

Revise giving directions and prepositions of place. Ask Who is in front of (Peter)? Who is next to (Martina)? Who is opposite (Majo)? Point out the difference between in front of and opposite. Show opposite by standing right opposite a S. Then, stand in front of the Ss and show that you are in front of all of them.

Tell Ss to look at the map to complete the dialogues individually. Then, tell them to join a classmate to work on peer correction before sharing with the whole class. In order to check, ask two Ss to read a dialogue. Tell Ss they have to ask for help if they do not understand something. Repeat the process with the three dialogues.

› **Answers:** 1 Shall we go 2 on the corner 3 library 4 Walk along 5 Turn right 6 next to 7 baker's 8 opposite



Ask Ss to read the dialogues in pairs. Tell them to read meaningfully. Move about the classroom and check their pronunciation.

4 Describe the picture using words from the box. Use pronouns to refer to persons, animals or things mentioned before.

Draw Ss' attention to the picture. Ask them which pronouns represent the people, the plants, the chimpanzee, etc. to elicit the different pronouns they should use. Have Ss describe the picture individually using the expressions in the box. Call volunteers to read and write one sentence on the bb each. Check that Ss remember the use of There is / There are and the pronouns.

› **Answers may vary:** There are two chimpanzees. On the left, there is a small chimpanzee. In the middle, there is a big chimpanzee. They're crossing the road. There are four people. They're on the right. The woman is looking at the chimpanzees and one of the men is taking a photo. There are trees at the back.



SEL

For further practice and fun, have Ss do a picture dictation. Tell them to be creative and to draw a picture with many details so that they have something in the middle, at the back, on the right / left, etc. They take turns dictating in pairs without showing their drawings. When they finish, they compare drawings. How similar are they?

› pages 6–7

Goals

- › Talk about free time
- › Think about how we use free time
- › Read and learn about some young people's success stories
- › Describe free-time activities
- › Talk about likes and dislikes
- › Listen and learn about a community club
- › Write a leaflet for a community club

Go over the goals with the Ss. This will help you to reach an agreement with them regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to do a survey among their classmates to find out how they spend their free time. They are going to use infographics to represent the results and discuss them. They will understand the relevance of the language they have to learn to do the final task.

1 What makes you happy? Look at the pictures and choose one that makes you happy. Think why.

SEL / ESI

Tell Ss to look at the pictures and decide which of the activities shown make them happy. Tell them they have to give reasons for the activity they choose. Elicit what they like doing, if they like being with friends, family, other people, etc. While Ss discuss their options, make them aware that each of them is unique and that they can make different choices and all of them are OK. Everyone's choices should be respected. This task will give Ss the chance to get to know each other better and to state their opinions freely.

› Ss' own answers.

2 Put the letters in order to find the names of the activities. Then, label the pictures in Exercise 1.

I

Tell Ss to read the instructions and ask you for help if they do not understand. Tell them to work individually. After a few minutes, check with the whole class. Call Ss to the bb to write the answers so that everybody can complete the task.

› **Answers:** 1 meditation 2 volleyball 3 dancing 4 fishing 5 reading 6 entertaining 7 playing games 8 sleeping 9 watching TV 10 tennis

Final project

- › A survey on free-time activities

21st Century Skills

Write Individual activities, Group activities, Team activities, Useful activities on the bb and have Ss work in small groups to categorise the activities in Ex. 2. Tell Ss that some activities can fit more than one category. Help them to differentiate the meaning of group and team. Group refers to people doing something together, e.g. dancing or jogging, whereas team refers to people working together to achieve a common aim, e.g. Ss working on a project, a football team playing to win a match. Use this explanation to help Ss reflect on **individual and social responsibility**, and **communication and collaboration** skills. Complete the lists with the whole class. Discuss why they consider activities useful.

3 Listen to Mercedes talking about free time. Number the pictures in the order she mentions the activities. Which activities are not mentioned?

Tell Ss they are going to listen to a TV presenter talking about free-time activities. Tell them to read the instructions, revise the activities once more and get ready. Play the audio file and give Ss a few minutes to work individually. Then, tell Ss to join a classmate to discuss the answers. Play the audio file a second time. Call volunteers to answer and check with the whole class.

› **Answers:** 1 meditation (photo 1) 2 fishing (photo 4) 3 reading (photo 5) 4 watching TV (photo 9) 5 dancing / going to a disco (photo 3)
Not mentioned: volleyball (photo 2), entertaining (photo 6), playing games (photo 7), tennis (photo 10), sleeping (photo 8)

02

We all need and enjoy free time, but we must use it, not waste it. Sometimes, when we've got too much free time, we don't know what to do with it. Here are some super ideas for you.

- When you wake up, after you brush your teeth and have a shower, take ten minutes to meditate. It will help you to start the day with more energy.
- Is your life busy but demanding? Find some time at the weekend to do something relaxing that you like. You can go fishing, read or watch television.
- Are you energetic? Organise a night out with friends and go to a disco. Dancing is great fun and good exercise, too!
- You can also have fun by helping others. Why don't you visit a nursing home? You can make people happy while you put your creative skills into practice.

ax

Since Ss will be reading one word at a time, take this opportunity to check pronunciation of individual sounds. If Ss mispronounce a sound, correct them discreetly by having them repeat the word after you.

AT / IC

Some Ss might not be able to understand the audio file on their own. After you have checked the answers, play the audio file once more for those Ss so that they confirm their understanding and notice more details. This will help them to improve their receptive skills.



SEL

This section aims to help Ss personalised 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 choices while they develop speaking skills.

4 Discuss in pairs.

SEL

In this task, Ss will reflect on their use of free time and on the value of activities they choose. It will help them to become aware of how they spend their free time and of how they could improve its use.

Ask Ss to work in pairs and discuss the questions. Tell them to make notes so they can share their ideas with the whole class afterwards. Move about the classroom to help Ss to discuss in English. If they do not have the vocabulary, give them the phrase or word and write it on the bb. After a few minutes, before Ss share their lists, go over the vocabulary that is written on the bb.

Succeeding at any age

1 Look at the article and answer.

Draw Ss' attention to the article. Read out the questions and ask them to discuss their answers in pairs. Encourage them to skim the text if necessary. Call volunteers to share their answers and check with the whole class.

- › **Answers:** 1 In a magazine 2 It means young people can achieve a lot if they work hard and have talent.

CA

Ask Ss if they read magazines, or if they have ever sent their opinion to be published in a magazine. Discuss with them the importance of reading a range of publications to find out about the world. Magazines are popular because they can be focused on different topics or hobbies, and you can choose to read one on something you are particularly interested in. Reading different magazine articles will give us a wider range of perspectives. We read and then form our own opinion.

2 Match the photos (1–3) to the texts (A–C). Then look for the missing pictures and stick them in the correct place.

21st Century Skills

This exercise aims to help Ss make connections between the new language and the concepts it represents. Ss will identify the different teenagers' activities, which are represented in the pictures.

Ask Ss to read the instructions and skim the text to complete the task. Give them some time to do this on their own. Then, tell them to share their answers with a classmate. After that, check with the whole class. Ask different Ss to give reasons for their matchings. This will help them to develop **critical thinking**.

- › **Answers:** 1 B 2 C 3 A

3 Circle the correct options.

Ask Ss to read the text in detail. This time they will have to complete sentences about the text by choosing the correct option. Tell Ss to find the sentence where the information is given because they will have to explain their choices to the class. This practice will help Ss to develop critical thinking. Call volunteers to read the answers and check with the whole class.

- › **Answers:** 1 Delfina, her 2 Facundo 3 Ilan 4 Delfina 5 Ilan 6 Facundo



SEL

Ss will personalise their learning. They will express their opinion about the three teenagers. They will develop critical thinking and awareness of others while they try to find out what the three teenagers have in common. Let them brainstorm ideas. It will help them to develop their vocabulary and they will remember it better because they will be using it to give personal opinions.

Workbook Answers

Page 76

1

- › 2 F 3 T 4 F 5 T 6 F 7 T 8 T

2

- › 1 c 2 a 3 b 4 a 5 a 6 b 7 a 8 b

3

- › 2 Yes 3 3 4 Yes (indoors) 5 No 6 3 (individual, couple and family)

Free-time activities

1 Cross out 3 letters to find the free-time activities. Then match them to the pictures.

This task aims at helping Ss expand their vocabulary and memorize spelling. Tell Ss to read the instructions and work individually or in pairs to find the words. Check they have the correct spelling of the words. Then give them some more time to do the matching. Call volunteers to share answers with the whole class.

IC

In order to check, ask one S to read the answers and another one to write the words on the bb. In this way, Ss who find more difficulty in learning will have the help they need without feeling self-conscious about asking for it.

› **Answers:** 1 pottery (c) 2 basketball (e) 3 chess (h) 4 judo (f)
5 yoga (g) 6 parkour (a) 7 photography (b) 8 cycling (d)

ax

Since Ss will be reading one word at a time, take this opportunity to check pronunciation of individual sounds. If Ss mispronounce a sound, correct them discreetly by having them repeat the word after you.

In order to help Ss to practise the vocabulary, say a number and ask them to name the activity. Then, ask Ss to say what they like or do not like to elicit I like (meditation), I don't like (photography). Write a few examples on the bb and ask Ss to copy them in their notebooks.

2 Read the descriptions and complete the sentences.

Tell Ss the sentences describe the free-time activities in Ex.1. Ask them to go over the sentences in pairs and try to complete the task. They should be able to understand unknown words that sound similar in Spanish, but they might have trouble understanding others. Take this opportunity to teach them the vocabulary items. Explain the meaning of the words they do not know and write them on the bb.

Now, Ss are ready to complete the task. Tell them to go on working in pairs trying to identify the activities described. Let them exchange ideas for a while. Ask volunteers to read the sentences and the activities to check with the whole class.

While Ss read the sentences, ask them about the meaning of adjectives, e.g. Is (fun) positive or negative? Encourage them to categorise the adjectives according to their connotation. This will help them develop their vocabulary and become more proficient language users.

› **Answers:** 1 cycling 2 basketball 3 parkour 4 chess
5 pottery 6 judo 7 photography 8 yoga

ESI

Discuss with Ss whether there are activities 'for boys' and others 'for girls'. Elicit that Paula Pareto is a judo champion, Alejandra Oliveras is a boxing champion and there are feminine sports associations in the world. There are over 30 women in the International Olympic Committee. There are excellent sportspeople in Argentina, both men and women. There are also world known male and females athletes in various disciplines.

IC / SEL

Tell Ss to prepare strips of paper to write the new words on. Keep the words in a box you are going to use to revise vocabulary. It can be used for a warm-up activity or to close a lesson when you have a few minutes to spare. Ask Ss to pick up a strip and give an example with the word in it. As Ss memorise the words and their meaning, change the strips to go on revising vocabulary.

You can prepare different boxes with labels such as "Difficult words", "Words that sound nice", etc. for Ss to categorise the words as they learn them. They will be able to express their feelings towards learning in a relaxed way.

lk

This section aims to help Ss personalise their learning. They will discuss different spare time activities. They will reflect on different prejudices some people might have as regards free-time activities.

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 10–11

Present Simple and Present Continuous

Tell Ss to study and complete the table. They have already seen the Present Simple and the Present Continuous so they shouldn't have much difficulty in completing the task. Make sure all Ss understand the structures while you check with the whole class. Encourage Ss to ask about anything they don't understand. Tell them that this is the moment to find out what they need to know, and that you are ready to help them.

› **Answers:** 1 doesn't 2 isn't 3 aren't 4 Do 5 play 6 Am 7 Is 8 painting

Read the boxes to revise with the Ss the uses of the Present Simple and the Present Continuous, and the time expressions.



Draw Ss' attention to the **Pay attention!** boxes and remind them of the rules so that they can avoid making unnecessary mistakes.

1 Read and circle the correct option.

Tell Ss to work individually and refer to the tables to do the task. Then, call volunteers to read one sentence each and check with the whole class. If a S makes a mistake, call other Ss to correct him / her. Check that everybody has the correct answers.

› **Answers:** 1 is 2 is receiving 3 is 4 aren't 5 work 6 sells 7 sometimes repairs 8 teaches 9 work 10 study 11 is training 12 likes 13 admire 14 do you think



While Ss read, check that they use the correct intonation.



Ss will understand the difference in use between the Simple Present and the Present Continuous.



Ss will use English to speak about themselves. This makes their learning more meaningful as they will use language in an authentic and communicative way. Have Ss work orally in class and complete the written answers as homework. Tell them they can ask you for clarification in the following lesson.

Talking about likes

Show Ss that they can express different degrees of likes and dislikes. Draw their attention to the faces that symbolise them and read the sentences.



Ss will write about their preferences. They are likely to need more vocabulary to express their real ideas. This will trigger their motivation to learn more. Provide all the vocabulary Ss need on the bb so that everybody can copy it. Add the new words in the vocabulary box.

2 Complete the questions with Wh- words.

21st Century Skills

Before asking Ss to do Ex.2, write the following columns on the bb:

What	at the club
Where	tennis
When	Marcela
How often	because it is fun
Why	on Saturday morning
Who	once a week

Ask Ss to match the question words with the answers. Then, tell Ss to ask the complete questions. You can ask them to work in pairs or small groups to give the questions a logical order, to make them develop their **critical thinking**. Work with the whole class to check that all Ss understand the questions and can answer them.

Tell Ss to work individually to do the task. If you have revised the word order in questions with the teaching idea above, weaker Ss should be able to complete the questions on their own. Call them to read out a question so they have a feeling of achievement.

› **Answers:** 1 Where 2 How often 3 When 4 Who 5 What

3 Write the complete answers from Exercise 2 to produce a paragraph about Facundo.

Tell Ss to work individually writing the sentences. Call volunteers to read and check with the whole class.

› **Answers:** Facundo is studying in Russia. He plays the piano every day. He has lessons in the morning and afternoon. His teacher is Ms Ana Fau. He likes playing Rachmaninov.

Collocations with activities

4 Find ten activities in the rope. Write them on the correct line.

Tell Ss to read the information and the instructions. Give them a few minutes to do the task and call volunteers to read the activities that collocate with the different verbs.

› **Answers:** do karate / tai chi / acrobatics go jogging / walking / dancing play softball / golf / chess / ludo

ax

Since Ss will be reading one word at a time, take this opportunity to check pronunciation of individual sounds. If Ss mispronounce a sound, repeat the correct word after them to correct gently.



Have Ss work on the exchanges. Monitor their work to help them to produce the correct collocations.



Remind Ss that this box gives them some hints on how to complete their final project. This is the moment to list all the activities and prepare the grid for the survey. Tell them the box is a reminder that they should work on the project steadily throughout the unit in order to complete it on time.

Workbook Answers

Page 77

1

- › 1 meditation 2 volleyball 3 dancing 4 fishing 5 reading
- 6 watching TV 7 playing tennis 8 photography

2

- › Answers may vary slightly.

Sport	Hobby	Activities to relax
1 volleyball 2 tennis	3 fishing * 4 photography	5 meditation * 6 dancing * 7 reading * 8 watching TV

*may be in another column

3

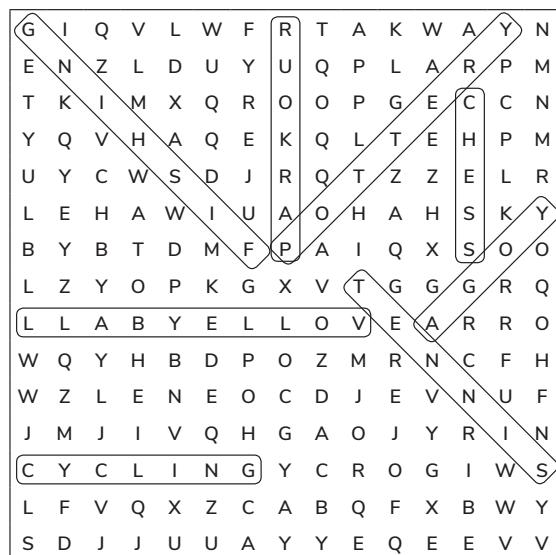
- › 1 parkour 2 pottery 3 cycling 4 basketball 5 yoga 6 chess

4

- › 2 Volunteering 3 oversleep 4 oversleep 5 Judo 6 volunteer

Page 78

5



6

- › 2 go 3 do 4 play 5 go 6 do 7 play 8 do

7

- › 2 pottery 3 chess 4 meditation 5 fishing 6 volunteer work

8

- › 2 They go to the disco on Saturdays. 3 Do you do parkour?
- 4 They do not go fishing. 5 He does photography as a hobby.
- 6 Roger always oversleeps on Monday mornings.

9



Present Simple	Present Continuous (+)	Present Continuous (-)
I play	I am playing	I'm not playing
You do	You're doing	You're not doing
He goes	He's going	He's not going
She works	She's working	She's not working
We study	We're studying	We're not studying
They attend	They're attending	They're not attending

10

- › 2 Pietro / He is going to work. 3 Pietro / He is starting work.
- 4 Pietro / He is having coffee. 5 Pietro / He is eating lunch.
- 6 Pietro / He is leaving work. 7 Pietro / He is playing football.
- 8 Pietro / He is going to bed.

Page 79

11

- › 2 tries 3 meets 4 do 5 is doing 6 is 7 is working 8 is not attending

12

- › 2 Who is your teacher? 3 What do you do after school?
- 4 Who do you play with? 5 When do you study? 6 How do you get to school?

13

- › Ss' own answers.

LISTENING AND SPEAKING

› pages 12–13

The community club

CA

Ask Ss if they know what a community club is. Tell them they are very common in the UK. Ask Ss if they know of any community club in their neighbourhoods. Ask them what they are called in Argentina (club de barrio, organizaciones barriales, centro comunitario / centro 'Los Piletones', Centro de jubilados, merenderos).

1 Look at the picture and describe what you see.

This task aims to help Ss to brainstorm ideas about the context which will, subsequently, help them to understand the audio file. Ask Ss to describe the picture and say what the people are doing. Elicit that the teenagers are talking to a figure in authority.

› **Answers:** 1 They are at the town council. 2 They are talking to the councillor.

2 Listen and tick the activities that are mentioned.

Tell Ss to look at the list of activities and get ready to listen. Play the audio file and give Ss time to do the task. Tell them to join a classmate to share their answers. Play the audio file a second time for Ss to check. Call volunteers to read the answers and check with the whole class.

› **Answers:** 1 parkour (-) 2 basketball (✓) 3 volleyball (✓)
4 yoga (✓) 5 tai chi lessons (✓) 6 chess (-) 7 pottery (✓)
8 poetry readings (✓) 9 clown shows (✓) 10 singing (✓)

3 Listen again and answer.

Ask Ss to read the questions and try to answer them with the information they remember. Give them a few minutes and play the audio file. Let them work individually for a few minutes and then check with the whole class.

› **Answers:** 1 They want to organise a Community Club.
2 After school and at the weekends. 3 The school sports pitch and the sports centre. 4 They must write a formal letter.



03

04 Councillor: Good morning, Magda. Hello, Allan.

Magda and Allan: Good morning, Sir.

Councillor: How can I help you?

Magda: We want to organise a Community Club, Sir.

Councillor: A Community Club? What's that exactly?

Allan: Well ... it's a ... we want a place for teenagers from our school to meet and do activities.

Magda: Yes, but after school, and at weekends. We've got lots of ideas.

Councillor: OK. Well, tell me some of these ideas.

Allan: We want to play sports like basketball and volleyball.

Magda:

Yes, and we want to do yoga and tai chi lessons.

Councillor:

Hmm. And where are you going to play these sports? And practise yoga?

Magda:

Umm ... we want to use the school sports pitch, please.

Allan:

Yes, and the sports centre.

Councillor:

Well, I don't think that's a problem. OK.

Allan:

We also want to do craft and pottery workshops. Look – we've got a list.

Councillor:

Let me see. Hmm. OK. And what's this? Presentations?

Magda:

Yes, Sir. We want to prepare events and presentations for nursing homes and the hospital in town. Things like poetry readings, or a clown show, or singing.

Councillor:

That sounds like a very good plan. Write a letter to make it formal and I'll see what I can do.

Magda and Allan: Thank you, Sir!



21st Century Skills

Ss will personalise their learning and will record more vocabulary to complete the final task.

While they discuss, they will reflect on the relevance of joining people to work together to achieve an aim. They will develop **social and individual responsibility** skills. They will become aware of which actions they can take to help others and how they can use their free time in a positive way.

New members reception

4 Look at the picture and answer.

Ask Ss to answer the questions in order to help them understand the context of the next audio file. Draw Ss' attention to the banner so that they identify the context better. The hints for the answers are on it.

› **Answers:** 1 She is at the community club. 2 She is welcoming the new club members.

5 Listen to Magda and complete the timetable.

Tell Ss they are going to listen to the audio file and they will have to complete the timetable. Draw their attention to the times in the left column. Tell them not to write complete words but to write the initial letters instead. Play the audio file and give Ss a few minutes to complete the timetable. Play the audio file a second time for Ss to complete any missing information. Work with the whole class to make sure everyone has completed the timetable.

IC

Some Ss might not be able to understand the whole recording the first time they work on it. Listening to the audio file after Ss have completed the answers helps those Ss who have more difficulty in learning to understand the whole dialogue and develop their receptive skills.

➤ **Answers:**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4:00 p.m. 5:30 p.m.	play volleyball	do pottery	play volleyball	do pottery	play volleyball	do crafts	visit kids in hospital
6:00 p.m. 7:00 p.m.		take clown skills lessons			take clown skills lessons	visit nursery home	
7:15 p.m. 8:30 p.m.	choir rehearsal			choir rehearsal		disco time	

105

Hi, everybody! Thank you for coming to the first meeting of the Community Club.

And a big thank you to our head teacher because we now have a place to meet after school. I'm feeling very excited about all the new activities we're going to do. So ... this is our new timetable of activities.

We don't have activities in the morning because we are at school. Ha-ha!

The club is open every day. Yes! On Sundays, too!

So ...

On Mondays, Wednesdays and Fridays, from 4:00 p.m. to 5:30 p.m., we play volleyball. At the same time, but on Tuesdays and Thursdays, we do a pottery workshop. On Saturdays we do crafts – we can make nice objects and gifts. We can take the crafts we make to the nursing home we visit on Saturdays from 6:00 p.m. to 7:00 p.m. [some people say "Slow down!"] Don't worry! The timetable is on the board. You can look at it after the meeting.

You can take clown skills lessons on Tuesdays and Fridays from 6:00 p.m. to 7:00 p.m. We visit kids in hospital on Sundays from 4:00 p.m. to 5:30 p.m. And we also have choir rehearsals on Mondays and Thursdays from 7:15 p.m. to 8:30 p.m.

And the best piece of news. Disco time! Every Saturday after dinner!



Ss will personalise their learning and will gather more vocabulary to complete the final task.

While they discuss, they will reflect on issues they have to consider in order to decide whether to join a community club or not.

Workbook Answers**Page 80****1**

➤ 2 F 3 F 4 F 5 T 6 T 7 T 8 F

2

➤ 2 serving dinner 3 talking to his mum on the phone
4 watching TV 5 playing card games 6 chatting
7 talking to Sean on the phone 8 making chicken for dinner

3

➤ 2 serving 3 doing 4 watching 5 chatting 6 making



Sean: Hi, Mum.

Mum: Hi, Sean. How are you?

Sean: Everything's good. I'm volunteering at the moment.

Mum: Oh yeah. I forgot. So, what are you doing there?

Sean: We're serving dinner.

Mum: And what are the residents doing?

Sean: Most of them are watching TV. Some are playing card games. And a few are chatting.

Mum: Sounds like it's not too difficult then.

Sean: No, it's not. People here are usually calm. They look forward to seeing our group because we sing and entertain them before dinner. And they have someone new to talk to.

Mum: That's great. I'm proud of you. See you at home for dinner then. I'm making chicken.

