

TEACHER'S BOOK

# Light Up

3



María Alicia Maldonado

# 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 21<sup>st</sup> Century Skills
- › Attainment targets (AT) to cater for diversity and different learning rhythms
- › Photocopyable Unit Tests, Progress Tests and a Diagnostic Test

## ONLINE

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

## STUDENT'S SITE

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

## TEACHER'S SITE

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

# OVERVIEW OF THE STUDENT'S BOOK

## LIGHTING UP!

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

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

## THE STRUCTURE OF A UNIT

### › ACTIVATE

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

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

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

### › READING

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

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

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

### › VOCABULARY

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

### › GRAMMAR

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

### › LISTENING AND SPEAKING

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

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

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

## › WRITING

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

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

## › GO FOR IT!

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

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

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

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

## › MY LEARNING RECORD

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

## › CLIL

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

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

## › ROUND OFF

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

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

## › GAMES

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

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

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

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

## › WORKBOOK

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

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

# OVERVIEW OF THE TEACHER'S BOOK

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

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

## ATTAINMENT TARGET (AT)

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

## COMPREHENSIVE SEXUALITY EDUCATION (ESI)

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

## CULTURE AWARENESS (CA)

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

## LANGUAGE AWARENESS (LA)

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

## 21<sup>ST</sup> 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.

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

### › Individual and Social Responsibility

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

### › Communication

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

### › Collaboration

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

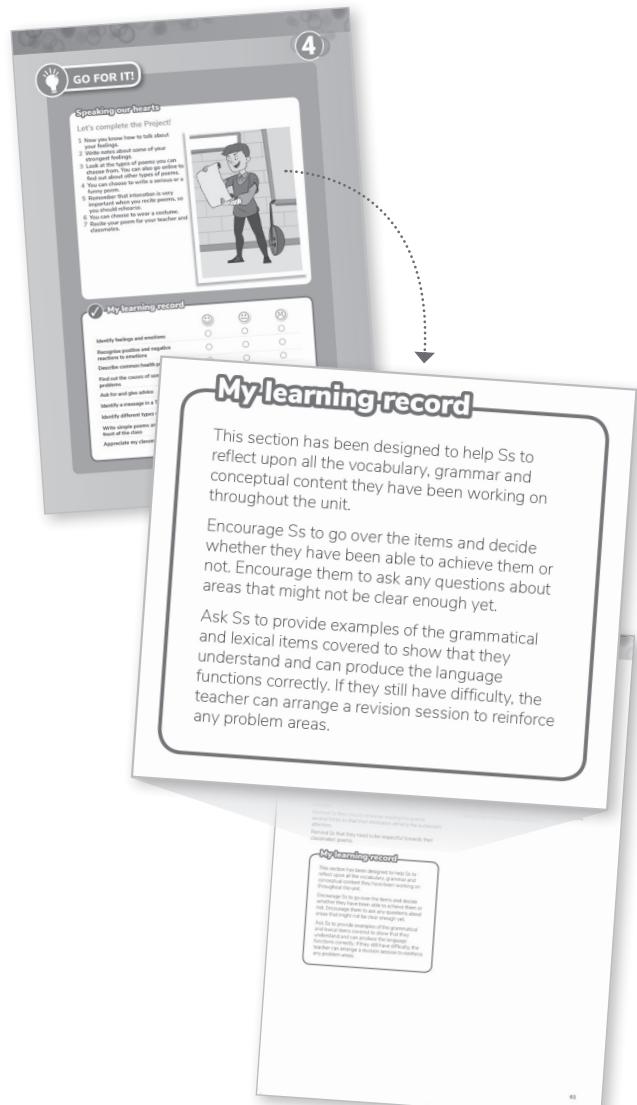
## INCLUSIVE CLASSROOM (IC)

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

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

## SOCIAL AND EMOTIONAL LEARNING (SEL)

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



# METHODOLOGICAL RATIONALE

## OUR VIEW OF LANGUAGE

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

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

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

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

## OUR VIEW OF THE TEACHING AND LEARNING PROCESS

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

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

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

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

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

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

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

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

# PEDAGOGICAL PROPOSAL

## 21<sup>ST</sup> 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 21<sup>st</sup> 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.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup>

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.

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

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

<sup>3</sup> <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 21<sup>st</sup> 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](http://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](http://www.english.com/activate) and enter your **Username** and **Password**.
2. Click on **Light Up**.
3. Click on the **Settings** tab.
4. Under **Course management**, click on **Create a new course**.
5. Click on **New course** and then click on **Next**.
6. Enter the **Course name** and **Course end date**, and then select the product and level from the Product drop-down list.
7. Click on **Submit**.
8. The course summary page shows the Course name, **Course ID**, Product, and Course end date. Share the Course ID with your Ss wishing to join your course. Click on **Print** to generate a PDF with the course information. You can save the PDF in your computer so as to have the information at hand whenever you need it.

#### Step 2: Customizing a course

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

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

## › Enrolling Students

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

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

5. Click on **Submit**.

The collage illustrates the various features of the MyEnglishLab platform for managing a course and tracking student performance. The top row shows the course management interface and a writing assignment. The middle row shows a reading comprehension activity and a vocabulary exercise. The bottom row shows the gradebook and diagnostic reports.

# ASSESSMENT

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

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

## SUMMATIVE AND FORMATIVE ASSESSMENT

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

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

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

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

have learned.

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

In **Light Up** you will find:

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

We aim at educating the whole person and to enable Ss to become autonomous citizens in the 21<sup>st</sup> 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](https://www.english.com/gse) for more information about the **Global Scale of English**.

Visit [www.english.com/blog/download-gse-younglearners](https://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 dropdown menus: '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	USO DE LA LENGUA
0 <b>Lighting Up!</b>		Unidad de inicio Los alumnos podrán: <ul style="list-style-type: none"> <li>• Intercambiar información personal</li> <li>• Hablar sobre trabajo y actividades de tiempo libre</li> <li>• Hablar sobre tareas del hogar</li> <li>• Discutir preferencias</li> <li>• Discutir planes de viajes y dar consejos</li> <li>• Hablar sobre conductas al conocer gente</li> <li>• Describir las artes plásticas</li> <li>• Hablar acerca de shows de arte escénico</li> <li>• Discutir sobre cocina y alimentación saludable</li> <li>• Hablar acerca de personas famosas</li> </ul>		<ul style="list-style-type: none"> <li>• Comunicación y colaboración</li> <li>• Trabajo de a par</li> <li>• Trabajo en grupos pequeños</li> <li>• Presentaciones frente a pares</li> <li>• Manejo de TICs</li> </ul> <p>Procesador de texto</p> <p>Lectura y redacción de emails</p> <p>Búsqueda de información</p>	<p>Articulación de contenidos con otras áreas</p>
1 <b>Learning Styles</b>	Presentación del resultado de una encuesta sobre actividades de tiempo libre	Los alumnos podrán: <ul style="list-style-type: none"> <li>• Hablar sobre estilos de aprendizaje</li> <li>• Discutir cómo mejorar el aprendizaje</li> <li>• Hablar sobre las consecuencias directas de las acciones</li> <li>• Hablar sobre rutinas</li> <li>• Hablar sobre acciones que suceden ahora</li> <li>• Hablar sobre preferencias</li> <li>• Hablar sobre habilidades pasadas y presentes</li> <li>• Comprender cómo usar el inglés</li> <li>• Escribir un perfil en línea</li> </ul>	<ul style="list-style-type: none"> <li>• Artículo en una revista escolar</li> <li>• Perfil en línea</li> </ul>	<p>Pensamiento crítico:</p> <ul style="list-style-type: none"> <li>• Evaluación de la Información</li> </ul> <p>Software para crear</p> <ul style="list-style-type: none"> <li>• collage, video</li> <li>• presentaciones,</li> <li>• encuestas en línea,</li> <li>• póster</li> <li>• multimedial,</li> <li>• audio, blogs y páginas web</li> </ul> <p>Pensamiento creativo</p> <ul style="list-style-type: none"> <li>• collage, video</li> <li>• presentaciones,</li> <li>• póster</li> <li>• multimedial,</li> <li>• audio, blogs y páginas web</li> </ul>	<p>Ciencias sociales:</p> <ul style="list-style-type: none"> <li>• Estilos de aprendizaje</li> <li>• El uso del inglés en el mundo</li> <li>• Tipos de inglés</li> </ul> <p>Plástica: diseño de la presentación</p>
2 <b>Crazy Dreams</b>	Crazy dreams	Los alumnos podrán: <ul style="list-style-type: none"> <li>• Describir lo que estaba sucediendo en un momento en el pasado</li> <li>• Describir reacciones frente a diversas situaciones</li> <li>• Hablar sobre eventos interrumpidos en el pasado</li> <li>• Hablar sobre accidentes domésticos</li> <li>• Contar una historia</li> <li>• Escribir una historia</li> </ul>	<ul style="list-style-type: none"> <li>• Revista escolar</li> <li>• Cuento / narración</li> </ul>	<p>Responsabilidad individual</p> <p>Intervención en proyectos</p> <p>Responsabilidad social</p> <p>Encuestas, reporte de resultados</p>	<ul style="list-style-type: none"> <li>• TICs: Presentación con diapositivas</li> <li>• Lengua</li> <li>• Secuencia de un cuento</li> </ul>
3 <b>Travelling around the World</b>	Discovering ordinary people with special lifestyles Presentación de un trabajo en grupo.	Los alumnos podrán: <ul style="list-style-type: none"> <li>• Hablar acerca de estilos de vida</li> <li>• Describir experiencias personales</li> <li>• Hablar de sentimientos causados por las experiencias</li> <li>• Discutir qué hace que un estilo de vida sea especial</li> <li>• Hablar sobre ambiciones</li> </ul>	<ul style="list-style-type: none"> <li>• Artículo de una revista</li> <li>• Infografía de condiciones climáticas</li> <li>• Descripción de un estilo de vida extraordinario</li> </ul>		<ul style="list-style-type: none"> <li>• Ciencias Sociales: Estilos de vida</li> </ul>

## REFLEXIÓN

## CONTENIDOS

	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Cultura	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> <li>Autoconocimiento</li> <li>Reflexión sobre actitudes personales</li> <li>Auto-control</li> <li>Participación respetuosa en discusiones</li> <li>Motivación</li> <li>Estímulo a través de solución de problemas y juego de roles</li> </ul> <p>Juegos didácticos</p> <ul style="list-style-type: none"> <li>Empatía</li> <li>Respeto por las opiniones ajenas</li> <li>Conciencia social</li> <li>Valoración del esfuerzo individual en función del bien común</li> <li>Habilidades para relacionarse</li> <li>Trabajo de a par y grupal</li> <li>Toma de decisiones responsable</li> <li>Planificación de tareas para el proyecto final</li> </ul> <p>Ensayo previo a las presentaciones</p> <p>Diferencia entre realidad y percepción</p>	<ul style="list-style-type: none"> <li>• Viajar en grupos.</li> <li>• La inteligencia y el sexismo</li> <li>• Manifestación del dolor y género</li> <li>• Todos los estilos de vida son respetables</li> </ul>	<ul style="list-style-type: none"> <li>• Modos de viajar</li> <li>• Instalaciones y servicios en ciudades</li> <li>• Los estilos de aprendizaje en el mundo</li> <li>• El uso del inglés en el mundo</li> <li>• Tipos de inglés</li> <li>• Actitudes solidarias frente al delito</li> <li>• El clima afecta a nuestro estilo de vida</li> </ul>	<ul style="list-style-type: none"> <li>• Información personal</li> <li>• Países y nacionalidades</li> <li>• Animales</li> <li>• Instalaciones y servicios</li> <li>• Instrucciones direccionales</li> <li>• Medios de transporte</li> <li>• Locaciones de veraneo</li> <li>• Actividades diarias</li> <li>• Estilos de aprendizaje</li> <li>• Procesos de aprendizaje – colocaciones</li> <li>• Actividades y estilos de aprendizaje</li> <li>• Gustos y preferencias</li> <li>• Expresiones: Why must we study English? translating / publishing a book chat online varied accents World Englishes Official language General English ESP / EAP / ELF</li> <li>• Accidentes domésticos</li> <li>• Reacción frente a accidentes domésticos.</li> <li>• Cómo me sentí. Cómo fue lo que pasó.</li> <li>• Expresiones: Listening to and retelling a story. I did what mum always tells me to do. Mum says I should always look for someone's help.</li> <li>• Tipos de paisaje: mountains, beach, lake, the countryside, a busy / peaceful city / desert / forest</li> <li>• Condiciones del clima: thunder, drizzle, snow / snowy, wind / windy, rain / rainy, sun / sunny, fog / foggy, cloud / cloudy, storm / stormy</li> <li>• Expresiones: <b>Exciting personal experiences</b> I've had the most frightening and wonderful experience. Alicia is the most admirable sportswoman I've ever seen. He was the nicest celebrity I've ever met. <b>Interview with an incredible woman</b> Tell us a bit about you. So small and so strong! Have you ever thought of retiring?</li> </ul>	<ul style="list-style-type: none"> <li>• Verbo to be –</li> <li>• Presente Simple y Pasado Simple</li> <li>• Presente Simple</li> <li>• Presente Continuo</li> <li>• Pasado Simple</li> <li>• Presente Simple</li> <li>• Presente Continuo</li> <li>• Presente Simple y Presente Continuo</li> <li>• Love / like / don't mind / hate +ing</li> <li>• Condicional presente; consecuencias directas</li> <li>• Can / can't / could / couldn't; habilidad y posibilidad</li> <li>• Pasado Continuo</li> <li>• Pasado Simple</li> <li>• Pronombres indefinidos</li> <li>• Presente Perfecto Simple</li> <li>• Relato de experiencias</li> <li>• Ever / Never / Just</li> <li>• Pasado Simple vs. Presente Perfecto Simple</li> <li>• Foco en el hecho o en el momento.</li> <li>• Transformación de palabras: adjetivos, sustantivos y verbos</li> </ul>	<ul style="list-style-type: none"> <li>• Entonación de oraciones y preguntas</li> <li>• Entonación como expresión de emociones</li> <li>• Pronunciación de los ítems lexicales</li> <li>• Uso de foco para resaltar información.</li> <li>• Entonación de preguntas para confirmación</li> <li>• Entonación de preguntas para información</li> <li>• Entonación como expresión de emociones</li> <li>• Entonación como organizadora del discurso</li> <li>• Pronunciación de los ítems lexicales</li> <li>• Pronunciación de forma fuerte y débil de /wɒz/ /wəz/ /wɜ:/ /wə/</li> <li>• Sonidos /z:/ /h/</li> <li>• Entonación de oraciones afirmativas, negativas y preguntas</li> <li>• Cambio de foco para enfatizar</li> <li>• Entonación como organizadora del discurso</li> <li>• Pronunciación del Pasado Participio</li> <li>• Pronunciación de formas fuertes y débiles de /hæv/ /həv/ /həv/ /h/ y /hæz/ /həz/ /z/ /z/</li> <li>• Pronunciación de /h/ frente a /x/</li> <li>• Entonación como signo de marcación</li> <li>• Entonación como organizadora del discurso</li> <li>• Acentuación como distinción gramatical</li> </ul>

# PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	ESTILOS TEXTUALES Y GÉNEROS	HABILIDADES DEL SIGLO 21	USO DE LA LENGUA
<b>4</b> <b>Mind or Heart?</b>	'Speak your heart' festival Festival de poemas	<p>Los alumnos podrán:</p> <ul style="list-style-type: none"> <li>• Hablar sobre sentimientos y emociones</li> <li>• Pedir y dar consejos</li> <li>• Hablar sobre obligaciones y prohibiciones</li> <li>• Discutir algunas consecuencias de nuestro comportamiento</li> </ul>	<ul style="list-style-type: none"> <li>• Medidor de emociones</li> <li>• Capítulo de un libro de autoayuda</li> <li>• Señales de instrucciones en la calle y lugares públicos</li> <li>• Poemas: haikus, cinquains, acrósticos, poemas de formas</li> </ul>	<ul style="list-style-type: none"> <li>• Comunicación y colaboración</li> <li>• Trabajo de a par</li> <li>• Trabajo en grupos pequeños</li> <li>• Presentaciones frente a pares</li> <li>• Manejo de TICs</li> </ul> <p>Procesador de texto</p> <p>Lectura y redacción de emails</p> <p>Búsqueda de información</p> <p>Pensamiento crítico:</p> <ul style="list-style-type: none"> <li>• Evaluación de la Información</li> </ul>	<p>Ciencias sociales: manejo de nuestras emociones</p> <ul style="list-style-type: none"> <li>• Literatura: poemas</li> </ul>
<b>5</b> <b>Why Worry?</b>	My ideal world Presentación de diapositivas en forma grupal del mundo ideal del futuro	<p>Los alumnos podrán:</p> <ul style="list-style-type: none"> <li>• Hablar sobre predicciones y planes</li> <li>• Distinguir entre predicciones ciertas y probables</li> <li>• Hablar sobre problemas domésticos y sus reparaciones</li> <li>• Describir acciones en interacción social</li> <li>• Comprender discusiones sobre deseos y decisiones</li> <li>• Comprender un programa de radio</li> <li>• Hablar sobre modos de predecir el futuro</li> <li>• Escribir decisiones personales</li> <li>• Describir un mundo ideal en el futuro</li> </ul>	<ul style="list-style-type: none"> <li>• Horóscopo en una página web</li> <li>• Carta a uno mismo</li> </ul>	<p>Software para crear</p> <ul style="list-style-type: none"> <li>• collage, video</li> <li>• presentaciones,</li> <li>• encuestas en línea,</li> <li>• póster</li> <li>• multimedial,</li> <li>• audio, blogs y páginas web</li> </ul> <p>Pensamiento creativo</p> <ul style="list-style-type: none"> <li>• collage, video</li> <li>• presentaciones,</li> <li>• póster</li> <li>• multimedial,</li> <li>• audio, blogs y páginas web</li> </ul> <p>Responsabilidad individual</p> <p>Intervención en proyectos</p> <p>Responsabilidad social</p>	<p>TICs:</p> <p>Presentación con diapositivas</p> <p>Búsqueda segura de información</p>
<b>6</b> <b>Social Responsibility</b>	Presentación PechaKucha sobre una persona exitosa	<p>Los alumnos podrán:</p> <ul style="list-style-type: none"> <li>• Hablar sobre problemas mundiales</li> <li>• Hablar sobre acciones que podemos realizar para ayudar.</li> <li>• Hablar sobre experiencias y logros</li> <li>• Hablar sobre cosas que han sucedido</li> <li>• Identificar palabras claves y usarlas como indicadores</li> <li>• Comprender el significado de solidaridad y éxito</li> <li>• Diseñar un póster persuasivo</li> <li>• Crear una presentación PechaKucha</li> </ul>	<ul style="list-style-type: none"> <li>• Artículo periodístico</li> <li>• Póster</li> <li>• Presentación PechaKucha</li> </ul>	<p>Encuestas, reporte de resultados</p>	<ul style="list-style-type: none"> <li>• TICs: presentación PechaKucha</li> <li>• Ciencias sociales: Problemas mundiales Acciones solidarias</li> <li>• Arte: Diseño de un póster</li> </ul>

## REFLEXIÓN

## CONTENIDOS

	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Cultura	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> <li>• Autoconocimiento Reflexión sobre actitudes personales</li> <li>• Auto-control Participación respetuosa en discusiones</li> <li>• Motivación Estímulo a través de solución de problemas y juego de roles</li> <li>Juegos didácticos</li> <li>• Empatía Respeto por las opiniones ajenas</li> <li>• Conciencia social Valoración del esfuerzo individual en función del bien común</li> <li>• Habilidades para relacionarse Trabajo de a par y grupal</li> <li>• Toma de decisiones responsable Planificación de tareas para el proyecto final</li> <li>Ensayo previo a las presentaciones</li> <li>Diferencia entre realidad y percepción</li> </ul>	<ul style="list-style-type: none"> <li>• Estigmatización de los sentimientos</li> </ul>	<ul style="list-style-type: none"> <li>• Respuesta a nuestras conductas</li> </ul>	<ul style="list-style-type: none"> <li>• Los sentimientos y sus 'matics'</li> <li>• Problemas comunes de salud</li> </ul> <p>Expresiones: <b>The best counsellor ever!</b></p> <ul style="list-style-type: none"> <li>• You look sad.</li> <li>• You shouldn't worry so much.</li> <li>• You are both nice girls.</li> <li>• You always give me the best advice.</li> </ul> <p><b>How emotions affect our health</b></p> <ul style="list-style-type: none"> <li>• Advice on television. A commercial.</li> <li>• Are you feeling under the weather?</li> <li>• You'll have the time of your life!</li> </ul>	<ul style="list-style-type: none"> <li>• Obligación y prohibición: must / mustn't, have to / don't have to</li> <li>• Consejos: should / shouldn't</li> <li>• Condicional presente: when / if</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciación de formas fuertes y débiles /mʌst/ /məst/</li> <li>• Pronunciación de /hæv tu/ and /hæz tu/ /fud/ /fudnt/</li> <li>• Entonación como expresión de emociones</li> <li>• Ritmo en la lectura de poemas</li> </ul>
		<ul style="list-style-type: none"> <li>• Cambios en el lenguaje para evitar el sexismo</li> <li>• Los deseos y predicciones no tienen género.</li> </ul>	<ul style="list-style-type: none"> <li>• Valoración de los oficios en el mundo</li> <li>• Los signos del zodíaco en Inglés y Español</li> <li>• Las connotaciones de las expresiones idiomáticas</li> </ul>	<ul style="list-style-type: none"> <li>• Problemas domésticos y sus reparaciones</li> <li>• Acciones cotidianas – colocaciones</li> <li>• Expresiones idiomáticas: put (someone) in the poorhouse / lose your temper / push your opinions on (someone) / get to a dead end / be in the doghouse</li> </ul> <p>Expresiones: <b>I've never won anything!</b> His greeting tells me (that) ...</p> <p><b>Numerology on the radio</b></p> <p>Do you really believe in numerology? If you leave your ego aside ... You might even make friends with a rival! ... don't let it go to your head. Stay humble.</p>	<ul style="list-style-type: none"> <li>• Futuro con will</li> <li>• Expresión de probabilidad might / might not</li> <li>• Opinión y deseo: I think / I don't think / I hope</li> <li>• Condicional tipo I</li> <li>• If + Present Simple + will / won't + infinitive without to</li> <li>• Futuro con going to</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciación de ítems lexicales</li> <li>• Entonación para marcar diferentes grados de certeza.</li> <li>• Entonación como marca de actitud</li> <li>• Entonación como organizadora del discurso</li> </ul>
		<ul style="list-style-type: none"> <li>• Tareas solidarias y género</li> </ul>	<ul style="list-style-type: none"> <li>• Organizaciones de ayuda internacional</li> </ul>	<ul style="list-style-type: none"> <li>• Problemas mundiales racism, famine, war, flooding, bullying, loneliness / abandonment, poverty, disease, illiteracy, ill-treatment</li> <li>• Acciones solidarias adopt, do, donate, organise, collect, serve, sponsor, raise, respect, run</li> <li>• Cosas que podemos donar</li> <li>• Expresiones: <b>Interview with a ...</b></li> </ul> <p>What more can I ask for? Ain't I successful? I've introduced them into the world of science and ... I couldn't be happier!</p>	<ul style="list-style-type: none"> <li>• Presente Perfecto Simple: for - since</li> <li>• How long ...?</li> <li>• Presente Perfecto Simple y Pasado Simple</li> </ul>	<ul style="list-style-type: none"> <li>• Formas fuerte y débil /hæv/ /həv/ /əv/ /v/ /hæz/ /həz/ /əz/ /z/</li> <li>• Entonación de preguntas para confirmación e información</li> <li>• Entonación como organizadora del discurso</li> <li>• Entonación como expresión de emociones</li> </ul>

# CONTENTS

## Lighting Up! page 4

## Reading & Vocabulary

## Grammar

1

## Learning Styles page 6

### Everybody can learn

Article in a school magazine

- Personal information
- Exchange programme advice
- Recipes

2

## Crazy Dreams page 16

### A terrifying night?

A true story

- Accidents at home
- Reacting to accidents
- Feelings

- Present Continuous
- Present Simple
- Present Conditional
- can / can't / could / couldn't

## CLIL LEARNING STRATEGIES

page 26

3

## Travelling around the World page 28

### Living on Wheels

A travelling magazine article

- Talking about the weather: thunder / snow / wind / rain / sun / fog / cloud / storm /
- Experiences

- Present Perfect Simple
  - have / has + past participle
- Past Simple and Present Perfect Simple
- Word formation – adjectives from nouns and verbs

4

## Mind or Heart? page 38

### Who's in control?

Extract from a book

- Feelings: raging / delighted / sad / satisfied / disappointed / energetic / terrified / cheerful
- Common health problems: sore throat / stiff neck / temperature / toothache

- must / mustn't
- have to / don't have to
- mustn't or don't have to?
- should / shouldn't
- Present Conditional: when / if

## CLIL GEOGRAPHY

page 48

5

## Why Worry? page 50

### Astrology

Astrology web page

- Household problems and repairs
- Actions – collocations: Understand someone's needs / find a way / put ideas into action / offer your help / lend a hand / need to make a choice / have a good chance / make financial connections / accomplish a task / get along with someone / succeed in something / break a promise
- Idioms: leave (someone) out of pocket / lose your temper / push your opinions on (someone) / reach a dead end / find oneself in the doghouse

- Future with will
- might / might not
- Expressing opinions and hopes: I think / I don't think / I hope
- Conditional type 1: If + Present Simple + will / won't + infinitive without to
- Future with going to

6

## Social Responsibility page 60

### PapelInonos. When age is not a problem

An interview in an online newspaper

- World problems: racism, famine, war, flooding, bullying, loneliness / abandonment, poverty, disease, illiteracy, ill-treatment
- Taking action: adopt, do, donate, organise, collect, serve, sponsor, raise, respect, run
- Things you can donate

- Present Perfect Simple with for – since
- How long ...?
- Present Perfect Simple and Past Simple

## CLIL SCIENCE

page 70

## Games

page 72

## Listening & Speaking

## Writing

## Project

### English is useful!

- Why do we have to study English?
- Speak English with different accents
- chat online

### Different kinds of English

- Official English
- General English
- ESP / EAP / ELF

### The little police girl

- Listening to and retelling a story

### At the police station

- Pickpocket
- Robbery

### Write your pen friend's profile

- Rules to write paragraphs
- Conjunctions: and, but, or, so, because

### Improving your learning styles

- Slide presentation

## ROUND OFF page 27

### Exciting personal experiences

- I've had the most frightening and wonderful experience.
- Alicia is the most admirable sportswoman I've ever seen.
- He was the nicest celebrity I've ever met.

### Interview with an incredible woman

- Tell us a bit about yourself.
- Have you ever thought of retiring?

### The best counsellor ever!

- What's the matter?
- You shouldn't worry so much.
- You are both nice girls.
- You always give me the best advice.

### How emotions affect our health

- Are you feeling under the weather?
- You'll have the time of your life!

### Describe an interesting person's lifestyle

- Descriptive paragraph

### A special lifestyle

- Group slide presentation

### Types of poems

- Haiku / cinquain / acrostic / shape

### Speaking our hearts

- Write and recite a poem

## ROUND OFF page 49

### I've never won anything!

- Don't tell me you're selling something again!

### Numerology on the radio

- Do you really believe in numerology?
- If you leave your ego aside ...
- You might even make friends with a rival!
- ... don't let it go to your head.

### A letter to my future self

- Writing tips

### My ideal world

- Group slide presentation

### Interview with a successful person

- What more can I ask for?
- I haven't failed any subjects.
- I've introduced them into the world of science and ...
- I couldn't be happier!

### Design a poster

- Reinforcing ideas with design and pictures

### A successful person

- PechaKucha presentation

## ROUND OFF page 71

# LIGHTING UP

› pages 4–5

## Exchange programme

### Before we start

Welcome Ss and introduce yourself. Emphasize the importance of asking for clarification when they do not understand something, and of practising as much as they can in class.

### 1 Look at the picture and answer.

Ask Ss to look at the picture in detail and try to find hints to answer the questions.

SEL

Have all Ss join in the discussion and write the vocabulary on the bb so that everybody can follow and write down notes to study what is new at home.

› **Answers may vary:** 1 The manager of an exchange programme and a boy / candidate. 2 They are in the manager's office. 3 The boy wants to travel to England to improve his English.

### 2 Listen to the conversation to check your answers.

Tell Ss they are going to check whether they have guessed the answers correctly. Play the audio file and give Ss a few minutes to discuss their answers.

› **Answers:** 1 The manager of an exchange programme and a boy / candidate. 2 They are in the manager's office. 3 The boy wants to travel to England to improve his English.

02

**Mr Porfin:** Good morning! You are ...

**Joaquín:** Joaquín. Joaquín Geneyro. Nice to meet you, Mr Porfin.

**Mr Porfin:** Nice to meet you, Joaquín. How can I help you?

**Joaquín:** I want to travel to England to improve my English.

**Mr Porfin:** Can you speak English fluently?

**Joaquín:** Well ... This is my seventh year studying the language and I can communicate well.

**Mr Porfin:** Good! Let's get to know a bit more about you ...

### 3 Join a classmate and make a list of possible questions Mr Porfin is going to ask Joaquín.

Ask Ss to think of all the information that they consider relevant to apply for an exchange programme. Ask them to organise the questions into some logical order.

### 4 Read Joaquín's answers and write Mr Porfin's questions. Are these questions on your list?

Tell Ss they are going to check that they have chosen the correct questions. Play the audio file and allow Ss to share their answers in pairs.

› **Answers:** 1 What's your full name? 2 Can you spell your surname? 3 How old are you? 4 When is your birthday? 5 What's your favourite subject? 6 Do you have any hobbies? / Isn't that 7 Do you have any brothers or sisters? 8 What's your favourite place in the house? 9 What are you going to do 10 Who told you

### 5 Listen and check. Join with a classmate and practise the dialogue.

Play the audio file for Ss to follow the dialogue in their books. Ask them to practise the dialogue in pairs.

03

**Mr Porfin:** What's your full name?

**Joaquín:** Joaquín Geneyro.

**Mr Porfin:** Can you spell your surname?

**Joaquín:** Yes, G – E – N – E – Y – R – O.

**Mr Porfin:** Right. How old are you?

**Joaquín:** I'm going to be fifteen next month.

**Mr Porfin:** When is your birthday?

**Joaquín:** On the 10th of May.

**Mr Porfin:** What's your favourite subject?

**Joaquín:** I have two favourite subjects, really. English and Biology.

**Mr Porfin:** Do you have any hobbies?

**Joaquín:** Yes, I love doing parkour in the park.

**Mr Porfin:** Isn't that dangerous?

**Joaquín:** Yes, a bit. But it is also exciting!

**Mr Porfin:** Do you have any brothers or sisters?

**Joaquín:** I have a sister, her name's Alicia.

**Mr Porfin:** What's your favourite place in the house?

**Joaquín:** My bedroom, because all my favourite things are there.

**Mr Porfin:** What are you going to do when you finish school?

**Joaquín:** I'm going to study Law.

**Mr Porfin:** Who told you about our programme?

**Joaquín:** I read a leaflet at school.

**Mr Porfin:** Thanks for coming, Joaquín. I'll call you.

### 6 Read the dialogue and find:

Ss read the dialogue and identify the information required.

› **Answers:** 1 I'm going to study Law. 2 I have a sister 3 I have two favourite subjects, really. English and Biology 4 Can you spell your surname? 5 I read a leaflet at school. 6 Because all my favourite things are there.

### 7 Read part of the exchange programme leaflet and discuss what you should / shouldn't do when you travel as an exchange programme student.

Tell Ss to join a classmate and discuss the rules for the exchange programme that appear in the leaflet. Elicit that they have to use should / shouldn't to express advice.

› **Answers:** Do's: 1 You should be polite. 2 You should help with the chores. 3 You should adapt to the family's routine.

**Don'ts:** 4 You shouldn't play music too loudly. 5 You shouldn't stay out late at night.

**Goals**

- › Talk about different learning styles
- › Read and learn about learning styles
- › Use the Present Continuous to describe actions happening now
- › Use the Present Simple to describe habitual actions
- › Use Present conditionals and can / can't / could / couldn't to talk about learning styles
- › Listen and learn about the kinds of English spoken around the world
- › Write an online profile

Go through the list of goals one by one with the Ss. While doing this, come to an agreement with the Ss regarding your expectations of them, deadlines, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box to establish what Ss are expected to do by the end of the unit. Ss are going to prepare a slide presentation or a picture presentation about learning styles. They will discuss activities associated with the different learning styles. They will understand that the language covered in the unit will prepare them to do the final task.

**Before we start**

Tell Ss to read the unit title and ask them if they know what it means. Elicit from Ss that we learn in different ways. Brainstorm ideas of how they learn and write the examples on the bb. (e.g. read aloud, underline texts, study with a friend, etc.)

Ss are likely to lack vocabulary. Allow them to switch into Spanish, give them the equivalent expressions in English and write them on the bb so that everybody can copy them in their notebooks. Ss will activate their previous knowledge at the same time they personalise their learning. They will feel the topic of the lesson is connected to their interests.

**1 Everybody can learn but each person learns differently.**  
Look at the pictures. Join with a classmate and discuss which learning styles you see.

**SEL / ESI**

Tell Ss to look at the pictures, describe what the people in them are doing and say how they illustrate different learning styles. Encourage Ss to reflect on the style that they think matches theirs. They will understand that everybody can learn, but they learn in different ways. Make it clear to them that learning styles and intelligence have nothing to do with gender.

**2 Look at the pictures and find:**

Tell Ss to work individually to complete this task. Tell them to think about which senses (sight, hearing, touch, smell, taste) the people in the pictures might be using to learn. It is possible that Ss do not have much vocabulary at this

**Final project**

- › A presentation about learning styles

stage and won't be able to explain their opinions fully. Allow them to switch into Spanish if necessary, but make sure to provide the English equivalent. Write the new vocabulary on the bb and, when you finish discussing the answers, tell Ss to copy the words into their notebooks.

› **Answers:** 1 a 2 c, e 3 b

**3 Look at the pictures again. Which students are working ...**

Tell Ss to discuss the questions in pairs. Choose a different pair to answer each question. Ask them to describe what the people in the pictures are doing alone or in groups. Ask them to look at whether all the Ss in the groups are working or only some of them. Use this discussion to point out to Ss how important it is that all members of a group work together to complete a task. Reflect on individual and group responsibility. Ask them to think about times when they have worked in groups. Did they collaborate effectively? Did they take responsibility for their share of the work?

› **Answers:** 1 d 2 a, b, c, e

**4 Match the quotes to the pictures.****21<sup>st</sup> Century Skills**

This task aims to encourage Ss to use **critical thinking**. Ss have already discussed the different learning styles so they should be able to associate the quotes with them. They will have to reflect on why the people in the pictures might be saying the different quotes. Ask Ss to give reasons for their choice when they give their answer.

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

#### More teaching ideas

Ask Ss to give examples about their studying routines and to say which learning style they use. E.g. I memorise what the teacher says. I'm an auditory learner. I use mind maps. I'm a visual learner, etc.

Ss will reflect on their studying habits and will share ideas with their classmates. They will become aware of other ways of learning that might be useful to them.



Ask Ss to form a circle of 5 or 6. Each one will write on strips of paper 2 sentences about their studying routines. They will put all the strips in a box and mix them. One S at a time will pick up a strip, read the sentence and identify the learning style that the action represents.

#### More teaching ideas

Have Ss form groups of 3 or 4. Name a learning style (e.g. visual) and give them two minutes to write activities in the classroom which favour the learning style mentioned. Then share the lists so that everybody in the classroom completes theirs. Do the same until all the learning styles have been mentioned. Ss will notice that some activities favour more than one learning style.

Explain to Ss that we might have a more noticeable learning style, but we actually develop others while we interact with new knowledge.

## Everybody can learn

Ask Ss to look at the text and decide what kind of text it is. Point out that they should also look at any images that accompany the text as these will give hints about the content. Ask for a few volunteers to guess the genre and to say where they might read such a text. Ss might need to use some Spanish to put their points across. If so, write any vocabulary in English straight away on the bb.

### 1 Look at the text and choose the correct answer.

Tell Ss to read the questions and to look at the text. They must identify the reader, the writer's attitude towards learning and the type of text. Help them to understand that they will be able to answer the questions by reading just the heading and sub-heading of the article.

› Answers: 1 a 2 c 3 a

#### More teaching ideas

The author uses the pronoun we in the text to indicate that she is also a learner. This reinforces the message of the article that everybody is a learner, including the writer. The only difference is in the way that we learn.

### 2 Read the text and match the following learner types to the corresponding paragraphs.

Tell Ss that they are going to read the text in detail. Then, they will have to match the descriptions to the learning styles. This task encourages the Ss to think critically. Allow them some time to read the text carefully and answer the questions individually. Then, ask them to join another classmate to discuss their answers. This practice will help Ss to develop better communication and collaboration skills. Insist that they try to speak as much English to each other as possible. They learn to respect each other's opinions and to accept new ideas. Ask for volunteers to answer the questions. Correct as necessary so that everybody in the classroom will have the correct answers.

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

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

Ask Ss to read the text again, this time focusing on the detail required to answer the questions. They will have to decide whether the sentences are true, false or not mentioned at all in the text. Tell them that for any false sentence, they will also be required to provide the correct information. Tell them to underline the parts of the text where the required information is to be found. Ask for some volunteers to read out the answers and check them with the whole class.

› Answers: 1 DS 2 T 3 T 4 T 5 F



Tell Ss that this box reminds them that they have already acquired some information that will help them with their final project. They can now identify different learning styles and associate them with various activities. Remind them of the importance of working systematically to complete the project on time.

## Workbook Answers

### Page 76

#### 1

› 1 b 2 a 3 a

#### 2

› 2 F 3 T 4 F 5 F 6 T

#### 3

› 2 ... while it is still fresh 3 ... helps you to remember it  
 4 ... study for 45 minutes and rest for 15 5 ... into smaller tasks 6 ... help students become the student they dream of being

## The learning process – collocations

### 1 Circle the correct options.

Tell Ss to work in pairs to complete the task. Remind them they have already come across the collocations in the **Reading** section so they can go back look there if they need to. They can also look up any unknown words in the dictionary. Encourage them to guess the word using the context, rather than looking up every word. Ask individual Ss to read their answers out loud and check with the whole class.

› **Answers:** 1 take 2 is 3 use 4 keep / find 5 read 6 learn 7 understand



While Ss are reading their answers aloud, check that they are using the correct intonation and that they are pronouncing the words correctly. While they may speak with a Spanish accent, do not stop the lesson to demand perfect native pronunciation. The aim is for them to speak so they can be understood.

## Learning styles and activities

### 2 Write the missing letters and match the activities to the learning styles.

Tell Ss to look at the pictures and insert the missing letters to complete the activities (1–4). Then, they must match the activities to the learning styles (a–e). Ask some volunteers to read out their answers. Write them on the bb so that the whole class has the correct answers.

› **Answers:** 1 POTTERY 2 LISTENING 3 SOLVING PUZZLES 4 ROLE-PLAYING 5 MEMORISING  
a 3 b 5 c 2 d 1 e 4

### ESI / CA

Discuss with Ss whether intelligence has anything to do with gender. Ask whether learning styles correspond to a specific gender. The conclusion should be that there are no gender distinctions as regards learning styles. Teachers all over the world are aware of the different learning styles of their Ss and they try to adapt classroom activities to cater for their individual Ss' learning styles. However, in many countries, intelligence is still measured in terms of language and mathematical ability. Is this right? Discuss with the Ss.

### 3 Listen to 3 students talking about their learning styles and write A, B or C next to activities each prefers. There is one extra activity.

Tell Ss they are going to listen to three young people talking about their learning styles. Ask them if they can guess which learning style each person has just looking at their appearance. This may trigger a discussion about prejudice and how we sometimes judge people by their appearance.

Ask Ss to identify the learning style and write the corresponding letter next to the activities each person mentions. Play the audio file. Give Ss a few minutes to complete the task and then, play the audio file once more for Ss to check their answers. Ask some volunteers to read out their answers to check with the whole class.

› **Answers:** 1 c 2 extra 3 a/c 4 c 5 a 6 a 7 c 8 b 9 a 10 b



A I can't stop moving and I like touching things. I prefer learning by doing and I love PE lessons.

B I can't study alone. I enjoy talking with classmates and working together.

C I love studying alone. I can concentrate better and memorise information. I also enjoy learning by doing because I discover new things.



### SEL

This section aims to help Ss to personalise their learning. They will reflect on their own learning styles and their preferences, and they will exchange information about it with their classmates. They will develop self-awareness and awareness of others.



Tell Ss that this box reminds them that they have already acquired some information that will help them with their final project. They can now identify different classroom activities that match certain learning styles. Ask them to add these styles to this list as it will be needed for their project. Remind them of the importance of working systematically to complete the project on time.

# GRAMMAR

› pages 10–11

## Present Continuous

Have Ss read the box explaining when we use the Present Continuous. Draw their attention to the structure of the sentences in the examples. Highlight the form of the verb to be + -ing and the word order in the questions. Ask for some examples from the class to check understanding.

### 1 Look at the picture and complete the sentences. Use the correct form of the verbs in the box.

Elicit some sentences to describe the picture in Ex.1. Then, ask Ss to work individually to complete the sentences. Check answers with the whole class.

› **Answers:** 1 is speaking 2 is taking 3 is / doing / is touching  
4 are / putting up / are showing

## Present Simple

Tell Ss to read the box explaining when we use the Present Simple. Make sure they all understand, by asking for volunteers to give some examples. Focus their attention on the **Pay Attention!** box and revise the position of adverbs of frequency. Remind Ss that the auxiliaries do / does are used in negatives and questions.

### AT

If Ss might forget to pronounce the s in the third person singular, don't worry. Their meaning will still be understood. Repeat the sentences correctly after the Ss make a mistake.

### 2 Complete the text with the correct form of the verbs in the box. There is one extra verb.

Ss work individually to complete the task. Then ask for volunteers to read out the sentences to check with the whole class. Write the verbs in the corresponding form on the bb so that everybody can complete their tasks correctly.

› **Answers:** 1 is 2 gets 3 loves 4 helps 5 does / hate  
6 doesn't like

## Present Simple and Present Continuous

### 3 Look at the table and complete the sentences about the Bertrand family.

Tell Ss to study the table. Elicit from them that the every day actions are expressed using the Present Simple while the today actions use the Present Continuous. Ask Ss to complete the text. As you check the answers around the class, make sure all the Ss understand the structures and use of the two tenses. Encourage Ss to tell you if there is something they don't understand.

› **Answers:** 3 prepares the breakfast every day 4 is leaving earlier 5 takes the bus to school 6 is walking to school with his friends 7 lives in France 8 is arriving in an hour

### SEL

Tell Ss to study the box to revise how to express preference. Ask some Ss to give examples of using like / love / hate / don't mind to check their understanding.

### 4 Write true sentences about your study preferences.

Tell them to use the information in the box and their own ideas to complete the task. Have several Ss share their answers with the class so that more vocabulary and ideas for the final task are gathered. At the same time, Ss will learn more about their classmates.

› **Ss' own answers.**

## Present Conditional

Go through the box with the Ss. Show them that in the Type 0 conditional, both the condition and the result are in the Present Simple tense. Elicit some examples and write them on the bb. Go over the next box with the Ss to understand the use of the Type 0 conditional.

Have Ss read the **Pay Attention!** box to revise the use of the comma in the Type 0 conditional.

### 5 Complete the sentences with ideas about learning styles. Add a comma (,) where necessary.

Tell Ss to apply the rules to complete the sentences. They can look back at the boxes on the page to help them remember the rules. Ask some volunteers to read out their sentences and write the ideas on the bb. Check that they have put the comma in the correct position.

› **Answers may vary.**

## can / can't / could / couldn't

Have Ss read the two boxes to revise the use of the modals and how to form them. Encourage Ss to ask for help if they do not understand something. Write the affirmative, negative and interrogative forms on the bb and tell Ss to copy them into their notebooks.

### ax

Read the example sentences aloud and demonstrate the pronunciation of the weak form /kən/ in the affirmative and the interrogative, and the pronunciation of the strong form /kɑːnt/ in the negative. /kʊd/ always takes the same form.

### 6 Look at the table and talk about Margaret.

Tell Ss to work individually to complete the task. They can go back and look at the tables for help. Then, ask some volunteers to read out a sentence each and check the answers with the whole class. If a S makes a mistake, ask the other Ss to help. Check that everybody has the correct answers. Write the sentences on the bb if necessary.

› **Answers: 5 years ago:** 2 Margaret couldn't study languages.  
 3 Margaret could swim in the river. **Now:** 5 Margaret can study languages. 6 Margaret can't swim in the river.

**ax**

While Ss read, check that they are using the correct intonation to link ideas.

### Workbook Answers

#### Page 77

**1**

› 1 d 2 g 3 a 4 e 5 h 6 b 7 f 8 c

**2**

› 1 read facial expressions 2 good at something  
 3 keep a learning journal 4 learn by doing 5 take notes  
 6 understand cause and effect

**3**

› 1 f 2 a 3 e 4 c 5 g 6 b 7 d

**4**

› 1 concentrate 2 talk 3 touch 4 move 5 learn by doing

#### Page 78

**5**

› 2 auditory / musical 3 verbal / linguistic 4 visual / spatial  
 5 social / interpersonal 6 solitary / intrapersonal

**6**

› 2 learning journal 3 cause and effect 4 notes 5 memorising  
 6 good at 7 work with others 8 study alone

**7**

› 2 want 3 studies 4 play 5 is not / enjoys 6 is / does not do

#### Page 79

**8**

› 2 Where do you study? 3 What do you revise? 4 Who helps you when you have difficulty? 5 Why are you a successful student? 6 How many hours do you study daily? 7 What do you study at weekends? 8 How do you prepare for tests?

**9**

› 2 A successful student doesn't waste time. 3 Successful students don't procrastinate. 4 A successful student doesn't forget to do his/her homework. 5 Successful students don't eat lots of junk food. 6 A successful student doesn't ignore advice from teachers and parents.

**10**

› Is ... happening is having are playing are listening am studying

**11**

› 2 What are they doing? 3 What are they wearing? 4 What are they celebrating? 5 Who is getting married? 6 Who is your mum holding?

**12**

› 2 If you waste time, you do badly in the test. 3 If they don't sleep enough, they are irritable the next day. 4 If you play sports, you have a healthy body and mind. 5 When you put in the effort, you get the reward.

**13**

› 2 could 3 couldn't 4 can 5 can 6 can't

# LISTENING AND SPEAKING

› pages 12–13

## English is useful!

### 1 Look at the picture and discuss.

Ask Ss to look at the picture in detail and try to answer the questions by investigating the context. Elicit the answers from the Ss.

› **Answers:** 1 They are a teacher and her students. 2 They are in a classroom. 3 They are learning English.

### 2 Listen and check your ideas.

Tell Ss they are going to listen to a dialogue to check their guesses. Play the audio file and allow Ss a few minutes to check. First, they check individually, then in pairs, and finally with the whole class. Make sure all Ss can follow.

### 3 Listen again and answer.

Tell Ss that they are going to listen to the dialogue once more to complete the task. Ask them to read the questions and to try to anticipate what the answer might be. It might be useful for them to write some notes before listening. Play the audio file and allow Ss work in pairs or small groups to complete the task. Then, check the answers with the whole class. Make sure all Ss take note of the correct answers.

› **Answers:** 1 He doesn't want to travel. 2 We can sing English pop songs. 3 The information about science on the internet is more up to date than the information printed in books. 4 He couldn't understand the accent / pronunciation. 5 They agree that if they don't study, they don't learn.

## CA

When they check, elicit from Ss that English is spoken in all the world, that people pronounce English with a foreign accent and sometimes it is difficult to understand them. Help them to become aware of some of the uses of English.

05  
06

**Ms Paris:** Good morning! I'm Ms Paris and I'm going to be your English teacher this year.  
**Students:** Good morning.  
**Boy 1:** Excuse me, Ms Paris. Why must we study English? I can't travel.  
**Ms Paris:** Well, you can read information on the internet. Do you know that translating and publishing a book can take a year? Science develops fast, so when you read the information, it is old.  
**Girl 1:** And we can sing songs. That's good!  
**Ms Paris:** You can also chat online with friends from different countries.  
**Boy 2:** But some of them don't speak very well! I tried to chat with a Turkish friend and I couldn't understand him. We write and that is easier to understand.  
**Ms Paris:** Yes, people from different countries have varied accents. Sometimes they are difficult to understand ... But if we don't study ...  
**Students:** Then we don't learn!



## LA

This time Ss are going to reflect on their use of English. They will realise how many English words they use every day because Spanish has borrowed many words from English. They will also think about the situations they might use English outside the classroom, for example when they sing English songs, or watch English YouTube videos.

## Different kinds of English

## CA / LA

Ask Ss to look at the section title *Different kinds of English*. Ask them to discuss in pairs what they think it means. Point out to them that there are different versions of English spoken around the world. The people of each country speak English in their own way and with their own accent. For example, there is the standard British English spoken in the UK, or American English spoken in North America. There is also the English spoken in former British colonies, such as South Africa.

### 4 Look at the picture and answer the questions.

Ask Ss to discuss the questions in pairs. Choose a few pairs to share their ideas with the rest of the class.

› **Answers:** 1 There are different versions of English. Yes.  
2 Ss' own answers.

### 5 Listen and check your answers.

Tell Ss they are going to listen to the conversation to check if their answers were correct. Tell them to try to work individually. Then, play the audio file a second time and allow Ss to share their answers. Ask some volunteers to read their ideas aloud and check with the whole class.

### 6 Listen again and tick what you hear.

Tell Ss they are going to listen to the conversation once more. This time they will have to tick the initials they hear. Let them work individually. Then check with the whole class. When they read the initials they ticked, ask them if they remember what they mean. Work with the whole class to complete the terms.

› **Answers:** 1, 2, 4, 5

### 7 Listen once more and answer.

Tell Ss to read the questions and try to answer them based on what they remember from the previous listenings. Then, play the audio file once more for Ss to complete the answers. Ask some volunteers to read aloud and check and answers with the whole class.

› **Answers:** 1 British, American, Australian, South African 2 At university 3 ELF



07

08

09

Good evening, ladies and gentlemen. Today I'm going to speak about the World Englishes. How many Englishes can you remember? Two ... three ...? There are many more! We could start naming the official Englishes in the world. The Englishes used in different countries in formal situations. British, American, Australian, South African ... At school, we study General English (the English we use for everyday communication) or ESP, English for Specific Purposes. It is the English we use to understand manuals or scientific texts. If we go to university, we study ESP or EAP, English for Academic purposes. It is the English we use to prepare papers to publish or to present at conferences. ELF is English as a Lingua Franca, the English people from different countries use to communicate. Many of us use ELF. And we also ... means English as a Foreign Language. And we also...

**IC**

Not all Ss will understand the whole listening the first time they work on it. Listening several times, with different tasks in mind, helps the Ss to acquire more information.

**LA**

This activity will help Ss gather more vocabulary to complete the final task. While they discuss the subject with their classmate, they will reflect on how they use English. They will also discuss how they learn English and their own individual learning styles.

## Workbook Answers

Page 80

**1**

→ 1 a 2 c 3 c



Diego: Hello?

Elena: Hi Diego. How are you? It's Elena.

Diego: Hey. What's up. Done with your homework yet?

Elena: Not yet. There is so much to do. I am doing eight subjects this year, so I'm super busy. I am really enjoying Maths, Biology and Chemistry, but I'm suffering with English and French.

Diego: For me it's the opposite. I am doing really well in English, French and History. But I really need help with my maths.

Elena: Hey ... I have an idea! How about we work together. I can help you with Maths and you help me with English and French.

Diego: Actually, that's a great idea! How about we study together at the library for an hour every day.

Elena: Deal. Shall we start tomorrow?

Diego: Yes! Let's walk together after school.

Elena: Okay. See you then.

Diego: See ya!

**2**

→ 1 F 2 T 3 T 4 F 5 F 6 T

**3**

→ 2 Elena is not finished with her homework yet. 3 Diego is having difficulty with Maths. 4 Elena suggests that they help each other. 5 Diego suggests that they study in the library. 6 Diego and Elena plan to go to the library after school.

## Write your penfriend's profile

### 1 Read Megan's profile and write the questions she answers.

Tell Ss to read the profile and work in small groups to write all the questions that correspond to the information that Megan provides. Walk around the class and monitor their work, providing any necessary help they need to complete the questionnaire.

- › **Answers:** 1 What's your name? 2 How old are you?  
3 Where do you live? 4 How many languages can you speak? 5 What do you like doing? 6 What are you doing at the moment? 7 What do you want to be? 8 How are you doing at school? 9 When do you do your homework?  
10 Are you good at sports?

### 2 Read and find the conjunctions she uses to ...

This task aims to help Ss to revise the use of the conjunctions they have studied. Encourage them to work individually and then check the answers with the whole class.

- › **Answers:** 1 and 2 but 3 or 4 so 5 because

### 3 Now use the questions to organise your own profile.

Ss can use Megan's profile to write their own one. Tell them to use the questions to organise the information into the correct order and to make sure to use the conjunctions to link the ideas. Go over the **Remember!** box with the rules for writing paragraphs and sentences. Tell them to swap their work with a classmate and they can correct each other's profiles. In the next lesson, work on the profiles with the whole class.

## Workbook Answers

### Page 80

**1**

- › Ss' own answer.

**2**

- › 2 two 3 Contribution to the school / volunteer work  
4 Geography 5 English 6 Answers may vary 7 ballet and jazz  
8 polo and rugby 9 Answers may vary

**3**

- › Ss' own answer.

**4**

- › Ss' own answer.

## Improving your learning styles

Ss have prepared their own lists of activities and learning styles. Now, they will share lists and design one common list for the group. They will look for pictures that represent the activities and group them according to the learning style they match. All members must cooperate to write the texts. They will share responsibilities and each member will prepare a part. All the members will rehearse their parts to lower anxiety at the moment of the presentation.

When groups present their works, ss will take down notes and they will discuss the different groups' ideas and agree on certain ways to improve their learning based on their varied learning styles.

## My learning record

This section has been designed to help Ss to reflect upon all the vocabulary, grammar and conceptual content they have been working on throughout the unit.

Encourage Ss to go over the items and decide whether they have been able to achieve them or not. Encourage them to ask any questions about areas that might not be clear enough yet.

Ask Ss to provide examples of the grammatical and lexical items covered to show that they understand and can produce the language functions correctly. If they still have difficulty, the teacher can arrange a revision session to reinforce any problem areas.

## Workbook Answers

### Page 80

**1**

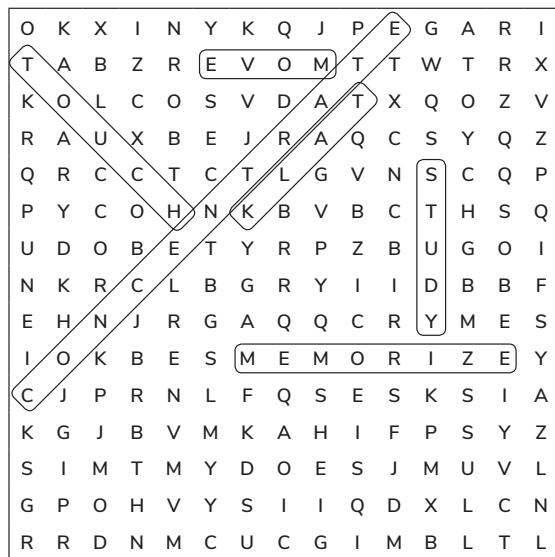
› 1 take 2 is 3 keeps 4 learn 5 make 6 Use

**2**

› 1 d 2 a 3 f 4 b 5 c 6 e

**3**

›



**4**

› 1 is 2 am studying 3 do 4 is 5 is doing 6 is studying

**5**

› 1 can 2 could 3 can't 4 couldn't 5 Can 6 can / can't

**6**

› 1 If you study hard, you will be a good student.  
 2 If Jason volunteers after school, he gets on the Dean's List.  
 3 When you like people, you are a social learner. 4 If you prefer working alone, you are a solitary learner

**Goals**

- › Talk about strange dreams and stories
- › Read about an incident that happened during the night
- › Use indefinite pronouns and the Past Continuous to tell stories
- › Listen to a story about a robbery
- › Write a story

Go through the list of goals one by one with the Ss. While doing this, come to an agreement with the Ss regarding your expectations of them, deadlines, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box to establish what Ss are expected to do by the end of the unit. Ss are going to write about a crazy dream they had or write a strange story and share it with the class. They will have to link ideas together in an engaging way and express feelings and emotions. They will understand that the language covered in the unit will prepare them to do the final task.