Sean: Sure. See you soon. Bye, Mum.

Leaflet – Become a member of a club

LA

Ss are going to design a leaflet to invite people to become members of a community club. Have them read the box and explain to them that we sometimes ask questions with no intention of receiving an answer. These questions are 'rhetorical questions', which are used here to get the reader's attention. Ask Ss to identify them in the leaflet.

1 Read the two leaflets and answer the questions.

Tell Ss to read the leaflets and answer the questions. Let them share their answers with a classmate before checking with the whole class. Call volunteers to read and check. Compare the information given in the leaflets.

› Answers:

	Leaflet A	Leaflet B
1	A community club.	
2	People between 12 and 17 years old.	
3	278 47th Street E.	
4	After school.	
5	Have fun and help others. Choir, pottery, visits to hospitals and nursing homes, crafts, guitar lessons, disco!	Lots of things.
6	They are free. You only pay the membership fee.	
7	Email them or visit.	Phone them (but there is no number!)

2 Let's look at the style. Tick what you can find in each leaflet.

This task aims to help Ss to develop awareness about discourse style. It also requires critical thinking skills to evaluate how efficient each leaflet is. Tell Ss to complete the task individually and check the answers with the whole class.

› Answers:

	Leaflet A	Leaflet B
1	✓	–
2	✓	✓
3	✓	✓
4	✓	✓
5	✓	–
6	✓	–
7	✓	–

3 Use the lists in Exercises 1 and 2 to prepare your own list for your ideal community club. Design a leaflet to attract people from school.

Having completed Ex. 1 and Ex. 2, Ss are ready to design their own leaflets. Encourage them to be creative. They can design them in the book or they can prepare the leaflets on sheets of paper.

Tell Ss to share their designs and vote for the most creative, the most colourful, the most complete leaflet, etc. so that they become aware of the value of thinking about different elements of design.



Remind Ss that this box provides ideas to help them complete their final project. It is also a reminder for them to go on working steadily to complete it.

Workbook Answers

Page 80

1

› 2 working 3 am 4 make 5 share 6 want 7 is 8 need

2

› Ss' own answers.

3

› Ss' own answers.

4

› Ss' own answers.

A survey on free-time activities

Ask Ss to go over the instructions and to use them to complete their task. Fix a date for the presentations. Ss have prepared their own lists of activities and questions. Now, they will share lists and design one in common for the group. They will surf the Internet to find an online survey creator and they will upload the questions and options they have organised. They will invite their classmates to participate. It is very important that all Ss answer the survey. Different groups will design their surveys in varied shapes, but all of them need the other students' answers. This is important to develop empathy. Everybody will actually be in their classmates' shoes. They will feel the effect of each other's attitudes. It will also help Ss to develop their individual and social responsibility.

Once the answers have been collected, Ss will prepare some infographics to show the results. They will read them and prepare a short paragraph to describe what is shown.

Ss will display their infographics and explain their content to the rest of the class while they take down notes.

SEL

With the information from all groups, a class discussion on how Ss use their free time will take place. This interaction will help Ss to know each other better and to reflect on their choices for free time.

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. In addition, values, which have been previously presented in class, are also included.

Encourage Ss to go over the items listed and evaluate whether they have been able to achieve them or not. Encourage them to ask about any issues they don't yet quite understand.

Help Ss to become aware that, in order to confirm that they can actually perform the language functions, they have to think of examples. If they still have difficulties, they should ask the teacher to plan a remedial teaching session to reinforce any language areas in which they still feel weak.

Workbook Answers

Page 81

1

› 1 c 2 f 3 b 4 e 5 a 6 d

2

› 1 plays 2 doesn't do 3 Does / go 4 Does / play 5 don't go
6 Do / do

3

› 1 a 2 c 3 b 4 b 5 c 6 a

4

› 1 is failing 2 is not studying 3 is preparing 4 is spending
5 is not 6 is trying

› pages 16–17

Goals

- › Talk about plans and intentions
- › Read and learn about travelling on an exchange programme
- › Talk about household chores
- › Describe a student exchange programme and accommodation
- › Listen and learn about helping at home
- › Write a comic strip

Go over the goals with the Ss. This will help you to reach an agreement with them regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to create a "House book of records" in which they are going to highlight the positive characteristics of people and objects at home. They will understand the relevance of the language they have to learn to do the final task.

1 Marisa is going to take part in an exchange programme.

Look at the pictures and match them to her plans.

Tell Ss to read the instructions and ask them Where is Marisa now? Is she in Argentina? to elicit that her participation in the exchange programme is in the future. Tell Ss She's going to (show with a gesture that it is in the future) take part in an exchange programme. She is going to live in another country and a student from that country is going to come to Argentina. Now, Ss know the meaning of going to future. Tell them to work individually to do the matching. They will receive the input they need to learn the structure.

Call volunteers to read the sentences to check with the whole class. To make sure everybody has the answers, say a number and ask Ss to read the corresponding sentence. This time, nominate the S who is going to read.

› **Answers:** 1 g 2 f 3 l 4 k 5 h and i 6 (No match) 7 d 8 a 9 b 10 c 11 e 12 j



Take this opportunity to practice connected speech with the sentences in Ex. 1. Read the sentences out loud and help Ss notice how the sounds blend in She's going to. Point out the schwa sound in the weak form of to /tə/. Encourage Ss to repeat the sentences after you with the weak form of to. The schwa sound doesn't exist in Spanish, but it is very common in English. So, it's important that Ss practise recognising it and producing it.

2 Exchange programmes help students to learn the language of the host country. Which activities are going to help Marisa to learn English? Why? Discuss with a classmate.**Final project**

- › House book of records

Tell Ss to read the instructions. Explain that they need to discuss the activities shown in the pictures from Ex. 1.

Give them some time to think on their own. Then put Ss in pairs to decide which activities will be useful for Marisa to learn English. Encourage them to think of reasons for their opinions and take notes. Invite Ss to share ideas with the whole class. Make a list on the bb and brainstorm other activities that can help with language learning.

› **Answers:**

She's going to stay with a host family. She's going to speak English only.
 She's going to study English at an institute. Her classmates are going to be from different countries. They are going to speak English only.
 She's going to make new friends. They are going to be from different countries or from the USA. They are going to speak English only.
 She is going to work at a hotel. She's going to speak to other employees and to customers in English.

3 What are Marisa's new friends and host family going to learn?

Use this question as a trigger to help Ss to become aware of how everybody is valuable and we can all learn from each other. They will become aware of how much we can learn from travelling and living in other cultures. With the same classmate or a different one, ask Ss to discuss the question. Elicit ideas on the bb.

› **Answers may vary:**

They are going to learn about traditional Argentine food.
 They are going to taste mate.
 They are going to learn about Marisa's family and their customs.

CA

Ask Ss what they can teach to people from other cultures. Elicit the traditions they know, the typical food, any information about sports and spare-time activities they would like to share. They will become aware of many things that make us proud of being Argentinians. Help them to keep a list for them to extend their vocabulary for authentic use of language.

**SEL**

This section aims to help Ss personalise their learning. They will discuss what they can do to learn English and what they are going to do. This will help them to make a difference between what is possible and their actual choice. They can reflect on how their behaviour influences their learning.

Travelling to learn

1 Look at the leaflet. What is it about? Discuss with a classmate.

21st Century Skills

This exercise aims to help Ss make connections between the new language and the concepts it represents. Ss will infer meaning from context. The pictures will aid them to understand the text. Ask Ss to read the instructions and do the exercise on their own. Tell them to quickly read through the text to complete the task. Give Ss some time to discuss the information they can infer from this quick look at the text.

2 Read and check your ideas.

Tell Ss to read the text in detail to check whether their guesses were correct. Then, encourage them to share with the whole class. Highlight the importance of working out meanings and ideas on their own to improve their proficiency in English.

3 Who would give you a leaflet like this? Why?

21st Century Skills

This question is meant to help Ss to identify the text type. They will infer that it is an information handout addressed to potential exchange Ss. It has been prepared by an exchange students programme representative to give information about their proposal.

› **Answers:** An exchange students programme representative. To inform you about the programme.

4 There are two pictures in the leaflet. Which ideas do they represent?

21st Century Skills

This exercise aims to help Ss make connections between the new language and the concepts it represents. They will connect the pictures to specific parts of the text. They will think critically and use the language meaningfully. Ask Ss to read the instructions and do the exercise on their own. Tell them to read the text carefully to complete the task. Ask volunteers to read the part of the text that each picture represents.

› **Answers:** 1 Studying, foreign currency, the possibilities of travelling, taking a lot of photos 2 new friends

More teaching ideas

Tell Ss that there are many comparisons in the text. Ask them to read it once more and to underline the comparisons they find. Ask them to tell you which things are being compared. Write some examples on the bb. Show Ss the different degrees of comparisons and elicit from Ss what is being compared. Now Ss are ready to do Ex. 5.

5 Read again and match to make sentences.

Ask Ss to do the matching individually. Tell them to read the text for help. Call volunteers to read and check with the whole class.

› **Answers:** 1 e 2 b 3 a 4 c 5 d



While Ss read, check that they use the correct intonation to express the meaning. Help Ss to notice that we stress the adjective and not the words more or most.



Ss will personalise their learning. They will reflect on the advantages of travelling to learn English. Have them discuss their ideas in pairs. Then, tell them to form small groups to complete their lists. Finally, share the lists with the whole class.



Some Ss may think that they won't be able to do much travelling. Tell everybody that, if they really want to achieve an aim, they have to make a big effort. There are programmes that help Ss to travel and pay for their expenses by working in their destinations. At the same time, highlight that we can learn English well by using the Internet to communicate with people from English-speaking countries, so travelling is not essential.

Workbook Answers

Page 82

1

› 1 yesterday 2 has received 3 has her own room
4 washes her own clothes 5 is interested 6 tomorrow

2

› 2 three 3 clean 4 not happy 5 make 6 doesn't know
7 has 8 call

3

›

excited	nervous	sad
moving to New York	taking the underground	doing housework
sharing her culture with her host family	her new school	not being with her friends

VOCABULARY

› page 19

Household chores – collocations

1 Match the verbs and nouns that go together.

LA

Tell Ss to read the instructions and do the task. Ask them to choose one collocation per action. This will help them to match the words they know first and infer the answers they do not know.

› **Answers:** 1 wash the dishes 2 iron the clothes 3 sweep the floor 4 lay / clear the table 5 make the beds 6 tidy the bedroom 7 take out the rubbish

IC

In order to check answers, call volunteers to read the collocations and to write them on the bb. In this way, Ss who find more difficulty in learning will have the help they need without feeling self-conscious about having to ask for it. Tell Ss to write the list in their notebooks.

› **Answers:** 1 abroad 2 exchange 3 best 4 host 5 practise 6 cheaper 7 easier 8 nationalities

CA

While Ss read, check that they use the correct intonation to express the meaning.

3 Find words in Exercise 2 meaning ...

This exercise will help Ss to reinforce the meaning of new vocabulary. Now they have to find the words in the text which match the definitions. Tell Ss to work individually to complete the activity. Call volunteers to read the answers and check with the whole class.

› **Answers:** 1 abroad 2 host family 3 advantages 4 of different nationalities



Draw Ss' attention to the tips in the box to help them to avoid making unnecessary mistakes.

CA

Since Ss will be reading a phrase at a time, take this opportunity to check pronunciation of individual sounds. If Ss mispronounce a sound, correct them discreetly by having them repeat the word after you.



ESI

Ss will discuss responsibilities at home, i.e. who is in charge of different household chores. This discussion will help them to develop awareness of how everybody should help and that sexist views about household chores are old-fashioned. There are no chores for women or men.

Comparing different kinds of accommodation

CA / LA

Show Ss that there are different options to choose from for student accommodation. Clarify any doubts Ss might have about the different places and then read the sentences together. Draw their attention to the form of the comparative and superlative adjectives and to the difference between long adjectives. You could tell Ss that they are going to learn the forms in detail in the **Grammar** section.



Remind Ss that this box gives them some hints on how to complete their final project. In this case, they have the list of what each member of the family does to help with the household chores and they can start thinking about the best people to do different things. Tell Ss they should work on the project to complete it by the end of the unit.

Describing a student exchange programme

2 Use the words from the box to complete the sentences.

21st Century Skills

This exercise aims to help Ss use the new vocabulary in context. Tell Ss to read the text and complete it with the words in the box. In order to check with the whole class, call volunteers to read one sentence at a time. Do it at a pace which allows slower Ss to complete the paragraph.

GRAMMAR

› pages 20–21

The future with *going to*

Tell Ss to study and complete the tables for the Affirmative and Negative forms. Make sure all Ss understand the structures while you check with the whole class. Encourage Ss to ask about anything they don't understand. Tell them that is the moment to find out what they need to know, and you are ready to help them.

› **Answers:** 1 's going to be 2 going to 3 going to be 4 're going 5 'm not 6 going to run 7 's not going to 8 's / going to run 9 're not 10 're not going to run

Read the **Remember!** box to show Ss the contracted and full form of the structures. Remind them that we use the contracted form in informal writing.

1 Circle the correct options to find out about William's plans for Saturday.

Tell Ss to read the instruction and work individually, with the help of the tables, to complete the paragraph about William's plans for Saturday. Then, call volunteers to read one sentence each and check with the whole class. Check that everybody has the correct answers.

› **Answers:** 1 'm not going to work 2 'm going to invite 3 are all going to help 4 is going to make 5 's going to be 6 aren't going to grill 7 're going to do 8 're going to come! 9 aren't going to start



While Ss read, encourage them to use the weak form of to with the schwa /tə/.

Ask Ss to study and complete the table for the Interrogative form and the Short answers. Help them to notice that the structure is very similar to the structure of the Present Continuous tense and that the word order for the Interrogative form changes in the same way. Have some volunteers read the sentences to check with the whole class. In case Ss still have any doubts, write two or three affirmative sentences on the bb and turn them into the negative and interrogative together with the Ss.

› **Answers:** 1 Is he going to 2 Is / going to sleep early 3 going to sleep early 4 Are / going to sleep early 5 Are / going to sleep 6 am 7 'm not 8 is 9 isn't 10 is 11 isn't 12 aren't 13 are 14 aren't 15 are

2 Ask William about his plans for Saturday.

Tell Ss to complete the questions about William's plans. Encourage them to work individually, before joining a classmate to work on peer correction. After that, call volunteers to check with the whole class.

› **Answers:** 1 Are you going to work on Saturday? 2 What are you going to do / some friends for dinner. 3 Are you going 4 Who's going to do 5 going to grill the fish



While Ss read, check that they use the correct intonation for questions for information (falling) and for confirmation (rising).

One / ones

Read the rules and examples with the Ss and elicit some more example sentences from the Ss. Write them on the bb. Tell Ss to copy the notes in their notebooks.

3 Match the questions to the answers.

Tell Ss to do the matching with the help of the information in the box and the notes in their notebooks. Little by little, Ss will learn to resort to their own material to solve the problems. They will gain more confidence in their potential to learn and, eventually, more autonomy. Call volunteers to read a question and its corresponding answer to check with the whole class.

› **Answers:** 1 c 2 e 3 b 4 a 5 d

Comparative and superlative form of adjectives



Read the rules together with the Ss to help them to understand how the comparative and superlative forms of adjectives are formed. Read each rule with the Ss and ask them to give an example in a sentence. Have them write the sentences on the bb for everybody to share and to understand the different forms. Encourage weaker Ss to ask in case they do not understand.



Draw Ss' attention to the **Pay attention!** box and tell them to remember the tip so as to avoid making unnecessary mistakes.

4 Read the information about accommodation. Complete the sentences with the comparative and superlative forms of the adjectives.

Tell Ss to work individually to solve the task using the table for help. Call volunteers to read the sentences and check with the whole class.

› **Answers:** 1 more comfortable than / the cheapest. 2 the closest / is the most expensive 3 the biggest / smaller than

AT

Ss will understand how to compare two persons or things and how to compare one person or thing to many others.

Workbook Answers**Page 83****1**

› 1 c 2 f 3 h 4 b 5 e 6 a 7 d 8 g

2

› b wash the dishes c iron the clothes d lay the table e take out the rubbish f tidy (the bedroom)

3

› Answers may vary: 2 iron 3 clears the table, washes the dishes, sweep the floor 4 tidy (the house) 5 takes out the rubbish 6 lays the table

4

› 2 international 3 housework 4 abroad 5 exchange student 6 student hostel 7 halls of residence 8 rented flat

Page 84**5**

› 2 exchange student 3 abroad 4 housework 5 host family 6 student hostel

6

› 2 host family 3 halls of residence 4 housework 5 exchange student

7

› 2 You are going to prepare dinner. 3 He's not going to play football. 4 Is she going to wash the dishes? 5 We are going to have a party. 6 They aren't going to take out the rubbish. 7 Alicia is going to dance. 8 Luca is going to iron his clothes.

Page 85**8**

› 2 am going to stay 3 am going to study 4 is going to do 5 are going to spend 6 are not going to speak 7 am going to try 8 am going to see

9

› 2 Is he going to work tonight? 3 Are they going to plan for the trip? 4 Is she going to study abroad? 5 Is Ana going to live with a host family? 6 Are we going to have a party? 7 Is Pedro going to finish the project? 8 Are you going to make empanadas?

10

small	smaller	smallest
big	bigger	biggest
funny	funnier	funniest
expensive	more expensive	most expensive
good	better	best
bad	worse	worst
beautiful	more beautiful	most beautiful
cheap	cheaper	cheapest

11

› Answers may vary: 2 cheaper than 3 more expensive than 4 better than 5 worse than 6 more beautiful

12

› 2 ones 3 ones 4 ones 5 one 6 one

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.

LISTENING AND SPEAKING

› pages 22–23

Let's help mum!

1 Look at the picture and circle the correct options.

21st Century Skills

This activity encourages Ss to brainstorm ideas that will help them to understand the context and, subsequently, the audio file. Ask Ss to look at the picture and underline the correct options. Encourage Ss to think about the context. They will interpret the people's body language and they will describe the room.

› **Answers:** 1 brothers and sister 2 kitchen 3 worried 4 untidy and dirty

2 Listen and tick the problems they have.

Ask Ss to read the options and get ready to listen. Tell them they can underline more than one option. Play the audio file and give Ss time to complete the task. Tell them to join a classmate to share their answers. Call volunteers to read the answers and check with the whole class.

› **Answers:** 2 and 3

3 What makes Amy angry?

Ask Ss to answer the question and check with the whole class.



Use this task to help Ss notice how we emphasise what we say by using stress. We also use intonation to express our emotions. Ask Ss to imitate the angry girl.

› **Answers:** Ronnie is trying not to help.

4 Listen again and make notes of what they're going to do to help.

Ask Ss to read the questions and try to answer them with the information they remember. Give them a few minutes and play the audio file. Let them work individually for a few minutes. Play the audio file once more for Ss to complete the task and then check with the whole class.

› **Answers:** 1 Sweep the floor and put the rubbish away. Put the toys in her bedroom. 2 Clear the table. 3 Do the dishes and put the clothes in the washing machine.



07 **Nathan:** Why is the kitchen so messy, Amy?

Amy: Sorry, Nathan. My friends came for lunch and we made some sandwiches.

Nathan: I want you to clean this up right now, Amy!

Amy: But I'm the youngest!

Ronnie: You're the youngest and also the most untidy!

Nathan: Mum's colleagues from work are going to come for dinner tonight. What are they going to think if they see this mess, Amy?

Ronnie: And Mum is out now doing the shopping. She's going to arrive just in time to cook the dinner. She isn't going to have time to clear up your mess!

Amy: OK. OK. I'll sweep the floor and take out the rubbish. What about you, Nathan?

Nathan: I'll do the dishes and put these clothes into the washing machine.

Ronnie: And please put away your toys, Amy.

Amy: OK. OK. But what are YOU going to do, Ronnie?

Ronnie: I'm going to ... umm ... I'm going to clear the table.



SEL

Ss will personalise their learning and will gather more vocabulary to complete the final task.

While they discuss, they will reflect on their attitudes towards helping at home. They will develop social and individual responsibility skills. They will become aware of what they can do to help at home.

A present for mum

5 Look at the picture and discuss in groups. What are the kids talking about?

Ask Ss to discuss the picture in groups. Encourage them to mention the items the teenagers are talking about. Brainstorm vocabulary that will help Ss understand the listening task.

6 Listen and check your ideas.

Play the audio file for Ss to listen and check their ideas. Ask if they heard the teenagers talking about the items that they expected to hear.

› **Answers:** They're talking about books, a dress, flowers / the best present for their mum.

7 Who does what? Listen again and write Amy, Ronnie or Nathan.

Tell Ss to read the prompts because they are going to listen to the audio file again and they will have to identify who does the different things. Ask them if they have any doubts, in order to check that everybody is ready to work on the listening task. Play the audio file for Ss to complete the task. Tell Ss to join a classmate to work on peer correction. Play the audio file a second time for Ss to check their answers in pairs. Work with the whole class to check.

› **Answers:** 1 Nathan 2 Amy 3 Ronnie 4 Nathan

IC

Not all Ss will understand the whole listening the first time they work on it. Listening to the audio file after Ss have completed the answers helps weaker Ss to understand the whole dialogue and develop their receptive skills.

8 What are they going to buy for her in the end?

Ask the class what the teenagers decide to buy for their mum.

› **Answers:** A new dress



Nathan: What shall we give mum for her birthday?
Amy: I'm going to draw a big heart and paint it with glitter.
Ronnie: What about doing the housework that day?
Nathan: Good idea! But we are going to buy a present for her, too. She always buys presents for us!
Ronnie: We can buy her some flowers. She likes roses.
Nathan: But roses are more expensive than a book.
Amy: Which books does mum like reading?
Nathan: She loves romantic novels. Or a book of poems.
Ronnie: And a new dress?
Amy: That's great! How much money do we have?
Ronnie: Mmm ... Let's ask dad to help us!

**SEL / IC**

Ss will personalise their learning and will brainstorm more vocabulary to use in their final project.

They will exchange information about their customs in the family as regards presents. They can also reflect on how important it is for them to exchange presents. They should understand that the value of presents is the thought and time people put into them – not how much they spend on them.



Remind Ss that this box provides ideas to help them complete their final project. It is also a reminder for them to go on working steadily to complete it. They should vote to decide which household chores are the most difficult / easiest / quickest, etc.

Workbook Answers**Page 86****1**

› 2 F 3 T 4 F 5 T 6 T 7 F 8 F

2

› 2 host family 3 the university hall 4 4 to 6 / hostel 5 large / comfortable / privacy 6 university halls

3

› 2 £320 3 £300 4 ✓✓✓ 5 ✓✓ 6 ✓ 7 on the doorstep of the university 8 15 blocks away 9 4 to 6 blocks away



Marcos: Good morning. My name is Marcos Mendoza. I am an exchange student and I will be coming to London to study English at your institute in September.

Samantha: Good morning, Marcos. How can I help you?

Marcos: I am calling about accommodation. I need to choose my accommodation soon.

Samantha: Okay. We have three types of accommodation: University Halls, Students' Hostel and Host Family. Each has different features, so it depends on what you are looking for.

Marcos: Can you tell me the price for each one?

Samantha: Yes! Staying with a host family will cost £300 a week. The hostel will cost £320 a week and if you stay in the University hall, it will be £400 a week.

Marcos: Wow. That's a big difference.

Samantha: Yes. The University halls are the most expensive but there are advantages. They are very close to the university, so you don't have far to go to get to class. The host family is usually 4 to 6 blocks away and the hostel is 15 blocks away.

Marcos: What other advantages are there for each one?

Samantha: Well, the University halls are very comfortable. The rooms are large and you can decorate them as you want. You can come and go as you like. At the hostel you usually share your room with someone else, so you have less privacy. At a host family's, the rooms are usually small and you don't have the freedom to come and go as you please.