**1** Look at the pictures. Describe what is happening in each one.

**I**C

Do the task orally first with the whole class. Go through each picture, asking a different S each time to describe what they see. Ask them how they feel about what is happening in the pictures. Write what Ss say on the bb. Categorise the words according to actions and feelings. When they have finished describing all the pictures, say the word for a feeling and ask the Ss to identify which picture you might be referring to. This will help weaker Ss to memorise the vocabulary.

- › Ss' own answers.

**2** Read the descriptions and match them to the pictures. There is one extra description.

Ask Ss to do the task individually. Tell them they do not need to know all the words. It is enough for them to be able to identify the action and match the pictures to the definition. Allow them a few minutes to work. Ask for volunteers to read out the answers and check with the whole class.

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

**Final project**

- › Write and narrate your story to the class

**More teaching ideas**

While Ss read their answers, point out that they are using a new structure. They already know the Simple Past of the verb to be and they understand the idea of using the Present Continuous to describe an action in progress at the time of speaking. Use those concepts to elicit from the Ss that they are now talking about events that took place over a period of time in the past. Write an example with was and another with were to show Ss how the Past Continuous is formed. Tell them you are going to work on this tense later. Ask Ss about the meaning of the title. What are dreams? Why use the word 'crazy'?

**OX**

As Ss read, tell them to try to express the feeling of the person they are talking about. Check that they use the correct intonation when they are linking ideas.

**3** How did the people react? Match their feelings to the descriptions of dreams in Exercise 2.

Ask Ss to match the reactions to the dreams. Tell them to use the clues that the dreams provide (pronouns and adjectives). Point out that all the words end in -ed. Allow them a few minutes to work individually. This task helps Ss to develop critical thinking. Ask for volunteers to read aloud and check the answers with the whole class.

- › Answers: 1 4 2 3 3 2 4 7 5 1 6 5 7 6

**More teaching ideas**

While Ss read out their answers, write the -ed adjectives on the bb in a third column, next to the columns you wrote earlier with lists of actions and -ing adjectives. The -ed adjectives describe how people feel. Draw Ss' attention to the form of the adjectives and elicit their use.

## A terrifying night?

### 1 Look at the text and answer.

Ask Ss to look at the text and answer the questions. They will identify it as a short story in a school notebook. Point out the name of the author on the margin of the page. It will give them the hint for question 3

› **Answers:** 1 Because it is probably a student's homework assignment. 2 In a school notebook. 3 Amy West

### 2 Read the text and put the pictures in order.

Tell Ss to read the text and to number the pictures in the order the events they represent are mentioned in the text. Tell them they do not need to understand every single word. It is enough to get the gist. Ss will soon develop the skill of discerning meaning from the context. They will use their critical thinking to associate ideas. Check answers with the whole class. Ask Ss to read out the word or sentence that made them choose the picture.

› **Answers:** 3 – 1 – 4 – 5 – 2



While Ss read, check that they use the correct intonation to link ideas. If not, correct them gently by demonstrating the same sentence with the correct intonation.

### 3 Read again and answer the questions.

Ask Ss to read the text in detail. They will have to answer questions about the events. Ask for volunteers to read the answers aloud to check with the whole class.

› **Answers:** 1 They were sleeping. 2 There was a terrible crash and the whole house shook. 3 She thought she saw a movement in the garden. 4 She was terrified. 5 She was sleeping soundly. 6 She tiptoed. 7 She couldn't see anything because it was dark. 8 He wasn't barking. He usually barks if he hears anything at night. 9 She went downstairs. 10 My brother's big wooden toy box was broken into pieces and all his toys were scattered across the floor. He was fast asleep on the couch and Tobi, the dog was sitting patiently beside him.

## Workbook Answers

### Page 82

**1**  
› 1 c 2 a 3 b

**2**  
› 1 F 2 T 3 T 4 F 5 F 6 T

**3**  
› 2 X 3 X 4 X 5 ✓ 6 X

# VOCABULARY

› page 19

## Accidents at home

### 1 Match the accidents to the pictures.

Tell Ss to read the instruction and do the task individually. Ask for volunteers to read to check answers with the whole class.

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



While Ss read out their answers, help them to pronounce the accidents correctly. Focus on /ɔ:/ in /'sɔ:vɪŋ/ and /bɔ:nt/ and point out that onion is pronounced /'ʌn jən/. Work on /h/ in /hɪt/ /hɪz/ /hə/ /hɔ:t/.

## Reacting to accidents

### 2 Match the following reactions to the accidents in Exercise 1.

Ask Ss to do the task on their own. This will help Ss to develop their critical thinking skills since they will have to make associations between the accident and what the people did. Check answers with the whole class.

› Answers: 1 3 2 4 3 2 4 6 5 7 6 1 7 5



## SEL / ESI

This section aims to help Ss personalised their learning. Ss will discuss how they react to accidents. Point out that we are all human beings and we can all feel pain and hurt.

## Feelings

Go through the box with the Ss and point out the difference between the -ed ending and the -ing ending.

### 3 Circle the correct options. Then listen and check.

Ask Ss to read the instructions and complete the task. Tell them to work individually. Allow them a few minutes and then play the audio file. Tell them to go back over their answers and then play the audio file once more. This time, tell them to pay particular attention to how the people speak. Check the answers with the whole class. Have Ss read the dialogue in pairs. Monitor their pronunciation.

› Answers: 1 interesting 2 amazing 3 fascinating 4 tired  
5 disappointed

10

**Hanna:** Hi! What did you do last night?

**Frankie:** I watched an interesting documentary film on TV.

**Hanna:** Really? What was it about?

**Frankie:** Oh, it was amazing. It was about the tribes of the Amazon rainforest. They are so fascinating.

**Hanna:** I thought you were playing squash. Were you too tired?

**Frankie:** No, the club was closed yesterday. I was disappointed.

**Hanna:** Well, now you know all about the Amazon rainforest!



Draw Ss attention to the **In Action!** box. Remind them about their final project and that they should be working consistently in order to get it finished by the deadline. Point out all the language they have learned so far and how helpful it will be for their projects. If there are any problems, now is the time to deal with them.

## Indefinite pronouns

Ask Ss to study the table in pairs. Point out the use of the indefinite pronouns by reading the rule boxes together. Encourage Ss to ask questions if they don't understand something.

### 1 Circle the correct options

Ask Ss to work individually. Invite Ss to join a classmate to work on peer correction before sharing their answers with the whole class. Ask for volunteers to read one sentence each to check with the whole class. To reinforce comprehension, ask Ss to say what the pronouns are referring to (people, things or places)

- › **Answers:** 1 someone 2 something 3 anything  
4 somebody 5 something 6 somewhere

### 2 Rewrite the sentences. Change the underlined words to an indefinite pronoun and / or a different form of the verb.

**I**C

Tell Ss to read the instructions and work individually. By this time they should be used to understanding instructions. Do not explain instructions unless Ss ask you for clarification. Allow Ss a few minutes to complete the task and tell them to share their answers with a classmate. After they work together for a little while, check the answers with the whole class. Since Ss will have to rewrite the sentences, ask for volunteers to write the answers on the bb so that everybody has the correct version of the sentences.

- › **Answers:** 1 There is nothing on the table. 2 Everything is in the box. 3 There isn't anywhere to put the books. 4 Alice hasn't got anything to wear to the party. 5 Everyone in the class is working hard.

### 3 Complete the sentences with an indefinite pronoun.

Tell Ss to work individually to complete the sentences. Tell them to think of what they are talking about (people, things or places) in order to decide which pronoun to use. Ask for volunteers to read one sentence each to check the answers with the whole group. Ask Ss to read the word the pronouns refer to in order to check comprehension. At the same time, this practice will help weaker Ss to reflect on the use of the pronouns and to memorise how they work.

- › **Answers:** 1 everything 2 anywhere 3 someone  
4 somewhere 5 anything 6 anyone 7 anything 8 no one  
9 somewhere 10 something

## Past Continuous

### 4 Complete the table.



Ask Ss to study and complete the table. Then, discuss the structure with them. Point out to them that the word order is the same as for the Present Continuous. Elicit from them that the only change is the form of the past of the verb to be. Remind Ss of the unstressed pronunciation of /wəz/ and /wə/.

- › **Answers:** 1 were 2 sitting 3 was sitting 4 was 5 were sitting 6 wasn't 7 weren't playing 8 playing 9 jumping 10 Was 11 jumping 12 Were / jumping 13 were 14 weren't 15 wasn't 16 was 17 was 18 wasn't 19 weren't 20 were



Focus Ss' attention on the box. Read the examples with them and show them that when the action in the Past Continuous is interrupted, we use the Past Simple for the interrupting action. Read the examples and elicit some examples from the Ss and write them on the bb.

Draw Ss' attention to the **Remember!** box to help them to avoid making unnecessary mistakes.

### 5 Look at the picture and ...

Tell Ss to read the instructions and complete the task. In this case, they have to follow 2 instructions. Check that they have understood both instructions and let them work individually. Ask for volunteers to read the sentences to check the answers with the whole class.

- › **Answers:** 1 was drawing 2 were sitting 3 were talking  
4 was taking 5 happened 6 saw 7 stood 8 said

### 6 Write questions about the students in the classroom and answer them.

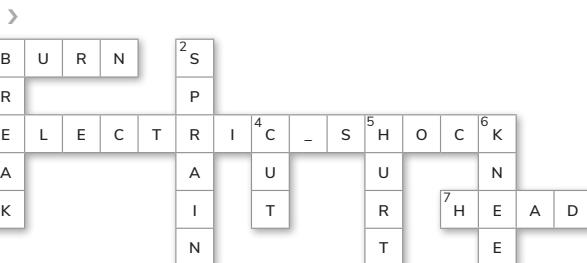
Have Ss work individually asking and answering the questions. After a few minutes, tell them to join a classmate to share and work on peer assessment. Ask for volunteers to read and write the questions on the bb to make sure all Ss have the correct answers.

- › **Answers:** 1 Who came into the classroom? The teacher.  
2 What was Hanna drawing on the blackboard? She was drawing a flower. 3 Where were Simon and Alex reading? They were reading at their desks. 4 Who were talking to each other? Marina and Florencia 5 What was Juan taking out of his school bag? He was taking out a notebook. 6 Who did the students see? They saw the teacher. 7 What did they do? They stood up 8 What did they say? They said 'Good morning'.

## Workbook Answers

### Page 83

1



2

- › 1 e 2 c 3 g 4 f 5 b 6 a 7 d

3

- › 1 tired 2 disappointing 3 boring 4 delighted
- 5 surprising 6 interested

4

- ›

1 a interesting	b interested	c surprising
2 a tiring	b tired	
3 a surprising	b surprised	
4 a boring	b boring	

### Page 84

5

- › 2 interesting 3 surprised 4 tired 5 delighted

6

- › 1 somebody / someone 2 anyone 3 no one 4 everyone

7

- › 2 someone 3 no one 4 everyone 5 anyone 6 No one

8

- › 1 something 2 anything 3 nothing 4 everything

### Page 85

9

- › 2 anything 3 something 4 nothing 5 everything
- 6 something

10

- › 1 somewhere 2 anywhere 3 nowhere 4 everywhere

11

- › 1 anywhere 2 somewhere 3 anywhere 4 everywhere
- 5 nowhere 6 somewhere

12

›

I work	I worked
You work	You worked
He works	He worked
She works	She worked
It works	It worked
We work	We worked
You work	You worked
They work	They worked

I go	I went
You go	You went
He goes	He went
She goes	She went
It goes	It went
We go	We went
You go	You went
They go	They went

I am working	I was working
You are working	You were working
He is working	He was working
She is working	She was working
It is working	It was working
We are working	We were working
You are working	You were working
They are working	They were working

I am going	I was going
You are going	You were going
He is going	He was going
She is going	She was going
It is going	It was going
We are going	We were going
You are going	You were going
They are going	They were going

13

- › 1 arrived 2 was preparing 3 made 4 were having
- 5 stopped 6 joined 7 was studying 8 asked
- 9 took 10 woke 11 was preparing 12 getting

# LISTENING AND SPEAKING

› pages 22–23

## The little police girl

### 1 Look at the pictures and discuss.

Tell Ss to read the questions and look at the picture to understand the context. Have a brainstorming session to try to guess what is happening in order to prepare for the listening. You can write any words they need to complete the task on the bb.

› **Answers:** Ss' own answers.



Ss will reinforce what they've learned by retelling the story in their own words. Tell them to take down notes while answering the questions but they shouldn't read when they speak. Advise them to rehearse their answers before they speak as this will make them less nervous.

### 2 Listen and check your ideas.

Tell Ss they are going to listen to a conversation to check their answers. Play the audio file and have Ss discuss the answers as a whole class.

**CA**

Discuss how people react when faced with crime. Some people may be afraid to get involved while others believe it is their duty to help others, no matter what the danger. Standing up to crime is the only way to prevent it.

### 3 Listen again and put the pictures in order.

Tell Ss they are going to listen to the conversation once more. This time they will have to put the cartoons in order. Play the audio file and let Ss work individually. Ask for volunteers to read their answers to check with the whole class.

› **Answers:** b – a – d – c

**11**

12 One Saturday morning, Joseline went to the clothes shop to buy a T-shirt. When she got to the shop there weren't many customers. While she was choosing her T-shirt, she saw someone was picking a woman's wallet from her bag. The woman was looking at a dress so she didn't notice the robbery. Joseline didn't dare to say anything to the woman, but she went to the cashier and told her. The cashier called the police. Some minutes later, when the woman looked for her wallet to pay for the dress, she noticed that it was not in her bag. She got really sad. But her sadness didn't last long. They heard the police sirens and saw that a policeman was taking the pickpocket to the police car. The woman got her wallet back and thanked Joseline with a big kiss.

## At the police station

### 4 Listen to the conversation and put the events in order.

Tell Ss to read through the list of events in the exercise and try to guess the order before listening to the conversation. Ss can work in pairs to discuss their choices. After a few minutes, play the audio file and have Ss work individually. Then, allow Ss to rejoin their pairs to confirm their answers. Ask for volunteers to read the events in order for the whole class to check their answers.

› **Answers:** 1, 8, 9, 4, 6, 3, 10, 7, 2, 5

**4X**

While Ss read out the sentences, check they use the correct intonation and stress patterns. Show them that we stress new information and we don't stress known information. For example, in the sentence 'the man was leaving the shop', we stress leaving and not shop because the fact that the man was leaving is what is important in this point in the story.

### 5 Listen again. Who ...

Tell Ss to prepare to listen for further details. They will have to identify who did different things. Ask them to read the questions and then play the audio file. Allow Ss a few minutes to answer and check with the whole class. Encourage all the Ss to participate actively.

› **Answers:** 1 Ms Walton 2 Joseline 3 Joseline's mum  
4 Ms Walton 5 The police officer

**IC**

Not all Ss will understand the whole listening the first time they hear it. Listening to the conversation several times with a different focus in mind, helps the weaker Ss to understand the whole dialogue.

13

14

**Police Officer:** Thank you for your help, Joseline.

**Joseline:** I did what mum always tells me to do.

**Police Officer:** What did you see at the clothes shop?

**Joseline:** Well, I was buying a T-shirt and I saw the woman, Mrs Patrick I think, looking at a beautiful dress.

**Police Officer:** OK. But what happened to Mrs Patrick?

**Joseline:** Oh, I saw that man. He was opening her bag. And then he was picking Mrs Patrick's purse!

**Police Officer:** Why didn't you tell her?

**Joseline:** No! Mum says I should always ask for someone's help. So I went to the cashier. Ms Walton is very nice. I told her ... I pointed out the man. But he was leaving the shop.

**Police Officer:** And what did Ms Walton do?

**Joseline:** Ms Walton called the police.

**Police Officer:** And did you tell Mrs Patrick about the robbery?

**Joseline:** No! She was looking for her purse to pay for the dress and she noticed she didn't have it. She was so sad! But we heard the police sirens while I was telling her everything about the robbery. And you were taking the pickpocket to the police car.



### 21<sup>st</sup> Century Skills / SEL

Have Ss discuss this question with the classmate next to them first, and with the whole class afterwards. This will help them to develop better self-awareness and awareness of others. At the same time, they will develop **individual and social responsibility**.

### Workbook Answers

Page 86

1

› 1 b 2 c 3 c



Good morning everyone. Welcome to today's lecture where we will look at some works of art influenced by or thought up during dreams. Today we will look at music. Next week we will look at literature and the week after that we will look at paintings and sculpture.

In the last class we touched briefly on dreams. As we said, some experts think that dreams are a way of reorganising our experiences or cataloguing our memories, but there is no absolute consensus on this. One thing is for sure, many pieces of art were dreamt up while their creators were sleeping. Let's take a look at a few of these, starting with music.

How many of you know the song "Every breath you take" sung by the Police? This song was composed by Sting, the lead singer of the band. He woke up in the middle of the night with the line in his head and wrote the song in half an hour.

Paul McCartney was a prolific songwriter and some of his songs came to him in his dreams. Paul McCartney claims that the song "Let it be" came to him from a dream of his deceased mother telling him to let it be during a difficult time in his career with the Beatles.

The melody to another famous song composed by Paul McCartney, "Yesterday", also came to him in a dream. He immediately woke up, ran to his piano and wrote the song down. It sounded so familiar to him that he was sure that he had plagiarised the song. He asked around for a month before he became convinced that the song was his original composition. Then he wrote the lyrics to go with the music.

While we all dream, it seems that our most creative minds also use their dreams as a source of inspiration for their creations. So if you want to be more creative, maybe you should dream more.

2

› 2 Sting 3 Paul McCartney's mother came to him in a dream and said let it be. 4 He thought that he had copied the song. 5 He wrote the lyrics a month after writing the melody. 6 The influence of dreams on literature.

3

› 2 T 3 F 4 T 5 F 6 F

## Write a story

Read the information in the box with the Ss. They will identify the different elements in a story. Tell Ss this is the storyline of a chronological story.

### 1 Use the information in the story organisation box above to put the events in order.

Ask Ss to read the sentences and to put them in order according to the different parts of the storyline in the box. Then, let Ss work together with a classmate to correct each other's work. Ask for volunteers to read the answers to check with the whole class.

› **Answers:** 3 – 2 – 5 – 6 – 1 – 4



Tell Ss to name each part of the story to have a clearer view of the narrative.

### 2 Think about a story of your own.

Give Ss some time to think up a story of their own. Tell them that they need to note down their ideas before writing the story. They must plan the plot from beginning to end. Ask them to prepare their notes by answering the questions, making sure not to forget any important details.

› **Answers:** Ss' own answers.

### 3 Give your story a name and write it.

Tell Ss to choose a name for their stories. You could set this task for homework so that Ss can work at their own pace and can look up any words they wish in their dictionaries. Refer them to the rules in the **Remember!** box to avoid making mistakes with grammar tenses. Remind them to check over their work before handing it in for correction. During the next lesson, ask for volunteers to read out their stories.

› **Answers:** Ss' own answers.



Remind Ss that this box provides ideas to help them complete their final project. It is also a reminder that they have a deadline to meet and should continue working to make sure they are ready on time. They can now write about a crazy dream they've had, or write a strange story to share with the class.

## Workbook Answers

### Page 86

**1**

› Ss' own answers.

**2**

› Ss' own answers.

**3**

› Ss' own answers.

## A different story

Ask Ss to go over the instructions and to use them to complete their task. Set a date for them to read out their stories.

Ss already have the format to write a narrative of a crazy dream or a story. They also know how to combine tenses to tell the story. Now they must choose characters and setting. It would help the atmosphere if they chose some music to accompany the narration.

Encourage Ss to rehearse several times, so they will be able to tell the story by heart and focus the audience's attention. They can record themselves in advance to check how they sound.

Ss will share their stories with the class during a story-telling session at school.

### SEL

Ss will narrate their stories one by one in front of their classmates and teacher. They will also listen to their peers' stories and show respect towards them. They will experience the situation from both perspectives, as the narrator but also as a member of the audience. This will help them to develop empathy.

## My learning record

This section has been designed to help Ss to reflect upon all the vocabulary, grammar and conceptual content they have been working on throughout the unit.

Encourage Ss to go over the items and decide whether they have been able to achieve them or not. Encourage them to ask any questions about areas that might not be clear enough yet.

Ask Ss to provide examples of the grammatical and lexical items covered to show that they understand and can produce the language functions correctly. If they still have difficulty, the teacher can arrange a revision session to reinforce any problem areas.

## Workbook Answers

### Page 87

**1**

› 1 burn 2 cut 3 hurt 4 electric shock 5 sprained 6 broke

**2**

› 1 d 2 b 3 e 4 f 5 c 6 a

**3**

› 1 put a bandage on it 2 call an ambulance 3 go to the hospital 4 put ice on it 5 put it under cold running water

**4**

› 1 surprising 2 bored 3 interested 4 boring 5 tired 6 delighted

**5**

› 1 surprised 2 delighted 3 boring 4 tiring 5 interesting

**6**

› 1 went / rained / had 2 were talking / walked 3 was skating / fell 4 was shining / went 5 was telling / called

## Learning strategies

Introduce the topic. Ask Ss if they remember any of the different learning styles discussed in Unit 1. In the text, Ss will read about the importance of learning strategies for academic success.

**1** Look at page 8 and review the 7 learning styles and the characteristics of each type of learner. Then match the examples of learner behaviours (a–n) to the learning styles (1–7).

➤ **Answers:** 1 g, i 2 d, j 3 a, l 4 e, k 5 c, n 6 f, h 7 b, m

**2** Discover your own learning style by putting examples of behaviours from Exercise 1 in the categories below.

Explain to Ss that they will use the information from Exercise 1 to complete Exercise 2. This exercise should be done individually.

➤ **Ss' own answers.**

**3** How do you study? Join a classmate and discuss the things you do when you study.

Explain the exercise to Ss. Provide a few examples, such as take notes, reorganise notes into tables and diagrams or use colour-coordinated notes. Ask Ss to make notes of their own study habits. Answers will vary.

**4** Do you know the saying “If you fail to plan, you plan to fail”? So, let’s do some planning. You have a test coming up. Write a step-by-step study plan.

Ask Ss to use all the information from the previous exercises to help them devise a personalised study plan. Ss should be encouraged to do some research into effective study habits.

➤ **Ss' own answers.**

## ROUND OFF ANSWERS

### Page 27

**1**

➤ 1 learn 2 took 3 don't agree 4 says 5 am studying  
6 listening 7 thought 8 was taking 9 activate 10 am  
trying

**2**

➤ 1 usually 2 did 3 interesting 4 didn't recognise 5 was  
walking 6 couldn't 7 fly 8 take 9 surprised 10 had

**3**

➤ 1 keep a journal 2 good at 3 by reading 4 take notes  
5 read facial expressions

**4**

➤ 1 a 2 b 3 a 4 c 5 b

**Goals**

- › Talk about places to visit, the weather and experiences
- › Read and learn about interesting lifestyles
- › Use the Present Simple and the Past Simple to describe past experiences
- › Use adjectives to describe places
- › Listen and learn about exciting personal experiences
- › Write a description of an interesting person's lifestyle

Go through the list of goals one by one with the Ss. While doing this, come to an agreement with the Ss regarding your expectations of them, deadlines, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box to establish what Ss are expected to do by the end of the unit. Ss are going to prepare a slide presentation about people they admire who have interesting lifestyles. They will do some research to find out about people who live in their area but who do interesting things, for example, they might participate in certain sports, do charity work, etc. They will understand that the language covered in the unit will prepare them to do the final task.

**Before we start**

Ask Ss if they like travelling or watching travelling shows on TV. Ask them what they like about travelling. You might give them options such as staying in tents, being with friends, doing different activities, etc. Ss might already be organising their end of studies trip. It could be a great opportunity to talk about travelling preferences. Let them brainstorm and accept all answers. Write on the bb the vocabulary that might be useful for the lesson.

Ss will get involved in the lesson because they can speak their minds. If they lack vocabulary, help them with the phrases they need to complete their ideas.

**1 Look at the pictures and find ...**

Tell Ss to read the instructions and complete the task. Tell them they can use a dictionary if necessary. After a few minutes, ask for some volunteers to read the answers aloud and check with the whole class. To make sure all the Ss have the correct answers, describe a picture and ask various Ss to identify which one you are talking about. This time try to pick Ss who may have more difficulty in learning. They will feel more engaged with the lesson and more positive about their learning.

- › Answers: 1 f 2 b 3 b 4 a 5 e 6 c 7 b 8 d 9 a  
10 e 11 g

**Final project**

- › Create a slide presentation about people we admire

**More teaching ideas**

Write the words places, weather, transport on the bb and ask Ss to work in pairs to list the words in Ex.1 under the different headings.

This task will help them to categorise the lexical items and thus start their lesson mindmap.

**2 Look at the pictures again and match them to the words that describe them.****SEL**

Ask Ss to work in small groups to complete this task. They will have different opinions regarding some of the answers. This will encourage them to focus not only on their own perspective but also on other people's viewpoints. They will learn to respect alternative opinions. If Ss can back up their choices with valid reasons, then we should accept their view.

- › Answers: 1 a, b, c, f 2 a, b, c, f, g 3 d 4 a, b

**3 Look at the pictures once more. What word would you use to describe living in each of these places?**

Tell Ss to continue working in their groups. Group work generally helps Ss to develop communication and collaboration skills, as well as empathy. In this task, Ss are likely to disagree. Some will consider that solitude could be described as relaxing while others might see it as boring or

stressful because they do not like to be alone. The point is to encourage everybody to express their ideas and to back them up with valid reasons. Ss will develop critical thinking.

➤ Ss' own answers.

**CA**

Encourage Ss to discuss how climate affects lifestyles. Point out to them that people who live in different countries, with different climates, have very different routines and free-time activities.



This section aims to help Ss to personalise their learning. They will use the new vocabulary they have learned to express their own ideas and choices. Encourage participation of all Ss. When they make the effort to express how they feel about something, barriers to learning are removed.

#### More teaching ideas

Bring a map of Argentina or draw a triangle representing the country. (Draw the triangle upside down to resemble the shape of Argentina). Ask Ss to point at the place where they can find the different landscapes (e.g. mountains in Mendoza and San Juan, sea in Mar del Plata, etc.)

You can use this activity to revise the points of the compass by asking Ss to identify what they find in the West (mountains), East (sea), etc.

Ss are expected to finish the activity having highlighted important tourist destinations on the 'map' of Argentina.



Ask Ss to form groups of 3 or 4. They will choose 3 places in Argentina and describe what people can do there.

One member of the group reads the description and the other Ss in the classroom have to decide which place in Argentina the description refers to. A member of the group that discovers the place reads another description.

The group which identifies most places wins.

While Ss write their descriptions, monitor their work and provide the vocabulary they might need. Make sure to write the new words and expressions on the bb so that everybody can copy them in their notebooks.

#### More teaching ideas

Ask Ss to bring a cut-out from a magazine or a picture downloaded from the Internet. Tell them to prepare a short paragraph describing the place and the feelings they have about it.

Display the photos and ask different Ss to read their descriptions. The other members will have to identify the picture the S is talking about.

## Living on wheels

### 1 Read the text and circle the correct options.

Tell Ss to read the instructions and complete the task by circling the correct options. This activity is designed to help Ss identify the type of text this is (an article in a magazine) and to get a general idea of the content. Tell Ss they do not need to read the text in detail or know the meaning of each individual word. Ask for volunteers to read the answers aloud to check with the whole class. Make sure everybody has the correct answers and they are able to identify the features of the article.