Marcos: I see. They are very different. I think I will take a room at the University halls but I need to discuss it with my father first.

Samantha: OK. No problem. Feel free to call back if you need more information.

Marcos: Thanks. Bye.

Samantha: Goodbye.

Comic strips

Go over the vignettes with Ss to identify the features of comic strips. Tell them that they are going to create one.

Read the "Bernie and Mum" story and identify the comic strip features.

Comic strip plan

1 Read the comic strip and answer.

Tell Ss to answer the questions individually. Call volunteers to read and check with the whole class. Invite Ss to say whether they like the comic strip and give reasons for their answers.

- › **Answers:** 1 Bernie and mum 2 He's going to help with the housework. / tidy his room. 3 He's going to tidy his room in a minute and his mum is going to be happy. 4 Sad / tired / disappointed. Because he can't finish tidying his room.

More teaching ideas

Bring real comic books or ask Ss to bring some. In class, hand out the comic books for Ss to browse. Discuss what features they like about each comic book and what ideas they could use in their comic strip. If the comic books are in Spanish, you could set Ss a task of choosing a few frames and translating them into English.

2 Now plan your comic strip.

Draw Ss' attention to the headings and explain what onomatopoeia and captions refer to. Encourage Ss to work on their own, but allow them to work in pairs or small groups if they prefer to. Monitor and help Ss brainstorm ideas for their comic strips. Allow them enough time to decide and complete their plan. Put them in pairs again to share their ideas and make more suggestions for their partner's comic strip.

3 Now draw your comic strip and complete the story.

Give Ss enough time to work on their comic strips. Encourage them to help each other with drawing. Monitor and offer help too.

21st Century Skills

Set Ex. 2 and Ex. 3 as homework so that Ss have time to think of interesting and funny ideas to create their comic strips. Tell them to let their imagination fly and to be creative.

Set a date to share the comic strips to vote for the most creative, the funniest, the most emotional, etc.

4 Share it with your teacher and classmates.

Invite volunteers to show their comic strip to the whole class and read the text out loud. Allow Ss to ask questions about their classmates' comic strips. You could also display the Ss' work in the classroom and ask Ss to walk around and look at their work.

Workbook Answers

Page 86

1

- › 1 bigger 2 busier 3 more beautiful 4 further 5 most expensive

2

- › Ss' own answers.

3

- › Ss' own answers.

4

- › Ss' own answers.

Presenting the “House Book of Records”

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

Ss have their rank of helpers at home. They will identify special places and objects at home which they will highlight by naming their special qualities. They will create their “Book of records”. They are going to prepare a slide-show presentation, so they have to take photos to illustrate it. They will show photos of members of their family helping at home and of places and objects they want to speak about. They are going to prepare sentences to describe each slide and they will rehearse in order to speak clearly and at a good pace. Preparing the sentences in advance and being certain about what they have to say will help to lower anxiety when they do their presentations.

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. In addition, values, which have been previously presented in class, are also included.

Encourage Ss to go over the items listed and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about any issues they don't yet quite understand.

Help Ss to become aware that, in order to confirm that they can actually perform the language functions, they have to think of examples. If they still have difficulties, they should ask you to plan a remedial teaching session to reinforce any language areas in which they still feel weak.

Workbook Answers

Page 87

1

- › **1** take out the rubbish **2** wash the dishes **3** sweep the floor
4 make the bed **5** iron the clothes **6** lay the table

2

- › Ss' own answers.

3

- › Ss' own answers.

4

- › **1** are you going to study **2** are you going to stay with a host family **3** Are you going to make **4** Are you going to visit

5

- › Ss' own answers.

6

- › **1** most expensive **2** more expensive than **3** cheaper
4 bigger **5** more beautiful than **6** oldest

Geography

Before reading, show a map of the world to the class. Point to the different geological aspects of the globe which will be discussed in the reading (continent, sub-continent, oceans, seas and countries). Demonstrate first by circling South America and saying *This is South America*. South America is a continent. Circle Europe and say *This is Europe*. What is Europe? Ss should answer Europe is a continent. Repeat this for other geological aspects of the globe.

Go over key vocabulary and pronunciation. Have Ss read silently or out loud.

After the reading, ask some comprehension questions, e.g.:

Q: What is a large part of a continent called?

A: A sub-continent.

Q: What is the difference between a country and a continent?

A: A country has its own government, a continent is a large land mass, usually made up of more than one country.

Q: What is the difference between an ocean and a sea?

A: An ocean is a large area of water. A sea is a smaller area of water close to a land mass.

Q: How many continents are there? Can you name them?

A: There are 7 continents. Africa, Antarctica, Asia, Australia / Oceania, Europe, America

Q: How many countries are there in the world?

A: 191.

1 Label the map with the oceans and continents.

Introduce the exercise. Ss can work individually or in pairs. Check the answers with the class and ask individual Ss to write them on the bb.

› **Answers:** 1 North America 2 South America 3 Africa 4 Europe 5 Asia 6 Australia / Oceania 7 Antarctica 8 the Atlantic Ocean 9 the Indian Ocean 10 the Pacific Ocean 11 the Antarctic Ocean 12 the Arctic Ocean

2 Put the countries in the correct column.

Introduce the exercise by asking Ss to name one country in two or three continents. Explain that they will fill in the columns in the table with the countries given above it. Allow them some time to work individually or in pairs and then check the answers with the class.

› **Answers:**

North America	South America	Africa	Europe	Asia	Australia / Oceania
Mexico	Colombia	Egypt	England	India	New Zealand
Jamaica	Brazil	Nigeria	Spain	South Korea	Australia
Haiti	Argentina	Cameroon	Turkey	Thailand	Papua New Guinea

3 Complete the table with three countries of your choice. Each country must be from a different continent and you cannot choose your home country.

Allow the Ss some time to complete the table with their chosen countries. Allow them access to the Internet, if available, to find out the population figures (and also, if necessary, the flag, capital city and main dishes).

› **Answers may vary.**

4 Do some research and answer.

Introduce the exercise. This can be done as a trivia contest among groups or individuals.

Go through the questions together and ask Ss for their answers. See who has different answers, and ask the class to vote for the one they think is correct before revealing the answer.

› **Answers:** 1 Greenland 2 the Pacific Ocean 3 Vatican City 4 The Nile 5 Canada

ROUND OFF ANSWERS

Page 27

1

› 1 make 2 sweep 3 lay 4 take out 5 wash
6 don't mind 7 ironing 8 does 9 wash 10 iron

2

› 1 plays 2 is studying 3 wants 4 lives 5 likes
6 enjoys 7 is reading 8 likes 9 is practising 10 loves

3

› 1 Are you going to study abroad next year?
2 Are you going to study English at an institute?
3 Are you going to take a lot of photographs with your smartphone?
4 Are you going to buy a new smartphone there?
5 Are you looking in shops online now?

4

› 1 b 2 c 3 b 4 c 5 a

› pages 28–29

Goals

- › Talk about kinds of art and performance
- › Read a review about different performances of the same play
- › Complete infographics
- › Describe performances and past events
- › Listen to people talking about past experiences
- › Write a review of an art performance

Go over the goals with the Ss. This will help you to reach an agreement with them regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss will choose pictures of performances and write a review of them. They will organise an exhibition of performance pictures. They will understand the relevance of the language they have to learn to do the final task.

1 **Read the comments (A–I) and look at the pictures (1–8). Which pictures correspond to the comments? There is an extra comment.**

Tell Ss to read the instructions and ask a volunteer to say out loud what they have to do. They have to read comments on different works of art and performances. Ss will not know all the vocabulary items, but they will be able to work out the meaning from the context. Tell them they can use a dictionary, if necessary. Ask them to work individually to do the matching. Call volunteers to read the answers to check with the whole class. To make sure everybody has the answers, say a number and ask Ss to read the corresponding sentence. This time, you call the S who is going to read.

› **Answers:** 1 D 2 B 3 E 4 A 5 C 6 I 7 H 8 F (No match – G)

2 **Read the comments again and underline the adjectives used to describe art.**

Tell Ss to read the instructions and underline the adjectives describing art. Give them a few minutes to complete the activity.

I

Call volunteers to read the adjectives they have underlined in each sentence. Write the adjectives on the bb and ask Ss to give examples using them, in order to make sure they understand their meaning and use.

› **Answers:**

- A “The pianist was excellent. His hands moved with a pure and elegant style.”
- B “The composer created musical harmonies that made the listener feel a lot of different emotions.”
- C “The protagonists’ acting was incredibly vivid and also really passionate. The audience felt as though they could relate to the characters.”

Final project

- › Exhibition of reviews or art performances

D “The dancer’s movements were light and graceful. She seemed to float on the stage.”

E “The comedy was hilarious. The audience couldn’t stop laughing and the atmosphere was really relaxed during the performance.”

F “His shots are incredible! This photograph shows his vast experience.”

G “The colours of the flowers were wonderfully bright.”

H “The painter mixed up bright colours and geometric shapes to create an impact.”

I “It was easy to read, and I couldn’t stop reading until I found out how the story ended!”



Since Ss will be reading the words on their own, use this activity to check pronunciation of individual sounds. If Ss mispronounce any words, repeat the words correctly for them to receive correct input.

3 **Listen to a girl talking about an event she attended. Decide which of the pictures she is referring to. Discuss with a classmate.**

Tell Ss they will listen to an audio file in which a girl describes her impressions about an event she attended and they will have to identify the picture that represents the art performed. Tell them to revise the comments and the pictures they match to get ready for the listening activity. Give them a few minutes and play the audio file. Check with the whole class.

› **Answers:** picture 1



The performance was amazing! She seemed to fly. The music was lively, and the costumes were beautiful. A wonderful dancer!

CA

Discuss with Ss if they like any particular art forms, and if they like watching performances of any kind either live or on television. Ask Ss if they know any famous Argentine artists (e.g. Paloma Herrera, Iñaki Urlezaga, Maximiliano Guerra (both dancers); Marta Minujín, Carlos Alonso (painters); Marta Argerich, Bruno Gelber (pianists); Astor Piazzola (composer); Ricardo Darín (actor), etc.). Ask them if these artists are well-known all over the world. You could ask Ss to do some research online to find information about famous Argentine artists and how they are seen in the world. They can have a feedback session to raise awareness of how many Argentine artists are valued in the world.

The same story from different perspectives

1 Read the title of the article and look at the pictures.

IC

Ask Ss to read the instructions and do the task on their own. Tell them to have a quick look at the title and pictures to complete the task. Ss will learn how to read pictures as well as texts. Ss will infer meaning from context. Discuss the answers with the whole class. Encourage Ss to give reasons for their answers. Let as many Ss as possible participate and give their opinions.

- › **Answers:** 1 Some different versions of Romeo and Juliet
2 Different forms of art films, plays, books, dance. 3 Rebecca Klass

2 Now read the article and match the paragraphs to the pictures.

Tell Ss to read the text in detail to do the matching. Then, encourage them to share with the whole class. Highlight the importance of working out meanings and ideas on their own to improve their proficiency in English.

- › **Answers:** (From left to right) 4, 2, 3, 1

3 Join a classmate and work together to identify the different versions of Romeo and Juliet. Which art forms can you find?

21st Century Skills

This question is meant to help Ss to develop **communication** and **collaboration** skills as well as respect for others' opinions. Ss will read the text together to identify different art versions of Romeo and Juliet. They will have to name the kinds of art that are mentioned in the text.

- › **Answers:** play, ballet (music and dance), painting, film

4 Read again and complete the infographics.

This exercise aims to help Ss make connections between the new language and the concepts it represents. They will complete the infographics, so they need to follow the time line in the text. Tell them to read the text carefully to complete the task individually. Ask volunteers to go to the bb and reproduce the infographics. In order to check that everybody has understood and can follow, call other Ss to explain parts of the infographics. They can read the text to explain, but they must read the part represented in the section they are talking about.

- › **Answers:** 1 SHAKESPEARE – late 16th century – wrote the tragedy 2 1597 – first published version appeared
3 1935 – Prokofiev composed the ballet 4 1938 – premiered in the Mahen Theatre 5 2003 – Julio Bocca and Alessandra Ferri danced American Ballet Theatre 6 1968 – Zeffirelli filmed Leonard Witting and Olivia Hussey 7 1996 – Baz Luhrmann directed DiCaprio and Danes 8 1975 – Dalí painted 10 illustrations 9 Theatre – Royal Shakespeare Company staged the play in 2010

5 Join a classmate and discuss the writer's opinion. List the adjectives she uses. Share your list with other classmates.

IC

Ask Ss to work in pairs to find the art forms mentioned in the text and the adjectives the writer uses to describe them. Tell them to prepare a list with the adjectives they identify. Share the lists with the class. Ask volunteers to write the list on the bb. Then, ask Ss to identify the art form each adjective describes. Call volunteers to write the art form next to the adjective. Tell Ss to copy the lists in their notebooks so that everybody has the complete lists.

- › **Answers:** 1 superb (dance), magical and moving (dance), rare (illustrations – drawing), tragic (story – film), fascinating (film), contemporary and classical (film), contemporary and traditionally Elizabethan (play)



Remind Ss that this box gives them some hints on how to complete their final project. In this case, they have a list of performing arts and some adjectives that qualify them. Ss should keep the list to hand in order to prepare their descriptions for the final task. Tell Ss they should work on the project steadily throughout the unit in order to complete it on time.

Workbook Answers

Page 88

1

- › 2 T 3 F 4 F 5 F 6 T

2

- › 2 Andy Warhol produced Colored Mona Lisa. 3 Natalie Cole released Unforgettable including the song "Mona Lisa".
4 Unforgettable won a Grammy Award for Album of the Year.
5 Banksy secretly hung his painting Mona Lisa Smile in the Louvre.

3

- › 1 No 2 Renaissance 3 more than one piece inspired by the Mona Lisa 4 sang 5 didn't have

VOCABULARY

› page 31

Art and the arts

Explain to Ss that when we say art we are referring to all art forms as a whole. When we say the arts we are distinguishing one art form from another.

1 Complete the diagram with words from the box.

Tell Ss to label the pictures. Ask individual Ss to read the answers to check with the whole class.

› Answers: 1 sculpture 2 street art 3 photography
4 drawing 5 painting



Since Ss will be reading a word at a time, take this opportunity to check pronunciation of individual sounds. If Ss mispronounce a sound, correct them discreetly by having them repeat the word after you.

Art / Fine arts

CA

Explain to Ss that the fine arts are forms of art, especially paintings or sculpture, that are produced and admired for their beauty and high quality.



Have Ss read the **Pay attention!** box to see how word forms vary. Help them notice the change in stress where appropriate.

2 Complete the sentences with words from the box above.

Tell Ss to work individually to complete the sentences. They have some help in the introduction and in Ex. 1 so they should be able to complete the task quite easily. Call volunteers to read the sentences to check with the whole class.

› Answers: 1 photography 2 painter 3 sculptor, sculptures
4 painting / street art

The arts / performing arts

Make sure Ss understand the difference between the arts, fine arts and performing arts (dance, acting, music, etc.). Have them give examples of each before asking them to work on Ex.3.

3 Put the letters in order to complete the sentences.

Tell Ss to work individually to complete the task. Call volunteers to read the answers and others to write the words on the bb, to check with the whole class. Writing the words on the bb helps weaker Ss to keep up with the others.

› Answers: 1 performance, dancers, music 2 paintings, sculptures 3 plays, theatre 4 protagonists, roles

Adjectives to describe performances

4 Join a classmate. Read the quotes and discuss the meanings of the words in *italics*.

Tell Ss to read the sentences and to guess the meaning of the words in *italics*. Give them a few minutes to work in pairs. Ask Ss to mimic the meaning, but allow them to translate the words into Spanish if necessary.

5 Most of the adjectives in Exercise 4 are negative. Which ones are positive? How does the meaning of *surprising* change in lines 6 and 7?

SEL / LA

Ss will work collaboratively to work out the meaning of the adjectives. Tell them they can use a dictionary if necessary. Help Ss to become aware of the negative connotation of most of these adjectives. Focus their attention on the difference in meaning of the adjective *surprising*. Help them to see that it is not positive or negative in itself because its meaning varies according to the concept added to it. Discuss with Ss that sometimes the meaning of certain words depends on the perspective of the person who listens. *Scary* can be seen as negative by a person who doesn't like that kind of film, and as positive for any fans of horror films.

› Answers: Positive adjectives = surprising, great. *Surprising* is negative in 6 because it refers to her death. And it is positive in 7 because it refers to her great experience.

AT

Ss will understand that adjectives might have positive and negative connotations.

GAMES

Tell Ss there are some games to play and practise on page 72. If there are fast finishers, they can enjoy some fun time in class. If the whole group moves ahead together, you can give them a few minutes to practise and enjoy at the same time.

GRAMMAR

› pages 32–33

Past Simple – to be (revision)

Tell Ss to study the table. Make sure all Ss remember the forms of to be in the Past Simple and check with the whole class. Encourage Ss to ask about anything they don't understand.

Tell Ss to read the box to revise the uses of the verb to be.

1 Complete the sentences with the correct form of the verb to be in the Past Simple.

Tell Ss to read the dialogue and to complete it. They have some help in the table. Give them a few minutes to work individually.

2 Listen and check your answers.

Tell Ss they are going to check their answers by listening to an audio file. Play the audio file for Ss to check the task. Give them some time to work and play the recording a second time. Call two volunteers to read the dialogue and check with the whole class. Make sure everybody has the correct answers.

› **Answers:** 1 Were 2 weren't 3 was 4 was 5 was 6 was 7 were 8 was

11

See SB page 32.

their dictionary-use skills and their autonomous learning capacity.

4 Listen and check your answers.

Tell Ss they are going to listen to an audio file to check their answers. Encourage them to work individually, before joining with a classmate to work on peer correction. After that, call volunteers to check with the whole class.

› **Answers:** 1 didn't come 2 wanted 3 phoned 4 invited 5 took 6 was 7 arrived 8 bought 9 were 10 wasn't 11 were 12 asked 13 Did you like 14 answered 15 enjoyed

12

See SB page 32.

ax

While Ss read, check that they use the correct intonation to express the meaning.

5 Complete the table with the infinitive of the verbs from Exercise 3.

Tell Ss to work on the task individually. They will use Ex. 4 to identify the regular and irregular verbs. They will have to write the infinitives, as seen in the brackets in Ex. 4. Little by little, Ss will gain more confidence in their potential to learn and, eventually, more autonomy. Call volunteers to read the verbs to check with the whole class.

› **Answers:** **Regular:** want, phone, invite, arrive, ask, like, answer, enjoy **Irregular:** come, do, take, be, buy

ax

Take this opportunity to remind Ss of the rules for the pronunciation of the regular past.

Past Simple – regular and irregular verbs (revision)

Have Ss read the table. Remind them that did is used with all persons. Focus their attention on the verb form in the affirmative and how it changes in the negative and interrogative forms.



Draw Ss' attention to the box to remind them of the spelling rules. Ask them to give some more examples for each spelling. Make sure everybody writes the verbs in their notebooks.

Have Ss read the **Remember!** box to revise the uses of the Past Simple.

3 Write the Past Simple form of the verbs in brackets.

Tell Ss to read the instructions and complete the task. Tell them they can use a dictionary if they need to find any past forms. In this way, you will help Ss to develop

More teaching ideas

When volunteers read a verb, ask another S to give the past form. In this way, Ss will revise the regular and irregular forms of the verbs they are using. They will all have the complete lists to go on studying the Past Simple.

Past time expressions

Have Ss read the expressions in the box to recall the past time expressions and their use.



Ss will personalise their learning and will gather more vocabulary to complete the final task. They will become more confident when talking about dates.

Prepositions of time

IC

Tell Ss to revise prepositions of time by reading the examples in the box. Ask Ss about special dates, e.g. When is Christmas? When did Columbus discover America? What time do classes start at school? When do you have PE lessons? to elicit the use of the different prepositions. Check that Ss use them correctly. Write some examples on the bb for everybody to copy and keep in their notebooks. This will help slower Ss to learn without having to feel self-conscious about asking for help.

6 Complete the paragraph with prepositions of time.

Tell Ss to work individually to solve the task, using the table for help. Call volunteers to read the sentences and check with the whole class. Try to encourage weaker Ss to volunteer to read.

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

Adjectives and adverbs of manner

LA

Read the examples in the box and ask Ss to describe how we modify adjectives to form adverbs. Elicit that we generally add *-ly* and that this ending is equivalent to our *-mente* in Spanish (e.g. easy – easily = *fácil* – *fácilmente*).



Have Ss read the rules in the box to reinforce what you have just practised with them.

7 Circle the correct options.

Ask Ss to do the task individually. Call volunteers to read and check with the whole class. While Ss read, tell them to justify why they chose an adjective or an adverb. They will have to identify the noun or verb which is being modified.

➤ **Answers:** 1 incredible 2 wonderfully 3 well 4 positively 5 happy

Workbook Answers

Page 89

1

➤ 2 photographer 3 dancer 4 sculptor 5 painter 6 actor
7 writer

2

➤ 1 d 2 h 3 a 4 g 5 b 6 e 7 c 8 f

3

➤ 1 excellent 2 elegant 3 vivid 4 awful 5 sad 6 bad
7 poor 8 surprising

4

➤ 2 elegant; excellent 3 surprising 4 awful 5 vivid 6 light

Page 90

5

➤ 2 book 3 relaxed 4 sculptor 5 film 6 hilarious

6

➤ 2 You painted pictures. 3 Amanda wrote stories. 4 Enrico did not enjoy theatre. 5 Thales and I did not go to museums. 6 They did not read books. 7 Did you compose music? 8 Were we at the show? 9 Was she a dancer? 10 Did you walk home?

7

➤ 3 Yes, she did. 4 Yes, he did. 5 No, he didn't.
6 Yes, they did.

8

➤ 2 wrote 3 took 4 drew 5 was 6 had 7 did 8 took

9

➤ 2 on 3 at 4 in 5 in 6 at 7 in 8 on

10

➤ Ss' own answers.

11

➤ 2 excellent 3 sad 4 awful 5 surprising 6 scary

LISTENING AND SPEAKING

› pages 34–35

What did you do last night?

1 Look at the picture and discuss with a classmate.

21st Century Skills

This activity encourages Ss to brainstorm ideas that will help them to understand the context before listening to the recording. Try to intervene as little as possible so that Ss feel free to express their ideas. Ask Ss to look at the picture and answer the questions. Encourage Ss to 'read' the context from the picture. They will interpret the teenagers' facial gestures and the girl's thought bubble.

2 Listen to the conversation and check your answers.

Tell Ss they are going to listen to an audio file to check if their answers were correct. Play the audio file and give Ss time to complete the task. Call volunteers to read the answers and check with the whole class.

› Answers: 1 Friends 2 A film 3 A musical film

13

14 Grace: Hi, Gregg. We missed you last night!
15 Gregg: Really? I had to study for my exam today. It was really difficult!
Grace: How did you do in it?
Gregg: Well, I think. What did you do?
Grace: We met at Andrew's and watched a film on TV.
Gregg: What was it like?
Grace: The story was great and the protagonists acted wonderfully ... but the sound was terrible.
Gregg: What a pity! And was the sound important for the film?
Grace: It was a musical! We want to see it again, but with better sound. Can we meet at your house, Gregg, and watch it on your TV?
Gregg: Yes! OK. Shall we meet next Saturday evening?

3 Listen again and write T (true), F (false) or DS (doesn't say).

Tell Ss to read the statements and decide whether the information is True, False or if the speakers Do not Say anything about it based on what they remember from the recording. Tell them they can discuss the answers

with a classmate next to them. Give them a few minutes to exchange opinions and help each other and play the audio file for them to double-check their answers. In order to correct with the whole class, ask Ss to give reasons for their answers using the information they can recall from the audio file. This will help Ss develop their speaking skills and critical thinking skills.

› Answers: 1 T 2 DS 3 F 4 T 5 F



Ss will personalise their learning and practise their listening skills by trying to identify the different speakers. Tell them to try to complete the task with the information they remember. Then, check with the whole class.

› Answers: 1 Gregg 2 Grace 3 Gregg 4 Grace



Use this task to help Ss notice how we use intonation to express our emotions. Play parts of the recording again and have Ss repeat imitating the speakers' intonation.

Quiz day!

4 Look at the picture and answer.

Ask Ss to look at the picture and discuss the questions in groups. Have Ss notice the name of the programme. Brainstorm vocabulary that will help Ss understand the listening task. Draw Ss' attention to the boy's expression and elicit how he might be feeling, e.g. worried, stressed, doubtful, etc.

5 Listen and check.

Tell Ss to get ready because they are going to listen to the audio file to check their answers. Play the audio file for Ss to complete the task. Tell Ss to join a classmate to work on peer correction. Play the audio file a second time for Ss to check their answers in pairs. Work with the whole class to check.

› Answers: 1 The presenter of a quiz show and Josh, a participant. 2 Because Josh is answering the quiz. 3 The presenter is confused because she doesn't know if what Josh is answering is correct. She only has one possible answer to the questions. Josh knows a lot. It seems he has studied hard.

17 **Presenter:** Well, Josh. Who wrote *Don Quixote*?
Josh: The book or the ballet?
Presenter: Mmm ... was there a ballet?
Josh: Yes. By Minkus. Ludwig Minkus.
Presenter: I'm afraid it's the book.
Josh: OK. The author of "Don Quixote" was Miguel de Cervantes.
Presenter: Good! Right! And when was the release of *Harry Potter and the Goblet of Fire*?
Josh: The book or the film?
Presenter: Again two options! Let's see ... The film.
Josh: It was a fantasy film ... I'm not sure ... 2005?
Presenter: Great! You know a lot! When was *Perfect* released?
Josh: The song or the video?
Presenter: Ehhh
Josh: Don't worry. I know the answer to both those questions. Ha, ha, ha!

SEL

While checking answers, discuss with Ss that the boy is confident because he has studied and is well prepared. They will understand the value of knowledge.

6 Listen again. Match the titles to the art forms. There is an extra option.

Play the audio file again for Ss to do the matching task. Check the answers with the class.

➤ **Answers:** 1 d 2 c 3 a

IC

Not all Ss will understand the whole listening the first time they work on it. Listening to the audio file several times with different purposes helps weaker Ss to understand the whole dialogue and develop their receptive skills.



Ss will personalise their learning and will gather more vocabulary to complete the final task.

They will exchange information about the different pieces of art. They can also reflect on the relevance of knowing about a topic when we discuss it.

➤ **Answers:** 1 The book (2000) the film (2005); the book (1605) the ballet (1869) 2 J. K. Rowling 3 Ed Sheeran, but there are other versions. One, which is very good, is with Ed Sheeran and Andrea Bocelli

Tell Ss to read the **Remember!** box for more ideas on how to find information about the pieces of art mentioned.

Workbook Answers**Page 92****1**

➤ 2 Arts in Review 3 3 4 theatre 5 next week 6 the Swan Lake (ballet) performance

2

➤ 2 a 3 c 4 b 5 a 6 b

3

➤ 2 Swan Lake 3 Film *Shakespeare in Love* 4 Friday the 30th 5 One night 6 It ended last week



Hello and welcome to our programme Arts in Review, where we look at the week in the arts and let you know what's hot and what's not.

This month you can find Maddie Cook's one-woman photography exhibition at the River Bank Cultural Centre. Maddie's passion comes through in this exhibition which shows photographs of women over sixty. Don't miss this exhibition, which closes on Friday the 30th.

In celebration of the 20th anniversary of the film *Shakespeare in Love*, the Odeon will be showing the film for one night only. This film stars Gwyneth Paltrow and Joseph Fiennes in a fictional account of a relationship between Shakespeare and an actor. Catch the film on Wednesday the 21st only, at the Odeon on Canal Street.

Last week, I attended the last performance of *Swan Lake* for the season. The dancers were graceful and powerful. The set, costumes and music were perfect. The performance was held at the Grace Theatre on Main Street and closed last Sunday. Look out for the upcoming season and new shows by the National Ballet Company.

That's all for this week. Tune in next week for a review of what's showing at the theatre in our city, to learn what's hot and what's not.

Write a review of an arts performance

Go over the box with the Ss and discuss the features of a review. Tell them that they are going to write one. Draw Ss' attention to the aspects of a performance they have to take into account to write the review.

1 Read and circle the correct option.

21st Century Skills

Tell Ss to read the review individually and to identify the aspects of the performance mentioned. Then, ask them to answer the three questions individually. Notice that question 3 requires **critical thinking** because they have to read the message the review conveys. Remind them that the use of exclamation marks helps to express the author's feelings. Call volunteers to read and check with the whole class.

› **Answers:** 1 theatre (stage) 2 actors (who danced) 3 liked (fantastic! / You can't miss it!)

2 Read again and answer.

LA

Have Ss work in pairs to answer the questions. This exercise will give them the opportunity to identify the wording of a review. They will focus on the adjectives and adverbs used. Check with the whole class to make sure Ss have noticed the language features necessary for them to write their own reviews.

› **Answers:** 1 wonderfully 2 realistically 3 perfect (to match the story) 4 They framed the dancers. 5 They were beautiful.

3 Choose a poster or a scene from a performance you want to write a review of. You can watch it on the internet. Remember, you cannot give your opinion about a performance you haven't seen. Use the examples and the vocabulary from the unit to write your review.

› Ss' own answers.

21st Century Skills

ICT Literacy

Read the instructions with Ss and emphasise the fact that they have to watch the performance before they write their reviews. Encourage them to surf the net to find a video of a performance they would like to see. Set the task as homework so that Ss have time to watch the performance and work at their own pace. They will hand in their reviews for you to correct them. If you are confident with the use of ICT, tell Ss to send you the reviews via email and correct them online.



Remind Ss that this box provides ideas to help them complete their final project. It is also a reminder for them to go on working steadily to complete it.

Workbook Answers

Page 92

1

› Ss' own answers.

2

› Ss' own answers.

3

› Ss' own answers.

Exhibition of reviews or art performances

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

Ss have their reviews already corrected. They will prepare the pictures to illustrate the performance they have written about. You will use the pictures to create an exhibition. In that way, nobody will know in advance which review corresponds to each picture. The day of the presentations, display the pictures in class. Then invite Ss to read their reviews. Their classmates have to identify the performance based on what they hear. Remind Ss not to write the performers' names in the review. They must refer to the performer, the musician, the dancer, etc.

Enjoy the presentation and the guessing game!

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. In addition, values, which have been previously presented in class, are also included.

Encourage Ss to go over the items listed and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about any issues they don't yet quite understand.

Help Ss to become aware that, in order to confirm that they can actually perform the language functions, they have to think of examples. If they still have difficulties, they should ask the teacher to plan a remedial teaching session to reinforce any language areas in which they still feel weak.

Workbook Answers

Page 93

1

- **1** Actor: plays characters in plays, movies or TV shows
- **2** Photographer: takes pictures / photographs
- **3** Sculptor: uses materials like marble, stone or wood to create objects of art
- **4** Composer: writes music
- **5** Writer: writes essays, articles or books
- **6** Artist: makes art / paintings on external walls, buildings, etc.

2

- Answers may vary.

3

- **1** I didn't like the film.
- **2** They didn't go to a ballet recital.
- **3** She didn't have a ticket to the show.
- **4** A student didn't compose the music.
- **5** Tony didn't design the costumes for the show.
- **6** Kelly didn't attend the premiere of the film.

4

- **1** on
- **2** in
- **3** at
- **4** in
- **5** in
- **6** in

5

- **1** Did you walk to the theatre?
- **2** Did he like the show?
- **3** Did Ana Maria stop dancing?
- **4** Did Alan and his friends paint a mural?
- **5** Did they compose classical music?
- **6** Did the teachers direct a play?

Goals

- › Talk about travel and different cultures
- › Read and learn about how to organise a business trip
- › Discuss travel etiquette
- › Ask for and give advice
- › Listen and learn about a student exchange programme
- › Write a memo

Go over the goals with Ss. This will help you to reach an agreement with them regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to write an exchange student visit protocol. They will have to consider special points to focus on and to give specific advice about. They will understand the relevance of the language they have to learn to do the final task.

Before we start

Ask Ss to go over the pictures and discuss in pairs or small groups what they are going to talk about. Then, call a volunteer from each group to share their conclusions. Tell them they have to give reasons to support their conclusions. (e.g. There are means of transport. The topic is travelling). Try to elicit the topics travelling, school / students, different destinations.

1 Angela is a representative for an exchange programme. She is travelling to make arrangements for students' visits. Look at her agenda and number the pictures (a–j).

CA

Tell Ss to read the instructions. While reading, help them to notice Angela's job and what she's planning to do soon. Elicit that these are plans for the future because she's planning her trip. Ask Ss to have a look at the pictures to see which ones match the different plans.

Ask Ss to read the plans and decide which countries Angela is planning to visit. Give them the opportunity to ask for clarification of any vocabulary items they might not know. They will probably not know the meaning of TGV. Explain to them that it is the French fast train.

Tell Ss to work individually to number the pictures. After a few minutes, allow them to join a classmate to share the answers. Finally, check with the whole class.

Final project

- › Class protocol

SEL

Ask Ss how the topics relate to the title. Ask Ss what an agenda is. When you use it. What you write in it. Ask them if they keep an agenda (it is quite common that Ss keep a school agenda). Ask them if they find it useful and why. This discussion will help Ss to develop awareness of their personal organisation.

More teaching ideas

While you check, say the plans in complete sentences. E.g. Angela is flying to Europe. She should be at the airport two hours in advance. Point out that the first sentence shows what Angela is actually planning and that the second is a piece of advice. Write the sentences on the bb, underline the verbs and draw Ss's attention to their form.

Go to the second point and write She should go to bed early because the days start very early on this trip.

Elicit more sentences from the Ss. Help them to construct the structures and write them on the bb for everybody to have the examples in their notebooks.

LA

Help Ss to notice that the notes in the agenda are not written in complete sentences but in phrases. Tell them this is usually how we keep notes about our plans. Ask Ss if that is the case with them. Ask them if they use drawings, too. Ask Ss if they write some tips to remember when they complete their agendas. Help them to distinguish plans from tips in Angela's agenda.

CA

Use this activity to discuss with the Ss if they have received exchange students at school and if any of them has hosted an exchange student. Ask them what differences they observed in the foreign students they hosted and in the countries they visited.

Ask Ss if they know of any exchange programme they could apply for. You could provide them with information about the requirements for applying and the institutions which offer this kind of trip.

SEL

Ask Ss Where is Angela from? They are likely not to be able to say which country she is from. But they will have to infer that she is not from any European country, because the first note in her agenda says Travel to Europe.

Start a discussion about her country of origin and ask Ss to state their point and give their reasons. It is a great opportunity to help them to become aware of the fact that reality quite often depends on the perspective we take. There is no right or wrong answer. Help Ss to remember they have to respect everybody's opinion.

Plan well and travel safely

1 Read an article in a travel brochure and answer.

21st Century Skills / CA

Ask Ss to read the questions and to observe the text so that they can choose the correct options. Tell them to have a quick look at the title to complete the task. Ss will learn how to infer the text type by interpreting the title. Discuss the answers with the whole class. Encourage Ss to give reasons for their answers. Ss will develop their **critical thinking** skills.

Question 2 aims to develop Ss' interpretation of the linguistic context, i.e. encouraging them to work out who the brochure is aimed at. Encourage Ss to be bold and share their ideas with the whole class.

› **Answers:** 1 c 2 b

2 Read the article again and write the pieces of advice that correspond to the pictures.

21st Century Skills

Tell Ss to read the text in detail to do this task. Remind them that the pictures give hints for them to identify the piece of advice.

› **Answers:** 1 You should prepare a travel planning checklist. 2 You shouldn't take too much cash with you. 3 You should book the hotel room in advance. 4 You shouldn't overload your suitcase with too many clothes. 5 You should check that your documents are in order.

More teaching ideas

While you check the answers with the Ss, help them notice the different ways for giving advice used in the text (the imperative and should + verb). Write two or three examples on the bb for Ss to take down notes on their notebooks.

3 Read once more and circle the correct options.

Tell Ss to work individually on this task. Call volunteers to read the correct sentences to check with the whole class.

› **Answers:** 1 sometimes 2 should 3 should 4 should 5 shouldn't

ax

While Ss read, check that they use the correct intonation. Help them to notice that the stress falls on the main verb in the affirmative and on should in the negative. Point out that should and shouldn't are pronounced in their strong form /ʃʊd/ /ʃʊdn't/.



Ss will personalise their learning and will gather more vocabulary to use in their projects. Since they will be discussing their own ideas, they will probably ask for more vocabulary. Answer their questions and write the new items on the bb for everybody to copy at the end of the activity.

Have Ss share the lists so that all of them have the most comprehensive list they can construct in class.



Remind Ss that this box gives them some hints on how to complete their final project. In this case, they already have some advice about the trip. Now Ss have to think of the documents an exchange student needs to bring. Remind them they should work steadily on the project to complete it in due time.

Workbook Answers

Page 94

1

› 2 No 3 Yes 4 No 5 4 6 Yes

2

› 2 the most senior 3 all one's qualifications 4 English on one side and Japanese on the other. 5 in a lower voice 6 business cards 7 Silence 8 both Germany and Japan

3

›

	Germany	Japan
1 Greet with a bow,	–	✓
2 Short and firm handshakes when saying hello and goodbye.	✓	–
3 Seniority is important.	–	✓
4 It is disrespectful to throw away business cards.	–	✓
5 Aggressive sales presentations are not welcome.	–	✓
6 Being organised is valued.	✓	–
7 There is a clear line between professional and private.	✓	✓
8 Emotional self-control is important.	–	✓

VOCABULARY

› page 41

Travel etiquette

SEL / CA

Remind Ss that our attitudes affect other people's response to us. If we are respectful and nice, we are likely to be treated accordingly. And this happens all over the world because politeness is appreciated in all cultures.



Have Ss read the content in the box to avoid unnecessary mistakes.

1 Read and decide if the advice below is good or bad. Tick the corresponding square.

Tell Ss to decide if the different types of behaviour are good or bad. Discuss their ideas with the whole class. Remind Ss they have to respect everybody's opinion even though they might disagree with them.

› Answers: 1 Good 2 Bad 3 Bad 4 Bad 5 Good

2 Use the information in Exercise 1 to give advice to a friend travelling for business. Use *You should* / *You shouldn't*.

IC

Tell Ss to do this task as homework. They have the help they need and they will be able to assess themselves while trying to write the pieces of advice on their own. Ss will be able to work at their own pace and to use their notes for help.

Check with the whole class. Call volunteers to write the sentences on the bb so that everybody can follow the correction. Encourage Ss to ask for clarification if they do not understand.

› Answers: 1 You should arrive on time. 2 You shouldn't eat a lot at lunch time. 3 You should respect the local rules. 4 You should ask about things the host values. 5 You should always say "please" and "thank you".

Travel arrangements

3 Circle the correct options.

Ask Ss to do the task individually. Tell them they can use a dictionary if necessary. Call volunteers to read one sentence at a time to check with the whole class. Explain the difference in meaning between change (to make something different) and exchange (to give someone something and receive something from them instead), e.g. we exchange money.

› Answers: 1 abroad 2 passport 3 expire 4 check-in
5 Book 6 accommodation 7 exchange 8 currency

Welcoming people

SEL / CA / ESI

Help Ss to become aware that the way we greet each other varies from culture to culture. Greetings also differ depending on how well we know the other person. We can behave formally or informally. In some cultures, gender also makes a difference. We must respect individual choices.

4 When we have guests we make formal or informal gestures to show we are happy to see them. Look at the pictures and write I (informal) or F (formal).

Go over the pictures with the Ss. Elicit whether the greetings are formal or informal and provide them with the relevant vocabulary.

› Answers: 1 F 2 I 3 I 4 I 5 F

5 Find five words in the word snake and label the pictures in Exercise 4.

Tell Ss to work individually to find the correct words to label the different pictures. Call volunteers to read the words and write them on the bb so that everybody can have the pictures labelled accurately.

› Answers: 1 shake 2 hug 3 kiss 4 wave 5 bow

6 Use the words in Exercise 5 to complete the text.

Ask Ss to complete the paragraph. Remind them they will only use each verb once. Have them do the task individually. Read with the whole class to check.

› Answers: 1 shake 2 bow 3 kiss 4 hug 5 wave

GAMES

You can invite Ss to play the games on page 73. They will practise the vocabulary items learned so far. If there are fast finishers they can enjoy some fun time in class. If the whole group moves ahead together, you can give them a few minutes to practise and enjoy at the same time.

GRAMMAR ➤ pages 42–43

Present Continuous – future meaning

LA

Read the table with the Ss. Remind them of the sentences written when you introduced the unit. Focus Ss' attention on the structure. It is the same we use to describe what is happening now. Most of the times we use time expressions to speak about the future. Encourage Ss to ask about anything they don't understand.

1 Write the sentences with the Present Continuous or going to.

IC

Tell Ss to write the five sentences to complete a paragraph. They can look at the table for help. Give them a few minutes to work individually. Call volunteers to read and to write the sentences on the bb, so that everybody can complete the task correctly.

➤ **Answers:** 1 Alice is arriving tomorrow. 2 Dad is fetching her at 9:30. 3 Mum isn't working in the morning. 4 We are having lunch together at midday. 5 Are you coming?

2 Ask for information about Alice's day tomorrow. Use the prompts to write the questions. Then answer them.

IC

Tell Ss to read the instructions and do the task. Give them a few minutes to complete the questions and answers. Call volunteers to read and to write the sentences on the bb so that everybody has the opportunity to complete the task. See that everybody has the correct answers.

➤ **Answers:** 2 Who is collecting her? Dad. 3 What time is Dad collecting her? At 9:30. 4 When isn't mum working? In the morning. 5 What are you doing together? We're having lunch (at midday).

ax

While Ss read, check that they use the correct intonation for questions and answers.

Present Continuous and going to future

Read the content of the box with the Ss and help them to see the similarities and differences in the use of the two structures. Focus Ss' attention on the meaning and uses.

3 Circle the correct options. Then listen and check.

Tell Ss to work individually to do the task. Give them a few minutes and tell them to get ready to listen to the audio file. Play the audio file for Ss to check their answers. Call two volunteers to read the dialogue and check with the whole class.

➤ **Answers:** 1 are showing 2 Are you going to watch 3 are having 4 am staying 5 am going shopping

18

Mandy: They are showing Hamlet on television tonight. Are you going to watch it?

Albert: No, we are having a welcome party for the exchange student at 8.

Mandy: I'm sorry. I am staying home. Tomorrow, I am going shopping to buy him a welcome present.

ax

While Ss read, check that they use the correct intonation to express the meaning.

AT

Ss will understand the similarities and differences between the Present Continuous and going to future.

Imperative

LA

Read the boxes with the Ss to help them to become aware of the form and uses of the imperative.

ax

Draw Ss' attention to the **Pay attention!** box to help them to become aware of how please turns orders into polite requests. Tell them that attitude is reinforced by the use of rising intonation.

4 Complete the advice on how to welcome a new student to the class. Use the verbs from the box in the imperative form.

IC

Tell Ss to work individually, using the boxes on page 42 for help as necessary. Give them a few minutes and call volunteers to read the instructions. Have some Ss write the sentences on the bb.

- Answers: 1 Don't leave 2 Say 3 Don't ask 4 Don't borrow 5 Invite

Asking for and giving advice - *should / shouldn't*

Help Ss to study the table and notice that should and shouldn't have the same form with all persons. Read the second box and help Ss to understand the uses of this pattern.

5 Complete the sentences with **should** or **shouldn't** and the phrases in the box.

Tell Ss to read the instructions and complete the task. Call volunteers to read the pieces of advice and check with the whole class.

- Answers: 1 shouldn't chat with friends late at night 2 should go to sleep early 3 should stop worrying 4 shouldn't postpone the doctor's appointment 5 should ask a friend for help



SEL

Have Ss work individually to complete the task. Tell them to think as if they were really giving advice. Encourage them to think of things they would like to highlight about our country. Give Ss some time to write their advice and tell them to share their ideas with classmates in small groups in order to expand their lists.

Workbook Answers

Page 95

1

- 1 passport 2 luggage 3 local currency 4 shake hands 5 a piece of luggage 6 bow

2

- 2 Book flights and accommodation. 3 Organise an itinerary and share with family and / or friends. 4 Check that all documents are in order. 5 Find out if you need a visa. 6 Get some local currency at the bank. 7 Check the weather at your destination. 8 Pack what you need.

3

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

4

- 2 respect local rules 3 book accommodation 4 exchange / money 5 travel abroad 6 take a train

5

- 2 b 3 a 4 a 5 b 6 b

Page 96

6

- 2 people kiss on the cheek. 3 people bow when they greet each other. 4 people / friends hug when they greet each other. 5 people wave when they greet each other.

7

- 2 They are booking accommodation tonight. 3 We are having lunch together later. 4 I am meeting them tonight. 5 He is travelling to Europe next summer. 6 Miguel is boarding the plane in two hours.

8

- 2 am meeting 3 am going out 4 am hitting

Page 97

9

- 2 Mark is flying to Miami next week. 3 Where is Sheila going shopping later? 4 Benjamin is starting a new job on Monday. 5 What time are Bella and Joan taking the train to Paris? 6 Are you coming for dinner tonight? 7 He is not cooking Christmas lunch this year. 8 She is not meeting her friends later.

10



	Should	Shouldn't
1 Arrive late at the airport.	—	✓
2 Respect local rules.	✓	—
3 Ask about your host's values.	—	✓
4 Book accommodation late.	—	✓
5 Check your passport's expiry date.	✓	—
6 Forget your credit card.	—	✓
7 Check the weather at your destination.	✓	—
8 Plan ahead.	✓	—

11

- 2 You should book accommodation ahead of time. 3 You shouldn't be rude to locals. 4 You should travel with some local currency. 5 You shouldn't pack too many clothes. 6 You should take a credit card.

12

- 2 going to stay 3 going to put 4 going to study 5 going to do 6 going to take 7 going to throw

13

- 2 Go straight ahead. 3 Do not litter. 4 Turn left. 5 Do not walk on the grass. 6 Turn right.

LISTENING AND SPEAKING

› pages 44–45

A student exchange programme

1 Look at the picture and answer.

21st Century Skills

This activity encourages Ss to brainstorm ideas that will help them to understand the context and, subsequently, the audio file. Try to intervene as little as possible so that Ss feel free to express their ideas. Ask Ss to look at the picture and answer the questions. Encourage Ss to 'read' the context of the picture. They will interpret the hints given in the picture.

2 Listen to the conversation and check your answers.

Tell Ss they are going to listen to an audio file to check if their answers were correct. Play the audio file and give Ss time to complete the task. Call volunteers to read the answers and check with the whole class.

› **Answers:** 1 They are chatting on the internet. 2 The boy is coming to Argentina. 3 The girl is in Argentina and the boy is in the UK. 4 There's a mate.

3 What do you think Vernon feels about mate?

SEL

Remind Ss that intonation shows people's attitude. They will have to infer the answer from Vernon's intonation. Let Ss discuss their answer to this question. They will learn to interpret people's attitudes by listening carefully.

› **Answer:** Vernon doesn't think he will like mate.

4 Listen again and number the pictures in the order they are mentioned. There is one extra picture.

This exercise aims to help Ss connect concepts with the pictures that represent them. They will have to be careful because there is an extra picture which they don't have to use. Tell them to look at the pictures in detail and to work individually. Then, allow them to share their answers with a classmate before checking with the whole class. Work with the whole class to check the answers. Ask Ss to give reasons for their choices.