› **Answers:** 1 c 2 b 3 a

### 2 Read again and match the words to the following definitions.

While reading for a second time, Ss will have to infer meaning from the context. Tell them to guess the answers without looking up the words in a dictionary. They should only use the dictionary if they cannot make sense of the sentences. This practice will help Ss to develop language awareness. They will identify the kind of information different words provide and they will guess the meaning of the words based on their previous knowledge of the language. Ask for volunteers to read out the answers to check with the whole class.

› **Answers:** 1 9 2 5 3 3 4 8 5 4 6 7 7 1 8 6 9 2



Since Ss will be reading the words one by one, use this activity to check pronunciation of individual sounds. If Ss mispronounce, repeat the words so they hear them correctly.

### 3 Read once more and complete the lists.

Tell Ss to read the text once more. This time, they will focus on specific content in the article. Ask for volunteers to read out their answers and check with the whole class.

› **Answers:** 1 Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Colombia, Ecuador, Peru, Chile, Argentina, Uruguay and Brazil 2 Mountains, sea, forest, desert, big cities 3 Violent storms, thunder and lightning, snow, heat 4 They sell crafts and artisan goods they collect while they travel; Emily also organises cooking events; Marcus takes photographs; Emily writes about the different places they visit; They sell their material to journals and magazines.



This activity will help Ss to personalise their learning. They will have the opportunity to express their opinion about alternative lifestyles.

## More teaching ideas

Point out the structure *would like + to-infinitive*. Explain that it is used to express things you want to do in the future, your ambitions. Write one or two examples on the bb and elicit different ambitions from Ss to practise the structure.

## Workbook Answers

### Page 88

**1**

› 1 a 2 c 3 c

**2**

› 1 the recipients of the letter 2 the writer of the letter 3 probably Abby and Richard's daughter 4 Stacey's mum and dad

**3**

› 1 a 2 b 3 b 4 a 5 a 6 b 7 c 8 c 9 a 10 b

## Talking about the weather

### 1 Complete the table.

Tell Ss to read through the table and fill in the blanks. Point out the rule. To change nouns into adjectives, we usually add **-y**. When the noun has one syllable and ends in a vowel and a consonant, we double the last consonant. Ask individual Ss to read the answers and write the adjectives on the bb to check with the whole class. Writing the words on the bb helps all the Ss in the class to learn at the same pace.

› **Answers:** 1 windy 2 rainy 3 foggy 4 cloudy 5 stormy



Since Ss will be reading the words one by one, use this activity to check pronunciation of individual sounds. If Ss mispronounce, repeat the words so they hear them correctly.

### 2 Label the pictures with adjectives from Exercise 1.

Tell Ss to work individually to complete the task. Ask for volunteers to read the answers to check with the whole class.

› **Answers:** 1 foggy 2 cloudy 3 snowy 4 stormy 5 windy 6 rainy 7 sunny

### 3 Circle the correct options.

Tell Ss to work individually to complete the task. Ss have to understand the context of the sentences and decide whether a noun or an adjective is needed. Ask for volunteers to read out the answers and then write the words on the bb, to ensure all the Ss have the correct answers.

› **Answers:** 1 snow 2 foggy / fog 3 cloudy / windy / storm 4 sunny

## GAMES

Refer Ss to the games on page 72 and allow them a few minutes to play them. This adds a fun dimension to learning and makes it more enjoyable.

## Experiences

### 4 Match the columns.

Ss work individually to match the words in each column. Tell them to refer to the reading text on page 30 for help. Ask for volunteers to read the answers to check with the whole class.

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

### 5 Which activity in Exercise 4 is ...

#### SEL

Ask Ss to work in small groups to complete the task. They will surely disagree over some of the points. Remind them that all opinions are to be respected as long as valid reasons are given to support them. Ask individual Ss to answer and to give reasons for their opinion. Ss will develop vocal skills and will become aware of the importance of thinking before volunteering an opinion.

› **Ss' own answers.**



Ss will talk about experiences they have had recently. Encourage all Ss to participate. Help the weaker Ss to formulate the ideas they want to express. When Ss speak about the activities that interest them personally, they are more motivated to learn.

# GRAMMAR

› pages 32–33

## Present Perfect Simple – *have / has + past participle*

### 1 Complete the table.

Tell Ss to go through the table. Draw their attention to the use of have with all persons except the third person singular. Point out to Ss that the verb takes the past participle form. Ask them to find examples in the **Reading** section and write them on the bb. Ask Ss to work individually to fill in the blanks in the table. Make sure all the Ss understand the new structure as you check the answers with the whole class. Encourage Ss to ask questions if there is something they don't understand.

› **Answers:** 1 haven't played 2 hasn't played 3 hasn't played 4 haven't played 5 Haven't played 6 Have / played 7 Has / played 8 Has / played 9 Have / played 10 Have / played 11 have 12 haven't 13 has 14 has 15 hasn't 16 haven't 17 have 18 haven't

## Use of Present Perfect Simple

Tell Ss to read the boxes to learn about the uses of the Present Perfect Simple and the words that are usually used with it. Focus their attention on the position of these words in relation to the verb tense.

Point out to Ss the use of the weak forms /həv/ /əv/ /həz/ /əz/ in the affirmative and interrogative and the strong forms /hæv/ /hævnt/ /hæz/ /hæznt/ in short answers and the negative form. Remind them of the pronunciation of /h/

### LA

Draw Ss' attention to the fact that in Spanish we use the sound /x/, but in English the sound is /h/. If we are not careful when pronouncing this sound, it will make it more difficult for our speech to be understood.

### 2 Complete the table. Use the text on page 30 or a dictionary for help.

Tell Ss to complete the table. They can use the text on page 30 to find the verbs that are missing. Ask for volunteers to read out the answers and then write them on the bb in columns so that everybody has all the forms of the verbs. Tell Ss to write the three columns of verbs in their notebooks.

› **Answers:** 1 been 2 took 3 bought 4 have 5 read 6 seen 7 sold 8 brought 9 write 10 found 11 drank 12 eat 13 met 14 win



While Ss read, check that they pronounce the past participle of the verbs correctly. If they mispronounce, repeat the word correctly so they can hear how it should be pronounced.

### 3 Complete the text with verbs from Exercise 2 and then put the pictures in order.

Tell Ss to read the instructions and complete the task individually. They will have to complete a text by understanding the context and choosing the most appropriate verbs from Ex. 2. The pictures provide additional hints. They will need to make use of their critical thinking skills in order to complete the task.

› **Answers:** 1 has been 2 has taken 3 has eaten 4 (has) drunk 5 has met 6 has seen  
e – f – b – d – c – a

### 4 Write the questions and confirm the information about Albert.

Elicit from Ss that they have to ask yes / no questions in order to confirm the information. The questions are based on the text in Ex.3. Ask Ss to work orally and then set the written task for homework. Ss will realise how much they have learnt and can ask for clarification of any unknown points if they need to. At the beginning of the next lesson, ask for volunteers to read out their answers to check with the whole class. Ask some other Ss to write the questions and answers on the bb to make sure all Ss have them written correctly.

› **Answers:** 2 Has he filmed videos? No, he hasn't. He has taken a lot of photographs. 3 Has he eaten spicy food? No, he hasn't. He has eaten exotic food. 4 Has he drunk juice? No, he hasn't. He has drunk strange beverages. 5 Has he met celebrities? No, he hasn't. He has met many different people. 6 Has he seen cities? No, he hasn't. He has seen many wonderful landscapes.



While Ss read, check that they use the correct intonation for yes / no questions (rising) and that they stress the most important or new information in the sentence (e.g. [həz hi 'bɪn tə 'tuː /kʌntrɪz ɪl 'nəʊ hi \hæznt ɪl hɪz bɪn tə \meni kʌntrɪz].

## Past Simple and Present Perfect Simple

Ask Ss to read the box to understand the difference between the Past Simple and Present Perfect Simple. Encourage them to ask questions if anything is unclear to them at this point.

### 5 Put the verbs in the Past Simple or the Present Perfect Simple.

Tell Ss to complete the task individually. When you check the answers with the whole class, ask the Ss to say what

helped them choose one tense or the other. This will reinforce their own knowledge and also make it easier for other classmates to understand the usage.

➤ **Answers:** 1 Have / ridden / got 2 Has / seen  
3 has / come / moved

Ask Ss to look at the **Pay attention!** box. Show them the difference between have been to and have gone to. Elicit some examples from Ss to make sure everybody understands.



The aim of this activity is for Ss to personalise their learning and gather more vocabulary to complete the final project. They will write true sentences about themselves using never or just. Have some Ss write their examples on the bb to share them with the other Ss.

### Word formation – adjectives from nouns and verbs

Ss read through the boxes. Point out how adjectives can be formed from nouns and / or verbs. Show them how words can be changed by adding different endings. Ask for volunteers to give some examples of sentences using the adjectives.



When the Ss read out the words, help them to pronounce the ending correctly. Remind Ss that English is not a phonetic language and sometimes there is a letter at the end of a word that is not pronounced, e.g. peace. Demonstrate the pronunciation and let them practise the sounds in pairs for a few minutes.

### 6 Write the adjectives of the words in bold.

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

➤ **Answers:** 1 peaceful / exciting 2 interesting / easy  
3 nomadic 4 sunny 5 relaxing

### Workbook Answers

#### Page 89

1

➤ 2 windy 3 rainy 4 sunny 5 foggy 6 cloudy

2

➤ 1 c 2 e 3 b 4 f 5 a 6 d

3

➤ 1 relaxing 2 stressful 3 quiet 4 exciting  
5 boring 6 fun

4

➤ 1 d 2 e 3 f 4 a 5 b 6 c

#### Page 90

5

➤ 2 camp 3 earn 4 collect 5 buy 6 start

6

➤ 2 mountains 3 exciting 4 lake 5 peace 6 beach

7

➤ 2 has lived 3 have been 4 has seen 5 have met 6 have finished

8

➤ 2 haven't had 3 haven't registered 4 hasn't been able to  
5 has never won / hasn't even come 6 haven't read

9

➤ 2 Has / completed 3 Have / prepared 4 Have / studied  
5 Has / seen 6 Has / done

10

➤ 2 What have / done 3 Why have / come 4 How much  
has / eaten

#### Page 91

11

➤ 1 have never seen 2 arrived 3 have known  
4 has written 5 haven't had / was 6 told 7 missed / have  
been 8 has never seen

12

➤ 1 appeared 2 have seen 3 have / never used  
4 tested 5 didn't / know 6 was

13

➤

-ous	-y	-ful	-ic	-ing	-ed	-able
adventurous	easy windy	beautiful peaceful	nomadic	Interesting exciting boring	interested bored interested excited	adaptable

14

➤ 2 peaceful 3 easy 4 nomadic 5 beautiful 6 adaptable

# LISTENING AND SPEAKING

› pages 34–35

## Exciting personal experiences

### 1 Look at the pictures and discuss with a classmate. What are the people doing?

Ask Ss to describe what is happening in the pictures. Encourage them to pay attention to important details in each picture. They can brainstorm ideas that will help them to understand the context and also the recording. Try to intervene as little as possible so that Ss feel free to express their ideas. Write useful words on the bb.

### 2 Listen to the dialogues and number the pictures.

Tell Ss they are going to listen to personal experiences and number the pictures. Play the audio file and give Ss time to complete the task. Ask for volunteers to share the answers. Ask them to say which details in the picture helped them to choose their answer.

› Answers: 1 3 2 1 3 4 4 2

### 3 Listen again and match the columns. Some words have more than one match.

Tell Ss to read the words in the columns and try to match them based on what they remember from the previous listening. Tell them they can discuss the answers with the classmate next to them. Give them a few minutes to exchange opinions and help each other and then play the audio file again so they can check their answers. Ask for volunteers to read the answers and check with the whole class.

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

### 4 Listen once more and complete the sentences.

Once again, tell Ss to read the instructions and try to complete the task with what they remember from the previous listening. Play the audio file for Ss to complete the task. Ask for volunteers to read the sentences to check with the whole class.

› Answers: 1 have never forgotten 2 have had 3 has won  
4 was 5 meditated

IC

Not all Ss will understand the recording at the same time. Having Ss listen to it several times, to do various tasks each time, helps them to understand it and to develop their listening comprehension skills.



15  
16  
17

**1** **Boy 1:** I have never forgotten that amazing trip. I've had the most frightening and wonderful experience. I rode on a kangaroo!

**2**

**Girl 1:** Alicia is the most admirable sportswoman I've ever seen. She has won lots of medals.

**3**

**Boy 2:** That was the nicest celebrity I've ever met. She was friendly with everybody. I even took a selfie with her.

**4**

**Girl 2:** Visiting India has been the most peaceful experience. We've meditated in the middle of the forest and felt the relaxing atmosphere.

## Interview with an incredible woman

### 5 Look at the picture and answer.

Ask Ss to read the questions and to try to answer them using information they can glean from the picture. These questions are open to interpretation and even though there are suggested answers in the key, you should let Ss brainstorm ideas. Ask them to give reasons for their answers, and to include any details from the picture that helped them. They will understand that when they look at something in detail, they can get relevant information from the context. Write the words that the Ss mention on the bb as they will be useful for the listening task.

› Answers: 1 A reporter and an explorer 2 They are on television 3 She's wearing explorer's clothes. 4 Maybe they are talking about some expedition.

### 6 Listen to the conversation and write T (true), F (false) or DS (doesn't say). If the answer is F, give the correct information.

Tell Ss to read the statements and prepare for the listening task. Make sure they understand that they have to decide whether the information is true, false or if it is not mentioned in the audio file. Play the audio file and allow Ss a few minutes to work individually. Ask them to join a classmate to discuss their answers. Play the audio file a second time. Check the answers with the whole class. If the information is false, ask Ss to provide the correct information.

› Answers: 1 F. She started when she was about 15 years old. 2 T 3 DS 4 T 5 F. It was the most exciting vehicle she has ever driven. 6 T 7 F. She has never thought of retiring.

### 7 Listen again and tick:

Tell Ss to read the lists and to get ready to listen again. They will tick the items mentioned. Ask for volunteers to read the items they have ticked and check answers with the whole class.

› Answers: 1 a – c – e – f 2 b – d – e – f

**ax**

Since Ss will be reading one word at a time, focus attention in their pronunciation of individual sounds. Provide gentle correction to help Ss to improve their pronunciation.

**IC**

Not all Ss will understand the whole listening the first time they work on it. Listening to the same audio but with different aims helps the Ss with more difficulty in learning to end up understanding the whole dialogue and to develop receptive skills.

**18**

**19 Interviewer:** This evening we are interviewing the famous explorer Laura Wells. Let's meet Laura and ask her about her adventurous life. Good evening, Laura. Thanks for your visit.

**Laura:** Thanks for your invitation!

**Interviewer:** Tell us a bit about you, Laura. How long have you been an explorer?

**Laura:** Oh, I've been an explorer for longer than I can remember. I started travelling with my father. I think I was 15.

**Interviewer:** And which countries have you visited?

**Laura:** Well ... I've been to Brazil, Perú, Colombia and Argentina. I haven't been to the Caribbean, but I'm planning to go soon.

**Interviewer:** Which transport have you used?

**Laura:** I've driven jeeps, vans and even trucks. But the most exciting vehicle I've ever driven was a little buggy. It was incredible! So small and so strong!

**Interviewer:** Have you ever been afraid?

**Laura:** Of course! The day I came across a big monkey was the most frightening in my life. I saw it looking at me. And it was really close! Luckily, it went away and I could breathe again.

**Interviewer:** Have you ever thought of retiring?

**Laura:** Never!

**SEL**

Ss will use the Present Perfect Simple to speak about interesting people they have met, or people they admire. It will be useful for their final project.

**GAMES**

Tell Ss there are some games to play on page 72. Allow them a few minutes to play so the lesson ends on an enjoyable note.



Remind Ss that this box gives helpful ideas on how to complete their final project. Remind them of the deadline and stress that they should be working consistently in order to meet this deadline. They can start keeping a list of the people they are talking about in class and reflect on why their lifestyle is so interesting / exciting / admirable, etc.

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

→ 2 Travelling 3 Berto



**Berto:** So, what are you doing for the long school holidays?

**Paula:** I am going to Costa Rica. I have never been abroad before, so I am excited and nervous.

**Berto:** That's exciting. Nothing to be nervous about though. Costa Rica is stunning. About a quarter of the country is preserved rainforest, so prepare yourself to have nature all around you.

**Paula:** Have you been there before?

**Berto:** Yes. My family and I spent a month there when we travelled through Central America. I was ten, but I remember Costa Rica well.

**Paula:** You travelled through all of Central America? How many countries did you visit?

**Berto:** In Central America, all seven. Guatemala, Belize, Honduras, Nicaragua, Costa Rica, Panama and El Salvador.

**Paula:** Wow. That's amazing. Have you visited anywhere else?

**Berto:** Yes, we took another big trip when I was twelve. We spent six months travelling around Brazil.

**Paula:** Six months in one country?

**Berto:** Yes, Brazil is huge, and we really wanted to get to know it well.

**Paula:** And have you been to any other country in South America?

**Berto:** Not yet. But we intend to go to Chile and Uruguay for this long vacation. But I am most excited about next year when we will visit England, France and Germany.

**Paula:** Your family really loves to travel.

**Berto:** Yes, we do!!! My goal is to visit 100 countries by the time I am twenty-five.

**Paula:** You are well on the way! Happy travels.

**2**

→ **Yes:** Costa Rica, Guatemala, Belize, Honduras, Nicaragua, Panama, El Salvador and Brazil

**No:** Chile, Uruguay, England, France, Germany

**3**

→ **2** Costa Rica is stunning and quarter of the country is preserved rainforest. There is nature all around. **3** When he was ten years old. **4** One month. **5** When he was twelve years old. **6** Six months. **7** It is a huge country. **8** Chile and Uruguay. **9** England, France and Germany. **10** To have visited one hundred countries by the time he is twenty-five.

## Describe an interesting person's lifestyle

### 1 Read the text about Majo Chime's lifestyle.

Tell Ss to read the text individually and say what is extraordinary about Majo's lifestyle. Ss will develop empathy by imagining what her lifestyle is like.

### 2 Put the points mentioned in the text in order.

Have Ss work individually to put the points in order. Ask them to identify the words they used to help them. Ask for volunteers to read one point at a time and to say the words that represent them in the text. Encourage Ss to ask for clarification if they do not understand.

› **Answers:** 4 – 6 – 1 – 3 – 7 – 5 – 2

#### More teaching ideas

While Ss read their answers aloud, draw their attention to the use of different tenses to describe Majo's lifestyle. Ask Ss to identify the tenses.

### 3 Read again and decide which verb tenses we use in each situation.

Tell Ss to do the task in pairs so that they can discuss their ideas and help each other. This will help their communication and collaboration skills.

› **Answers:** 1 the Present Simple 2 the Present Simple  
3 Present Perfect Simple 4 Present Perfect Simple  
5 Present Continuous 6 would like



Ss will fill in the form with information about a person they admire. This activity will help them prepare for their final project.

### 4 Write a description of an interesting person's lifestyle.

Set the writing as homework to allow Ss work at their own pace. Tell Ss to use their notes on the usage of different tenses. Encourage them to plan their descriptions and to check the vocabulary they need using their class notes and a dictionary. Before handing in the assignment, tell them to swap their texts with a classmate to practise peer assessment. Finally, ask them to hand in their work for correction.

› **Ss' own answers.**



Tell Ss that the box is a reminder for them to round off their project.

## Workbook Answers

### Page 92

#### 1

› 1 am having 2 miss 3 play 4 explore 5 nice 6 tastes  
7 travel

#### 2

› Answers may vary.

#### 3

› Ss' own answers.

## A special lifestyle

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

Ss finalise their drafts of descriptions of extraordinary lifestyles. They will discuss with the other members of the group a range of characteristics that make the people's lifestyles worth sharing. They will prepare pictures to illustrate the lifestyle they have written about. They will design the slide show and divide up the presentation time between the members of the group as each person will be presenting a different person's lifestyle.

Remind Ss to rehearse speaking aloud to improve fluency and to avoid nervousness when presenting in front of their classmates and teacher. Make sure Ss take notes while each group is presenting so a discussion can be held afterwards.

Enjoy the presentation!

## My learning record

This section has been designed to help Ss to reflect upon all the vocabulary, grammar and conceptual content they have been working on throughout the unit.

Encourage Ss to go over the items and decide whether they have been able to achieve them or not. Encourage them to ask any questions about areas that might not be clear enough yet.

Ask Ss to provide examples of the grammatical and lexical items covered to show that they understand and can produce the language functions correctly. If they still have difficulty, the teacher can arrange a revision session to reinforce any problem areas.

## Workbook Answers

### Page 93

**1**

› 1 mountains 2 big city 3 lake 4 beach 5 desert 6 snowy

**2**

› 1 boring 2 stressful 3 easy

**3**

› 1 e 2 a 3 b 4 d 5 c 6 f

**4**

› 1 have performed 2 have never spoken 3 arrived 4 have visited 5 came 6 haven't seen

**5**

› 1 have / read 2 have owned 3 went / have not gone 4 learned / was 5 has / returned 6 met / were

**6**

› 1 beautiful 2 interesting 3 peaceful 4 nomadic 5 adaptable 6 excited

## Goals

- › Talk about feelings and emotions
- › Read and learn about how to control emotions
- › Describe common health problems
- › Use must / mustn't, have to / don't have to, should / shouldn't to talk about obligation and prohibition
- › Listen and learn about how emotions affect our health

Go through the list of goals one by one with the Ss. While doing this, come to an agreement with the Ss regarding your expectations of them, deadlines, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box to establish what Ss are expected to do by the end of the unit. Ss are going to have a 'Poems day' at school. They are going to express their feelings in different kinds of poems. They will not need to write rhyming poems. They will understand that the language covered in the unit will prepare them to do the final task.

## SEL

Draw a big circle on the bb, draw the hair and the nose on the circle. Tell Ss that they will have to identify the character's feelings.

Start by drawing a big smile and smiling eyes to elicit happy. Draw an open mouth and wide open eyes to elicit surprised. Go on doing the same to elicit sad, afraid, etc.

While you work on this, write the words describing feelings on the bb.

Ask Ss to use their cell phones (if they cannot do it, ask them to draw on a sheet of paper) to choose emojis that represent different feelings. They are going to work in pairs to guess the feeling chosen by their classmates. In this way, Ss will get involved in the topic of the lesson because they will feel that it is part of their interests.

Ask Ss what they think the meaning of the title is. Draw their attention to the images and say that you are going to talk about how our behaviour influences both the mind and the heart influence. Go through the pictures and ask Ss for ideas about what they represent. Help Ss with the necessary vocabulary and write any new words that come up on the bb as they describe the pictures.

## Final project

- › Write a poem to express our feelings

## 1 Look at the pictures and find ...

Tell Ss to work individually to identify the feelings shown in the pictures according to the prompts given in the task. After a few minutes, allow them to join a classmate to share the answers. Finally, check the answers with the whole class. Make sure all Ss participate and express their point of view. Check that they understand the meaning of extreme feelings. Elicit from the Ss what a mood metre is (the axes represent how positive or negative and how weak or strong our feelings are).

› Answers: 1 f 2 b, d, g 3 b, c, d, e, g 4 f

## 2 What do you think a mood metre is for? How do we use it?

Help Ss to place the feelings represented in the pictures in the mood metre. This practice will help Ss to reflect on how they perceive mood. Tell them that when we can put a name to feelings, we can categorise them and become aware of what they mean. Give some examples (sad and depressed; happy and excited; afraid and terrified) and ask Ss to place the feelings in the mood metre. Point out to them the importance of understanding how we feel so we can control our emotions. Ask Ss to give examples of situations that make them feel sad, happy, nervous, etc. Help Ss to develop empathy for other people who may be more sensitive. They will understand that we all react in different ways depending on our life experience but that we must learn to control extreme reactions to situations.

### 3 How can we soothe our feelings? How can we manage them?

#### More teaching ideas

Use this activity to discuss with the Ss how people living dangerous situations in the world develop some protective behaviours. Elicit if they have seen any films where this was shown. Also discuss people whose occupations put them in dangerous situations (firefighters, rescue services, etc). They are able to draw on their inner courage to overcome difficult situations. These people have learned to control their feelings.



Ss are going to speak about their own experiences. Have they ever been extremely angry? Have they ever been over-excited about something? Have they ever fought with someone, or felt like fighting but haven't done it? How did they manage their feelings? This discussion will help Ss to develop self-awareness and awareness of others. They will understand how important it is to evaluate the pros and cons of a situation before making a decision. They will develop critical and creative thinking.



Have Ss work in pairs. They are going to mime a feeling for their classmates to identify it. Tell them they have to show strong and weak as well as pleasant and unpleasant feelings. Move about the classroom to help Ss with the vocabulary they might need.

#### More teaching ideas

Tell Ss you are going to tell them a story. They will have to work individually and write the corresponding emotion when you ask them How did he feel? They mustn't share their answers until they finish.

Tell them this story:

Brad went fishing one day (How did he feel?). He walked to the river bank, got on a boat and rowed up to the middle of the river (How did he feel?). He took his fishing rod and stuck it on the board of the boat. He started reading an adventure story (How did he feel?). While he was reading, he fell asleep. All of a sudden, a terrible noise woke him up. It was thunder! (How did he feel?) He reached for the paddles and found only one. The other paddle was nowhere. (How did he feel?) Heavy rain started falling and he was all wet through. (How did he feel?) He started rowing with only one paddle, but he could hardly move the boat. He remembered he had his cell phone with him. (How did he feel?) He phoned his dad and, after half an hour, the river guard rescued him. (How did he feel?) His mum gave him hot chocolate and wrapped him in a blanket. (How did he feel?)

Now tell Ss to share the feelings they wrote. Ask them if they had chosen the same feelings. They will have surely chosen similar ones. If they have chosen different feelings you can discuss them using the emotion metre. Were the feelings strong or weak, pleasant or unpleasant? Where would they place the feelings?

## Who's in control?

### 1 Look at the pages of the book and answer the questions.

Ask Ss to read the questions and to look at the text. Tell them to read through the text quickly and answer the questions. They do not need to understand every single word. It is enough to get the general gist. Ss will learn how to guess the genre by assessing the layout and the general idea of the text. Discuss the answers with the whole class. Ask Ss to give reasons for their answers. By thinking of a possible title for the book, they develop creative thinking. Encourage all Ss to share their ideas in a brainstorming session. Accept all answers even though you might disagree. You can vote on the most appropriate title and design a cover for the book.

- › **Answers:** 1 Psychology book, Emotional intelligence book, etc. 2 Our Emotions / Emotional Intelligence 3 The page format, the organisation of the text and the diagram

### 2 Read the text and answer.

Tell Ss to read the text in detail to do this task. Allow them to work in pairs to discuss their answers. Then, ask for volunteers to read their answers and check with the whole class. Use question 3 to reinforce self-awareness and awareness of others. This is good opportunity for Ss to expand their vocabulary. Be on hand to help with any new words they need. Write them on the bb and ask Ss to copy them in their notebooks.

- › **Answers:** 1 We can try to control our emotions by choosing how we react in different situations, either positively or negatively. By choosing, we are in control of our emotions, not the other way around. 2 Feelings have different shades or intensities. For example, you might feel glad but not exhilarated, or you might feel enraged rather than just annoyed.

### 3 Read again and match the words in bold to the following definitions.

**IC**

You can set this task for homework so that Ss can work at their own pace. Some Ss will need to look up words and some others will enjoy guessing the meaning. Tell Ss to try to understand the meaning from the context and use a dictionary only if absolutely necessary. Ask for volunteers to read out their answers to check with the whole class.

- › **Answers:** 1 7 2 1 3 6 4 5 5 2 6 8 7 3 8 9 9 4

## More teaching ideas

Tell Ss to write the new words on strips of paper. Keep them in an envelope and use them as a warm-up or rounding-off in the following lesson. Ask Ss to make sentences with the words showing that they understand their meaning.

Since these Ss have studied English for some time, you can ask them which words they like best or which ones they find the most difficult to remember. You can suggest that they start categorising them and keeping them in different envelopes. As a new word becomes well embedded, it can be moved from the not learnt envelope to the learnt envelope. They will gain immense satisfaction seeing one envelope emptying and the other filling up. Later, you can organise a spelling contest as a means of reinforcing the new vocabulary. These activities are good time fillers when you have 5 minutes to spare.