› **Answers:** (top row of pictures, left to right) 3, not mentioned, 5, 2 (bottom row of pictures) 6, 4, 1

19

20

Aldana: Hi, Vernon! I'm so happy you're coming to Argentina!

Vernon: Thanks, Aldana. I'm very happy too.

Aldana: How long are you staying?

Vernon: I'm coming on an exchange programme so I'm staying for two weeks. Is it OK with your family?

Aldana: Of course! We're all easy-going. My brother can't wait to play football with you.

Vernon: I should practise then! Ha-ha! I'm getting my passport ready as well as the things I need for school.

Aldana: Don't worry about school stuff. We'll give you everything you need here.

Vernon: Is there anything I should know about school life? Give me some tips.

Aldana: Well. First of all, get ready to answer millions of questions. We know we shouldn't ask personal questions, but we do. It's our way of showing that we like you.

Vernon: Should I answer them all?

Aldana: No! Only the ones you want. Ah! Remember, we always kiss new friends on the cheek. Don't blush! And, please, don't step back!

Vernon: OK. Luckily, I have time to learn. I want to eat asado. Are you going to grill some for me?

Aldana: Not me! Dad is the best at grilling! And you should try empanadas and pasteles. Mum makes them on Sundays. You'll love them!

Vernon: What's that on your desk?

Aldana: Mate! You shouldn't leave Argentina without trying it. It's better than coffee or tea. We usually have it at siesta time with our friends.

Vernon: Mmm ... I'll see ...

5 Join a classmate. Write a similar dialogue and practise it. Try to imitate the friendly and relaxed tone of the conversation.

OK

Tell Ss to work in pairs to write a dialogue similar to the one in the recording. Encourage them to imitate the speakers' attitudes using appropriate intonation.

OK

Ss will personalise their learning and will gather more vocabulary to complete the final project.

They will think of more information which could be of use for an exchange student. They will make a note of it, in order to include it in the student exchange protocol they have to prepare for the final project.

6 Listen and match the names to the jobs. There is one extra job.

Tell Ss that Aldana and her classmates are organising a welcome party for Vernon. Ss are going to listen to the audio file to match the different people to their duties. Ask Ss to read names and duties carefully and get ready. Play the audio file and give Ss a few minutes for them to complete the task. Play the audio file a second time for Ss to check their answers. Work with the whole class to check.

21

Aldana: Hi, Mathew. I wanted to check that everything's OK for the party tomorrow.
Mathew: Oh, hi, Aldana. Yes, of course.
Aldana: Is Irina bringing the sandwiches?
Mathew: Mmm ... Not sure. I'll ask her.
Aldana: Who's decorating the living room?
Mathew: Albert is coming to help me. We're in charge.
Aldana: What about the drinks? Who's buying them?
Mathew: Annie and Brenda, I think.
Aldana: I'm making the cake, of course. Who's bringing the paper napkins?
Mathew: Oh, Aldana! We don't need paper napkins. It's fine.
Aldana: OK, but I'm just trying to think of everything.

› **Answers:** 1 d 2 a 3 e 4 c

7 Which jobs are already planned?

SEL / 21st Century Skills

Let Ss discuss their answers to this question. They will have to give reasons for their conclusions. This will help them to develop **critical thinking** skills. They will also understand that they have to listen to others' opinions and work together to agree on the final answer.

› **Answers:** d and e

8 How is Aldana feeling? Why?

SEL / 21st Century Skills

Help Ss to interpret what Aldana is saying. It is not only the words she says but also the intonation she uses that makes us aware of how she feels. Help Ss to understand that she is disappointed because Mathew doesn't take real responsibility for his duties. Ss will develop self-awareness and awareness of others, as well as their individual and social responsibility, and empathy.

› **Answers:** She's feeling disappointed because Mathew is not taking responsibility for the organisation of the party.

9 Join a classmate. Write a similar dialogue and practise it. Focus on your intonation to help you express the emotions correctly.

SEL / 21st Century Skills

Tell Ss to prepare a dialogue similar to the one between Aldana and Mathew to work on role-playing. This practice will help Ss to develop empathy by representing the participants' attitudes and feelings. Ss will be using intonation to express emotions.



Remind Ss that this box gives them some hints on how to complete their final project. They will have to complete the list of customs to write advice in the protocol. They will also have to include some typical dishes they would like to offer an exchange student. Tell them they should work steadily on the project between now and the end of the unit in order to complete it on time.

Workbook Answers

Page 98

1

› 2 5 3 3 4 2 5 London's King's Cross 6 a little before 11:12

2

› 1 b 2 a 3 b 4 a 5 b

3

› 1 h 2 g 3 d 4 e 5 a 6 f 7 b 8 c



May I have your attention, please? We are sorry to announce that the 12:45 Midlands service from London King's Cross to Manchester has been cancelled because of bad weather. We apologise for any inconvenience caused. For refunds and rebookings, please visit our website.

24-hour-CCTV recording is in operation at this station for reasons of security.

In the interest of safety, the riding of skateboards, rollerblades and cycles in this station is prohibited. Offenders may be prosecuted under Railway Byelaw number 30.

The train now approaching platform 5 does not stop here. Please stand clear of the edge of Platform 5.

The next train to depart from Platform 2 will be the 11:12 Midlands service to Peterborough. Calling at Finsbury Park, Potters Bar, Hatfield, Welwyn Garden City and Peterborough. This train has 15 coaches. A dining car is available in coach 7 in the middle of the train. The next train to depart from Platform 2 will be the 11:12 Midlands service to Peterborough.

A memo

Go over the introductory notes with Ss and discuss the features of a memo. Tell them that they are going to write one. Guide Ss towards identifying the different features in the memo.

1 Read the memo and answer.

ESL / IC

Give Ss time to read the memo and answer the questions individually. Remind them they will have to give reasons for their answers. Prompt fast finishers to compare their answers in pairs. Call volunteers to read and check with the whole class.

› **Answers: 1 & 2** The greeting is formal (Dear Ms Frank!), but there are two contracted forms, exclamation marks and informal expressions such as *I think I'm going ...*, *Luckily, the party is tomorrow. We still have some time!* which are markers of informality. **3 & 4** Making the cake, decorating the room, bringing the sandwiches, buying the drinks. We know the jobs are confirmed because of the use of the Present Continuous in the first two bullet points and the use of '(confirmed)' in the third and fourth bullet points. **5** Because it is her plan, but it is not settled yet.

2 Imagine an exchange student is coming to your school. Join a classmate and make a list of what you will need to organise a welcome party. Share your list with other classmates and distribute the jobs among the students in the class.

Have Ss work in small groups to do the task. They will think of possible duties to organise a welcome party and who could be in charge of them. Keeping a list will help them to write the memo.

› Ss' own answers.

3 Write a memo to your counsellor to inform him / her about your plans.

IC

Tell Ss they are going to write a 'parallel memo'. They can use the model and just replace some of the information. Tell them to use the list prepared in Ex. 2 to complete the memo. Have some Ss share their memos. Ask a group to write the memo on the bb for everybody to see. Ss who have made mistakes, or who are not sure about what they have written, can ask for clarification.

› Ss' own answers.

Workbook Answers

Page 98

1
› Ss' own answers.
2
› Ss' own answers.
3
› Ss' own answers.

Class Protocol

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

Ss have to complete their lists of documents exchange students need to present and give reasons for considering them important, e.g. legal reasons, school rules, etc.

Ss have their lists of customs. They are going to categorise these customs under the titles host family, school duties, going out with friends, and they are going to write the most comprehensive list possible.

In small groups, Ss will write the rules they consider important to share with the guest student. All groups will share their rules with the whole class. Ss will explain why and when they are important. They are going to vote for the rules to be included in the protocol.

Ss will hold a class discussion about the rules and whether they can be used with any exchange students visiting the school. They will also discuss whether they respect their own rules. This will help them to reflect on their individual and social responsibility and to develop self-awareness and awareness of others.

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. In addition, values, which have been previously presented in class, are also included.

Encourage Ss to go over the items listed and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about any issues they don't yet quite understand.

Help Ss to become aware that, in order to confirm that they can actually perform the language functions, they have to think of examples. If they still have difficulties, they should ask the teacher to plan a remedial teaching session to reinforce any language areas in which they still feel weak.

Workbook Answers

Page 99

1

- › 1 You need a passport to travel abroad. 2 Always take cash with you. 3 Always take credit cards with you too. 4 Learn the customs of the country. 5 Greet people correctly. 6 Get a visa if necessary.

2



Travel do's	Travel don'ts
1 arrive on time	4 be rude
2 respect local rules	5 travel without cash and credit cards
3 book accommodation in advance	6 travel with a passport which will expire soon

3

- › 1 I'm going to London. 2 I'm not visiting the sights.
- 3 Are you preparing dinner? 4 I'm not having a big lunch.
- 5 I'm watching TV. 6 Are you buying the tickets?

4

- › 1 Enter only at Gate 23. 2 Exit only at Gate 1. 3 Do not walk on the grass. 4 Do not litter. 5 Stay hydrated. 6 Have fun.

5

- › Ss' own answers.

Art

Before reading, ask Ss to observe the four pieces of art on the page. What is similar? What is different? Why are they different? Write Ss' ideas on the board. Introduce relevant vocabulary and pronunciation. Have Ss read silently or out loud.

1 Match the paintings in the text to the descriptions of the different art movements.

Introduce the exercise. Introduce relevant vocabulary and pronunciation. Have Ss do this exercise in groups, justifying their answers by discussing the characteristics of each piece and comparing to the description. Monitor discussions and support where necessary.

› **Answers:** A Renaissance Art B Impressionism C Cubism D Pop Art

2 Do some research and match the names of the artists to the four different art movements in Exercise 1.

Introduce the exercise by asking Ss to name some famous artists. Put the names they give into groups according to the era or movement they belong to. Name the era / movement if Ss are unable to do so themselves. Tell Ss that they will put the names given into the different movements. This exercise can be done in pairs or individually.

› **Answers:**

Cubism	Impressionism	Pop Art	Renaissance Art
1 Pablo Picasso 2 Georges Braque	3 Claude Monet 4 Pierre-Auguste Renoir 5 Paul Cezanne	6 Andy Warhol 7 Roy Lichtenstein 8 Keith Haring	9 Michelangelo 10 Leonardo da Vinci 11 Botticelli

3 Name four artists that you know. What do you like about their work?

Brainstorm possible artists with the whole class and write names on the board. Alternatively, allow Ss to use the internet and do a quick search for artists from different movements. Give Ss enough time to work on their own and research four artists. Encourage them to make notes about paintings they like and why they like them. Put Ss in pairs or groups to share their ideas. Invite volunteers to talk about one or all of the artists they researched to the whole class.

› **Answers may vary.**

4 Choose one of the art movements from Exercise 1. Create your own piece of art using the characteristics of the movement. Display it in class.

Set this task as homework and allow Ss to present their works of art in the next lesson before displaying them.

ROUND OFF ANSWERS

Page 49

1

› 1 went 2 lived 3 went 4 began 5 was 6 wanted
7 didn't accept 8 had 9 am going to watch
10 am searching

2

› 1 e 2 d 3 c 4 a 5 b

3

› 1 Were 2 became 3 Is 4 don't want 5 should give

4

› 1 wonderfully 2 Remember 3 am watching 4 was
5 Don't put

Goals

- › Talk about world cuisine, eating healthily and food preparation
- › Read and learn about eating healthily
- › Express quantity
- › Ask for permission and make polite requests
- › Listen and learn about healthy eating habits
- › Write a recipe

Go over the goals with the Ss. This will help you to reach an agreement with them regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to prepare a presentation about a family recipe. They are going to talk about the importance of that dish in their family. They will reflect on the value of keeping family traditions. They will understand the relevance of the language they have to learn to do the final task.

Before we start

Tell Ss to read the title and look at the pictures. Ask them to explain the meaning of the title.

Ss might not know the meaning of 'recipies'. Have them infer it.

Having Ss work out the meaning of words helps them to establish connections between what they already know and what they are learning. This practice makes learning more memorable.

1 Look at the pictures and answer.**SEL / CA / ESI**

Ss will reflect on how many families prepare special dishes to celebrate particular occasions. They will also reflect on whether they share cooking responsibility at home, and note that it is not 'women's duty' to cook.

Ss will identify the country of origin of the dishes.

Tell Ss to read the instructions. Tell them to look at the pictures to see if they can identify the dishes.

Tell them to answer the questions. Do they eat any particular dish because of a family tradition? Do they eat a particular dish on a special day of celebration? What do they eat to celebrate their birthday? Mother's Day? Father's Day? Who cooks every day? And on special days?

› **Answers:** 1 Ss'own answers. 2 A Japan B Argentina
C Italy D Argentina E France F Mexico G India H Spain
I Paraguay J Brazil

Final project

- › 'Family Recipe Day'

2 Discuss the questions with a classmate. Do you usually eat the same things?**SEL**

Ss will go on reflecting. Do they usually eat the same things? Why? Who cooks the meals? Can they change the routine? How could they do it? Ss will discuss whether they complain about always eating the same meals. They could consider taking responsibility for cooking every now and then, or are they already the cooks at home? This will help Ss to develop individual and social responsibility. They will become more self-aware as well.

3 Match the pictures (A–J) to the names of the dishes (1–10).

Tell Ss they have to label the different dishes. Check with the whole class and make sure everybody has the correct answers.

› **Answers:** 1 H 2 J 3 C 4 E 5 D 6 I 7 A 8 G 9 F 10 B

4 Can we translate the name of these dishes? Why? / Why not?

Read out the question and ask Ss to think about their answers for a minute. Then put Ss in pairs to discuss their ideas. Invite Ss to share them with the whole class.

CA / LA

Help Ss to reflect on the reason why we sometimes cannot translate the names of dishes. It's because they are typical of a particular country and they do not exist in other countries. If they do, they are 'borrowed' from other countries and they keep their original names, quite often as a sign of respect towards their origin.

More teaching ideas

Tell Ss that when we cannot translate the name of a dish and our interlocutor does not know it, we are expected to describe it naming its ingredients, saying whether it is a main course, soup or a dessert.

Ask Ss to form small groups and, depending on the size of the class, assign an even number of the dishes from Ex. 3 for each group to describe. Tell Ss they can use a dictionary or google the dish, if they are allowed to use cell phones at school, to complete the task.

Each group is expected to describe one or two dishes. Tell them to write the descriptions on cards and keep them. Once all the groups have finished their descriptions, call volunteers to read one at a time. Work on peer assessment. While Ss read, their classmates can spot errors or ask for clarification.

This task will allow all Ss to learn what all the dishes are like in quite a short time. It will also enhance Ss' motivation to learn vocabulary related to ingredients. Be ready to provide all the necessary items on Ss' demand. Write them on the bb for everybody to copy at the end of the task.

IC

As a follow-up activity, tell Ss to put all the cards with the descriptions together. Mix them up and call one S at a time to pick up a card and read the description. Call volunteers to say which dish is being described. Remember your feedback should always be encouraging so that Ss are willing to participate. They must understand that it is only natural that they make mistakes while they are learning. In this way they will be a step forward towards success.

More teaching ideas

To revise the vocabulary introduced, you can ask a S to name a country for another S to name the dish which is typical of that country. Then, the activity could be changed into naming the country for another S to say the dish.

These activities are useful when we have a few minutes to spare.

Eating healthily to live well

Before you start, ask Ss what they can see. Help them to identify the text type (a web page). It's a scientific publication produced by an institution. Ask Ss What's the name of the institution? What's the title of the article?

1 Read the text and tick the correct answers.

21st Century Skills

Ask Ss to have a quick look at the text, the title and the image so that they can choose the correct options. Discuss the answers with the whole class. Encourage Ss to give reasons for their answers. They will develop their **critical thinking**.

› **Answers:** 1 a 2 c 3 b

2 Read the text again and answer.

Have Ss read the text in detail to find the answers to the questions. Tell them to work individually and, after a few minutes, allow them to compare answers with a classmate before checking with the whole class.

› **Answers:** 1 We should learn how to eat healthily and to eat what we enjoy eating. 2 It shows the proportions of different food we should use to create balanced meals. 3 No, we must stay active too.

3 Read the text once more and write T (true), F (false) or DS (doesn't say).

Tell Ss to work individually on this task. Help them to be aware that some information might not appear in the text and they have to mark DS. Tell them to read the text carefully to find the answers. They will have to give the correct answer for the statements which are false. Call volunteers to read the correct sentences and check with the whole class.

› **Answers:** 1 F (Half of your diet should be fruit and vegetables.) 2 F (Potatoes are vegetables, but they do not count as vegetables on the healthy eating plate.) 3 T 4 F (Processed meat is not good for your health.) 5 F ('Low-fat' does not mean 'healthy'.) 6 DS



Ss will personalise their learning and will gather more vocabulary to complete the final project. Since they will be discussing their own ideas, they will probably ask for more vocabulary. Answer their questions and write the new items on the bb for everybody to copy at the end of the activity. Ss will reflect on their usual diet. Are they aware of the positive and negative results of the diet we live on? How careful are they about what they eat?

Workbook Answers

Page 100

1

› 1 Shepherd's pie 2 10 ingredients 3 potatoes and minced meat 4 8 steps 5 Grandma

2

›

	cook	sauté	cut	peel	drain	wash	chop	boil
potatoes			✓	✓	✓	✓		✓
carrots	✓			✓			✓	
onion	✓	✓					✓	
garlic	✓	✓					✓	
minced meat	✓							
water								✓

3

› 1 1 kg 2 1 kg 3 1 = litre 4 degrees Celsius 5 potatoes, carrot, green peas, onion, garlic 6 butter and vegetable oil

Food

LA

Have Ss go over the vocabulary to identify the different categories. Ss should be able to work out the meanings because they can easily associate the English words with their Spanish equivalents.

**1 Where would you include the following food items?
Write the corresponding category.**

Tell Ss to label the sets of food. They will categorise them according to the information given in the pictures at the top. While you check answers with the whole class, elicit more examples for each category.

› **Answers:** 1 fruit 2 dairy 3 liquids 4 grains 5 protein
6 vegetables 7 seasonings

SEL

Tell Ss they can find more examples using the categories as keywords to surf the net.

Draw Ss' attention to the 'healthy eating plate' and discuss what it means to eat healthily with the whole class. Remind Ss they have to respect everybody's opinion even though they might disagree with them. Nevertheless, the evidence is at hand in the article.

Verbs in the kitchen

2 Insert the missing vowels to complete the verbs.

Tell Ss to complete the words with the help of a dictionary. They have the consonants so the search will be easier. They can clarify the meanings while solving the activity.

› **Answers:** 1 peel 2 pour 3 slice 4 cut 5 chop 6 grate
7 break 8 boil 9 drain 10 grill 11 bake 12 stir
13 sprinkle 14 mash 15 mix

3 Complete the recipe with verbs from Exercise 2.

Ask Ss to skim the recipe instructions before completing them. Tell them to use words from Ex. 2. Prompt fast finishers to compare answers in pairs. Invite Ss to read out sentences and write the missing words on the bb.

› **Answers:** 1 Break 2 stir 3 pour 4 Grate 5 sprinkle



Have Ss discuss in pairs how to prepare a healthy lunch. They are going to draw a tray with some lunch food they consider healthy. This section is meant to personalise Ss' learning and make the practice more meaningful. Learners will become aware of how much they have learned and whether they need some extra help.

CA

While Ss discuss their lunch choices, help them to become aware that people's choice of lunch depends on their routine and culture. For example, in different countries, people are more likely to always or never have lunch at home.



Remind Ss that this box provides ideas to help them complete their final project. It is also a reminder for them to go on working steadily to complete it. Now they have to ask their parents or older relatives for a traditional family recipe.

GAMES

Invite Ss to play the games on page 73. They will practise the vocabulary items learned so far. If there are fast finishers they can enjoy some fun time in class. If the whole group moves ahead together, you can give them a few minutes to practise and enjoy at the same time.

GRAMMAR

› pages 54–55

Countable and uncountable nouns

Read the table and other boxes with the Ss to revise countable and uncountable nouns. This time, they are going to look more closely at their meaning and use. They will revise the use of the definite article a / an before countable nouns and the fact that we do not use them before uncountable nouns. Elicit examples from the Ss to check that they understand. Encourage them to ask about anything they don't understand.

1 Write a or an where it is needed.

IC

Tell Ss to complete the activity. They have some help in the table and the boxes. Give them a few minutes to work individually. Call volunteers to read. Everybody will have the opportunity to complete the task correctly.

› Answers: 1 – 2 a 3 – 4 an 5 a 6 – 7 an 8 – 9 a 10 –

Express quantity

Go over the table with the Ss. Help them notice the use of many / much. They will revise the use of some / any. Elicit some examples to check that Ss understand. Focus your attention on the Ss who find more difficulty in learning.

2 Look at the picture and circle the correct options.

Ask Ss to do this task orally in class and to complete the written part at home. This practice will help learners to become aware of how much they have learned and whether they need some extra help. The following lesson, call volunteers to read so that everybody has the opportunity to complete the task. Make sure that everybody has the correct answers.

› Answers: 1 a 2 some 3 an 4 a lot of 5 many
6 a lot of 7 any 8 a lot of

AT

While Ss read, check that they use weak forms of some /səm/ and that they pronounce /mʌtʃ/ and /meni/ correctly. See that they use the correct rhythm as well.

Ask about quantity

Have Ss study and complete the table. Then, check with the whole class and help Ss to become aware of the use of the verb in the singular for uncountable nouns.

› Answers: 1 are 2 there are 3 there aren't 4 is 5 there is
6 there isn't

3 Read the answers and write questions using How many, How much, or any.

Tell Ss to work orally on this task using the box for help. They will write the answers as homework. In this way, they will check whether they have learned the correct uses of quantifiers. The following lesson, call volunteers to read and check with the whole class. Ask some Ss to write the questions on the bb so that all Ss are able to copy the correct version as necessary. Encourage Ss to ask about anything they might not understand.

› Answers: 1 Is there any fruit on the plate? 2 How many apples are there in the basket? 3 How much fish did you eat yesterday? 4 How much water do you usually drink? 5 Are there any biscuits in the packet?

AT

While Ss read, check that they use the correct intonation, i.e. a falling intonation in information questions and a rising intonation in the yes / no questions.

4 Choose the correct options to complete the dialogue.

IC

Set this task as homework so that Ss can work at their own pace. They can use the box to help them. In order to check with the whole class, call two Ss to read the dialogue. Tell them to imitate native speakers so that they use their impression of how English speakers speak to improve their pronunciation. Then, call some weak Ss to read their dialogues. You will be checking that they have the correct answers and, at the same time, you will help them to improve their pronunciation.

› Answers: 1 any 2 some 3 any 4 some 5 A 6 much

AT

Ss will learn how to ask about quantity with How much and How many.

Can / Could – permission and polite requests

LA

Help Ss to study the rules and examples for the use of can and could in asking for permission and for polite requests.



Draw Ss' attention to the information in the **Pay attention!** box. Practise some other examples with the class.

5 Put the words in order to make questions.

Have Ss work in pairs to solve Ex. 5 and Ex. 6. Tell them to pay attention to the word order in the questions. Help them notice the excuses that accompany the refusal. Call volunteers to read the questions and write them on the bb so that all Ss can complete their tasks correctly. Once Ex. 5 is checked, go over Ex. 6 orally. Call one S to read the question and another to read the response.

- › **Answers:** a Can I borrow your magazine? b Could you speak slowly, please? c Can you open the door, please? d Could you lend me your tablet? e Can you drive me back home?

6 Match the requests in Exercise 5 to the answers. There is an extra answer.

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



Remind Ss that this box gives them some hints on how to complete their final project. Tell them that they should work on the project steadily throughout the unit in order to complete it on time. They will have to try and cook the family recipe to check they can do it and to revise the necessary ingredients and quantities to prepare their presentations.

Workbook Answers

Page 101

1

- › 1 fish 2 mushrooms 3 broccoli 4 chicken 5 carrots
6 brown rice (in a little mound) 7 butter 8 apples

2

- ›

Fruit	Vegetables	Protein	Dairy	Carbohydrates
1 grapes	4 carrots	7 chicken	10 cheese	13 bread
2 pineapple	5 broccoli	8 beef	11 milk	14 pasta
3 pears	6 asparagus	9 fish	12 butter	15 potato

3

- › 1 sushi 2 choripán 3 gnocchi 4 nachos 5 tortilla
6 feijoada 7 chipa

Page 102

4

- › 1 peel 2 bake 3 chop 4 mash 5 slice 6 pour 7 cut 8 stir

5

- › 2 loaf of 3 packet of 4 packet of 5 box of 6 carton of
7 bottle of 8 carton of

Page 103

6

- › 1 nuts and oils 2 milk and dairy 3 vegetables 4 grains
5 meat, fish, eggs and protein 6 fruit

7

- ›

Countable	Uncountable
egg	milk
tomato	olive oil
cake	bread
apple	juice
lemon	sugar
potato	cereal
onion	rice
carrot	tea

8

- › 3 a 4 bottle 5 an 6 loaf 7 bottle 8 a

9

- › 2 much 3 much 4 many 5 many 6 many 7 much
8 much

10

- › 2 any 3 some / any 4 any 5 any / some 6 some 7 any
8 some

11

- › 2 Can you buy some, please? 3 Can you slow down?
4 Could we watch a film? 5 Can he rest a bit? 6 Can we go shopping?

12

- › 2 one sugar one packet of sugar
3 any bananas some bananas
4 an apples an apple
5 some money any money
6 two oils two bottles of oil

LISTENING AND SPEAKING

› pages 56–57

Advice on television

1 Look at the picture and answer.

This activity encourages Ss to brainstorm ideas that will help them to understand the context and, subsequently, the audio file. Try to intervene as little as possible so that Ss feel free to express their ideas. Ask Ss to look at the picture and answer the questions. Encourage Ss to 'read' the context of the picture. They will interpret the hints given.

› **Answers:** 1 She's on the television. 2 She's Dr Sarah Müller, a nutritionist. 3 She's talking about food / eating. 4 There is breakfast on a tray.

2 Listen and answer.

Tell Ss to read the questions and get ready. They are going to listen to an audio file to answer them. Play the audio file and give Ss time to complete the task. Call volunteers to read the answers and check with the whole class.

› **Answers:** 1 She's talking to teenagers. 2 She's talking about having a healthy lifestyle. 3 Breakfast, lunch and dinner.

3 Listen again and circle the correct option.

IC

Tell Ss to look at the sentences and try to decide which option is correct. Let Ss discuss their answers in pairs. Tell them to get ready to listen to the recording a second time to check. Play the audio file. Give them a few minutes to complete the task. Check with the whole class. Encourage weak Ss to volunteer. They are likely to have completed the task successfully.

› **Answers:** 1 should 2 food 3 carbohydrates 4 tired 5 must

4 Listen once more and complete the statements.

Have Ss read the incomplete quotes and try to write what is missing. Tell them to get ready to do the listening task. Play the audio file and give a few minutes for Ss to complete the task. Call volunteers to read and write the words that complete the quotes on the bb so that everybody has the correct answers.

› **Answers:** 1 most important 2 shouldn't leave 3 rice / pasta / wholegrain bread 4 vegetables / fresh fruit 5 more / better 6 chocolate / sweets



22
23
24

Good morning. I'm Doctor Sarah Müller and today I'm going to be focusing on teenagers and thinking about healthy diets for young people.

Did you know that breakfast is the most important meal of the day? Your brain needs food to work well. You shouldn't leave home without having breakfast. And not just a glass of milk. You should include some cereal, fruit and maybe some cheese.

In order to have plenty of energy for your studies and your after-school activities, you should eat lots of carbohydrates. Always include some rice, pasta or wholegrain bread in your lunch. But remember that you should also include vegetables and fresh fruit because they are a good source of vitamins and minerals. Think about this tip – if you have lots of different colours on your plate, you've also got a good variety of different kinds of food. The more coloured your food, the healthier your diet is.

I know they are really tasty, but don't eat too much chocolate or too many sweets because they can make you feel tired.

And, in the evening, eat a light dinner and you will sleep wonderfully.

And don't forget to drink a lot of water. It is really healthy.



21st Century Skills / SEL

This section is meant to personalise Ss' learning and make the practice more meaningful. Ss will discuss their eating habits. Be careful not to make Ss who do not want to speak about themselves feel self-conscious. There are many people who suffer from eating disorders and find it really hard to eat healthily. Help Ss become aware of this to help them develop **individual and social responsibility** as well as self-awareness and awareness of others.

Cooking a quick meal

5 Look at the picture and discuss.

Tell Ss to work in pairs to look at the picture and answer the questions. Give them a few minutes to discuss the answers and then call volunteers to read and share with the whole class. Have Ss describe what they can see in the picture. It will be a useful brainstorming activity to help them to get ready for the listening task.

› **Answers:** 1 They are in the kitchen. 2 One is looking into the fridge and the other is about to cook. / is cooking. 3 Ss' own answers.

6 Listen and check your answers.

Tell Ss to get ready to listen and check their answers. Play the audio file. Ask the whole class to give you the answer for question 3 (what they are going to eat).

› **Answer:** 3 Ham and cheese omelette

7 Listen again. Who makes the requests? Write Ismael or Luis.

Tell Ss the names of the speakers are Ismael and Luis. Tell them to pay attention and try to complete the task. Play the audio file a second time and have Ss work in pairs to solve the task. Call volunteers to read the quotes and the name of the speaker to check with the whole class.

› **Answers:** 1 Luis 2 Ismael 3 Ismael

8 Listen again and tick the pictures of the ingredients they mention.

LA

Go over the pictures with the Ss. Ask them to identify the types of food in each picture. Take this opportunity to teach that we quantify uncountable nouns by their containers or shapes (e.g. a bottle of milk, a bowl / a cube of sugar, a piece of cheese, a slice of pizza). Write examples on the bb. You can add a packet of biscuits, a kilo of meat, a box / a bar of chocolate, etc.

Tell Ss to get ready to work individually. Play the audio file and give them a few minutes to complete the task. Check with the whole class.

› **Answers:** 1, 2, 4, 6, 7

IC

Not all Ss will understand the whole listening the first time they work on it. Listening to the audio file several times with different purposes helps those Ss who have more difficulty in learning to understand the whole dialogue and develop their receptive skills.

25

26 **Luis:** Hi, Ismael. Could you cook something? I'm starving!

27 **Ismael:** OK. Can you have a look in the fridge, Luis? Are there any eggs?

Luis: Yes, there are six. And there is some ham.

Ismael: Is there any cheese?

Luis: Yes, half a kilo.

Ismael: Well, I can make a ham and cheese omelette. Can you pass me the salt?

Luis: Oops! There isn't any salt.

Ismael: Look again. Isn't there a packet in the cupboard?

Luis: Oh yes! There's a packet on the shelf. But I could grate some cheese and sprinkle it on the omelette. It's tasty and healthier, too.

Workbook Answers

Page 104

1

› 2 b 3 a 4 b

2

› 2 T 3 T 4 F 5 F 6 T 7 F 8 F

3

› 2 Corner of Fifth Avenue and Main Street. 3 It is near the best shopping district, commercial offices and the cultural hub of the city. 4 Because it is easier for the client and the chef, and ensures the freshest ingredients. 5 Consommé 6 Chicken, salad and vegetables 7 Chocolate mousse 8 The long wait for a reservation.



Good morning. This week in Restaurant Review, we look at the new French restaurant on the block, Chez Moi.

Located on the corner of Fifth Avenue and Main Street, this restaurant is in a great spot and there are plenty of parking spaces nearby. Near the city centre shopping area, offices and the cultural hub, the restaurant is perfect for lunch as well as dinner.

Inside, the wonderful décor brings Paris right to our doorstep. The service is friendly and fast. The menu is simple, with only two choices per course, making it easier for the client and for the chef. The restaurant also uses only the freshest ingredients.

Now, on to the food itself, which was exceptional. The consommé was just right, not too hot, not too cold, and seasoned very well. The main course of garlic roasted chicken was exceptional. The chicken was roasted to golden perfection, while the flavour was perfectly balanced. Served with a salad of lettuce and tomatoes and vegetables cut and sautéed to perfection, this meal was satisfying and delicious.

A light chocolate mousse closed the meal.

The only disadvantage of this restaurant is getting in. Although it's new, we still had to wait a week to get a reservation. But it was worth it.

Writing recipes

Go over the rules in the box with the Ss for them to learn how to write recipes. Tell them they are going to write one.

1 Read the recipe and ...

IC / ESL / LA

Tell Ss to answer the questions individually. Tell them they can use the rules in the box to help them. Call volunteers to read and check with the whole class. Draw their attention to the way the recipes are laid out. Make sure everybody understands because Ss will have to write their own recipes. Since they have quite a fixed format, all Ss are likely to be successful at writing theirs if they understand the format of the model.

- › **Answers:** a 1 (unit) / 250 (gram) / some / 100 (gram) / 10 (gram) / ½ (cup) b First / Second / Next / Then / Finally c wash / slice / peel / chop / preheat / melt / put / fry / remember / add / keep / boil / serve (imperative); to stir (infinitive)

2 Read the recipe for Red Chicken Curry and put the directions in the correct order.

Have Ss work individually. Tell them to use the model recipe for Cabbage with ham and herbs as a guide. Allow enough time for them to understand the recipe and put it in order.

3 Listen and check your answers from Exercise 2. Pay attention to the connectors.

IC

Tell Ss to get ready to check. Play the recording once. Have Ss join a classmate or two to compare their answers before checking with the whole class. Help Ss to notice the organisation of the connectors and how they give an order to the different steps. In order to help weaker Ss, ask the class to circle the connectors. Then, call volunteers to write them on the bb in order.

- › **Answers:** 5-1-8-6-2-7-3-4

28

First, heat the oil in a large pan on a high heat. Second, cut the chicken breasts into small cubes and add them to the oil.

Cook until they are brown.

Next, reduce the heat to medium-high and add the coconut cream and curry sauce. Cook for about 15 minutes.

Then, boil the noodles, stirring occasionally, for 5 minutes.

After that, drain the noodles.

Finally, add the drained noodles to the chicken and sauce and mix them together.

Serve the chicken and noodles in bowls.



Ss will personalise their learning and make it more meaningful. They are going to write their favourite recipe and describe it to a classmate, who will have to guess the dish. This does not necessarily need to be the family recipe they are going to present to the class.

Workbook Answers

Page 104

- 1** › Ss' own answers.
- 2** › Ss' own answers.
- 3** › Ss' own answers.

'Family Recipe Day'

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

This will be an individual presentation. By this time, Ss should have gathered enough information and shared many recipes. They are all likely to be successful at writing one. Besides, they will have time to work at home. Remind Ss of the importance of working steadily and systematically to be ready on time.

Ss can choose either to prepare a poster or a slide show. They are going to present the dish and its recipe. They have to show a serving and speak about the history of the dish in their family. Ss will follow the questions in the prompts to complete their speech. They should practise a lot at home so that they don't feel nervous when presenting in front of the class.

As the recipes to be presented are 'family' recipes, it is very important to help Ss understand that they must respect everyone's presentation because each family has its own story and sharing part of their customs should be appreciated and respected.

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. In addition, values, which have been previously presented in class, are also included.

Encourage Ss to go over the items listed and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about any issues they don't yet quite understand.

Help Ss to become aware that, in order to confirm that they can actually perform the language functions, they have to think of examples. If they still have difficulties, they should ask the teacher to plan a remedial teaching session to reinforce any language areas in which they still feel weak.

Workbook Answers

Page 105

1

› 1 grill 2 break 3 bake 4 mix 5 fry 6 drain

2

› 1 break an egg 2 bake a cake 3 grill meat 4 mix the dry ingredients 5 drain the pasta 6 fry the chicken

3

›

Healthy foods	Unhealthy foods
1 whole grains	4 refined sugars
2 fruit	5 oils
3 vegetables	6 white bread

4

› 1 b 2 c 3 a 4 a 5 b 6 a

5

›

Countable	Uncountable
1 apple	5 bread
2 banana	6 cheese
3 pear	7 oil
4 onion	8 fish

6

› 1 correct 2 incorrect 3 incorrect 4 correct 5 correct
6 incorrect 7 correct 8 correct

› pages 60–61

Goals

- › Talk about celebrities, their lives and why they are famous
- › Read and learn about the lives of successful people
- › Talk about dates and describe actions
- › Talk about the past
- › Listen and learn about the Arts
- › Write a description about a person you admire

Go over the goals with the Ss. This will help you to reach an agreement with them regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to prepare a PechaKucha presentation (presenting 20 slides for 20 seconds each) about a successful person and discuss what makes a person successful. They will understand the relevance of the language they have to learn to do the final task.

Final project

- › A successful person

Before we start

Ask Ss about the meaning of the title. They will not find it difficult to infer the meaning of effort because it is a transparent word. They also know the meaning of pay. They will have to infer the meaning of pays off.

Guide Ss into noticing that all the people in the pictures are famous so that they can conclude that effort is positive.

These connections between what Ss know and what they are learning make tasks meaningful and significant. Ss will discover new meanings and this process will help them to store the new information in their long-term memory.

1 Look at the pictures and answer.**SEL / 21st Century Skills**

Tell Ss to read the instructions. Tell them to look at the pictures to identify the people they show. They might not know who some of the people are. Encourage them to identify their occupations by finding hints in the pictures. Let them share their guesses before giving them the correct answers. They will develop their **communication** and **collaboration** skills. They will value what each classmate can contribute in order to achieve the final aim of identifying all the people in the pictures.

› **Answers:**

- 1 Oprah Winfrey
- 2 Emily Blunt
- 3 Shania Twain
- 4 Stephen King
- 5 Aimee Mullins
- 6 Jim Carrey

2 & 3 1 A TV presenter. She's on a TV screen. 2 An actress. She's on the poster of a film. 3 A singer. She's singing.

4 A book author / writer. His book cover is behind him.

5 A model and actress. She looks elegant on the 'red carpet'.

6 An actor. He's at an awards celebration.

2 Read the statements (a–f) and match them to the pictures.

Ss will have to make a connection between the information given and the occupations discussed in Ex. 1. They will be developing their critical thinking and communication and collaboration skills. They will value what each member can contribute towards the achievement of their aim.

To make sure everybody follows, work with the whole class asking some comprehension questions. E.g. Who has written more than fifty novels? Who stuttered? Who is an athlete, actress and fashion model? Try to call weaker Ss to answer so that they feel they are learning. They will surely be able to answer because they will work with their books open and with the help of the whole class. This is an encouraging experience for Ss who find it difficult to learn English.

21st Century Skills

Ask Ss to join in small groups of four or five to do this task. Tell them they can use their dictionaries. Try not to intervene unless it is essential. Let them find their way out and solve the problem with the group.

Call a member of each group to answer a question. Ask them to explain how they arrived at the answer.



ESI

Ss will personalise their learning by discussing their own opinions. While Ss discuss what the people have in common, elicit from them that both the men and women had difficult early lives, and that fighting for their future was difficult both for men and women. This shows that gender is not an advantage or a disadvantage in itself. Their cultures enabled them to work from a young age in some cases and they had the chance of showing themselves and the producers what they were able to do. But they had to undergo many difficulties and never gave up.

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

More teaching ideas

Allow Ss time to find more information about one of the celebrities shown in the pictures. Ss can do this using their phones in class or you can set this as a homework task. Ask them to find two pieces of information at least which they find interesting. You can tell them to make notes or write a short paragraph. Then in class put Ss in small groups to share their findings. Monitor and make a note of information to share with the whole class.



Ask Ss to form groups of four or five. One S will choose one of the celebrities in the pictures without letting the other members know. He / She gives one hint at a time for the other Ss to discover who he / she is thinking about. The S who guesses will choose the next celebrity. (They can repeat the celebrity and give different hints.)

Ss will have some fun while they practise the new vocabulary in context.

Stick to it!

1 Read the texts and answer.

Tell Ss to read the instructions and answer. Guide them by asking what they can see. Help them to identify the text type (biography). Draw their attention to the name at the bottom of each biography to identify the title of the publication (*My life on the red carpet*) and the type of publication (a book).

- › **Answers:** 1 From a book of biographies (it's written at the bottom of the page) 2 The lives of celebrities

2 Read the texts again and answer.

SEL / CA

Have Ss read the texts in detail to find the answers to the questions. Tell them to work individually and, after a few minutes, allow them to compare answers with a classmate before checking with the whole class. Answering questions about the two texts at the same time will help Ss to establish connections and see similarities and differences between the two celebrities. Guide Ss into realising that, in spite of living in two developed countries, both women had to deal with poverty.

- › **Answers:** 1 The two people worked hard to become famous. 2 She was born on 25 October 1984. 3 J.K. Rowling. She's from the UK. 4 Katy Perry 5 To transform from a single mum on the verge of bankruptcy to one of the wealthiest authors on the planet. 6 She's happily organising "the perfect wedding" with the actor Orlando Bloom.



Ss will personalise their learning. Since they will be discussing their own ideas, they will probably ask for more vocabulary. Answer their questions and write the new vocabulary items on the bb for everybody to copy at the end of the activity.

Ss will reflect on what it takes to succeed and what it means to be successful.

Workbook Answers

Page 106

1

- › 2 b 3 d 4 a 5 c

2

- › 2 On a full scholarship. 3 At a radio station. 4 On the morning talk show in Chicago. 5 She acted. 6 Education, the arts, culture and humanitarian causes.

3

- › 1 Oprah was born in Kosciusko. 2 Moved to Wisconsin to live with her mother. 3 Lived in Tennessee with her father. 4 Moved to Baltimore to work as a news anchor and then a talk show host. 5 Oprah was invited to host a morning talk show in Chicago, which became The Oprah Winfrey Show. 6 She started a school for girls in South Africa called the Oprah Winfrey Leadership Academy.

Dates

LA / CA

Read the rules about dates in British English. Have Ss notice that we use cardinal numbers in dates in Spanish and ordinal numbers in English. Explain that people in the USA say the dates in a different way as well. Point out that the numerical form is dd/mm/yy in Spanish and British English, and mm/dd/yy in American English.

Saying the numbers of years

LA

Ask Ss to read the years in English and Spanish so that they notice the differences. They will remember the rules better.

1 Answer with the most complete form possible.

Tell Ss to write the dates in numbers and words. Help them to realise that some answers will not include the year and this is OK. Have Ss write the dates on the bb for everybody to follow. Read the dates with the whole class.

› **Answers:** 1 Ss' own answers. 2 It was on 25th May. 3 It is on 31st December. 4 It starts on 21st September.

GAMES

Invite Ss to play the games on page 73. They will practise the vocabulary items learned so far. If there are fast finishers they can enjoy some fun time in class. If the whole group moves ahead together, you can give them a few minutes to practise and enjoy at the same time.

Word building

2 Listen, repeat and underline the stressed syllables.

Tell Ss they are going to listen to an audio file to learn how to pronounce the words in the table. Show them the different categories and tell them that sometimes the differences are marked by the ending only but at other times there is a change in the stress pattern of the word. Ask Ss to underline the syllable they hear as more prominent in each word. Then, ask Ss to read each word to check with the whole class. Take this opportunity to check stress and pronunciation of individual sounds. Correct Ss discreetly by drilling words around the class.

29

presentation
writing
song
acting
nomination
production
publication
speech

present
write
sing
act
nominate
produce
publish
speak

presenter
writer
singer
actress / actor
nominee
producer
publisher
speaker

AT

It is important that Ss identify the change in stress, but they shouldn't worry about their accent. Encourage them to pronounce clearly and make themselves understood.

3 Circle the correct options.

Have Ss work individually to do the task. Check with the whole class. Ask Ss to read the sentences paying attention to word stress.

› **Answers:** 1 singer / producer 2 writing 3 nominee 4 speech

Describing actions

Elicit the rule that verbs are modified by adverbs and that adverbs of manner describe how we do things.

4 Find the synonyms. Use your dictionary to help you.

Tell Ss to do this task individually. They have seen the vocabulary in context so the task should be easy. Check with the whole class.

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

5 Complete the sentences with words from Exercise 4.

Ask Ss to work individually and then compare answers in pairs. Call volunteers to read the sentences and check with the whole class.

› **Answers:** 1 tenaciously / perseveringly 2 hard / strongly
3 completely / absolutely 4 happily / enthusiastically
5 immediately / soon



Ss will personalise their learning by writing about themselves. This makes the new language more meaningful.



Remind Ss that this box provides ideas to help them complete their final project. It is also a reminder for them to go on working steadily to complete it. Now they have the necessary language to write and speak about successful people and their lives. They have to decide who they want to speak about.

Tense review

1 Study and complete the table.

Tell Ss to study and complete the table in order to revise tenses. Elicit other examples from the Ss to check that they understand. While you work, focus Ss' attention on auxiliaries and word order in the different forms. Encourage Ss to ask about anything they don't understand. Check the answers with the class.

› **Answers:** 1 I'm not writing 2 doesn't work 3 're not going to buy 4 Am / writing 5 does 6 did 7 didn't 8 aren't

2 Complete the rules.

Prompt Ss to think about the uses of tenses they have learned so far and to try to complete the rules. They can look back through the different units to help them. Check the answers with the class and make sure that all Ss have the correct answers in their books.

› **Answers:** 1 Present Continuous 2 Present Continuous 3 Present Continuous 4 Present Simple 5 Present Simple 6 Past Simple 7 going to future 8 going to future

3 Match the examples to the rules in Exercise 2.

IC

Ask Ss to do this task as homework. Tell them they have all the information they need in the book and in their notes. Remind them they need to know the uses of the tenses to speak English correctly. It is important that they work individually at it so that they assess themselves.

Check with the whole class. While Ss check, revise the structures and ask individual Ss to describe each one so that everybody follows. Encourage Ss to ask about anything they don't understand.

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

4 Look at the picture and describe what the people are doing.

IC

Revise the use of the Present Continuous tense to describe pictures with Ss and tell them that now they are going to do this. Tell them to look at the picture and complete the sentences. Call volunteers to read. Write the verbs on the bb so that everybody can follow and complete the task. Check with the whole class. While Ss check, revise the structures and ask individual Ss to describe each one so that everybody follows. Encourage Ss to ask about anything they don't understand.

› **Answers:** 1 are singing 2 is playing 3 is jumping 4 is reading 5 is coming

5 Look at the picture in Exercise 4 again and describe what the family did last Saturday.

SEL / 21st Century Skills

Ask Ss to read the instructions. Ask them which tense they have to use and elicit the Past Simple. Tell them to work individually and monitor their work. Have Ss work on peer correction before they share the answers with the whole class. More advanced Ss will be able to explain what weaker Ss need to improve.

› **Answers:** 1 The girls sang a song. 2 Flavio played the guitar. 3 Bonnie jumped. 4 Grandpa read the newspaper. 5 Mum came into the living room.

6 Write true sentences about your family's daily routine. Use the prompts.

Ss will practise the Present Simple by writing about their family's daily routine. Have them work individually and then check with the whole class. Call 3 or 4 Ss to answer each sentence so that Ss collect more examples.

› **Answers:** 1 I have / don't have a big breakfast. 2 Mum works / doesn't work in the morning. 3 We eat / don't eat lunch together. 4 My sibling studies / doesn't study at university. 5 My grandparents live / don't live with us.