During the discussion, monitor the Ss and provide any necessary vocabulary. These new words will be useful for their final project. Write any new items on the bb for everybody to copy at the end of the activity.

## Workbook Answers

### Page 94

**1**

- › 1 a 2 c 3 b

**2**

- › 1 an invitation 2 a parent 3 teenagers 4 highlights some challenges that teens face 5 teens are at a critical stage in their development 6 with an invitation

**3**

- › 2 in the community hall 3 Parents of teenagers 4 Psychologists, teachers, guidance counsellors and teenagers 5 In the community hall 6 It's free of charge.

## Feelings

### SEL / CA

Remind Ss that it is our actions that provoke other people's responses. If we are in control of our emotions, we are more likely to have positive interactions with others. We should treat others in the same way we would like to be treated. Politeness is appreciated in cultures all over the world.

#### 1 Where in the mood metre would you put the following feelings? Write the colour for each feeling.

Tell Ss to place the feelings in the list in the mood metre. Encourage Ss to explain what the feelings mean. If they do not have the required vocabulary to express themselves fully, ask them to give examples of situations in which these feelings might arise.

› **Answers:** raging – red delighted – yellow sad – blue satisfied – green worried – blue



#### 21<sup>st</sup> Century Skills / SEL

Encourage Ss to add more feelings to the mood metre, depending on their point of view. It will give the whole class a great opportunity to reflect on attitudes and behaviours which are positive or negative. Have Ss discuss their ideas with the whole class. Remind them that they should respect everybody's opinion, even though they might disagree with them. They will develop **communication** and **collaboration** skills.

#### 2 Match the columns.

Explain to Ss that the parts in both columns combine to form complete definitions of the feelings. All the sentences begin with either If or When. Tell them you are going to study the rule later. Set the task for homework as they will be able to work at their own pace and use their notes for help. In the next lesson, check the answers with the whole class. Encourage Ss to ask questions if there is something they do not understand.

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

#### 3 Where in the mood metre would you place the feelings from Exercise 2?

Allow Ss some time to reflect on the feelings listed in Exercise 2 and to place them in the appropriate location on the mood metre. They can work in pairs to discuss their choices. Ask for volunteers to read out their answers and check with the class.

› **Answers:** 1 disappointed – blue 2 sympathetic – green  
3 heartbroken – red 4 raging – red 5 energetic – yellow  
6 terrified – red 7 depressed – blue 8 cheerful – green

## Common health problems

Ss have already covered the vocabulary for the parts of the body but spend a few minutes revising them. Draw a stick person on the bb and ask Ss to label the parts of the body. Then, draw a face and do the same. If a S does not remember a word, ask the other Ss to help. If nobody remembers the word, write three words on the bb, including the target word, and have them identify the one needed.

#### 4 Complete the sentences with words from the box.

Tell Ss to complete this task using their prior knowledge. Encourage them to try to discover the answers by themselves, as this will make them more memorable. If you set teenagers achievable challenges, they will find it highly motivating.

Ask for volunteers to read out their answers and write them on the bb so that everybody has the correct version in their notebooks.

› **Answers:** 1 temperature 2 toothache 3 stiff neck 4 sore throat

#### 5 Match the health problems in Exercise 4 to their solutions.

Read the statements with the Ss and elicit from them that they are suggestions. Tell them to complete the task in pairs and then check the answers with the whole class.

› **Answers:** 1 2 2 1 3 4 4 3

# GRAMMAR

› pages 42–43

## must / mustn't

Go through the tables with the Ss. Point out to them that we use the same form of must with all persons. Draw their attention to the rules so Ss avoid making mistakes. Show Ss that the affirmative form is used to express obligation or to give instructions and the negative form expresses prohibition. Write two or three examples on the bb. Elicit some examples from the Ss to check that they have understood the form and use.

Go over the information in the **Pay attention!** and **Remember!** boxes and respond to any questions Ss may have.

### 1 Write what the signs mean. Use must and mustn't.

Ask Ss to write the instructions according to the signs shown. Ask for some volunteers to read their answers and then write the sentences on the bb so that everyone makes a note of the correct answers.

- › **Answers:** 1 mustn't bring 2 must wait 3 must be quiet 4 must go



Explain to Ss that we use the weak form /məst/ in the affirmative and the strong form /mʌst/ in the negative and short answers or for the sake of emphasis.

## have to / don't have to

Read through the boxes with the Ss and draw their attention to the form and use. Point out that we use has to with he, she and it. Write two or three examples on the bb and elicit some more from the Ss. Write examples in the affirmative, negative and interrogative, and ask Ss to focus on the **Remember!** box. Explain to them that, even though we can use must in the interrogative form, the preferred option is to use have to to ask questions.



Explain to Ss that we use the strong forms /hæv/ and /hæz/ in all forms.

## mustn't or don't have to?

Point out the difference in meaning between must and have to. In the affirmative, both have to and must express obligation, but in the negative the meanings are completely different. Mustn't means prohibition and don't have to means it is not necessary to do something.

### 2 Complete the sentences with words from the box.

Tell Ss to read the instructions and do the task. Allow them a

few minutes to complete the sentences. Ask for volunteers to read the sentences. Ask Ss to explain the reason for their choices and make sure that everybody writes down the correct answers.

- › **Answers:** 1 have to / must 2 don't have to 3 mustn't 4 don't have to 5 must / have to



While Ss read, check that they use the correct intonation and strong or weak forms.

## should / shouldn't

Read the content of the box with the Ss and help them to understand that we use the same form of should for all persons. Explain that we use this modal to give advice. Write examples in the affirmative, negative and interrogative on the bb to help Ss understand the structure. Elicit some examples from the Ss to make sure they understand the difference.

### 3 Give advice to a friend who wants to be a sportsperson.

Tell Ss to work individually on the exercise. Allow them a few minutes to complete the task. Point out that they are only giving advice, so their friend can choose whether to do what they suggest or not. Ask for volunteers to read out their sentences and check the answers with the whole class.

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



Tell Ss we always use the strong forms /ʃʊd/ and /ʃʊdn't/. Point out that /ʊ/ does not sound the same as /u:/. While they read, check that they use the correct intonation.



## 21<sup>st</sup> Century Skills / SEL

Ss use the new structures to express their own ideas. Since they are going to write about obligations and suggestions at school, you can use this opportunity to ask them to reflect on how important they think it is to follow rules at school. It will help them to develop **individual and social responsibility**.

## AT / LA

Ss will understand the different degree of obligation expressed by must / have to / should

## Present conditional

Have Ss read the box to understand the structure and meaning. Remind them of the sentences about feelings on p. 41. Point out that two ideas are expressed in two different clauses but that they are directly connected. If one thing happens, there is a resulting consequence. Point out that we can change the order of the clauses but that involves changing the punctuation.



Show Ss that we use rising intonation in the first clause to indicate that we will go on talking, and falling intonation in the second to signal we have finished expressing the idea.

### 4 Complete the sentences with the correct form of the verbs in brackets.

Ask Ss to read the instructions and complete the sentences individually. Ask for volunteers to read the sentences and to write them on the bb to make sure all Ss have the correct version. Encourage Ss to ask questions if they do not understand something.

- › **Answers:** 1 don't eat / get 2 don't have / feel 3 are / aren't 4 get / worry 5 are / have



IC

Ss speak about their own choices when faced with different situations. They will use the new vocabulary and structures in a meaningful way, which will make their learning more memorable. Ask as many Ss as possible to give their examples. Help them to feel that the classroom is safe environment where everybody has the opportunity to express themselves openly and be listened to.

- › **Answers may vary:** 1 I go to sleep. 2 I take an aspirin. 3 I call a friend. 4 I laugh and make jokes. 5 I see a doctor.

## Workbook Answers

### Page 95

1

- › 1 b 2 f 3 e 4 d 5 a 6 c

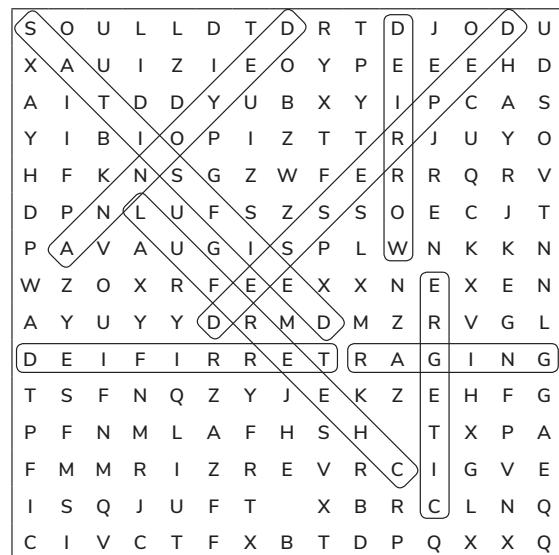
2

- › 2 disappointed 3 heartbroken 4 energetic 5 cheerful 6 depressed

3

- › 1 b 2 c 3 a 4 c 5 a 6 c

4



### Page 96

5

- › 2 energetic 3 worried 4 satisfied 5 delighted

6

- › 2 a sore throat 3 a stiff neck 4 a temperature 5 a toothache

7

- › 2 He should stay warm. 3 She should relax a bit. 4 She should drink some tea. 5 He should see a doctor.

8

- › 1 c 2 a 3 d 4 b 5 f 6 e

### Page 97

9

- › 2 You must turn left. 3 You mustn't wear shoes. 4 You mustn't make a u-turn. 5 You must be quiet. 6 You mustn't enter.

10

- › Answers may vary. 3 Patricia needs to get some cash, so she has to go to the bank. 4 Philip really wants the job, so he has to do well in the interview. 5 Do I have to eat my vegetables? 6 Don't you have to be somewhere at five? It's four forty-five.

11

- › 2 He should go to the hospital. 3 He should go to a dentist. 4 She shouldn't eat anything. 5 She should put it under cold running water. 6 He should put a plaster on it.

12

- › 2 Shouldn't he go to the doctor? 3 Shouldn't she rest? 4 Shouldn't they study? 5 Shouldn't he go shopping? 6 Shouldn't she eat something?

13

- › 2 you feel healthy. 3 does better in school. 4 she plays more confidently. 5 my teacher gets angry with me. 6 I spend my money more wisely.

14

- › Answers may vary. 2 When my mother cooks, my father washes the dishes. 3 If the kids eat too many sweets, they feel sick. 4 If Lena has a party, her friends come. 5 If it gets cold, I wear my heavy coat. 6 If I cycle to school, I get sweaty.

# LISTENING AND SPEAKING

› pages 44–45

## The best counsellor ever!

### 1 Look at the picture and discuss.

#### SEL

Ask Ss to look at the picture. Encourage them to guess the context, by interpreting the details in the picture. Ask Ss to form pairs to brainstorm ideas that will help them to understand the context and prepare to listen to the conversation. Elicit the feelings they can identify in the people in the picture. Since Ss are brainstorming ideas, accept all the opinions. Everybody has the right to be heard and to be respected. Help Ss to understand that they have to make educated guesses based on details in the picture. Tell them to explain which details helped them to draw their conclusions.

### 2 Listen to the conversation to confirm your answers.

Tell Ss they are going to listen to the conversation 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 a woman and a girl. 2 They could be mother and daughter / aunt and niece. 3 They are talking about something serious / important / worrying. 4 She feels worried / sad / stressed / down. 5 She is sympathetic / loving / nice / kind.

### 3 Listen again and tick what Sasha's mother suggests.

#### SEL

Tell Ss to read the quotes in silence and to prepare to do the task. Play the audio file and allow Ss a few minutes to tick the sentences. Play the audio file once more, if necessary. Check answers with the whole class.

› **Answers:** 2, 4

### 4 Listen once more and complete the sentences.

#### SEL / IC

Ask Ss to read the incomplete sentences and prepare to listen again to the conversation. Tell them to try to complete what they can based on the information they remember from the previous listening. Play the audio file and allow Ss to work in pairs to complete the sentences. Ask for volunteers to read the complete sentences and write them on the bb so that everybody can make a note of the correct answers. Use this opportunity to discuss whether Sasha's mother's advice is right. How do they think Sasha feels about it?

› **Answers:** 1 matter / sad 2 talk / solution 3 to solve 4 always



21  
22

**Mother:** What's the matter, Sasha? You look sad.

**Sasha:** I am Mum!

**Mother:** Oh dear. You shouldn't worry so much. If you get stressed, you get sick.

**Sasha:** I know ... But Hannah doesn't want to spend breaks with me anymore. She was my best friend!

**Mother:** Why 'she was'? You must talk to her. If you talk, you can find a solution. You are both nice girls.

**Sasha:** Do I have to call her?

**Mother:** Somebody has to be the first. If you want to solve the problem ...

**Sasha:** Oh mum ... I have thought of calling her many times. And I'm always stopped by my pride. Thanks, mum. You always give me the best advice. I feel happier now. And more relaxed. You are the best counsellor ever!



#### SEL

Ss will use the new language and structures they've learned to express their personal opinions. This time, they will reflect on how they feel when they argue with friends. It will develop self-awareness and awareness of others.

## How emotions affect our health

### 5 Look at the picture and answer.

Have Ss read the questions and look at the picture in detail. Let them try to answer the questions by drawing their own conclusions. If necessary, draw their attention to the poster with the pizza and the name 'Giuseppe's'. Ask Ss what they think 'Giuseppe's' is to elicit it is a pizza restaurant. Ss use critical thinking to draw conclusions.

### 6 Listen and check your answers.

Tell Ss to listen to the advert to check if their answers are right. Play the audio file once.

› **Answers:** 1 He is talking about different health problems caused by emotions. 2 It's an advert for a pizzeria.



Point out to Ss the intonation the presenter uses to engage the audience, how he sounds enthusiastic and welcoming. Draw Ss' attention to how we can convey our emotions by use of intonation.

## 7 Listen again and ...

Tell Ss to read the prompts and to work individually to complete the task while listening to the advert. Ss match the columns and then answer the question. Tell Ss to join a classmate to discuss the answers. Ask for volunteers to read the answers and check with the whole class.

› **Answers:** (a) 1 b 2 b 3 a 4 c (b) Giuseppe suggests going out with your friends for a pizza as that will cheer you up if you are feeling sad or stressed.



24

Do you often feel under the weather? Do you sometimes have a stiff neck or headaches as a result of stressful situations? Do you usually have a stomachache from nerves? Is your throat sore because you cannot communicate your discomfort? Are you so sad that you cannot sleep? You must stop and think about it. Take a deep breath and grab your agenda. Call some of your friends and organise an outing. Meeting friends is always a good way to be cheerful and enthusiastic. When you want to have a good time with friends, come to Giuseppe's to eat the best pizza ever. You are going to have the time of your life!



**SEL**

Ss will use the vocabulary and structures they've learned to speak about themselves. They will reflect on their emotions and how they affect their health. They will also learn a bit more about themselves and their classmates.

## Workbook Answers

### Page 98

1

› 1 c 2 a 3 b



**Nancy:** Hello. Thanks for calling in to "Ask Nancy". How can I help you?

**Jane:** Hello Nancy. This is Jane. I'm 15 years old.

**Nancy:** Hello Jane. What can I do for you?

**Jane:** Well, I need your advice. I have been feeling really down lately. I find that I am always annoyed with everyone – with my parents, with my brothers, even my friends.

**Nancy:** Ok. I understand. Jane, this is really common for teenagers. The important thing is to not let your emotions govern your behaviour. What I usually tell other teens is to breathe deeply, think about what you are feeling in the moment and to not act out of anger.

**Jane:** That sounds easier said than done.

**Nancy:** You are absolutely right. But it is possible if you take it step by step.

**Jane:** Do you think it is possible to not feel like this one day.

**Nancy:** Definitely. First of all, you have control over your emotions and secondly, it is just a temporary period in your life.

**Jane:** Well, if you say so. Thanks for the advice.

**Nancy:** Not at all. Please call back any time.

2

› 1 15 years old 2 Down 3 Everyone, her parents, her brothers, even her friends. 4 Yes 5 To not let your emotions govern your behaviour 6 To breathe deeply, think about what they are feeling in the moment and to not act in anger. 7 Jane thinks it is easier said than done.

## Types of poems

Go over the notes in the box with the Ss and discuss the idea that we can all write poems.

### 1 Match the type of poem to the example.

Tell Ss to try to answer the questions individually. Ask them if they have ever heard of the different kinds of poems. Ask for volunteers to read their answers and check with the whole class. If Ss cannot match the poems, tell them they will have some help in Ex. 2.

› Answers: 1 b 2 d 3 a 4 c

### 2 Match the definition to each type of poem in Exercise 1.

#### 21<sup>st</sup> Century Skills / IC

Have Ss work individually to match the poems to the definitions. Tell them to read the poems and try to identify the characteristics described. Allow them to discuss their answers in small groups before sharing with the whole class. They will develop **communication** and **collaboration** skills and weaker Ss will get some help from their peers.

› Answers: 1 Acrostic 2 Haiku 3 Shape poem 4 Cinquain

Read the boxes with the detailed descriptions of the Cinquain and Haiku types of poems. Show Ss that these two kinds of poems do not need to have rhyming words at the end of each line. Tell Ss that what matters are the ideas they include and the rules governing the choice of words in the poems.

## GAMES

You can allow Ss to spend some time playing the games on page 73. They will work on rhyming words should they want to write a rhyming poem. While they play, they can write a list of these words and keep them in their notebooks.

### 3 Choose one of the 4 types and write your own poem to express your feelings.

Ss have seen some sample poems they can imitate. Now they should write their own poems. Encourage them to express their emotions and to let their imaginations run wild. This is the time to be creative. Ask for volunteers to read out their poems.

› Ss' own answers.

## Workbook Answers

### Page 98

1

› Answers may vary. 1 depressing 2 expensive

2

› Ss' own answers.

3

› Ss' own answers.

4

› Ss' own answers.

## Speaking our hearts

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

Explain to Ss that the idiom is speak *our* minds, but since they are going to express their feelings, the name of the event has been changed to Speaking your hearts. Refer Ss to the picture of the heart and the mind hand in hand on p. 38 and the title of the **Reading** section and tell them that this time the heart is in control.

Ss have had plenty of practice at this stage and have read models of several types of poems. Now, they must work individually to prepare their presentations in the Speaking our hearts festival. They can choose to write either serious or funny poems, because not everybody feels comfortable opening their hearts in public. Tell Ss that they should try to enjoy the presentation, so they should write about something that helps them to feel good. They can choose to dress up in costume to read their poems, if they like. Draw their attention to the picture in the book as an example.

Remind Ss they should rehearse reading the poems several times so that their intonation attracts the audience's attention.

Remind Ss that they need to be respectful towards their classmates' poems.

## My learning record

This section has been designed to help Ss to reflect upon all the vocabulary, grammar and conceptual content they have been working on throughout the unit.

Encourage Ss to go over the items and decide whether they have been able to achieve them or not. Encourage them to ask any questions about areas that might not be clear enough yet.

Ask Ss to provide examples of the grammatical and lexical items covered to show that they understand and can produce the language functions correctly. If they still have difficulty, the teacher can arrange a revision session to reinforce any problem areas.

## Workbook Answers

### Page 99

**1**

- › **1** in anger **2** regrets **3** avoid reacting **4** delighted **5** disappointed **6** terrified

**2**

- › **1** He has a cold. **2** She has a sore throat. **3** She has a stiff neck. **4** She has a toothache. **5** The baby has a temperature.

**3**

- › **Positive:** cheerful / delighted / satisfied / sympathetic / energetic
- › **Negative:** depressed / annoyed / worried / disappointed / heartbroken

**4**

- › **1** No **2** Yes **3** No **4** No **5** Yes **6** Yes

**5**

- › Answers may vary. Make sure Ss correctly use must / mustn't, have to / don't have to, should / shouldn't.

## Geography

Write the words weather and climate on the board. Ask students if these words have the same meaning or if they are different. Encourage students to use a dictionary. Write down any relevant words students come up with. Add other relevant vocabulary to the board. Work on pronunciation. Have students read the text silently or out loud. After reading, ask some comprehension questions.

**1 Use your dictionary to help you match the climatic regions to the definitions.**

› **Answers:** arid region, mild Mediterranean region, temperate region, tundra region, damp tropical region, polar region

**2 Using the information from Exercise 1 and your own research, identify 6 different climatic regions on a world map.**

Set this task for homework. Ask for volunteers to point out the regions on the map during the next lesson.

› **Answers may vary.**

**3 Climatic regions include different flora (plants) and fauna (animals). Do some research and complete the table. The first one has been done for you.**

Set this task for homework. Ask Ss to find photographs to show in class during the next lesson.

› **Answers:** **Damp tropical region – Flora:** tropical forests, a huge variety of tree species / **Fauna:** birds, insects, small mammals  
**Mild Mediterranean region – Flora:** scrubby, dense vegetation composed of broad-leaved evergreen shrubs, bushes, and small trees / **Fauna:** geckos, snakes, rodents, birds  
**Arid region – Flora:** shrubs, short and woody trees / **Fauna:** birds, reptiles, insects, rodents, small carnivores  
**Temperate region – Flora:** (temperate forests) oak, maple, elm, willow; (temperate grasslands) flowering grasses / **Fauna:** (temperate forests): deer, rabbits, squirrels, birds; (temperate grasslands) lions, wolves, zebras, foxes, snakes, deer  
**Polar region – Flora:** plant life is non-existent except for some algae / **Fauna:** polar bears, killer whales, seals, penguins  
**Tundra region – Flora:** grasses and shrubs / **Fauna:** caribou, squirrels, foxes, wolves, bears, migratory birds

**4 What is the climate like where you live? Draw a map of your country, label and colour in the different climates.**

**Describe the flora and fauna of your country.**

Refer Ss to the table above and ask them to identify which climatic region they live in. Set the task for homework and tell Ss to find photographs to accompany their work. Ask for volunteers to present their research findings during the next lesson.

## ROUND OFF ANSWERS

### Page 49

1

› 1 lives 2 has lived 3 hasn't spent 4 weather 5 snow  
6 bored 7 mustn't 8 have to 9 shouldn't 10 do

2

› 1 b 2 d 3 a 4 c 5 e

3

› 1 Have you ever been to London? 2 Did you like it?  
3 I have never attended any Olympic Games.  
4 I didn't see many events. 5 Because I didn't have tickets.

4

› 1 cloudy 2 snow 3 trapped 4 rainy 5 for 6 easy  
7 adaptation 8 must 9 excite 10 sympathy

**Goals**

- › Talk about things that can go wrong in a house
- › Read the daily horoscopes
- › Use the future with *will*, *might* / *might not* and Conditional Type 1 to talk about future events
- › Listen and learn about numerology
- › Write a letter to your future self

Go through the list of goals one by one with the Ss. While doing this, come to an agreement with the Ss regarding your expectations of them, deadlines, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box to establish what Ss are expected to do by the end of the unit. Ss are going to prepare a presentation about their hopes for an ideal world in the future. They will have to imagine what houses will be like, how houses will be repaired and what people will be like. They will understand that the language covered in the unit will prepare them to do the final task.

**1** When Mrs Noworries gets home after a trip, she finds the house in a terrible state. Look at the pictures and describe what is happening in each one.

Tell Ss to read the instruction. Make sure they understand what it means. Ask them to describe what they see in the pictures. You may need to help them with some of the vocabulary. You can allow them to use some Spanish if necessary, but when they do, give them the English equivalent. Write all the new words on the bb and demonstrate their pronunciation so that Ss become familiar with the sound of the new vocabulary.

**2** Match the pictures to the problems in Mrs Noworries' house. There are two extra problems.

**IC**

Clean the bb and tell Ss to work individually to tick the problems that are shown in the pictures. Tell them to write the letter that corresponds to the picture next to the tick. In order to check, say a letter and call volunteers to read the corresponding problem. To add more suspense, do not follow the order of the letters. Write the letter you mention on the bb and then add the number of the problem. Make sure all Ss can follow. When you finish checking, read a problem and call a student to say the letter corresponding to it. This time, call Ss with more difficulty in learning so that they participate and feel they are learning well.

› Answers: 1 e 2 NO MATCH 3 c 4 d 5 g 6 b 7 a 8 NO MATCH 9 h 10 f

**Final project**

- › A slide-show presentation about your ideal world in the future

**3** What will Mrs Noworries do? Match her decisions to the problems in Exercise 2.

› Answers: 1 2 2 1 3 3 4 4 5 6, 7 6 10 7 5 8 9 9 8

**21<sup>st</sup> Century Skills / ESI / LA**

Tell Ss to work in small groups or pairs to complete this task. They will have to use **critical thinking** to identify the different people needed for the various repairs. Check answers with the whole class and make sure everybody has the correct answers written down.

Highlight the fact that several new words have been coined to avoid sexism in the workplace. For example, we used to say repairmen and now we say repair people. Other examples of gender-neutral occupation names are fire fighter, flight attendant and police officer.

**IC / ESI / CA**

In the **Your turn!** section, Ss will have the opportunity to speak about their personal experience, thereby personalising their learning. This discussion about household repairs and gender will certainly stimulate some lively debate in the classroom. Nowadays both men and women participate equally in doing household repairs, but they often prefer to call in a professional to do the job. In some countries people do special courses to learn how to do these jobs, while in other countries people learn these skills from their parents or friends.

### More teaching ideas

Ask Ss to do the following activity as homework. Tell them to record different sounds in the house (running water, a plunger unclogging a sink, an electric screwdriver, etc.) and to prepare a sequence of 4. The following class, they will play their recordings for their classmates to discover which household problem is represented by the sound. Ss will revise the vocabulary and will have some fun at the same time.

### LA

Ask Ss to point at the different pictures and say which room of the house can be affected by this household problem. They will revise the rooms of the house while they use the new lexical items in a meaningful context and use their personal experience. This will turn their practice more significant and memorable.



Ss usually feel great when they are emotionally involved in their learning. An excellent way to achieve this is to play games. They use the newly learnt lexical items and have some fun at the same time.

Have Ss work in pairs or groups of 3 listing people who do household repairs. Give them 2 minutes to complete their lists. Then, call one S at a time to read one of the occupations. If there is another group whose list includes that occupation, they have to cross it out. The winner is the group whose list keeps being the longest.

### More teaching ideas

As a follow-up, ask Ss to write the different occupations on strips of paper and put all the strips in a box. Move about the classroom asking Ss to pick up a paper and describe what the person performing that occupation does (e.g. electricians change light bulbs; carpenters repair wooden doors, etc.).

To make this activity more engaging, you could add a bit of competition dividing the class into 2 groups to see which members can complete more sentences.

## Daily horoscopes

LA

Before you start, ask Ss to look at the text and try to identify the genre. Elicit that it is a web page with daily horoscopes. Ask Ss the following questions: Do you usually read horoscopes? Do you believe what they say? Where can you find horoscopes? Then, ask Ss to identify their sign in the webpage. This should not pose a problem because the dates are included for each sign. Ask them if the words are similar or different to words used for star signs in Spanish.

**1** Read the text and match the words in bold to the following definitions.

**21<sup>st</sup> Century Skills / LA / CA**

Ask Ss to read the text and find the words that correspond to the definitions given. Tell Ss to guess the context by reading the whole sentence or paragraph. Encourage Ss to try to solve the task without using a dictionary. Explain to them that that is how we interpret meaning when we travel and interact with people in English. In those situations we obviously cannot look up every word so we need to be able to read the context. Ss will develop **critical thinking** skills. Ask for volunteers to read out the answers to check with the whole class. Ask Ss to say what details helped them to understand the meaning. While you check, draw Ss' attention to words which may have one meaning when they are used in isolation, but mean something totally different when used in a phrase. Tell Ss that these phrases are called idiomatic expressions. Ask Ss if they can think of equivalent phrases in Spanish (e.g. a dead end = un punto muerto o sin retorno; lose your temper = perder el control / volverse loco; be in the doghouse = estar en problemas).

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

**2** Read 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 share their answers with a classmate before checking with the whole class.

› Answers: 1 Gemini 2 Virgo 3 Pisces 4 Libra 5 Aries

**3** Read once more and complete the sentences.

Tell Ss to work individually on this task. Point out that they may copy the exact words from the text. They will be using Type 1 Conditionals without realising it. They will learn to use the language rather than the rules of the language. This will prepare them for the Grammar section later on. Ask for volunteers to read out the correct sentences to check the answers with the whole class.

› Answers: 1 you will meet interesting people. 2 you decide to work with someone else. 3 you plan a special evening with your partner. 4 you don't take care of yourself. 5 you break a promise you made.



Remind Ss that this box provides them with some ideas to complete their final project. They already have a list of positive and negative actions and reactions. They can start thinking about which ones they would like to experience in their ideal world. Impress upon them the need to work consistently in order to complete the project on time.

## Workbook Answers

### Page 100

**1**

› 1 in a newspaper, in a brochure, in a magazine  
2 houses and apartments 3 for sale

**2**

› 1 Property 1 2 Property 2 3 Property 3 4 Property 1 and property 3 5 Property 2 6 Property 3

**3**

› 2 Property 3 3 Property 2 4 Daniel Bond 5 Property 1  
6 Property 2

## Household problems and repairs

1 Complete the sentences with words from the box.  
There are 2 extra words.

Tell Ss to read the sentences and try to complete them using words from the box. Remind them they can go back to pages 50–51 for help. Let them work individually. Ask for volunteers to read the answers and correct with the whole class.

› **Answers:** 1 roofer 2 plumber 3 electrician 4 broken  
5 exterminator

## Actions – collocations

2 Match the columns. There is only one possible answer for each one.

### SEL / LA

Tell Ss that some verbs are used with certain nouns and not with others. We should learn them together in chunks. This is the case with the collocations in the task. Remind Ss that they have already come across them in the **Reading** so they can go back to the text if necessary, but encourage them to trust their instinct and guess the answers. Have them work individually for a few minutes. Then, tell them to join a classmate to share their answers. Ask for volunteers to read the answers and check with the whole class. Make sure that everybody can follow. For the benefit of weaker Ss, stop and ask volunteers to write the collocations on the bb.

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

3 Complete the sentences with verbs from Exercise 2.

### IC

Set this task for homework so that Ss can work at their own pace. Tell them to use their notes and bring the completed task to the next lesson. Ask for volunteers to read the answers to check with the whole class.

› **Answers:** 1 get along / understand 2 concentrates on / succeed 3 offer / lend 4 break / put

## Idioms

4 Complete the sentences with the correct form of the following phrases:

### IC / SEL

Set this task for homework. Encourage Ss to use their notes and a dictionary so they will get used to looking at them when doing their homework. This will help them to become independent learners. Ask for volunteers to read their answers and explain the meaning of the sentences in their own words. This will improve their speaking skills.

› **Answers:** 1 reached a dead end 2 found himself in the doghouse 3 lose your temper 4 push your opinions on 5 leave you out of pocket

## GAMES

Allow Ss to play the **Describe the occupation** game on page 73. They will revise the vocabulary items covered so far and it adds a fun dimension to learning, making it more enjoyable.

## Future with *will*

**IC**

Go through the box explaining the usage of the Simple Future. Write examples on the bb to show that we use *will* with all persons. Write an example for each use and elicit 2 or 3 more examples from the Ss. Write examples in the negative and interrogative to show the different forms to the Ss. Elicit examples from the Ss to make sure that they understand. Encourage Ss to ask questions if anything is unclear.

Tell Ss to read the **Pay attention!** box and point out that we can change the degree of certainty by adding probably or certainly.

### 1 Write predictions for the year 3010 using the verbs in brackets.

Tell Ss to complete the activity. Give them a few minutes to work individually. Ask for volunteers to read their answers and write them on the bb so that everyone will have the correct answers.

As a follow up, ask Ss if they think that all the predictions in the task will happen. Tell them to add probably or certainly to express their opinion.

› **Answers:** 1 won't live 2 will find 3 will work / won't travel  
4 won't do / will keep 5 won't use / will be

## *might / might not*

Go over the rules of when to use *might* / *might not* with the Ss. Tell them that this modal is equivalent in meaning to probably. Elicit some examples to check that Ss understand. Focus your attention on the weaker Ss who may find this difficult.

Draw Ss' attention to the **Pay attention!** box and point out that we do not usually ask questions with *might*.

### 2 Read the problems and write a possible solution. Use words from the box.

Ask Ss to do this task orally in class first and to write it out at home. This will show learners how much they have learned and point to any areas needing further work. They will have to come up with a possible solution using the words in the box. Not all answers will be the same, so accept all the correct ones. During the next lesson, ask for volunteers to read and write the sentences on the bb so that everybody has a correct version of the exercise. Encourage Ss to ask questions if anything is unclear.

› **Answers:** 2 It might rain. 3 She might not be hungry. 4 We might meet new people. 5 He might have a headache.

**AT**

Ss will be able to understand the degree of certainty expressed by *will* and *might*.

## Expressing opinions and hopes

Tell Ss to study the box and draw their attention to the way we structure sentences to express opinions and hopes. Elicit some examples from Ss and write them on the bb and check that everybody can follow.

### 3 What are your predictions for your own life in 2030? Write 5 true opinions and hopes.

Ask Ss to complete the sentences with their opinions and hopes for how their lives might be in 2030. Allow them a few minutes to work individually. Monitor their work and give any help they might need. Ask for volunteers to read out their sentences and check with the whole class. Ask some Ss to write the answers on the bb so that all Ss will have a record of their classmates' correct versions. Encourage Ss to ask questions if anything is unclear.

› **Ss' own answers.**

**ax**

While Ss read aloud, make sure they use falling intonation to express certainty, and fall-rise intonation to express tentative opinions.

## Conditional Type 1

Tell Ss to study the table dealing with the Conditional Type 1 structure. Point out the verb forms that are used. Tell Ss to read the rules and to ask questions if anything is unclear. Make sure all the Ss understand that the Conditional Type 1 is used for talking about a possible condition.

Tell them to read the **Pay attention!** box and point out that even though we use the Present Simple, we are referring to the future. Explain to them that we use *when* for definite actions.

### 4 Write P (possible) or C (certain) next to each sentence.

Ask Ss to work individually. Give them a few minutes to do the task and check the answers with the whole class to make sure everybody understands. Focus attention on the weaker Ss. Ask them to give reasons for their answers.

› **Answers:** 1 P 2 C 3 C 4 C 5 P

**ax**

When Ss read the answers, make sure that they are using rising intonation to state the condition, and falling intonation to state the result.

## Future with *going to*

Go through the box with the Ss and make sure they understand the rules. Point out the difference between *going to* and *will* when we talk about the future.

Ask Ss to focus on the information in the **Pay attention!** box so they avoid making unnecessary mistakes.

### 5 Put the words in order to form sentences.

**IC**

Tell Ss to write the sentences individually. After a few minutes, ask them to share their sentences with a classmate. Ask for volunteers to read the sentences aloud and then write them on the bb so that everybody has the correct version. Encourage Ss to ask questions if anything is unclear.

➤ **Answers:** 1 The baby is going to fall down the steps. 2 The car is going to crash into the tree. 3 This student is not going to pass the exam. 4 Are you going to run the marathon? 5 I am not going to meet my friend tomorrow.

### 6 Complete the text with the phrases from the box.

Ask Ss to complete the task individually. Point out that there are different degrees of certainty in the paragraph. Give Ss a few minutes to complete it. They will be using critical thinking to decide which options to use in each blank. Ask for volunteers to read one sentence at a time and discuss the degree of certainty they express. Ask Ss to give reasons for their answers.

➤ **Answers:** 1 is going 2 will 3 don't think 4 might 5 might not 6 hope

## GAMES

Allow Ss to play the *Palm reading* game on page 73. They will revise the vocabulary items covered so far and it adds a fun dimension to learning, making it more enjoyable.

## Workbook Answers

### Page 101

**1**

➤ 2 blocked 3 signal 4 leaking 5 working  
6 peeling

**2**

➤ 2 f 3 b 4 a 5 c 6 d

**3**

➤ 2 lose your temper 3 don't push your opinion on 4 out of pocket 5 flares up 6 dead end

**4**

➤ **lend:** 2 a book 3 a hand **need for:** 2 leave earlier 3 start a job **get along with:** 2 your partner 3 colleagues

**5**

➤ 2 needs to make a choice 3 get along with / colleagues  
4 lend / money 5 need to leave earlier 6 lend / a book

### Page 102

**6**

➤ 2 a 3 b 4 a 5 b 6 a

**7**

➤ 2 leaking 3 lend him money 4 break their promise 5 lend him a hand 6 accomplish this task

**8**

➤ 2 will call the roofer 3 will call the carpenter 4 Will / call the plumber 5 will do it himself 6 won't do anything

**9**

➤ 2 might / done 3 might / himself 4 might / replaced 5 might not do it 6 might not / repaired

**10**

➤ Answers may vary: 2 Peter's parents hope that he doesn't need extra money. 3 Peter thinks that his house will be great. 4 His friends don't think he will be able to paint the house. 5 His neighbours hope he gets rid of the rats. 6 Peter hopes he can finish everything before the winter.

**11**

➤ 2 b 3 e 4 d 5 a 6 c

### Page 103

**12**

➤ Answers may vary: 2 Tomorrow he is going to fix the roof 3 Next week he is going to call the repairman 4 Next month he is going to paint the house 5 By the end of the autumn he is going to move into his new house 6 By next year he is going to be living in his new house

**13**

➤ 2 to move in 3 be able to finish 4 to borrow 5 to do 6 to call 7 visit

**14**

➤ 1 He will paint the house himself. 2 They won't lend him too much money. 3 He might be able to finish before the winter. 4 He might not be able to do everything. 5 Peter hopes to have enough money to repair his house. 6 He is going to replace the doorbell.

# LISTENING AND SPEAKING

› pages 56–57

## I've never won anything!

### 1 Look at the picture and answer.

#### SEL

Ask Ss to look at the picture and answer the questions. Encourage Ss to try to determine the context by finding clues in the picture. Allow them to brainstorm for ideas in preparation for listening to the conversation. Intervene as little as possible so that Ss are free to express their ideas. Remind Ss that everybody has the right to express their opinion and that they must respect all ideas.



#### SEL

This section is meant to allow Ss to personalise their learning and make it more meaningful. Ss exchange ideas about buying raffle tickets. They will also discuss their experiences and whether they agree or disagree with Silvia's attitude. This practice will help Ss to develop self-awareness and awareness of others.

### 2 Listen and check your answers.

Tell Ss they are going to listen to a conversation to check if their guesses in Ex. 1 were correct. Play the audio file and give Ss some time to complete the task. Discuss the answers with the whole class.

- › **Answers:** 1 They are friends / classmates. 2 In the street  
3 Raffle tickets 4 She's going to buy a ticket.



When you discuss the answers with the Ss, ask them to guess the speakers' attitudes by the intonation they use.

### 3 Listen again and answer.

#### IC

Tell Ss to complete the sentences with as much information as they can remember. Remind Ss to pay attention to the names of the speakers because they are mentioned in the dialogue. Allow Ss to discuss their answers in pairs. Play the audio file. Give them a few minutes to complete the task. Check the answers with the whole class. Encourage the weaker Ss to volunteer to read their answers.

- › **Answers:** 1 Silvia 2 Nathan 3 Marcos 4 Silvia 5 Nathan  
6 Silvia



25 26 **Marcos:** Hi Silvia, how are you doing?

**Silvia:** Hi Marcos. I'm fine. What's that in your hand? Don't tell me you're selling something again!

**Nathan:** Silvia, Marcos is selling raffle tickets. It's to raise money for our football club.

**Marcos:** Will you buy a ticket? You might win a mountain bike.

**Silvia:** But I already have a bike.

**Nathan:** This bike is much better than your old bike. It's for a good cause.

**Silvia:** OK, I'll buy two tickets so. I hope I win!

## Numerology on the radio

### 4 Look at the picture and answer.

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 ask for volunteers to read and share their answers with the whole class. Have Ss describe what they can see in the picture. Have a short brainstorming session to help prepare them for the listening task. For Question 2 there is no right or wrong answer. Each S should answer according to their own personal view. Accept all reasonable answers.

- › **Answers:** 1 She's listening to the radio. 2 He looks curious / unconvincing / uninterested

### 5 Listen and answer.

Tell Ss to read the question in preparation for the listening task. Play the audio file. Give Ss a few minutes to answer. Point out how the boy's attitude changes while he talks with his grandmother. Explain to them that sometimes evidence makes us change our mind.

- › **Answers:** 1 Yes 2 Two 3 He doesn't believe in it. 4 He changes his mind. He's going to buy a ticket for the raffle with the number 4 on it because the numerologist says that this is his lucky number.



While Ss work on the task, show them how a person's attitude can be heard in their intonation. They will be able to hear Frankie's change of attitude over the course of the conversation.

### 6 Listen again and complete the sentences.

#### IC

Ask Ss to try to complete the task with the information they remember from the previous listening. Play the audio file again and have Ss work in pairs to complete the task. Give them a few minutes to work and then play the audio file again for Ss to check their answers. Ask for volunteers to read the answers and check with the whole class. Ask some Ss to write the missing words on the bb to make sure everybody has the correct version in the end.

► **Answers:** 1 will be 2 will make 3 express an interest / will help 4 leave / will improve 5 skills and talents 6 might prefer / might not be

27

28

**Numerologist:** Your Life-Path number might be the most influential numerological aspect to consider. This number is determined by your birth date and represents who you are at this time. It indicates specific traits that are present and might be active and influential all your life.

**Frankie:** Oh granny! Do you really believe in numerology? I hope you will not take decisions following her advice!

**Numerologist:** Now I will answer Wendy's question.

**Wendy:** Shhhh! This is for me!

**Numerologist:** Making other people happy might be your greatest priority this April. The month is ruled by the number two for you. Your loyalty will make you want to help friends, neighbours, and family. When you encounter difficulty in relationships, try not to be rude. If you express an interest in resolving the problem, this attitude will benefit the situation. If you leave your ego aside, friendship and love will improve. You might even become friends with a rival!

**Frankie:** Haha! Funny!

**Numerologist:** Now, Frankie's answer.

**Wendy:** Listen! This is for you.

**Numerologist:** Your number says that you might possess more skills or qualities than those around you, but don't let it go to your head. If you come across as acting superior or arrogant, you'll find yourself alone before you can say oops. You might like to be alone, but it might not be so good to be isolated. Stay humble. Your number is 4.

**Frankie:** Am I arrogant? Mmm ... Just in case, I'll buy number 4 for the raffle. I hope I'll win the mountain bike!

IC

Not all Ss will understand the whole listening the first time they work on it. Listening to the dialogue several times, each time with a different focus, helps the weaker Ss to understand the whole dialogue and to develop comprehension skills.



### SEL

Ss will have the opportunity to express their opinion within the safe environment of the classroom. Monitor Ss while they discuss the topics and only intervene if they need help with vocabulary to express their opinions. After Ss talk in pairs for a few minutes, open the topic up to the whole class. While Ss speak, write the new vocabulary that comes up on the bb. Remind Ss they have to respect everyone's opinion.

### Workbook Answers

#### Page 104

1

► 1 c 2 b 3 b



44

45

46

44 45 46

**Receptionist:** Good morning. Thank you for calling ABC Home Services. How can I help you?

**Caller:** Good morning. I am looking for someone to do some repairs on my house.

**Receptionist:** You've called the right place. We do all kinds of repairs, big and small. How can we help you?

**Caller:** Well, I have lots to do. First of all, the roof is leaking. Can you fix that?

**Receptionist:** Yes, we do roofing work, but we will have to assess the damage first before we can say how long it will take and how much it will cost.

**Caller:** That's fine. When can you do the assessment?

**Receptionist:** How about on Tuesday at 10?

**Caller:** Yes, that works for me.

**Receptionist:** Ok. Is there anything else that needs to be done?

**Caller:** Yes. The paint is peeling in the living room, so that needs to be repainted.

**Receptionist:** Ok. We need to measure the room to give you a price for the service. Can I add that to the assessment on Tuesday?

**Caller:** Sure.

**Receptionist:** Is that all?

**Caller:** No. One last thing? The kitchen sink is clogged.

**Receptionist:** I'm afraid we don't provide that service. But it is easy to do yourself. We actually provide advice on easy do-it-yourself for homeowners. You should check it out.

**Caller:** I will. Thank you.

**Receptionist:** So, our consultant will be there on Thursday at 10.

**Caller:** Thursday or Tuesday?

**Receptionist:** Sorry! Tuesday at 10.

**Caller:** Ok. I'll be waiting.

**Receptionist:** Thank you for calling ABC Home Services. See you on Tuesday.

**Caller:** Thank you. Bye

2

► b roof leaking  
living room peeling paint  
kitchen sink blocked

3

► 1 ABC Home Services. 2 They offer to carry out an assessment. 3 Tuesday at 10 a.m. 4 Fixing blocked sinks. 5 It's easy to do yourself. 6 To visit their website.

## A letter to my future self

### SEL

This writing task aims to help Ss to consolidate what they have learnt so far and set out their resolutions for their lives ahead. They will have the opportunity to think about what they can do to achieve their aims in the future.

Go over the writing tips in the box with the Ss. It will help them with their own writing task.

### 1 Read the letter and discuss with a classmate.

#### IC / ESL / ESI

Tell Ss to read the letter and explain that it is a model for them to base their own letters on. Have them work in pairs to discuss the questions. The signature is illegible so Ss can discuss whether the writer is a boy or a girl. There is no right or wrong answer. These resolutions could be written by either a girl or a boy. The point here is to help Ss to reflect on some stereotypes they might have with regard to gender.

This discussion helps us to work on ESI (comprehensive sexuality education) and social or family mandates.

### 2 Read the letter again and find ...

Have Ss work individually. Tell them to read the letter in detail and to use the notes to identify the functions. Tell them to join a classmate to share answers before checking with the whole class. Ask for volunteers to read the answers and make sure everybody follows. Focus Ss' attention on how to express different degrees of certainty, opinions and hopes.

➤ **Answers:** 1 I will work hard at school and finish my studies. I will save some money to travel around the world. 2 I might become a famous scientist. I might find a cure for cancer. 3 I think I will settle down and have a family. 4 I hope I will be happy for the rest of my life.



Ss write their letter setting out their resolutions for the year 2030. Tell them to look back at the model, the writing tips and the grammar section for help to complete the task. Tell them to do the task individually and then to swap their work with a classmate for correction before sharing them with the rest of the class. If some Ss do not want to share their letters, collect them to correct and give your feedback.

## Workbook Answers

### Page 104

**1**

➤ Ss' own answers.

**2**

➤ Ss' own answers.

**3**

➤ Ss' own answers.

## My ideal world

Ask Ss to go over the instructions and to use them to complete the task. Set a date for the presentations. Ss have gathered enough information and language to prepare their group presentations. You can suggest they watch some videos showing technological advances and intelligent houses in different parts of the world. Tell them to research at home to find suitable pictures to illustrate their presentations. Suggest they draw their own pictures if they cannot find suitable ones on the internet.

Ss should use the prompts and divide up the tasks among the members of the group to prepare their predictions for the ideal world in the future. Encourage them to be creative and use their imagination. Each member should rehearse his / her part, particularly with regard to pace and intonation. They should also check their timing so that each group keeps to their allotted time. Encourage them to listen respectfully to each other's presentations and have a class discussion on the topic afterwards.

## My learning record

This section has been designed to help Ss to reflect upon all the vocabulary, grammar and conceptual content they have been working on throughout the unit.

Encourage Ss to go over the items and decide whether they have been able to achieve them or not. Encourage them to ask any questions about areas that might not be clear enough yet.

Ask Ss to provide examples of the grammatical and lexical items covered to show that they understand and can produce the language functions correctly. If they still have difficulty, the teacher can arrange a revision session to reinforce any problem areas.

## Workbook Answers

### Page 105

**1**

› 1 She should fix it herself. 2 She should call the cable company. 3 She should call a repairman. 4 She should call a carpenter. 5 She should call an exterminator. 6 She should call a plumber.

**2**

› 1 f 2 e 3 b 4 c 5 a 6 d

**3**

› 1 understand 2 have 3 succeed 4 break 5 find 6 offer

**4**

› 1 to 2 looking 3 be 4 to 5 want 6 being

**5**

› 1 It might rain this afternoon. 2 I might not come home for dinner. 3 They might not travel next week. 4 Ana might study law. 5 We might go to the park later. 6 They might not like it.

**6**

› 1 If it rains, they won't go to the party. 2 If she has a snack now, she won't have dinner. 3 If they pass the last exam, they will graduate. 4 If Tony reads before bed, he will sleep well. 5 If Carl learns Spanish, he will travel to Argentina. 6 Will Isabella teach her sisters if she learns English?

**Goals**

- › Talk about world problems and things we can do to help
- › Read a text about helping older people to stay active
- › Use the Present Perfect Simple and Past Simple to describe actions in the past
- › Listen and learn about successful people
- › Write a poster to invite people to join a group

Go through the list of goals one by one with the Ss. While doing this, come to an agreement with the Ss regarding your expectations of them, deadlines, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Read the **Think it up!** box to establish what Ss are expected to do by the end of the unit. Ss are going to prepare a PechaKucha presentation about a successful person and discuss what makes a person successful. They will understand that the language covered in the unit will prepare them to do the final task.

**1** Look at the pictures and discuss in groups how they relate to the title of the unit.

**21<sup>st</sup> Century Skills / SEL**

Tell Ss to read the instructions and go over the pictures to discuss in small groups how they are connected to the title of the unit. Ss will use their **critical and creative thinking** skills to link the concepts the pictures represent with the title. They will develop **communication** and **collaboration** skills by working together, and they will learn to agree or disagree respectfully with other members of the group.

**2** Match the world problems to the pictures in Exercise 1.

Ask Ss to form small groups of 4 or 5 to complete this task. Tell them they can use their dictionaries if they need to. Try not to intervene unless it is absolutely necessary. Allow them the space to collaborate and work together to complete the task in their groups. Ss have to identify the words that describe the world problems discussed in Ex. 1. Ask for volunteers to read out the answers and check with the whole class.

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

**More teaching ideas**

As a follow-up activity, you could ask Ss to find out if these problems exist in our country, and if so, to give examples. They can carry out research on the internet at home. Then, hold a class discussion to share what Ss find out.

**Final project**

- › A PechaKucha presentation on successful people

**3** Work in groups and try to explain the world problems in Exercise 2 in your own words. Use a dictionary or ask your teacher if necessary. Create your own glossary.

Tell Ss to work in groups to create their own glossary. Point out the importance of being able to explain concepts using our own words. This helps other people to have a better understanding of what we are saying.

**More teaching ideas**

Encourage Ss to work collaboratively online. They can write the meanings of certain words and exchange them online. Then, they can discuss why their definitions might be slightly different to those of their classmates. Over the course of the discussion, Ss should come to an agreement on the wording of each definition. They can then share their definitions with other groups.

**GAMES**

Allow Ss to play the TIC-TAC-TOE game on page 73. They will revise the vocabulary items covered so far and it adds a fun dimension to learning, making it more enjoyable.

**SEL / CA / ESI**

Hold a class discussion with Ss about any world problems of which they may have direct experience. Encourage them to think of solutions to some of these problems or how they could help people to overcome them.

## Papelnonos. When age is not a problem. Interview with Jorge Strada

### 1 Look at the text and choose the correct answers.

Tell Ss to look at the text and to focus on the format. Help them to identify the genre. You can teach them the words heading, subheading, lead, front page, column while you point out the different parts of the newspaper. Draw Ss attention to the fact that this is the online version of the newspaper and not the printed version.

### 2 Read the text and check your answers.

Have Ss read the text in detail to find the phrases or words meaning the same as the prompts. Tell them to work individually and, after some minutes, allow them to share answers with a classmate before checking with the whole class. Drawing meaning from context will enable Ss to develop real communication skills. We usually gather meaning from context when we do not know the meaning of a word while we interact with English speaking people. We do not have time to look up words to go on talking. Help Ss to become aware of this.

› Answers: 1 c 2 c 3 b

### 3 Read again and match the words in bold to the following definitions.

Tell Ss to work in pairs to match the words in the text to the list of definitions. Ask for volunteers to read out their answers. Ensure all Ss have made a note of the correct answers.

› Answers: 1 11 2 5 3 9 4 2 5 4 6 7 7 8 8 10 9 3  
10 6 11 1 12 12

### 4 Read once more and answer.

#### SEL / CA

Tell Ss to work individually to read the text in detail and answer the questions. You could set this task for homework so that Ss can work at their own pace and use dictionaries if necessary. Tell them that you will ask them to point out the part of the text where they found the answer.

Draw Ss' attention to the fact that this project has also spread to other countries. Discuss the importance of helping elderly people to keep healthy and lively.

› Answers: 1 He's from Dolores. 2 For 50 years / since he was 20. 3 He started the Papelnonos project. 4 It has grown exponentially. 5 They have changed the dynamics of the shows. 6 To help elderly people to have a renewed interest in life.



#### SEL

Ss may need help with vocabulary since they will be discussing their own ideas. Write any new words on the bb for everybody to copy into their notebooks at the end of the activity.

Ss will reflect on whether they would like to take part in a project like Papelnonos. They will need to imagine themselves as elderly people in order to answer one of the questions. They will learn more about themselves.

#### Workbook Answers

##### Page 106

###### 1

› 1 a 2 b 3 a

###### 2

› 2 How much they expected to raise in 1984 from the release of the song. 3 How much they actually raised from the release of the song. 4 The Live Aid concert took place. 5 The number of people around the world who watched the concert. 6 The amount of money raised by the Live Aid concerts. 7 The number of countries which showed the Live Aid show live. 8 The length of the famous Queen performance.

###### 3

› 1 Famine 2 Recording of the song "Do they know it's Christmas" and the Live Aid concert. 3 The Live Aid concert.

## World problems

### 1 Find 2 world problems on each line.

Tell Ss to work individually. They will find two words in each line. This task aims to help Ss to improve their spelling skills. Ask for volunteers to read out the answers and check with the whole class.

› **Answers:** FAMINE / WAR RACISM / POVERTY DISEASE / ILLITERACY ABANDONMENT / FLOODING ILL-TREATMENT / LONELINESS

#### More teaching ideas

Ask Ss to write the new words on strips of paper. Put them in a box or an envelope. Move among desks. A S picks a word and reads it. Another S shows the item.

Keep this envelop to add items Ss learn. Use it to revise vocabulary.

### 2 Complete the sentences with words from Exercise 1.

The aim of this task is to help Ss use the new vocabulary in context. It makes their learning more meaningful. Ask Ss to work individually and check answers with the whole class.

› **Answers:** 1 war 2 abandonment 3 Flooding 4 loneliness 5 disease

## Taking action

### 3 Complete the expressions with words from the word cloud. You can use some words more than once.

**IC**

This task aims to help Ss to learn collocations to do with voluntary work. Tell them to work individually. Then, ask them to share their answers with the classmate next to them. Ask for volunteers to read and write the collocations on the bb to make sure everybody can follow and has the correct answers.

› **Answers:** 1 donate / collect 2 raise 3 run / organise 4 sponsor 5 respect 6 do 7 organise 8 adopt 9 donate 10 serve

**CA**

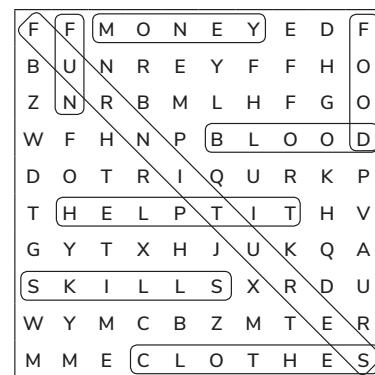
Ask Ss if they know of any international charity events (international blood donation day, international organ donation day, American Cancer Society Run, fundraising dinners, etc.) Ask Ss to do some research on the internet and bring information about charity and fundraising events to the next lesson. They will share their findings with their classmates.

## Things you can donate

### 4 Label the pictures with things you can donate and then find them in the wordsearch. Once picture has 2 labels.

Tell Ss to work individually. They must first label the pictures and then find the same words in the wordsearch puzzle. Give them a few minutes to complete both tasks. Ask for volunteers to read aloud and write them on the bb so that everybody has the correct answers.