7 Write about people's plans for tomorrow. Use *going to* and provide the verbs.

IC

Ask Ss to read the instructions and write the sentences individually. Call volunteers to read the sentences and write them on the bb so that all the Ss can see and copy the correct answers. Check with the whole class. While Ss check, revise the structures and ask individual Ss to describe each one so that everybody follows. Encourage Ss to ask about anything they don't understand.

› **Answers:** 1 Albert and Freddie are going to watch a film on TV. 2 Juana is going to read the last Stephen King book. 3 Mum isn't going to have dinner at home. 4 My cousins are going to play the guitar and the bass at a concert. 5 Are you going to invite / tell a friend to go with us?

8 Complete the text with the correct form of the verbs in brackets.

IC

Tell Ss to read the instructions and complete the task. You can set this task as homework so that Ss work at their own pace and use all the notes and information in the book for help. They will use the different tenses in context to speak about a celebrity. When you check with Ss, help them to notice why each tense is used so that everybody can follow and understand and everyone has the correct version of the text.

› **Answers:** 1 was 2 didn't have 3 started 4 moved 5 got 6 was 7 began 8 loves 9 has 10 uploads 11 is planning 12 is uploading

9 Complete the interview with a famous actress.

IC

Tell Ss to work on the dialogue. Remind them to pay attention to the word order and auxiliaries when they ask questions and to the verb form in the affirmative. You can set this task as homework so that Ss work at their own pace and use all the notes and information in the book for help.

10 Listen and check your answers.

Tell Ss they are going to listen to the audio file to check their dialogues. Have them work individually. Call volunteers to read and write the sentences on the bb so that all Ss can see and copy the correct dialogue in their books.

ox

Once all Ss have the dialogues correct, play the audio file for them to pay attention to pronunciation. Then, ask Ss to read the dialogue in pairs. Monitor their work and check they use the correct intonation for information questions (falling), yes / no questions (rising) and to express emotions. Encourage Ss to play the role of English natives so that they imitate the pronunciation in a relaxed atmosphere.

30

Interviewer: Where were you born?

Beth: In Kentucky.

Interviewer: When did you come to New York?

Beth: Seven years ago.

Interviewer: Who are you working with at the moment?

Beth: With Column Pictures.

Interviewer: How do you like it?

Beth: I love it. They're great!

Interviewer: What are you planning for this year?

Beth: We are starting a film next month.

Interviewer: Is your husband going to come and stay here?

Beth: I don't know. I'll ask him.



Remind Ss that this box provides ideas to help them complete their final project. It is also a reminder for them to go on working steadily to complete it. Now they have practised using the different tenses to organise events in a life story. They have to choose who will speak about.

Workbook Answers

Page 107

1

› 1 The thirteenth of December 2 The second of July 3 The eighteenth of October 4 The ninth of February 5 The ninth of April 6 The thirty-first of January

2

› 2 twelve fifteen 3 fourteen fifty-five 4 fifteen sixty-four 5 eighteen thirty-seven 6 nineteen twenty-six 7 two thousand and twelve / twenty twelve

3

› 2 write 3 song 4 act 5 nomination 6 producer 7 publish 8 speaker

4

› 2 nominate 3 actor / actress 4 writers 5 speaker 6 singer

5

› 1 c 2 a 3 d 4 f 5 e 6 b

Page 108

6

› 2 extremely 3 happily 4 immediately 5 absolutely 6 strongly 7 completely

7

› 2 got 3 are taking 4 are just waiting 5 bought 6 knew

8

› 2 are not wearing 3 Do / take 4 do 5 are walking 6 Do 7 study 8 are going

9

› 2 Yesterday, they ~~go~~ to the cinema. It was fun. 3 Next week, I ~~has~~ a party. It will be fun. 4 She is wearing a pretty dress. She ~~buys~~ it at the mall. 5 Alisha likes ice cream. She ~~had~~ some every day. 6 They are studying hard for the test they ~~go~~ have tomorrow.

10

› 2 Yesterday, they went to the cinema. It was fun. 3 Next week, I am having a party. It will be fun. 4 She is wearing a pretty dress. She bought it at the mall. 5 Alisha likes ice cream. She has some every day. 6 They are studying hard for the test they are going to have tomorrow.

11

› 2 What does he study? 3 Who made the presentation? 4 What are you going to do? 5 Why did you choose Biology? 6 What time / When are you going?

Page 109

12

› 2 Are they studying Geography this year? 3 Did she do the homework? 4 What are they going to do? 5 Does she shop in the shopping centre? 6 Is he the teacher? 7 Did they agree to the new rules? 8 Is Alan going to apply to university?

13

› 2 b 3 c 4 c 5 b 6 a

14

› 2 are growing up 3 looked 4 found 5 are taking 6 said 7 are taking 8 did

LISTENING AND SPEAKING

› pages 66–67

Studying Fine Arts

1 Look at the picture and discuss.

21st Century Skills

This activity encourages Ss to brainstorm ideas that will help them to understand the context and, subsequently, the audio file. Ask Ss to look at the picture and answer the questions. Encourage Ss to 'read' the context of the picture. They will interpret the hints given. Help Ss to notice that one of the girls is smartly dressed and the other one is not. One seems ready to go out and the other looks as if she is staying in (she is studying).

› **Answers:** 1 The girl at the desk is going to study and the other girl is going out. 2 They are talking about what the girl is studying / Fine Art / Botero's painting. 3 She has to study.

2 Listen to the conversation and check your answers.

Tell Ss they are going to listen to the audio file to check their ideas. Have them work individually. Let them share their answers with a classmate. Help them to notice how the speakers' attitude shows through intonation. Tell Ss that sometimes we can get a better idea of the meaning of someone's speech by paying attention to the intonation used. Play the audio file and use hand gestures to show the rising and falling intonation as the characters speak.

3 Listen again and answer.

Tell Ss to read the questions and get ready to listen once more to answer them. Tell them to suggest some answers in pairs first. Play the audio file and give Ss time to complete the task. Call volunteers to read the answers and check with the whole class.

› **Answers:** 1 She's studying Botero's art. 2 Yes, she does. Because she saw some of his works in an art exhibition. 3 She suggests that she looked thin next to Botero's sculpture. 4 He's living in Paris. 5 In 1973.

IC

Not all Ss will understand the whole listening the first time they work on it. Listening to the audio file several times with different purposes helps those Ss who have more difficulty in learning to understand the whole dialogue and develop their receptive skills.



31

Amelia: Hey, Fernanda! Aren't you going out this evening?

Fernanda: No, Amelia. I'm studying for a Fine Arts exam.

Amelia: Which artist are you studying?

Fernanda: Botero. I think his name is Fernando.

Amelia: Is he the Colombian artist?

Fernanda: Yes! Do you know him?

Amelia: I saw some of his paintings in an art exhibition. And I took a selfie by the lying woman in Cartagena de Indias. She is huge! Imagine, I looked thin next to the sculpture! Ha, ha!

Fernanda: Here in the book they describe the figures as 'round' and 'oversized'. And he is a sculptor and a painter. Does he still live in Colombia?

Amelia: No. He lives in Paris. He moved there in 1973.

Fernanda: You know a lot about him! Maybe you can take my exam for me tomorrow.



21st Century Skills / CA

This section is meant to personalise Ss' learning and make the language practice more meaningful. Ss will express their opinion about Botero. This will help them to become aware of how much they know about the artist or about any other artist. They will think about how much they read or watch about cultural topics. Hopefully, this will trigger Ss' interest in knowing more about Argentine and foreign artists in many disciplines.

Who is Elton John?

4 Look at the picture and discuss.

21st Century Skills / CA

Tell Ss to work in pairs to look at the picture and answer the questions. Give them a few minutes to discuss the answers and call volunteers to read and share with the whole class. Have Ss describe what they can see in the picture. It will help as a brainstorming activity to help them to get ready for the listening task. Help Ss to notice the hi-fi and the record in the woman's hands as old-fashioned items.

5 Listen to the conversation and check your answers.

Tell Ss they are going to listen to the audio file to check their answers. Play the recording and ask them if they were right.

› **Answers:** 1 They are a grandmother and her grandson, Oliver.
2 They are listening to music. 3 The audio file doesn't say. Perhaps to be comfortable? 4 He's looking at a record by Elton John because they are listening to his song.

6 Now we know Daisy is Oliver's grandmother. What else do we know about them? Join a classmate, listen again and write down information.

Tell Ss to read the question and get ready. This time they will have to listen for and note down specific information in the audio file. Play the audio file. Tell Ss to work in pairs to complete the task. Call volunteers to read their answers. Check that everybody gets all the information. Call some of the weaker Ss to repeat the answers once they have checked them.

› **Answers:** 1 Every Friday / once a week. 2 She enjoys them.
3 He thinks it is like a museum. 4 Elton John's

7 Now let's concentrate on Elton John.

ESI / CA

Tell Ss they are going to focus on part of the listening. Ask them to read the questions and tell you what they are supposed to do. Once everybody has understood the task, play the audio file again and have Ss write down notes. Call volunteers to give the information they noted down about Elton John. Ask Ss if they know the singer and composer. Ask them if they have noticed who his friend was (Lady Diana). Ask Ss why Elton John looks strange, and elicit that he wears extravagant clothes. He is married to another man. They have two children. He has retired to enjoy family life.

› **Answers:** 1 He doesn't know about him. 2 At Lady Di's funeral. She was his friend. 3 Extravagantly.

33

34 **Daisy:** I'm so happy to see you, Oliver!
Oliver: Granny, I always come on Fridays. I love talking to you.
Daisy: And I really enjoy your visits!
Oliver: Granny, your house is like a museum! Look at that hi-fi!
Daisy: But doesn't it sound wonderful?
Oliver: True! What are you listening to?
Daisy: Elton John.
Oliver: Who is he?
Daisy: Well ... he was one of the most popular singers of the 20th century.
Oliver: Cool!
Daisy: I'm listening to "Candle in the Wind". Isn't it lovely? He sang this song at Princess Diana's funeral. She was his friend.
Oliver: But he looks strange!
Daisy: Yes, he always wore fabulous costumes and glasses.
Oliver: Does he still sing?
Daisy: No, he retired recently. I think it was in 2018. He's enjoying family life.

IC

Not all Ss will understand the whole listening the first time they work on it. Listening to the audio file several times with different purposes helps those Ss who have more difficulty in learning to understand the whole dialogue and develop their receptive skills.



Ss will personalise their learning by speaking about the singers they admire. They will use the vocabulary and grammar learned so far.

Workbook Answers

Page 110

1

› 2 T 3 F 4 F 5 F

2

› 2 not known 3 The song "Thank U, Next" was released 4 Ariana Grande was born. 5 She was cast in a Nickelodeon TV show called Victorious 6 Her first album was released.

3

› 1 Boca Raton, Florida. 2 Annie and Beauty and the Beast. 3 Victorious 4 Videos of her singing on YouTube. 5 Adele and Whitney Houston. 6 5



Hello listeners! Welcome, welcome, welcome. It is 4:30 p.m. on 22nd February 2019 and we will be talking about Ariana Grande's fifth studio album called Thank U, Next. The title track, "Thank U, Next", was released last year and became Grande's first number one single on the Billboard Hot 100. Other tracks from the album have also reached number one, making this album Grande's fourth number one album in the US.

Before we analyse the music on this album, let me tell you a little bit about this ultra-successful young artist. Grande was born on 26th June, 1993 in Boca Raton, Florida. She started at a very young age in musical theatre, in plays such as Annie and Beauty and the Beast.

In 2009 she was cast in a Nickelodeon TV show called Victorious, where she played Cat Valentine. In her own words, acting was fun, but music was her main focus. She was discovered as a recording artist via videos on YouTube of her covers of artists such as Adele and Whitney Huston.

Her first album was released on 30th August 2013 and debuted at number one. Now she is on her fifth successful album. This year, she is going on tour, with 52 shows in the United States and 28 across Europe.

Back to the album ...

Describe a person you admire

Go over the rules in the box with the Ss for them to learn how to organise a description of a person they admire. Tell them they are going to write one. Help them to notice the organisation of topics. Each of the topics will be covered in a paragraph. Tell Ss they will use tenses to organise the events in the life of the person. They can use the examples on pages 62 and 65.

1 Read and put the description in order. Use the information in the box to help you.

Tell Ss to work individually. Tell them they can use the rules in the box for help. Call volunteers to read and check with the whole class. Make sure everybody understands because Ss will soon have to write their own descriptions.

› **Answers:** 3 – 1 – 5 – 2 – 4

Draw Ss' attention to the box about adverbs and verbs and read it with them.

2 Read the text in Exercise 1 and ...

Have Ss work individually to do the task. Then, call volunteers to read the answers and write them on the bb. Write the answers in a table and tell Ss to check and complete their exercises.

› **Answers:** 1 always, always 2 hard, enthusiastically, definitely, well, independently 3 works, helps, planning, going to have, treat their children, work, meet

3 Write a description of the person you admire. Use the following questions to help you.

21st Century Skills / IC

Set this task as homework so that Ss can work at their own pace. Encourage them to swap their descriptions via email to work on peer correction. Tell them to hand in their descriptions for you to give them feedback because they will have to choose one of these descriptions for the final task.

› Ss' own answers.

Workbook Answers

Page 110

1

› 2 influential 3 lifetime 4 produced 5 style 6 Success 7 death

2

› Ss' own answers.

3

› Ss' own answers.

4

› Ss' own answers.

A successful person

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

Ss will work on a PechaKucha presentation.

Each S now has his / her own description. They have to discuss what they consider 'a successful person' to be. Then, they have to vote for a successful person to prepare the PechaKucha presentation about.

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

Ss will assign responsibilities to the different members in the group. They might ask their ICT teacher for help to set the 20 seconds' time so that each slide moves automatically.

They have to rehearse before the presentation so that what they say is clear for their classmates to understand, and they have to stick to 20 seconds per slide.

If they wish, they can add some music that represents the person they are describing.

Any Ss who do not feel confident enough to speak publicly can record their speech and insert the voice recording into the presentation. However, they must be careful if they include music because the recordings might overlap.

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. In addition, values, which have been previously presented in class, are also included.

Encourage Ss to go over the items listed and self-evaluate whether they have been able to achieve them or not. Encourage them to ask about any issues they don't yet quite understand.

Help Ss to become aware that, in order to confirm that they can actually perform the language functions, they have to think of examples. If they still have difficulties, they should ask the teacher to plan a remedial teaching session to reinforce any language areas in which they still feel weak.

Workbook Answers

Page 111

1

- › 1 New Year's Day 2 Veteran's Day 3 Labour Day
- 4 No special day 5 Independence Day 6 Christmas Day

2

- › Ss' own answers.

3

- › 1 singer / beautifully 2 writer / eloquently 3 nominated / unanimously 4 publishers 5 presenter / presentation / well

4

- › 1 She looked at him doubtfully. 2 The exam was extremely difficult. 3 The cake was absolutely divine. 4 The audience clapped enthusiastically. 5 The baby smiled happily at his mother. 6 She came home immediately after the phone call. 7 The road was completely covered with water. 8 I am strongly in favour of music in schools.

5

- › 1 became 2 created 3 launched 4 is 5 works

6

- › 1 is 2 am 3 studied 4 am studying 5 enjoy 6 love
- 7 work 8 am getting 9 am going to

Health

Introduce the topic by asking Ss what they usually have for lunch and dinner. On a scale of one to ten, ask them to rate how healthy their diet is. Have Ss explain why they gave their ratings.

1 Look at the pictures. Which meal is the healthier option? Why?

Before reading the text, introduce relevant vocabulary and pronunciation. After reading the text, have Ss answer the question.

› **Answer:** The plate with fish and vegetables is the healthier dish since it contains a lean protein and vegetables.

2 Take a look at the food pyramid. Where in the pyramid do the following items belong?

Introduce the food pyramid. If Ss are already familiar with it, have them explain what it is. Make a note of vocabulary and pronunciation difficulties, to review at the end of this section of the lesson. Introduce the exercise and have Ss work in pairs to complete it.

› **Answers:**

Food	Category
bagel	bread, cereals and potatoes
salmon	meat, fish
olive oil	nuts / oils
sweets	sweets
cake	sweets
lasagna	bread, cereals and potatoes
chocolate milk	dairy, eggs

3 Look at what Teddy ate yesterday and make suggestions on how he can eat more healthily.

Go over what a healthy diet should look like. Introduce the exercise and have Ss work in pairs before listening to their suggestions.

› **Answers may vary.** Some suggestions are as follows:

Breakfast: cereal without sugar, milk, yoghurt, fruit, whole grain bread

Snack: fruit, yoghurt

Lunch: chicken, fish, vegetables, whole grain rice, beans, salad

Snack: fruit, yoghurt, cereal bar

Dinner: chicken, fish, vegetables, whole grain rice, beans, salad

4 How healthy is the food in your school canteen? List 4 things that are healthy and 4 things that are unhealthy. How would you change the unhealthy items?

Introduce the exercise. Have Ss work individually or in pairs and then listen to their answers.

› **Ss' own answers.**

ROUND OFF ANSWERS

Page 71

1

› 1 was 2 released 3 became 4 was 5 was 6 had
7 work 8 works 9 is releasing 10 is going to tour

2

› 1 carton 2 some 3 loaf 4 much 5 any 6 packet 7 mix
8 pour 9 add 10 sprinkle

3

› 1 any 2 much 3 many 4 some 5 much

4

› 1 How many eggs do I need to make pancakes?
2 Are there any eggs in milkshake?
3 Can you boil water in a microwave oven?
4 Is it going to be a problem?
5 Did you follow the recipe?

DIAGNOSTIC TEST

1

› Answers will vary. Make sure the student is capable of using correct vocabulary and grammar structures as seen in Light Up 1.

2

› Answers should include:

Places in a school	Occupations	Animal body parts
cafeteria, gym, library	accountant, firefighter, veterinarian	claw, feather, fur, paw
Things we do with computers and smartphones	Words that describe personality	Means of transport
take selfies, upload photos	absent-minded, hard-working, lazy, shy	bullet train, ferry, sightseeing bus, underground

3

- › **1** Expect the correct use of short answers and there with the verb to be.
- › **2** Expect the correct use of the Present Simple tense or the verb to be, and the name of an occupation.
- › **3** (They eat) insects.
- › **4** Expect the correct use of short answers and can't.
- › **5** Expect the correct use of the Present Continuous.
- › **6** Expect the correct use of short answers and there with the verb to be.
- › **7** Expect the correct use of short answers and the auxiliary verb do.
- › **8** Expect the correct use of short answers and the verb to be.
- › **9** Expect the correct use of the Past Simple and time expressions.
- › **10** Expect the correct use of the verb to be in the past and words related to the weather.

UNIT 1 – TEST A

1

- › **a** fishing › **e** tennis › **i** photography
- › **b** volleyball › **f** chess › **j** judo
- › **c** reading › **g** pottery › **k** pottery
- › **d** sleeping › **h** meditation › **l** meditation

2

› **AT HOME:** photography, reading, serving food
IN THE OPEN: cycling, parkour **INDOORS AT THE CLUB:** judo, basketball, yoga **OTHER PLACES:** disco, performing, serving food, photography

3

- › **a** group / individual / dangerous / expensive / eye-hand / fun
- › **b** aggressive / mind and body / relaxing / demanding

4

- › **a** Where › **c** Why › **e** What
- › **b** What time › **d** What › **f** When

5

- › **1** playing › **5** studies › **8** goes
- › **2** twice › **6** doesn't like › **9** do
- › **3** isn't playing › **7** On › **10** relaxing
- › **4** is studying Saturday

UNIT 2 – TEST A

1

- › **a** wash up › **e** set / lay the table
- › **b** iron › **f** take out the rubbish
- › **c** sweep › **g** tidy up
- › **d** make the bed › **h** clear the table

2

- › the dishes › the bedroom
- › the room › the table
- › the jeans › the rubbish

3

- › **a** more expensive than / faster than
- › **b** bigger than / biggest
- › **c** more comfortable than / cheap
- › **d** more relaxing than / most relaxing
- › **e** better than / best

4

- › **a** is going to make a cake.
- › **b** are going to read.
- › **c** isn't going to take photos.
- › **d** aren't going to watch television.

5

› 1 worse	› 6 than
› 2 practises	› 7 most
› 3 earlier	› 8 one
› 4 small	› 9 it
› 5 cycling	› 10 is going to participate

UNIT 3 – TEST A

1

- › **a** photographer › **d** painter
- › **b** writer › **e** composer
- › **c** sculptor

2

- › **a** actors / poor / boring
- › **b** scary / surprising
- › **c** sad / protagonist / excellent
- › **d** painter / sculptor

3

- › **a** at / in / at
- › **b** in / at / quietly / quiet
- › **c** in / on / in

4

› 1 Yes, he was.	› 5 Very happily.
› 2 Because he had a problem.	› 6 Yes, he did.
› 3 Juice and fruit.	› 7 At home.
› 4 In 1995.	› 9 Yes, I was.

5

› 1 go	› 5 was	› 9 quickly
› 2 on	› 6 were	› 10 happy
› 3 ago	› 7 make	
› 4 didn't	› 8 have	

UNIT 4 – TEST A

1

- › **a** Buy train ticket / Arrive on time
- › **b** Board on time / Exchange money / Take your passport / Respect local rules / Book accommodation

2
 ➤ 1 Respect ➤ 3 Don't buy ➤ 5 Don't feed
 ➤ 2 Don't park ➤ 4 read ➤ 6 Don't touch

3
 ➤ a is leaving / are going to miss
 ➤ b is going to be / practises / is playing

4
 ➤ 1 b ➤ 3 h ➤ 5 i ➤ 7 j
 ➤ 2 e ➤ 4 g ➤ 6 f ➤ 8 c

5
 ➤ 1 went ➤ 6 should
 ➤ 2 are staying ➤ 7 shouldn't
 ➤ 3 don't ➤ 8 don't
 ➤ 4 are going to visit ➤ 9 rains
 ➤ 5 are going to have ➤ 10 are going to tell

UNIT 5 – TEST A

1
 ➤ **Grains:** rice; **liquids:** milk; **seasoning:** oil; **vegetables:** asparagus, lettuce; **fruit:** pineapple; **protein:** butter, fish, pork, yoghurt

2
 ➤ Ss' own answers.

3
 ➤ a slice ➤ c boil ➤ e peel ➤ g grate
 ➤ b chop ➤ d pour ➤ f bake ➤ h add

4
 ➤ 1 a ➤ 3 j ➤ 5 e ➤ 7 g
 ➤ 2 b ➤ 4 d ➤ 6 f ➤ 8 c

5
 ➤ 1 Can ➤ 5 peel ➤ 9 must
 ➤ 2 are having ➤ 6 cut ➤ 10 Don't
 ➤ 3 am making ➤ 7 boil
 ➤ 4 Do ➤ 8 any

UNIT 6 – TEST A

1
 ➤ a singer ➤ e present ➤ i nomination
 ➤ b actor ➤ f produce ➤ j speech
 ➤ c nominee ➤ g writing
 ➤ d publisher ➤ h acting

2
 ➤ a song / singer
 ➤ b publisher / publish / publications
 ➤ c speak / speech
 ➤ d actors / acting / act

3
 ➤ a tenaciously / enthusiastically
 ➤ b hard / absolutely
 ➤ c doubtfully / immediately
 ➤ d independently
 ➤ e strongly

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

5
 ➤ 1 went ➤ 6 are participating
 ➤ 2 need ➤ 7 can't
 ➤ 3 is going to buy ➤ 8 did
 ➤ 4 am going ➤ 9 am going to watch
 ➤ 5 am going to study ➤ 10 don't

PROGRESS TEST 1A (Units 1–2)

1
 ➤ 1, 3, 6, 7, 8

2
 ➤ 1 is attending ➤ 6 does he know
 ➤ 2 is doing ➤ 7 texts
 ➤ 3 is staying ➤ 8 do I iron
 ➤ 4 have ➤ 9 do I use
 ➤ 5 Does he do ➤ 10 like

3
 ➤ 1 the tables. ➤ 4 dishes.
 ➤ 2 exercises. ➤ 5 their beds.
 ➤ 3 chores.