› **Answers:** 1 money 2 time 3 blood 4 effort 5 help 6 skills / fun 7 food 8 furniture 9 clothes



**AT**

Ss will learn collocations commonly used to describe volunteering.



Remind Ss that this box provides them with some ideas to complete their final project. Impress upon them the need to work consistently in order to complete the project on time.

Now they can discuss actions that help to solve problems.

# GRAMMAR

› pages 64–65

## Present Perfect Simple with *for* / *since*

Have Ss study the box and elicit the use of *for* + (a period of time) and *since* + (a point of time). Elicit some examples from the Ss and write them on the bb. Make sure all Ss understand.

### 1 Write *since* or *for*.

Tell Ss to use the information in the box to complete the task. Ask for volunteers to read the answers. Encourage Ss to put the time expression in a sentence when they give their answer. Write them all on the bb and ask Ss to copy them in their notebooks.

› **Answers:** 1 for 2 since 3 since 4 for 5 since 6 since 7 for 8 since

### 2 Complete the text with the Present Perfect form of the verbs in the box and circle *for* or *since* where necessary.

**IC**

Ask Ss to read the instructions and do the task. Check that they understand that there are two parts to the task: they fill in the blanks with the verbs and choose between *since* or *for*. Tell them to work individually. Ask for volunteers to read the answers. Encourage Ss to ask questions about anything that is unclear.

› **Answers:** 1 've known 2 for 3 've worked 4 since 5 's been 6 for 7 've / argued 8 've gone 9 since 10 've been 11 since

**ax**

While Ss read out their answers, tell them to use rising and falling intonation to link ideas.

### 3 Write true sentences about yourself.

Ask Ss to work individually on this task as they will be writing about their own personal experiences. Point out that they will be writing the same thing in two different ways, using *since* and *for*. Ask for volunteers to read out their answers and write some sentences on the bb so that everybody can follow. Urge Ss to ask any questions at this stage.

› Ss' own answers.

## How long ...?

Ask Ss to study the box and elicit that this question phrase deals with the duration of an action. They can answer using *since* or *for*.

### 4 Ask questions with *how long* and answer them using *for* or *since*.

Tell Ss to refer to the information in the box to help them with the task. You could set this activity for homework so

that Ss can work at their own pace. In the next lesson, ask for volunteers to read the questions and answers and to write them on the bb. Encourage Ss to ask questions if anything is unclear.

› **Answers:** 2 How long have Marfa and Martha worked at the dog shelter? Marfa and Martha have worked at the dog shelter since last month. Marfa and Martha have worked in the dog shelter for one months. 3 How long have you volunteered at the food bank? I have volunteered at the food bank for three years. I have volunteered at the food bank since I was thirteen. 4 How long have we been friends? We have been friends since last year. We have been friends for a year. 5 How long has Alexandra raised money for the charity? Alexandra has raised money for the charity for three months. Alexandra has raised money for the charity since April.

## Present Perfect Simple and Past Simple

**LA**

Read the examples in the first box with the Ss. Draw their attention to the explanations in brackets to help them to understand the difference in meaning between the two tenses. Then, have Ss read the rules in the second box and match them to the sentences in the first box.

Write examples in the affirmative, negative and interrogative on the bb so that Ss can revise the structures of the tenses. Remind Ss how to use the auxiliary *did* in the Past Simple because this is a typical mistake at this level.

### 5 Write PPS (Present Perfect Simple) or PS (Past Simple).

Ask Ss to work individually. They must identify which time expressions are used with each tense. When you ask for volunteers to read the answers, ask them to use the expression in another sentence. This will reinforce the language and make it more memorable.

› **Answers:** 1 PS 2 PS 3 PPS 4 PS 5 PPS 6 PPS 7 PS 8 PS

### 6 Complete the text with the correct form of the verbs in brackets. Use the Past Simple or the Present Perfect Simple.

Ask Ss to read the instructions and complete the task individually. Ask for volunteers to read one sentence each. Ask them to explain why they chose one tense or the other so that all the Ss understand the difference and have the correct answers in the end.

› **Answers:** 1 have worked 2 have done 3 started 4 was 5 took 6 became 7 have always tried 8 have started 9 have welcomed 10 donated

## 7 Ask and answer questions about Fernanda and Christian.

**IC**

Tell Ss to read the instructions and complete the task. You can set this task for homework so that Ss can work at their own pace and use all the notes and information in the book for help. They will use both tenses to write questions about the text in Exercise 6. When you check the answers with Ss in the following lesson, point out why each tense is used so that everybody can follow and has the correct version of the text in their notebooks.

Answers: **1** How long have they worked for the charity? They've worked for the charity since 2017. **2** When was Fernanda the secretary? She was the secretary from 2017 till 2018. **3** Who took over her role then? Christian took over her role then. **4** What have they always tried to do? They've always tried to help the lonely elderly people in their area. **5** How many elderly people have they welcomed at the food bank? They have welcomed over 50 elderly people. **6** What did the neighbours donate last year? They donated a large amount of money.

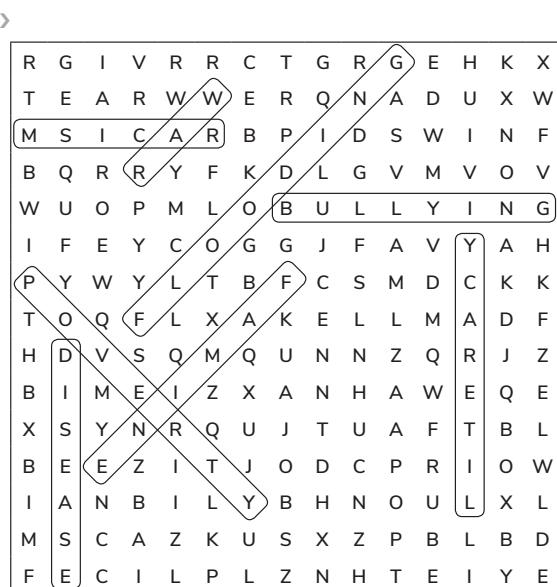
**AT / LA**

Ss will understand the difference between the Present Perfect Simple and the Past Simple.

### Workbook Answers

#### Page 107

**1**



**2**

› 2 famine 3 war 4 illiteracy 5 poverty 6 bullying

**3**

› 2 c 3 e 4 a 5 d

#### Page 108

**4**

› 1 b 2 c 3 a 4 e 5 d

**5**

› 1 books 2 magazines 3 coins 4 blood 5 run 6 organise 7 funds 8 money

**6**

› 2 raises / money 3 donate / books or magazines 4 coins / collects 5 donate blood 6 raise funds

**7**

› 2 run a marathon 3 donate books 4 time 5 poverty 6 illiteracy

**8**

›

For	Since
1. ten years	5. 1991
2. one month	6. I was a child
3. a few hours	7. last summer
4. a day	8. yesterday

**9**

› 2 I have run / for ten years / for a month 3 I have been / since yesterday / for a day 4 The car is old. I have had / since 1991 / for ten years 5 I haven't been / since last summer / since I was a child

#### Page 109

**10**

› Ss' own answers.

**11**

› Ss' own answers.

**12**

› 2 Present Perfect Simple 3 Present Perfect Simple 4 Past Simple 5 Present Perfect Simple 6 Past Simple

**13**

› 2 incorrect 3 incorrect 4 correct 5 correct 6 correct

**14**

› 2 have not seen 3 became 4 met 5 has studied 6 bought

# LISTENING AND SPEAKING

› pages 66–67

## Interview with a successful person

Ask Ss to describe the people they see in the pictures and say what they are doing. Tell them to identify their occupations.

› **Answers:** a a teacher b a dentist c a chef d a runner e a student

### 1 A reporter is interviewing people in the street. Listen and match the people he interviews to the pictures. There are 2 extra pictures.

Tell Ss that they are going to hear a reporter interviewing some of the people in the pictures. They will have to identify who is being interviewed. Focus their attention on the fact that only 3 people are interviewed so there are 2 extra pictures. Ss will use their critical thinking to complete the task. Play the audio file and give Ss a few minutes to make their choice. Play the audio file a second time for Ss to check their answers. Ask for volunteers to share their answers with the whole class.

› **Answers:** 1 b 2 e 3 a

### 2 Join with a classmate and discuss. Then share with the whole class.

Ss will discuss with a classmate the clue they found in the pictures to make their choices in Ex 1. Then, they will share their ideas with the whole class. Checking with a classmate before sharing with the whole class gives some Ss more confidence when speaking in front of their classmates.

#### AT

Ss will identify key words to find the meaning from the context.

### 3 Listen again and say how long each speaker has been in that situation.

Tell Ss to read the instruction and prepare to listen to the interview once more. This time they will need to focus on details. Play the audio file and give Ss a few minutes to complete the task. Ask for volunteers to read out the answers and check with the whole class.

› **Answers:** 1 She has been a dentist for seven years. 2 He has been a student for two years. 3 She has been a teacher since she graduated, five years ago.

### 4 Listen once more and write who says:

Tell Ss to read the quotes and to try to remember who said them. Ask them to get ready and play the audio file once more. Let them work individually for a short time. Call volunteers to read the answers and check with the whole class.

› **Answers:** 1 The dentist 2 The student 3 The teacher 4 The student 5 The dentist



29  
30  
31

1

**Man:** Good morning. Can I ask you some questions?

**Woman:** Sure!

**Man:** How long have you been a professional?

**Woman:** For seven years.

**Man:** Do you think you are successful?

**Woman:** Well ... I've chosen a career I love. I've started my own consulting room. I've fixed more children's teeth than you can imagine. What else can I ask for?

2

**Man:** Good morning. Can I ask you some questions?

**Teen boy:** Go ahead!

**Man:** How long have you done this?

**Teen boy:** For two years.

**Man:** Do you think you are successful?

**Teen boy:** Well ... I haven't failed any subjects. I've passed all my exams with credits. I've met great people. And I've started volunteering to practise before I graduate. What do you think? Ain't I successful?

3

**Man:** Good morning. Can I ask you some questions?

**Woman:** Yes! What do you want to know?

**Man:** How long have you worked here?

**Woman:** Since I graduated, five years ago.

**Man:** Do you think you are successful?

**Woman:** You tell me! I've helped over a hundred kids to learn how to read and write. I've introduced them to the world of science and they've discovered together how plants grow and why there is day and night ... and so many other things. They have learned how to calculate how many sweets they can buy with the coins they have. Isn't that success?



While Ss read the answers, ask them to try to imitate the speakers in the dialogue. Elicit the attitude of the speakers according to the intonation they use.

#### IC

Not all Ss will understand the whole listening the first time they hear it. Listening to the dialogue several times and focussing on different things each time helps the weaker Ss to understand the whole dialogue and to develop comprehension skills.



## SEL

This section is meant to apply Ss' learning to their own lives and opinions. Ss will express what success means to them personally. They will also discuss how the speakers' intonation demonstrated their attitudes.

Ss will also use their imagination to come up with suggestions about what the chef and the runner might have said. They will develop empathy and awareness of others because they will have to put themselves in the chef's and runner's shoes. Work with the whole class to compare the Ss' ideas and the answers in the audio file.



32

**Chef:** I haven't started my own restaurant, but I've served many important dinners. I've prepared a lot of traditional dishes and I've created a dessert with my name. I can't be happier!

**Runner:** I haven't won all the races, but I haven't quit any either. I've had to stop going to parties sometimes, but I've met wonderful people on the tracks. I have chosen very well!



Remind Ss that this box contains ideas to help them complete their final project. In this case, Ss will have written some ideas about what makes a person successful. They can add their own ideas to the list. It is also a reminder for them work consistently in order to complete the final task. They should start interviewing people they consider successful.

## GAMES

Invite Ss to play the games on page 73. They will practise the tenses learnt so far in a fun environment.

## Workbook Answers

### Page 110

1

- › 1 a university or college lecture
- 2 aging in modern society
- 3 caring for babies and toddlers and how practices have changed over the years



This week in sociology, we will take a brief look at aging in modern day society.

For many people, old age is marked by isolation, loneliness and depression. However, things are changing little by little as the elderly become more physically and socially active, two excellent ways to alleviate the traditional challenges of getting older. Another way people help the older members of their families to overcome these challenges is through group homes where the elderly can spend time with others, play games together, have meals together and even travel and go on outings together.

In cases where elderly family members have physical or cognitive limitations, group homes may be a safe and effective way to ensure that they are well taken care of around the clock.

In cases where the elderly opt to live alone, families can hire a companion to spend time with them or a nurse to take care of their needs.

In some cultures, it is looked down upon to 'pass off' your elderly to a group home. It is preferable for family members to take turns taking care of and spending time with the elderly as a way to repay them for all they have done for their family when they were younger.

However people decide to live out their golden years, it is important that their emotional, physical and mental health is taken care of in a way that works for the elderly and for the family.

Next week we will look at caring for babies and toddlers and how practices have changed over the years.

2

- › 2 ... physically and socially active.
- 3 ... through nursing homes
- 4 ... spend time with others, play games together, have meals together and even travel and go on outings together.
- 5 ... hire a companion to spend time with them or a nurse to take care of their needs.
- 6 ... it is looked down on to place an elderly person in a nursing home.

3

- › 1 Negative
- 2 positive
- 3 positive
- 4 negative
- 5 positive

## Design a poster

Ask Ss to look at the poster and to tell you what they see. Who do they think designed it and who is it for? Ask Ss if they know the meaning of the word persuasive. They shouldn't find it difficult to understand as it is similar to the word used in Spanish. Ask them to explain the meaning in their own words.

### 1 Read the poster and tick the information it contains.

Tell Ss to read the instructions, look at the poster in detail and tick any items on the list it contains. Ask them to work individually. Ask for volunteers to list the items they ticked. Ask them to show on the poster what each item refers to.

› **Answers:** 1, 2, 4, 6, 7, 8, 9

### 2 What strategy do they use to persuade us?

Have Ss analyse the poster and discuss in pairs the strategies and techniques that the creators of the poster used to attract attention and persuade the reader to join the group. Then, ask for a volunteer from each pair to read out their answers to the whole class.

› **Answers:** 1 It uses rhetorical questions asking about experiences and ambitions. 2 They close with the sentences 'Bring your ideas! We'd love to hear them!' 3 It encourages the reader by being welcoming. 4 It lists the great achievements of the group.



Tell Ss to work in groups. Encourage them to think about problems in their area that they would like to solve. They should also think of people who are involved in charity work that they admire and would like to imitate. Ask them to consider their own skills and talents and how they can be used to help other people.

Encourage Ss to be creative and to design an attractive poster. It should not only persuade with words, because sometimes using pictures and attractive colours can convey positive energy.

You could organise a poster presentation session and vote for the most persuasive poster.

## Workbook Answers

### Page 110

**1**

› Ss' own answers.

**2**

› Ss' own answers.

**3**

› Ss' own answers.

## A successful person

Ask Ss to go over the instructions and to use them to complete their task. Set a date for the Ss to do their presentations in class.

Ss will work on a group PechaKucha presentation. Each group should consist of a maximum of 4 Ss. Each S presents his / her choice of a successful person to the group.

PechaKucha presentations have 20 slides, and each slide is shown for 20 seconds. Each S prepares 5 slides which represent their chosen person's achievements but they should not write the information on the slides.

Ss can ask their ICT teacher for help to automatically set the 20-second time limit for each slide. Advise Ss to rehearse the presentation several times beforehand because their speech must be clear for their classmates to understand. They must also stick to 20 seconds allowed per slide. Ss can insert some music that represents the person if they so wish.

Ss who may lack confidence can record their speech and insert the recording into the presentation instead of speaking live.

## My learning record

This section has been designed to help Ss to reflect upon all the vocabulary, grammar and conceptual content they have been working on throughout the unit.

Encourage Ss to go over the items and decide whether they have been able to achieve them or not. Encourage them to ask any questions about areas that might not be clear enough yet.

Ask Ss to provide examples of the grammatical and lexical items covered to show that they understand and can produce the language functions correctly. If they still have difficulty, the teacher can arrange a revision session to reinforce any problem areas.

## Workbook Answers

### Page 111

**1**

- › 1 diseases 2 bullying 3 poverty 4 war 5 racism
- 6 flooding

**2**

- › 1 e 2 d 3 a 4 b 5 c

**3**

- › 1 d 2 a 3 c 4 b

**4**

- › 1 for 2 for 3 since 4 since 5 for 6 for

**5**

- › 1 a 2 b 3 a 4 b 5 a 6 b

## Science

Introduce the lesson by asking students if they know what the Solar System is. Write down any relevant words Ss use. Add additional vocabulary and work on pronunciation. Ss can read silently or out loud.

**1 Match the definitions to the words in the box. Use your dictionary to help you.**

› **Answers:** 1 comet 2 meteoroid 3 moon 4 planet 5 asteroid

**2 Label the planets in the Solar System. You can use this mnemonic device to help you: My Very Enthusiastic Mother Just Served Us Noodles.**

Introduce the exercise. Explain what a mnemonic device is. Ask Ss if they use these devices to remember any other lists of items, maybe for other school subjects. Have Ss use the mnemonic device My Very Enthusiastic Mother Just Served Us Noodles to complete the exercise.

› **Answers:** Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

**3 Using the information from Exercise 1 and your own research, answer the following questions.**

Ask Ss to spend a bit of time at home researching the answers to these questions. During the next lesson, ask for volunteers to read out their answers.

› **Answers:** 1 Mars 2 Earth 3 Saturn 4 Mercury and Venus 5 Jupiter 6 Uranus

### ROUND OFF ANSWERS

#### Page 71

1

› 1 loneliness 2 might 3 have shown 4 going to 5 will help 6 might 7 voluntary 8 charity 9 will notice 10 will be

2

› 1 Have you ever done 2 have raised 3 donated 4 will 5 are 6 haven't called 7 collect 8 might also need 9 I'm going to make 10 have

3

› 1 was washing 2 isn't working 3 am going to call / are going to come 4 won't 5 haven't painted

4

› 1 Many non-profit organisations have contacted me since I signed that petition. 2 I had no idea how to raise funds for the cause when I started the organisation. 3 People won't donate money if they don't trust the organisation. 4 What works in one community might not work in another. 5 Your enthusiasm will encourage people to support you.

## DIAGNOSTIC TEST

**1**

- › Answers will vary. Make sure Ss are capable of using proper vocabulary and grammar structures.

**2**

- › Answers may vary. Make sure Ss are using vocabulary learned in previous levels.

**3**

- › Answers may vary, but expect the use of:
- › 1 Present Simple and adverbs of frequency.
- › 2 Present Continuous and short answers.
- › 3 Present Conditionals.
- › 4 Past Simple and indefinite pronouns.
- › 5 Past Continuous.
- › 6 Present Perfect simple.
- › 7 Present Perfect simple.
- › 8 Present Perfect simple and the simple past.
- › 9 should / shouldn't.
- › 10 have to / don't have to.
- › 11 the future with will or going to.
- › 12 might, the future with will or going to.
- › 13 Present Perfect or Past Simple.
- › 14 Present Perfect or Past Simple.

## UNIT 1 – TEST A

**1**

› 1 a	› 3 e	› 5 b
› 2 g	› 4 f	

**2**

› 1 kinaesthetic	› 5 musical	› 9 intrapersonal
› 2 logical	› 6 kinaesthetic	› 10 linguistic
› 3 intrapersonal	› 7 visual	
› 4 linguistic	› 8 interpersonal	

**3**

› 1 connections	› 5 doing	
› 2 notes	› 6 effect	
› 3 techniques	› 7 facial expressions	
› 4 learning journal	› 8 mathematics	

**4**

› 1 do	› 5 talking	› 9 doesn't have
› 2 is doing	› 6 phone	› 10 is studying
› 3 doesn't do	› 7 am	
› 4 gets	› 8 has	

**5**

› 1 Can	› 4 couldn't	› 8 is always
› 2 am doing	› 5 can	› 9 doesn't give
› 3 don't understand	› 6 consult	› 10 hate
	› 7 isn't working	

## UNIT 2 – TEST A

**1**

- › Ss' own answers.

**2**

› 1 c	› 3 h	› 5 e	› 7 j
› 2 d	› 4 a	› 6 i	› 8 g

**3**

› 1 anybody	› 2 anything	› 3 something
-------------	--------------	---------------

› 4 nobody	› 7 everywhere	› 10 somebody
› 5 everybody	› 8 everything	
› 6 nowhere	› 9 anything	

**4**

› 1 was watching	› 3 opened	› 6 was raining
› 2 turned	› 4 was	› 7 started
	› 5 came	› 8 took

**5**

› 1 are you doing	› 6 annoyed
› 2 worried	› 7 saw
› 3 interested	› 8 arrived
› 4 surprising	› 9 when
› 5 started	› 10 was working

## UNIT 3 – TEST A

**1**

› Across	› Down
› 3 SNOW	› 1 MOUNTAIN
› 4 DESERT	› 2 BEACH
› 5 FOREST	› 4 DRIZZLE
› 7 COUNTRYSIDE	› 6 FOGGY
› 9 CLOUD	› 8 STORM

**2**

› 1 stressful	› 5 relaxing
› 2 peaceful	› 6 quiet
› 3 exciting	› 7 fun
› 4 weather conditions	› 8 adventurous

**3**

› 1 f	› 3 g	› 5 a
› 2 c	› 4 b	

**4**

› 1 Have you seen	› 4 Did you like
› 2 have just seen	› 5 liked
› 3 bought	› 6 did you see

**5**

› 1 gone	› 5 solitary	› 9 has parked
› 2 went	› 6 adapt	› 10 excited
› 3 is making	› 7 been	
› 4 didn't buy	› 8 haste	

## UNIT 4 – TEST A

**1**

› a a headache	› e a stiff neck
› b a stomachache	› f a toothache
› c a sore throat	› g a cold
› d a temperature	› h a cough

**2**

› 1 optimistic	› 5 anxious	› 9 raging
› 2 cheerful	› 6 pleased	› 10 upset
› 3 sympathetic	› 7 heartbroken	
› 4 frightened	› 8 down	

**3**

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

**4**

› 1 shouldn't	› 4 mustn't	› 7 must
› 2 should	› 5 should	› 8 mustn't
› 3 must	› 6 should	

**5**

› 1 should	› 5 if	› 9 didn't watch
› 2 don't	› 6 upset	› 10 studied
› 3 can't	› 7 any	
› 4 don't have to	› 8 watching	

**UNIT 5 – TEST A****1**

› 1 The roof is leaking.	› 6 The paint is peeling.
› 2 The TV is not working.	› 7 The fridge isn't working.
› 3 The doorbell doesn't ring.	› 8 The window doesn't open.
› 4 The tap is dripping.	
› 5 The sink is blocked.	

**2**

› 1 I can call the roofer.	› 5 I can call the plumber.
› 2 I can call the cable TV company.	› 6 I can call the painter.
› 3 I can call the electrician.	› 7 I can call the appliance repair person.
› 4 I can call the plumber.	› 8 I can call the carpenter.

**3**

› 1 d	› 3 g	› 5 a
› 2 b	› 4 f	

**4**

› 1 'll	› 5 won't be
› 2 are going to watch	› 6 are meeting
› 3 won't go	› 7 is going to rain
› 4 will use	› 8 'll

**5**

› 1 are going to miss	› 4 doghouse	› 7 might
› 2 don't	› 5 haven't finished	› 8 if
› 3 will put you	› 6 must	› 9 'll
		› 10 won't be

**UNIT 6 – TEST A****1**

› 1 i	› 3 b	› 5 a	› 7 d
› 2 g	› 4 j	› 6 c	› 8 f

**2**

› a raise	› d respect	› g donate
› b run	› e sponsor	› h adopt
› c serve	› f collect	

**3**

› For: a year, a long time, two months  
 Since: 1989, 8 o'clock, John arrived, last Monday, 20<sup>th</sup> May, my birthday, spring, two days ago

**4**

› a How long	› d Where	› g How long
› b When	› e What time	› h How long
› c What	› f How often	

**5**

› 1 didn't know	› 7 Since
› 2 won	› 8 could
› 3 was playing	› 9 win
› 4 broke	› 10 will be
› 5 changed	
› 6 How long	

**PROGRESS TEST 1A (Units 1–2)****1**

› 1 F	› 3 T	› 5 T
› 2 F	› 4 T	

**2**

› 1 she sprained her ankle.
› 2 she was passing the ball.
› 3 she couldn't believe it happened to her.
› 4 couldn't keep her ankle moving in the right way.
› 5 could walk a short distance.

**3**

› 1 b	› 3 a	› 5 c
› 2 e	› 4 d	

**4**

› Ss' own answers. Make sure they use the Present Continuous properly.

**PROGRESS TEST 2A (Units 1–4)****1**

› (3) It causes lethargy and the symptoms of depression.
› (4) Get more exposure to sunlight, sit by a window, spend a holiday in a sunny place, and sit in front of a very bright light.
› (5) Foods rich in antioxidants, vitamin B, C, D and E, protein, selenium, and omega 3.
› (1) Sunlight stops the production of the hormone that makes us feel sleepy.
› (2) Because the days are shorter in winter.

**2**

› 1 have never had	diagnosed	› 5 should
› 2 has been	› 3 must	› 4 don't have to

**3**

noun	verb	adjective
depression	depress	depressed
production	produce	productive
exposition	expose	exposed
consumption	consume	consumed
medication	medicate	medicated

**PROGRESS TEST 3A (Units 1–6)****1**

› (2) People live in houses with many household problems.
› (5) The National Health System pays a huge amount of money because of avoidable disease and injuries caused by poor housing costs.
› (3) People are exposed to humidity, cold, viruses, bacteria, and toxic chemicals.
› (1) People can't afford good housing.
› (4) People get sick.

**2**

› 1 because it results in a huge cost to the National Health System.
› 2 they can't buy furniture and appliances to keep their houses warm during wintertime.
› 3 it contributes to the growth of viruses and bacteria.

**3**

› Ss' own answers.

**1** Choose one of the topics below and write a short paragraph.

- a Talk about your lifestyle and your daily routine, how you are feeling at this moment in your life.
- b Talk about how you study, describe a personal experience related to studying and give advice to other students.
- c Talk about an occupation that you are interested in, make predictions and talk about plans you have.

---



---



---

**2** Write five words under each of the following categories.

1 Learning styles and activities	2 Accidents at home, reacting to accidents, how we feel	3 Weather and experiences
4 Feelings, common health problems	5 Household problems, repairs, actions	6 World problems, taking action, things you can donate

**3** Answer these questions. If possible, write full sentences.

- 1 How do you usually study? \_\_\_\_\_
- 2 Are you reading a text right now? \_\_\_\_\_
- 3 If you don't understand an exercise, what do you do first? \_\_\_\_\_
- 4 Do you know anybody who broke a leg? \_\_\_\_\_
- 5 What were you doing at this time yesterday? \_\_\_\_\_
- 6 Have you ever seen snow? \_\_\_\_\_
- 7 What objects have you collected? \_\_\_\_\_
- 8 Did you do something relaxing on your last holiday? \_\_\_\_\_
- 9 What should we do if we get angry? \_\_\_\_\_
- 10 What do you have to do if you are not feeling well? \_\_\_\_\_
- 11 Will you lose your temper if you don't succeed in doing something? \_\_\_\_\_
- 12 What might happen if the kitchen sink is blocked? \_\_\_\_\_
- 13 Have you ever done voluntary work? If so, when did you do it? \_\_\_\_\_
- 14 What have you donated in the past? \_\_\_\_\_

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Talking about myself	
Exercise 2: Vocabulary categories	
Exercise 3: Personal experiences	

**1** Match the type of learner to the preferred activity. There are two extra activities.

LEARNER TYPE	ACTIVITY
1 intrapersonal	a concentrating
2 spatial	b moving around
3 auditory	c talking with others
4 linguistic	d using numbers
5 kinaesthetic	e using sounds and rhythm
	f using words
	g visualising

15

**2** Complete the sentences with the correct learner type.

- I must touch things when I study. \_\_\_\_\_
- A very important activity for me is establishing a relationship between cause and effect. \_\_\_\_\_
- I usually study alone. \_\_\_\_\_
- When I study, I write things down and then I read and repeat them. \_\_\_\_\_
- I like creating raps to study. It's very useful. \_\_\_\_\_
- I can't sit and study. I need to walk in the room. \_\_\_\_\_
- When I study History, I imagine a film. \_\_\_\_\_
- In my case, my friends help me when I study. \_\_\_\_\_
- I need complete silence, and I can't study in a library because there are other people. \_\_\_\_\_
- To remember tenses and structures, I create a story and I repeat the story. \_\_\_\_\_

25

**3** Complete with one of the words from the box. There are two extra words.

effect and reason mathematics doing connections facial expressions  
 learning journal notes relations techniques

When you study, a very important thing is to make <sup>1</sup>\_\_\_\_\_ and to take <sup>2</sup>\_\_\_\_\_ in class. This helps when you use self-study <sup>3</sup>\_\_\_\_\_. I don't keep a <sup>4</sup>\_\_\_\_\_ but to some students, it's useful. To me, learning by <sup>5</sup>\_\_\_\_\_ is more effective. Logical students love connections between cause and <sup>6</sup>\_\_\_\_\_. These students usually cannot read <sup>7</sup>\_\_\_\_\_ but they're usually good at <sup>8</sup>\_\_\_\_\_.