PROGRESS TEST 2A (Units 1–4)

1
 ➤ 1 Yes, they are. ➤ 4 Yes, she was.
 ➤ 2 No, they aren't. ➤ 5 No, they shouldn't.
 ➤ 3 Yes, they do.

2
 ➤ 1 surprise ➤ 4 accommodation
 ➤ 2 photographer ➤ 5 hands
 ➤ 3 exchange

3
 ➤ 1 went ➤ 5 was ➤ 9 suffered
 ➤ 2 was ➤ 6 were ➤ 10 laughed
 ➤ 3 loved ➤ 7 didn't have
 ➤ 4 knew ➤ 8 didn't like

PROGRESS TEST 3A (Units 1–6)

1
 ➤ 1 is helping Erin make a cake.
 ➤ 2 this cake mix last week.
 ➤ 3 recognize the ingredients in the cake mix.
 ➤ 4 to make the cake with flour, eggs, butter, milk and sugar.

2
 ➤ 1 doesn't want ➤ 3 didn't have
 ➤ 2 are going to buy ➤ 4 love eating

3
 ➤ 1 a lot of ➤ 6 much
 ➤ 2 many ➤ 7 bag of
 ➤ 3 immediately ➤ 8 song
 ➤ 4 any ➤ 9 sings
 ➤ 5 some ➤ 10 extremely

1 Write a short paragraph.

Introduce yourself and your family. Talk about your school, favourite school subjects, what you do every day, your town and what activities it has to offer.

/ 10

2 Classify these words under each of the following categories.

absent-minded accountant bullet train cafeteria claw feather ferry firefighter fur gym hard-working
lazy paw shy sightseeing bus take selfies underground upload photos veterinarian library

Places in a school	Occupations	Animal body parts
Things we do with computers and smartphones	Words that describe personality	Means of transport

/ 20

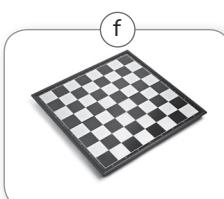
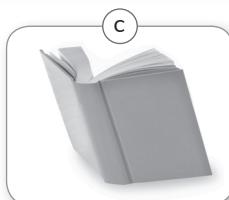
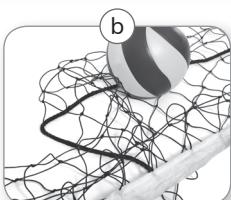
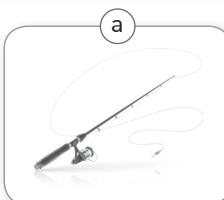
3 Answer these questions. If possible, write full sentences.

- 1 Are there more than 30 students in your class? _____
- 2 What does your father / mother do? _____
- 3 What does a lizard eat? _____
- 4 Can we feed animals at a zoo? _____
- 5 What are your parents doing now? _____
- 6 Is there any chocolate in your backpack? _____
- 7 When you post photos of your friends online, do you ask them for permission? _____
- 8 Are you absent-minded when you use your smartphone? _____
- 9 When was the last time you rode a bike? _____
- 10 Was the weather good on your last holiday? _____

/ 20

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Writing personal information	
Exercise 2: Identifying word groups	
Exercise 3: Answering personal questions	

1 What's the activity?



20

2 Where do people do these activities? Write the words in the correct category.

cycling disco judo parkour entertaining photography basketball reading watching TV yoga

AT HOME	IN THE OPEN	INDOORS AT THE CLUB	OTHER PLACES

20

3 Complete with the words from the box. There are two extra words.

aggressive creative dangerous demanding expensive eye-hand fun group individual interesting mind and body relaxing

a I like basketball because it's a _____ sport. I don't like _____ sports. It's not _____, like parkour, and it's not _____. You don't need a lot of money. What's essential? _____ coordination. And it's great _____!

b Judo? Some people think it's _____, but it's not. It helps to connect _____. It's _____ too. When it's over, you feel calm! But it's _____. You must train hard.

20

4 Write the correct Wh- word.

a _____ does Paul play basketball? At the local club.

b _____ does he go to the club? At 2 p.m.

c _____ does he play? Because it's fun.

d _____ does he have for breakfast? Fruit and cereal.

e _____ is he doing? Watching TV.

f _____ does he watch it? On Sundays.

20

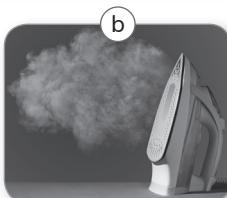
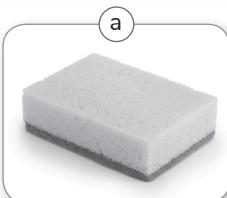
5 Circle the correct options.

Charlotte McLaggan is a chess player. She enjoys ¹play / playing with her friends. She plays with them ²two / twice a week. Charlotte is at home now. She's in her room. She ³doesn't play / isn't playing chess because she has an exam. She ⁴studies / is studying. She always ⁵studies / is studying before a test. She ⁶doesn't like / doesn't mind it, but she must do it. ⁷On Saturdays / Right now, she ⁸goes / does dancing with her friends. After the disco, Charlotte and her friends usually ⁹do / does meditation because it's ¹⁰relaxing / demanding.

20

Total

1 What's the house chore?



20

2 Circle the correct option.

wash the dishes / the bed
 clean the rubbish / the room
 iron the bed / the jeans

sweep the bedroom / the clothes
 lay the bed / the table
 take out the dishes / the rubbish

20

3 Complete with the correct adjective from the box in the correct form. There are two extra adjectives.

funny big cheap comfortable easy expensive fast good relaxing

a A car is _____ a bike. You need a lot of money to buy a car. It's _____ a bike, too.

b The province of Santa Cruz is _____ Cordoba, but Buenos Aires is the _____ province in Argentina.

c I think jeans are _____ a skirt. They're not _____, but I like jeans.

d Yoga is _____ judo. I think it's the _____ activity.

e Messi is _____ Ronaldo at football. He's the _____ football player in the world.

20

4 Look at the photos. Use going to to complete the sentences about these people's plans.



Susan _____



My two brothers _____



Angus _____



My friends and I _____

20

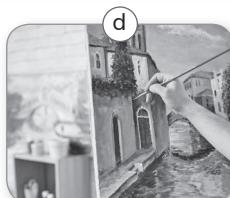
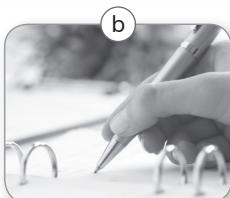
5 Circle the correct options.

Remember Charlotte McLaggan? She's a good chess player. In fact, all the other chess players in her school are ¹worse / worst than her. She ²is going to practise / practises every day after school. She gets up ³early / earlier than the rest of the family and has a shower. Her breakfast is usually ⁴small / smaller: juice and an apple. She loves ⁵cycle / cycling to school. She likes all subjects at school. She thinks that Maths isn't more difficult ⁶than / to other subjects. In her opinion, History is the ⁷more / most difficult ⁸one / it. She always studies ⁹one / it when she has an exam. There's an important chess tournament next week, and Charlotte ¹⁰participates / is going to participate.

20

Total

1 Name the occupations.



20

2 Complete the sentences with one of the words from the box. There are two extra words.

actors boring excellent painter painting poor protagonist sad scary sculpting sculptor surprising

a I was at the cinema. I didn't like the film. The _____ were not good, their performance was _____, and the film was _____.

b Did you read The Monster? It's _____! But the end is really _____, it was unexpected.

c The story in Moulin Rouge is very _____, but I love the film. The _____ is Nicole Kidman, she's an _____ actor.

d Michelangelo was a genius! He was a _____ and a _____.

20

3 Complete the sentences with one of the words from the box.

at in on quiet quietly

a I usually get up _____ seven _____ the morning, but _____ weekends, I get up later.

b Susan studies _____ the evening or _____ night. She studies _____, she's a _____ girl.

c My birthday is _____ June, _____ 27th. I was born _____ 2001.

20

4 Match the questions and answers. There are two extra answers.

1 Was Tom at school yesterday?
2 Why was Tom sad?
3 What did he have for breakfast?
4 When were you born?
5 How did you play?
6 Did he study for the exam?
7 Where was Tom yesterday?
8 Were you a happy baby?

At home.
Because he had a problem.
In 1995.
Juice and fruit.
Two hours ago.
Very happily.
Yes, he did.
Yes, he was.
Yes, I was.
Yes, she did.

20

5 Circle the correct options.

I usually ¹go / went to the cinema ²in / on Saturday. Two days ³ago / last, I was at home with my best friend. We ⁴didn't / weren't go to the cinema because it ⁵did / was cold and rainy. We ⁶are / were hungry, so we decided to ⁷make / made sandwiches. We didn't ⁸have / had any cheese, so we went to the supermarket very ⁹quick / quickly. The sandwiches were delicious and we were very ¹⁰happy / happily.

20

Total

1 Tick all the correct options.

What is necessary in these situations?

a You travel from Buenos Aires to Misiones by train. You're going to stay with your family.

Buy a train ticket Arrive on time Take your passport Book a hotel

b You travel from Cordoba to New York by plane.

Book a train ticket Board on time Exchange money
 Take your passport Respect local rules Book accommodation

20

2 Complete the following rules. Use the verbs from the box, affirmative or negative. There are two extra verbs.

buy eat feed park play read respect touch

Welcome to Animal World, the best open zoo in the world. Here are some rules.

1 _____ opening and closing times. 2 _____ your car outside the zoo, there's a special parking place inside. 3 _____ the tickets before you come. We only sell tickets at Animal World.

You can walk near some animals, but 4 _____ the information signs. 5 _____ them with your food.

You can get bags of special food for animals. 6 _____ the animals, some are dangerous.

20

3 Complete with the verbs in the right form.

a Hurry up! The train _____ (leave) in three hours. We _____ (miss) the train!
 b Susan can dance very well. She _____ (be) a great dancer. She _____ (practise) ballet twice a week. There's a special show on Saturday, and she _____ (play) Juliet with the City Ballet Company.

20

4 Match A and B. There are two extra parts in B.

A 1 Maggie needs to book
 2 Are you going camping? You don't need to book
 3 When you go to another country, you
 4 Remember to exchange
 5 We are never late, we always arrive
 6 We must respect
 7 I think it's great to travel
 8 You must board

B a 'hello' and 'thank you'.
 b a hotel. She's travelling to Boston.
 c a plane one hour before departure.
 d a restaurant.
 e accommodation.
 f all the rules.
 g money before you leave the country.
 h need your passport.
 i on time.
 j the world.

20

5 Circle the correct options.

My friend Brenda is in Liverpool. She ¹is going / went there with her family. They ²are staying / are going to stay in a hotel. Brenda says the hotel is wonderful. People ³don't / shouldn't speak Spanish, so Brenda speaks in English all the time. They ⁴are visiting / are going to visit the Beatles' Museum tomorrow. After the visit, they ⁵are having / are going to have lunch at a fast food restaurant or a pub. People tell them "You ⁶do / should eat fish and chips, it's a typical English dish. You ⁷should / shouldn't miss the local 'scouse' food. It's delicious and very popular. And ⁸shouldn't / don't forget your umbrella, it ⁹rains / is raining all the time here." Brenda and her family ¹⁰are telling / are going to tell great stories about their holidays.

20

Total

1 Write the words in the correct category.

asparagus butter fish lettuce milk oil pineapple pork rice yoghurt

GRAINS	LIQUIDS	SEASONING	VEGETABLES	FRUIT	PROTEIN

20

2 Write two more words in each of the categories in Exercise 1.

GRAINS	LIQUIDS	SEASONING	VEGETABLES	FRUIT	PROTEIN

20

3 Circle the correct verb.

a You break / slice bread.
 b You chop / grate onions.
 c You boil / mash chicken.
 d You drain / pour milk.
 e You peel / sprinkle apples.
 f You bake / chop a cake.
 g You grate / boil cheese.
 h You stir / add garlic.

20

4 Match A and B. There are two extra parts in B.

A 1 Is there any milk?
 2 Are there any eggs?
 3 How much rice is there?
 4 How many tomatoes have you got?
 5 Are there four eggs in the fridge?
 6 Have you got any cheese?
 7 How many biscuits have you got?
 8 How much milk is there?

B a Yes, a carton.
 b No, there aren't.
 c A bottle.
 d Two. We need more for the salad.
 e No, there are only two.
 f No, I haven't.
 g Not many, I must go to the bakery.
 h A loaf.
 i Yes, they are.
 j A packet.

20

5 Circle the correct options.

Bob: I'm hungry, mum. ¹Can / Do I have some biscuits?
 Mum: Sure! But only two. We ²have / are having dinner in half an hour. I ³make / am making fajitas.
 Bob: Great! ⁴Do / Can you need help?
 Mum: Sure! Please, ⁵peel / mix the carrots and ⁶cut / mash them into small cubes. Then put them in water and ⁷fry / boil them.
 Bob: OK, I'm ready.
 Mum: Is there ⁸some / any cream?
 Bob: No.
 Mum: Oh, I ⁹should / must go to the supermarket.
 Bob: ¹⁰Don't / Shouldn't worry, mum. I can go.

20

Total

1 Complete the table.

Doer of an action	Activity	Result of activity
presenter	e	presentation
writer	write	g
a	sing	song
b	act	h
c	nominate	i
producer	f	production
d	publish	publication
speaker	speak	j

20

2 Complete the sentences with words from Exercise 1.

a I always listen to music. My favourite _____ is Yesterday. The _____ is Paul McCartney, he's great.

b The _____ of Light Up is Pearson. They _____ lots of books every year. They have lots of _____.

c The president is going to _____ tomorrow on TV. His _____ will be about economics and the future of Argentina.

d Did you see the new film by Tarantino? The _____ were fantastic, their _____ was very good. They always _____ very well.

20

3 Circle the correct words.

a Tim always works completely / tenaciously and tremendously / enthusiastically.

b You do not work hard / strongly. You're going to fail the test, I'm tremendously / absolutely sure.

c He answered the question completely / doubtfully, but he immediately / extremely corrected his answer.

d You must work independently / soon.

e Tom didn't like the answer, and he responded strongly / absolutely.

20

4 Match A and B. There are two extra parts in B.

A 1 How does he work?
2 How often does he work?
3 Where does he work?
4 Was he there yesterday?
5 Did he go there with Susan?
6 What is he doing?
7 What time is he going to finish?
8 When did he start there?

B a At 2.30.
b Enthusiastically.
c He's working now.
d In an office.
e No, he didn't.
f No, he isn't.
g No, he wasn't.
h On 9th June.
i Right now.
j Twice a week.

20

5 Circle the correct options.

Bob: Is Susan at home?**Mum:** No, she ¹goes / went to the supermarket. I ²need / am needing some sugar, so she ³bought / is going to buy some.**Bob:** Great! I ⁴go / am going to my room. I ⁵am studying / am going to study.**Mum:** When is the exam?**Bob:** On Thursday, but tomorrow we ⁶participate / areparticipating in a volleyball tournament, so I ⁷can't / mustn't study tomorrow.**Mum:** You can study in the evening.**Bob:** Yes, but ⁸are / did you remember the new TV show? I ⁹am watching / am going to watch it.**Mum:** Oh, but ¹⁰shouldn't / don't go to bed late.**Bob:** OK!

20

Total

1 Robert is an exchange student in Barcelona, Spain. Read his email to his mother in England and tick the information that you know about him.

Hi mum,

I can't believe it's been only two weeks since I arrived here. I am doing so many things now that it seems like a month! I still don't believe I'm here. I wake up in the morning and think "Where am I?" and "Why am I sleeping in this bed?" but when I get up and say good morning to Akira and Oleg (my two roommates), I feel so excited to begin my day.

The daily routine and the way people do things are very different from our routine at home. For example, here we are the ones who are responsible for keeping the house clean. Mr and Mrs Oriol are not at home when I get up. They both get up before 6 a.m. to get ready for work. They leave the house before we get up, so it is our responsibility to get to school on time. They set very simple rules: 1) Respect the house and the people who live here. 2) If you use something, put it back. 3) If you get something dirty, clean it up. 4) Always tell someone where you are. Simple, right? But following these rules is harder than I imagined! I never make my bed or tidy up my clothes at home. Now I do these things every day. You know I hate doing the dishes, right? But now I understand why it is important to do household chores and share this responsibility. I don't mind sweeping the floor or taking out the rubbish any more. I don't like it, but I do it because it is my responsibility too. I'm going to change my attitude at home when I go back. I clean this big house every week, so I can definitely clean our small house more often.

At the moment, Akira and I are waiting for Diogo, who is buying laundry soap and fabric softener. We have so many clothes to wash today. I hope we have time to go cycling and visit a beach near here called Sant Sebastià.

Talk to you later.

Robert

1 Robert is writing from Barcelona. ()	5 Robert is not going to do household chores when he returns. ()
2 Robert is tired of doing housework. ()	6 Robert is more responsible now. ()
3 He is the one responsible for getting to school on time. ()	7 He makes his bed every day in Barcelona. ()
4 Mr Oriol works at home. ()	8 He doesn't enjoy doing household chores, but he does them. ()

_____ / 20

2 Complete this dialogue between Emma (Robert's mum) and a friend with a verb from the box below.

do I iron do I use does he do does he know have is attending is doing is staying like texts

Emma: Robert ¹ _____ an exchange program in Barcelona. He ² _____ a lot of things he doesn't do at home.

Maggie: Like what?

Emma: He ³ _____ with a host family, but they both work. So he and his friends ⁴ _____ to sweep the floor and take out the rubbish, for example.

Maggie: I can't believe it! ⁵ _____ the dishes too?

Emma: Yes! They are the ones responsible for the house.

Maggie: But ⁶ _____ how to do all household chores?

Emma: He ⁷ _____ me three times a day with questions. Like "How ⁸ _____ socks?" or "How much soap ⁹ _____ to wash clothes?". I think it's great!

Maggie: Yes. And what do they do in their free time?

Emma: They ¹⁰ _____ to go to the beach.

_____ / 15

3 Match the parts of the phrases about what exchange students usually do.

1 They clear	() chores.
2 They do	() dishes.
3 They do household	() exercises.
4 They do the	() the tables.
5 They make	() their beds.

_____ / 15

Total _____ / 50

ME

Tick 

Exercise 1: Text comprehension

Exercise 2: Verb tenses: Present Simple (3rd person singular),
Present Continuous

Exercise 3: Vocabulary - collocations

1 A teacher is talking to her students about theatre etiquette. Read and answer the questions.

Teacher: OK, kids. We are watching a play at the theatre tomorrow. But there are a few things we need to discuss first. The play starts at 5 but we are going to arrive at 4:30 because I want you to find your seats before the lights go out. You should stay in your seats and listen very carefully to the actors. Do not talk to the actors. Do not use flash photography. Do not use your phones. In fact, turn off your phones when you sit down. Don't talk to each other during the show. Oh, and everybody should go to the toilet before the play starts. Do you understand?

Student 1: Can we eat popcorn there?

Teacher: No, you shouldn't eat there. We are going to a restaurant before the theatre, so we can eat and drink something there.

Student 2: But I was at the theatre last month with my parents and we drank water.

Teacher: Well, Maria, you shouldn't bring a bottle of water, but if you drink silently, that's OK.

Student 3: Can we applaud?

Teacher: Sure! If you liked the play, you should show the actors by applauding loudly.

1 Are the students going to watch a play? _____

2 Are they going to arrive after 5? _____

3 Do they have questions about the rules? _____

4 Was one of the students at a theatre last month? _____

5 Should they bring food to the theatre? _____

_____ / 20

2 Cross out the odd word in each group.

1 boring - poor - horrible - surprise

4 expire - lock - accommodation - change

2 sculpture - painting - drawing - photographer

5 hands - shake - hug - bow

3 passport - exchange - luggage - currency

_____ / 10

3 After the play, one of the students wrote about it in her diary. Complete the text with the correct form of the verbs in brackets.

Last Tuesday we ¹ _____ (go) to a play called Matilda, the Musical. It ² _____ (be) a brilliant play, and everyone ³ _____ (love) it!

I already ⁴ _____ (know) a little of it because the teacher talked about it in class. The play

⁵ _____ (be) very funny and entertaining because the actors ⁶ _____ (be) dancing and singing songs that I knew. There were many students from different schools, and they participated in dancing and singing with the actors. But the story in the play was sad. The play was about Matilda, a girl with superpowers. Her parents

⁷ _____ (have - negative) time for her. The headmistress at her school ⁸ _____

(like - negative) her. She ⁹ _____ (suffer) injustices at home and at school. But in the end, she was OK, and

I ¹⁰ _____ (laugh) a lot. I liked this experience very much and I would like to repeat it more often.

_____ / 20

Total _____ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension	
Exercise 2: Vocabulary groups	
Exercise 3: Verb tenses in the past	

1 Erin and her grandmother are making a cake. Read and join the parts of the sentences.

Erin: I'm going to bake a cake, grandma. Do you want to help me?
 Grandma: Sure! But we don't have eggs. I'll go and buy some at the supermarket.
 Erin: No, wait, grandma. We don't need eggs to make a cake.
 Grandma: Really? OK. But there isn't much milk. I should buy a carton.
 Erin: We don't need milk to make a cake, grandma.
 Grandma: What? No eggs? No milk? What kind of cake are you making?
 Erin: I bought a box of cake mix. We just add water, mix, pour into a tray, sprinkle some chocolate, and bake for 30 minutes.
 Grandma: Cake from a box? No! We're not going to make a cake like that!
 Erin: I tried it last week at my friend's house and it was really good. Give it a try.
 Grandma: Let me read the ingredients. Hmm ... No, I refuse to make a cake that has so many ingredients that I don't recognize. Look! Dextrose, distilled monoglycerides, BHT... what are these things?
 Erin: Really? Let me see. Wow ... I didn't know there were so many chemicals in the recipe.
 Grandma: That's it. We are going to the supermarket to buy the proper ingredients: some flour, a dozen eggs, some butter, a carton of milk and a bag of sugar. Let's go!

1 Erin's grandma	() to make the cake with flour, eggs, butter, milk and sugar.
2 Erin tried	() this cake mix last week.
3 Grandma can't	() recognize the ingredients in the cake mix.
4 They are going	() is helping Erin make a cake.

/ 20

2 Circle the correct option.

1 Erin's grandma want / doesn't want / wanted to make a cake from a box.
 2 They bought / buy / are going to buy the ingredients and bake a homemade cake.
 3 They didn't have / have / are having all the ingredients for the homemade cake at home.
 4 They both are eating / love eating / ate chocolate.

/ 10

3 Erin and her grandma go to the supermarket to buy ingredients for the cake. Find the words that complete this dialogue.

a lot of
 any
 bag of
 extremely
 immediately
 many
 much
 sings
 some
 song

Grandma: Alright, here we are at the supermarket. We don't have ¹ _____ shopping to do, there aren't ² _____ items on our list. You know, Erin, when I think about cake, I ³ _____ think of chocolate cake. How about you?
Erin: Me too! But there isn't ⁴ _____ chocolate at home. We should buy a kilo of it!
Grandma: And we need ⁵ _____ flour too.
Erin: How ⁶ _____ flour do we need?
Grandma: Just one ⁷ _____ flour is enough.
Erin: Grandma, listen. Can you hear the ⁸ _____ they are playing?
Grandma: Yes. I heard it before. Who ⁹ _____ it?
Erin: That's BTS.
Grandma: Oh, yes. BTS. You are ¹⁰ _____ keen to see them live, right?
Erin: Yes! It's going to be amazing!

/ 20

Total _____ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension	
Exercise 2: Verb tenses review	
Exercise 3: Quantifiers and adverbs	

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