20

**4** Complete the following with the correct form of the verb.

My friends usually <sup>1</sup>\_\_\_\_\_ (do) their homework in the evening. John is at home now. He <sup>2</sup>\_\_\_\_\_ (do) his homework. If he <sup>3</sup>\_\_\_\_\_ (not do) his homework, his mother <sup>4</sup>\_\_\_\_\_ (get) angry with him.

I love <sup>5</sup>\_\_\_\_\_ (talk) with other students. I <sup>6</sup>\_\_\_\_\_ (phone) my friends if I <sup>7</sup>\_\_\_\_\_ (be) absent to school.

Paul Baker is a great tennis player. When he <sup>8</sup>\_\_\_\_\_ (has) a tennis tournament, he <sup>9</sup>\_\_\_\_\_ (not have) time to study, so he <sup>10</sup>\_\_\_\_\_ (study) right now.

20

**5** Circle the correct option.

**Bob:** <sup>1</sup>Can / Do you help me? I <sup>2</sup>can do / am doing my homework and I <sup>3</sup>don't understand / am not understanding this exercise.

**Amy:** No problem. I <sup>4</sup>can't / couldn't do it yesterday, but now I <sup>5</sup>can / could. When I have a problem with an exercise, I <sup>6</sup>can consult / consult my mother. She's a Maths teacher, but she <sup>7</sup>doesn't work / isn't working at present.

She <sup>8</sup>is always / always is very helpful, but she <sup>9</sup>isn't giving / doesn't give me the answers. I absolutely <sup>10</sup>hate / don't mind it, but I know it's good for me.

20

Total

**1** Complete each accident with two parts of the body.

What can you ...?

1 burn \_\_\_\_\_

4 hurt \_\_\_\_\_

2 cut \_\_\_\_\_

5 sprain \_\_\_\_\_

3 break \_\_\_\_\_

20

**2** Match the columns. There are two extra parts in B.

What can happen when you ...

A 1 cook?  
2 chop onions?  
3 run down the stairs?  
4 play rugby?  
5 ride a horse?  
6 run in the park?  
7 repair a lamp?  
8 play tennis?

B a Break a bone.  
b Hit an animal.  
c Burn your hand.  
d Cut your hand.  
e Fall off.  
f Use a plaster.  
g Hit a person with your racket.  
h Lose your footing.  
i Sprain a joint.  
j Get an electric shock.

20

**3** Complete with one of the words from the box. There are two extra words.
 somebody anybody everybody nobody something anything everything nothing  
 somewhere anywhere everywhere nowhere
Paul: Hello!!! Is there <sup>1</sup>\_\_\_\_\_ at home?

Mum: Check your room and the living room.

Mum: I'm in the garden! Do you need <sup>2</sup>\_\_\_\_\_?Paul: Mum, I checked <sup>7</sup>\_\_\_\_\_!Paul: Yes, I'm hungry. I want to eat <sup>3</sup>\_\_\_\_\_.Mum: Maybe it's at school. You always leave <sup>8</sup>\_\_\_\_\_ at school!

Mum: Asparagus salad?

Paul: No, Mum, I didn't leave <sup>9</sup>\_\_\_\_\_ at school, I'm sure.Paul: Mum, <sup>4</sup>\_\_\_\_\_ likes that, it's horrible.Mum: Then <sup>10</sup>\_\_\_\_\_ took it home. Ask your friends.

Mum: Well, what about chocolate biscuits?

Paul: OK, good idea.

20

**4** Complete with the verbs in the Simple Past or Past Continuous.

Yesterday at 5 I <sup>1</sup>\_\_\_\_\_ (watch) TV. I <sup>2</sup>\_\_\_\_\_ (turn) the TV on 10 minutes before 5. Then at 5 somebody <sup>3</sup>\_\_\_\_\_ (open) the door. It <sup>4</sup>\_\_\_\_\_ (be) my brother. He <sup>5</sup>\_\_\_\_\_ (come) back home because it <sup>6</sup>\_\_\_\_\_ (rain). It <sup>7</sup>\_\_\_\_\_ (start) to rain at 4, so he <sup>8</sup>\_\_\_\_\_ (take) a bus home.

20

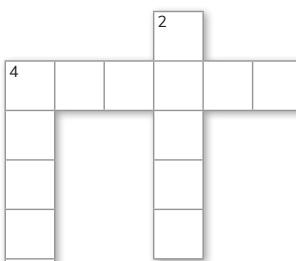
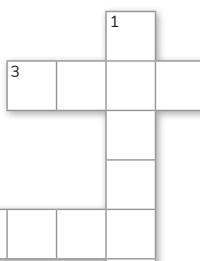
**5** Circle the correct option.Bob: Hi, Amy. What <sup>1</sup>Are you doing / Do you do?Amy: My homework. I'm <sup>2</sup>worried / worrying because it's very difficult. I hate Physics!Bob: Don't worry, I'm <sup>3</sup>interested / interesting in Physics.Amy: That's <sup>4</sup>surprised / surprising! I <sup>5</sup>started / was starting with my homework, and I was <sup>6</sup>annoyed / annoying because I <sup>7</sup>saw / was seeing it was very difficult. When my sister <sup>8</sup>arrived / was arriving home, I asked her, but she couldn't help me. <sup>9</sup>When / While I asked my father, he <sup>10</sup>was working / worked, so no help from him.

20

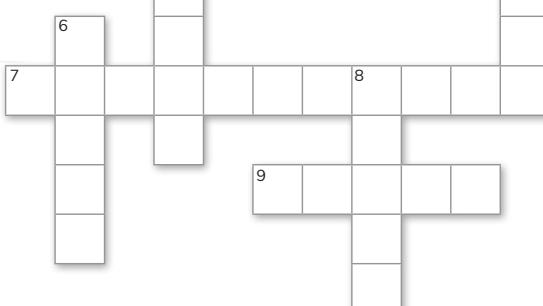
Total

## 1 Do the crossword puzzle.

## Across



## Down



20

## 2 Complete with one of the words from the box. There are two extra words.

weather conditions stressful satisfied relaxing quiet peaceful hard fun adventurous exciting

Some people hate life in a busy city because it's <sup>1</sup>\_\_\_\_\_ and not <sup>2</sup>\_\_\_\_\_ at all! On the contrary, I find it is <sup>3</sup>\_\_\_\_\_. One problem I have is the <sup>4</sup>\_\_\_\_\_. It's usually windy and rainy in my city.

Life in a forest is usually <sup>5</sup>\_\_\_\_\_. The problem is the shops: there aren't any, so it's usually <sup>6</sup>\_\_\_\_\_, but you can play outside, ride your bike or a horse ... so it's really <sup>7</sup>\_\_\_\_\_ and <sup>8</sup>\_\_\_\_\_.

20

## 3 Match A and B. There are two extra parts in B.

A 1 Those companies organise  
2 The workers started  
3 My sister stores lots of  
4 Last summer I was trapped  
5 They can earn

B a their living.  
b in a storm.  
c their own business.  
d near a lake.  
e from fishing.  
f shows and events.  
g crafts and art works.

20

## 4 Complete with the verbs in the Simple Past or Present Perfect.

Pam: <sup>1</sup>\_\_\_\_\_ (you see) The Avengers?  
I <sup>2</sup>\_\_\_\_\_ (just see). I <sup>3</sup>\_\_\_\_\_ (buy) the tickets two days ago.

Ted: <sup>4</sup>\_\_\_\_\_ (you like) it?

Pam: Oh, yes!

Ted: I <sup>5</sup>\_\_\_\_\_ (like), it too.

Pam: Oh, when <sup>6</sup>\_\_\_\_\_ (you see) it?

Ted: On Saturday.

20

## 5 Circle the correct option.

Bob: Where's John?

Amy: He's <sup>1</sup>gone / been to the new supermarket.

Bob: But he has <sup>2</sup>gone / went there yesterday.

Amy: Yes, but he needs milk and eggs. He has <sup>3</sup>made / is making a cake. He <sup>4</sup>hasn't bought / didn't buy any. There were lots of people.

Bob: Oh, he loves <sup>5</sup>solitude / solitary places. He just can't <sup>6</sup>adaptable / adapt very easily.

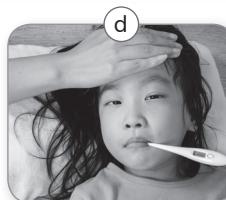
Amy: Have you <sup>7</sup>been / gone to this new supermarket? I

hate it! People are in <sup>8</sup>haste / peace all the time. I can understand John. Look! He <sup>9</sup>parked / has parked his car. Oh, god! He doesn't look <sup>10</sup>excited / exciting.

20

Total

## 1 What is their problem?



20

## 2 Complete with one of the words from the box. There are two extra words.

anxious cheerful down energetic frightened heartbroken optimistic  
pleased raging sympathetic tender upset

John always has positive thoughts, he's very <sup>1</sup>\_\_\_\_\_ and <sup>2</sup>\_\_\_\_\_. When his friends are sick, he's <sup>3</sup>\_\_\_\_\_. Last week he had a difficult test at school, and he was <sup>4</sup>\_\_\_\_\_. While he was waiting for the results, he felt <sup>5</sup>\_\_\_\_\_, but when he finally got them, he was very <sup>6</sup>\_\_\_\_\_.

Poor Lucy, her boyfriend left her and she was <sup>7</sup>\_\_\_\_\_. She was <sup>8</sup>\_\_\_\_\_ for some days, but then she saw him with another girl, and she felt <sup>9</sup>\_\_\_\_\_. Now she's <sup>10</sup>\_\_\_\_\_ because she couldn't control her feelings.

20

## 3 Match A and B. There are two extra parts in B.

A 1 I'm not feeling well, so  
2 Alice is furious because  
3 If you have insomnia you  
4 Alice is always depressed, she can't  
5 They have to  
6 When you study  
7 Stop eating chocolate, you're going  
8 Alice is never tired, she's

B a her brother broke her favourite cup.  
b control her emotions.  
c control their dog, he's terrible!  
d you should drink lots of water.  
e to be sick.  
f should get up early.  
g really energetic.  
h I should stop studying.  
i absolutely down.  
j should consult a specialist.

20

## 4 Complete with the correct form to show obligation, no obligation, prohibition or advice.

You <sup>1</sup>\_\_\_\_\_ smoke, it's bad for your health. If your parents smoke, you <sup>2</sup>\_\_\_\_\_ tell them to stop.

In some schools, students <sup>3</sup>\_\_\_\_\_ wear a uniform, but they <sup>4</sup>\_\_\_\_\_ wear shorts.

You aren't feeling well, you <sup>5</sup>\_\_\_\_\_ tell your mother, you <sup>6</sup>\_\_\_\_\_ not go on studying.

When you ride a bike, you <sup>7</sup>\_\_\_\_\_ respect traffic rules. You <sup>8</sup>\_\_\_\_\_ go on riding at a red light.

20

## 5 Circle the correct option.

**Ella:** Will, you <sup>1</sup>have to / should be careful at school. If you <sup>2</sup>don't / mustn't study, you <sup>3</sup>mustn't / can't pass exams.

**Will:** I know! But I <sup>4</sup>don't have to / mustn't study every day. <sup>5</sup>If / While I do that, I feel <sup>6</sup>glad / upset because I don't have

<sup>7</sup>any / some time for me. I love <sup>8</sup>watch / watching TV, you know. Yesterday, for example, I <sup>9</sup>wasn't watching / didn't watch

TV because I <sup>10</sup>have studied / studied a lot.

20

**Ella:** OK.

Total

**1** What is the problem?

1

The roof \_\_\_\_\_  
\_\_\_\_\_

2

The TV \_\_\_\_\_  
\_\_\_\_\_

3

The doorbell \_\_\_\_\_  
\_\_\_\_\_

4

The tap \_\_\_\_\_  
\_\_\_\_\_

5

The sink \_\_\_\_\_  
\_\_\_\_\_

6

The paint \_\_\_\_\_  
\_\_\_\_\_

7

The fridge \_\_\_\_\_  
\_\_\_\_\_

8

The window \_\_\_\_\_  
\_\_\_\_\_

20

**2** How can you solve the problems in Exercise 1?

1 I can \_\_\_\_\_  
 2 I can \_\_\_\_\_  
 3 I can \_\_\_\_\_  
 4 I can \_\_\_\_\_  
 5 I can \_\_\_\_\_  
 6 I can \_\_\_\_\_  
 7 I can \_\_\_\_\_  
 8 I can \_\_\_\_\_

20

**3** Match A and B. There are two extra parts in B.

**A** 1 Angie always understands  
 2 Don't give up, try to  
 3 Stop thinking and  
 4 Rob can't fix the problem, I can  
 5 They should participate in the competition, they

**B** **a** have a good chance.  
**b** accomplish the task.  
**c** lose her temper.  
**d** everybody's feelings.  
**e** make financial connections.  
**f** lend him a hand.  
**g** put your ideas into action.

20

**4** Complete with the correct tense: going to, will or Present Continuous.

She's tired, I <sup>1</sup> \_\_\_\_\_ (help) her, and then, we <sup>2</sup> \_\_\_\_\_ (watch) a film at the Odeon. We <sup>3</sup> \_\_\_\_\_ (not go) if it rains.

I think that in 10 years' time, everybody <sup>4</sup> \_\_\_\_\_ (use) bikes and cars <sup>5</sup> \_\_\_\_\_ (not be) necessary.

We <sup>6</sup> \_\_\_\_\_ (meet) John at 2 tomorrow.

Oh, look at those clouds ... It <sup>7</sup> \_\_\_\_\_ (rain). I <sup>8</sup> \_\_\_\_\_ (take) an umbrella.

20

**5** Circle the correct option.

**Ella:** Will, hurry up! You <sup>1</sup>are missing / are going to miss the train. If you <sup>2</sup>don't / won't arrive on time, your wife <sup>3</sup>puts / will put you in the <sup>4</sup>doghouse / poorhouse.

**Will:** I know! But I <sup>5</sup>didn't finish / haven't finished the report. I <sup>6</sup>must / might finish it today. I <sup>7</sup>should / might have a problem <sup>8</sup>if / when I don't finish it.

**Ella:** I <sup>9</sup>help / 'll help you. But next time, I <sup>10</sup>won't be / am not so helpful.

20

Total

**1** Match the world problem to the definition. There are two extra definitions.

## WORLD PROBLEM

- 1 famine
- 2 illiteracy
- 3 loneliness
- 4 flooding
- 5 racism
- 6 ill-treatment
- 7 war
- 8 bullying

## DEFINITION

- a People think ethnic origin makes a difference.
- b People feel abandoned.
- c People are cruel.
- d People engage in combat.
- e People make fun.
- f People are physically and psychologically aggressive.
- g People can't read.
- h People don't listen to others.
- i People are extremely hungry.
- j Water covers everything.

20

**2** How can you solve the problems in Exercise 1? Do not repeat the verbs.

a We can _____ money.	e We can _____ football and tennis players.
b We can _____ a marathon.	f We can _____ clothes.
c We can _____ food.	g We can _____ blood.
d We can _____ everybody.	h We can _____ abandoned animals.

20

**3** Write the words or phrases in the correct column.

FOR	SINCE

1989 8 o'clock a year  
 a long time John arrived last  
 Monday 20<sup>th</sup> May my birthday  
 spring two days ago two months

20

**4** Complete with the correct Wh- word.

1 _____ have you been here?	Since yesterday.
2 _____ did you arrive?	Yesterday.
3 _____ have you done?	Nothing!
4 _____ have you been?	To the supermarket.
5 _____ did you phone her?	At seven.
6 _____ do you see her?	Twice a week.
7 _____ has she studied English?	For three years now.
8 _____ were you in Misiones?	For two weeks.

20

**5** Circle the correct option.

Ella: Will, what a surprise! I <sup>1</sup>didn't know / haven't known you <sup>2</sup>were winning / won this prize!

Will: Yes, it was great. I <sup>3</sup>played / was playing the last point when Maktas <sup>4</sup>broke / was breaking his racket. That <sup>5</sup>has changed / changed everything.

Ella: <sup>6</sup>How long / When have you played tennis?

Will: <sup>7</sup>For / Since I was 6. I <sup>8</sup>did / could play very well, so my parents took me to tennis classes.

Ella: Oh, I see.

Will: If I <sup>9</sup>win / will win the next match, I <sup>10</sup>am / will be the youngest winner of the ladder tournament.

20

Total

**1** Carrie had an accident at school. Read her testimonial and answer T (true) or F (false).

I'm going to physiotherapy because I sprained my ankle while playing basketball last month during physical education class. I was passing the ball and I stepped on my classmate's foot. It hurt a lot. Somebody gave me some ice to put on it and my teacher put on a bandage to keep the ankle still. But it was too late and there was nothing I could do to change the fact that I was not going to play basketball for the next month. I was so disappointed, and I couldn't believe it happened to me.

Going to physiotherapy helps me to feel better. People at the clinic are very nice and kind. At my first session, I couldn't move my ankle in the right way. At the second session, the swelling and pain improved. At the third session, I could walk a short distance. It's important to do everything they recommend and be careful everywhere you go. I'm surprised with my recovery.

So, if you ever sprain your ankle like me, go to the doctor and the physiotherapist. It's boring to repeat the exercises, but it is great to have somebody encouraging you and pushing you to get better soon.

1 Carrie is doing physiotherapy at school. ( )  
2 Somebody stepped on Carrie's foot. ( )  
3 She can't play basketball today. ( )

4 She wasn't walking on the street when the accident happened. ( )  
5 She thinks physiotherapy is boring. ( )

\_\_\_\_\_ / 10

**2** Read the text again and complete these sentences based on Carrie's testimonial.

1 She is going to physiotherapy because \_\_\_\_\_  
2 She stepped on her classmate's foot while \_\_\_\_\_  
3 She was so disappointed, and \_\_\_\_\_  
4 At her first session, she \_\_\_\_\_  
5 At the third session, she \_\_\_\_\_

\_\_\_\_\_ / 10

**3** Match the sentences from Carrie's testimonial.

1 Carrie loves basketball, but \_\_\_\_\_  
2 They put ice and a bandage on Carrie's ankle, but \_\_\_\_\_  
3 Carrie was disappointed, but \_\_\_\_\_  
4 Carrie can't walk now, but \_\_\_\_\_  
5 She doesn't like the exercises, but \_\_\_\_\_

a there was nothing she could do about it.  
b she can't play it now.  
c she loves the people at the clinic.  
d the ankle is not hurting as before.  
e it was too late.

\_\_\_\_\_ / 10

**4** Write five sentences about people you know. What are they doing now?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ / 20

Total \_\_\_\_\_ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension	
Exercise 2: Personal pronouns, verb tenses in the past, could / couldn't	
Exercise 3: Match contrasting information	
Exercise 4: Present Continuous tense	

**1** Read this text about the winter blues and match the questions to the answers.**Do you suffer from winter depression?**

Many people get depressed in winter. The medical name is **seasonal affective disorder**, but it is popularly known as 'winter blues'. It is related to the way the body responds to daylight. Sunlight stops the production of **melatonin**, the hormone that makes us feel sleepy. But during winter, when the days are shorter and we don't expose ourselves to sunlight for enough time, our bodies may produce more **melatonin**, causing lethargy and the symptoms of depression.

The treatment for winter blues is, of course, to get more exposure to sunlight. Sitting by a window, spending your holidays in a sunny place, or even sitting in front of a very bright light can also help. And winter blues may affect the way we eat too. The foods you choose to consume can affect how you feel, not only physically but also psychologically. On cold days, we have a stronger desire to eat more foods with lots of sugar and fat but they are not the best choice to make you feel better. Choose foods rich in antioxidants, vitamin B, C, D and E, protein, selenium, and omega 3.

But remember, if you are feeling extremely tired and have low energy all the time, consult a doctor for advice.

- 1** What is the relation between sunlight and feeling sleepy?
- 2** Why don't we get enough sunlight in winter?
- 3** What happens to our bodies if there is an excess of melatonin?
- 4** What are some possible treatments for winter blues?
- 5** What should we eat to fight the winter blues?

- It causes lethargy and the symptoms of depression.
- Get more exposure to sunlight, sit by a window, spend a holiday in a sunny place, and sit in front of a very bright light.
- Foods rich in antioxidants, vitamin B, C, D and E, protein, selenium, and omega 3.
- Sunlight stops the production of the hormone that makes us feel sleepy.
- Because the days are shorter in winter.

\_\_\_\_\_ / 20

**2** Circle the correct verb in each sentence.

- 1** I have never had / didn't have the winter blues, but I can imagine how hard it is for people who struggle with it.
- 2** Recently, the winter blues was diagnosed / has been diagnosed as a medical condition.
- 3** To avoid the winter blues, you must / mustn't start your day with sunshine, fresh air, and vitamin D.
- 4** A healthy diet should include vegetables, fruit and protein, but you have to / don't have to completely stop eating carbohydrates.
- 5** If the winter blues is affecting your work and relationships, you should / shouldn't talk to an expert immediately.

\_\_\_\_\_ / 15

**3** Complete the table.

noun	verb	adjective
	depress	depressed
production	produce	productive
	expose	exposed
consumption		consumed
	medicate	medicated

\_\_\_\_\_ / 15

Total \_\_\_\_\_ / 50

ME

Tick 

Exercise 1: Text comprehension

Exercise 2: Verb tenses and modal verbs

Exercise 3: Nouns, verbs and adjectives

**1** Read this text about the effect of household problems on health and put the events in the correct order.**Do household problems affect our health?**

Some studies in England show that poor housing conditions have resulted in a huge cost to the National Health Service. These were avoidable diseases and injuries caused by common household problems. For example, living in a cold house increases the risks of cardiovascular, respiratory and rheumatoid diseases. It may affect your mental health too, as a result of social isolation, loss of sleep and stress. But poor people can't buy furniture and appliances to keep their houses warm during wintertime.

Another problem that poor people face is humidity. It causes respiratory problems, allergies and asthma, as well as sleep discomfort. Humidity contributes to the growth of viruses and bacteria, so living in a humid house can make you sick. Unfortunately, installing air-conditioning, dehumidifiers, or new windows is expensive and not always possible.

Even simple things, like paint peeling off a wall, can have an effect on our health. Some paints contain chemicals that are harmful when inhaled or ingested. They can cause damage to the brain and other vital organs.

Living in a safe home is the basis for a better quality of life. It is important that the government makes an effort to reduce poverty and inequality so that people can afford good housing.

- ( ) People live in houses with many household problems.
- ( ) The National Health Service pays a huge amount of money to treat avoidable diseases and injuries caused by poor housing.
- ( ) People are exposed to humidity, cold, viruses, bacteria, and toxic chemicals.
- ( ) People can't afford good housing.
- ( ) People get sick.

/ 15

**2** Read the text again and match the parts of the sentences.

1 The government has to make an effort to reduce poverty and inequality	... it contributes to the growth of viruses and bacteria.
2 Poor people have a higher risk of cardiovascular, respiratory and rheumatoid diseases because	... they can't buy furniture and appliances to keep their houses warm during wintertime.
3 Humidity at home can make you sick because	... because it results in a huge cost to the National Health Service.

/ 15

**3** Write a short paragraph about a household problem that you have fixed.

---



---



---



---



---

/ 20

Total \_\_\_\_\_ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension (sequence of events)	
Exercise 2: Text comprehension (reasons)	
Exercise 3: Personal information	

**Maldonado, María Alicia**

Light Up 3: Teacher's Book / María Alicia Maldonado.  
1a ed. - Ciudad Autónoma de Buenos Aires: Pearson Education,  
2019.

96 p.; 30 x 22 cm.

ISBN 978-987-615-506-9

1. Inglés. I. Título.

CDD 420

**Pearson Education S.A.**

Humboldt 1509 piso 6º  
C1414CTM Ciudad Autónoma de Buenos Aires, Argentina.

[www.pearsonelt.com.ar](http://www.pearsonelt.com.ar)

© Pearson Education S.A. 2019

All rights reserved. No part of this book may be reproduced,  
stored in a retrieval system, or transmitted in any form  
or by any means, electronic, mechanical, photocopying,  
recording or otherwise, without the prior written permission  
of the Publishers.

Queda hecho el depósito que dispone la ley 11.723  
Printed in Argentina by Gráfica Offset 08/2019

ISBN 978-987-615-506-9 Teacher's Book

This edition published by  
Pearson Education S.A. 2019

<b>Publisher</b>	Silvia Kosaruk
<b>Content producer</b>	Regina Tedesco
<b>Edition and design</b>	The Content Station
<b>Production</b>	Damián Marrapodi Manuel López

**Acknowledgements:**

The publisher would like to acknowledge **Mauricio Shiroma** for the development of the Diagnostic Test and the Progress Tests, and **Leonor Corradi** for the development of the Unit Tests, the Extra Reading and Writing pages, and Extra Grammar and Vocabulary pages.

**Image Credits:**

**123RF.com:** Anton Petrus 89, Elena Nichizhenova 90, lopolo 90, maxym 89;  
**Shutterstock.com:** Aaron Amat 90, Adam Gryko 89, Africa Studio 90, ajilatan 90, Aleksander Bolbot 89, Alexander Demyanenko 89, Andrey\_Popov 91, Bikeworldtravel 89, Happy Together 90, IanRedding 91, Joyce Vincent 91, KK Tan 90, konstantinks 89, Luis Molinero 90, Nagel Photography 89, nubephoto 91, Rokas Tenys 91, Teerawit Chankowet 91, ver0nicka 89, Vidu Gunaratna 91, Zacarias Pereira da Mata 89

All other images © Pearson Education

We have made every effort to trace copyright holders.  
However, if any material has been incorrectly  
acknowledged, we would be pleased to correct this at the  
earliest opportunity.



Este logo alerta al lector sobre la amenaza que fotocopiar libros representa para el futuro de la escritura. En efecto, la fotocopia de libros provoca una disminución tan importante de la venta de libros que atenta contra la posibilidad de los autores de crear nuevas obras y de las editoriales de publicarlas.



# Light Up

emPOWERS your students  
through ...

**21st Century skills development.** Collaboration, communication, critical thinking and creativity are an integral part of the series.

**meaningful use of the language.** Learners will use English in meaningful contexts and with real communication purposes through step-by-step unit projects ending with group outcomes.

**the development of learner autonomy,** by means of a guided discovery of their own learning and of how they construe that learning.

**comprehensive education.** There are plenty of instances of intra and interpersonal skills development through the reflection on Social and Emotional aspects (SEL), ESI (Comprehensive Sexuality Education), inclusion (IC), values, among others.

## COMPONENTS

Student's Book + Workbook + FREE Digital Book and MyEnglishLab

Teacher's Book + MyEnglishLab

Extra resources at [www.pearson.com.ar/light\\_up](http://www.pearson.com.ar/light_up)

GSE		CEFR
Light Up Starter	12 - 23	<A1 - A1
Light Up 1	22 - 29	A1
Light Up 2	27 - 34	A1 / A2
<b>Light Up 3</b>	<b>32 - 39</b>	<b>A2 / A2+</b>
Light Up 4	37 - 46	A2+ / <B1

ISBN 978-987-615-506-9



Pearson