

TEACHER'S BOOK




Light Up



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COMPONENTS

STUDENT'S BOOK AND WORKBOOK

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

TEACHER'S BOOK

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

- › Photocopiable Unit tests A & B (one per unit)
- › Photocopiable Progress tests A & B (one every two units)
- › Photocopiable 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 Ss' communication tasks.

› WRITING

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

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

› GO FOR IT!

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

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

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

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

› MY LEARNING RECORD

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

› CLIL

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

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

› ROUND OFF

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

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

› GAMES

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

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

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

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

› WORKBOOK

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

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

OVERVIEW OF THE TEACHER'S BOOK

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

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

ATTAINMENT TARGET (AT)

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

COMPREHENSIVE SEXUALITY EDUCATION (ESI)

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

CULTURE AWARENESS (CA)

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

LANGUAGE AWARENESS (LA)

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

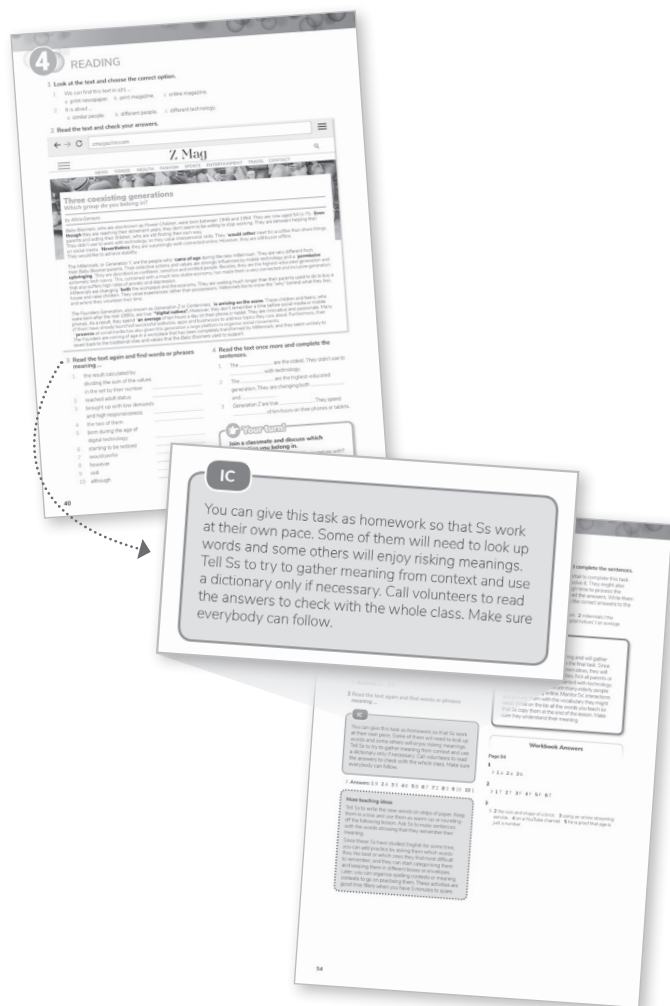
21ST CENTURY SKILLS

► Information and Communication Technology Literacy (ICT Literacy)

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

► Critical Thinking

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



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

► Creativity

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

► Individual and Social Responsibility

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

► Communication

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

► Collaboration

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

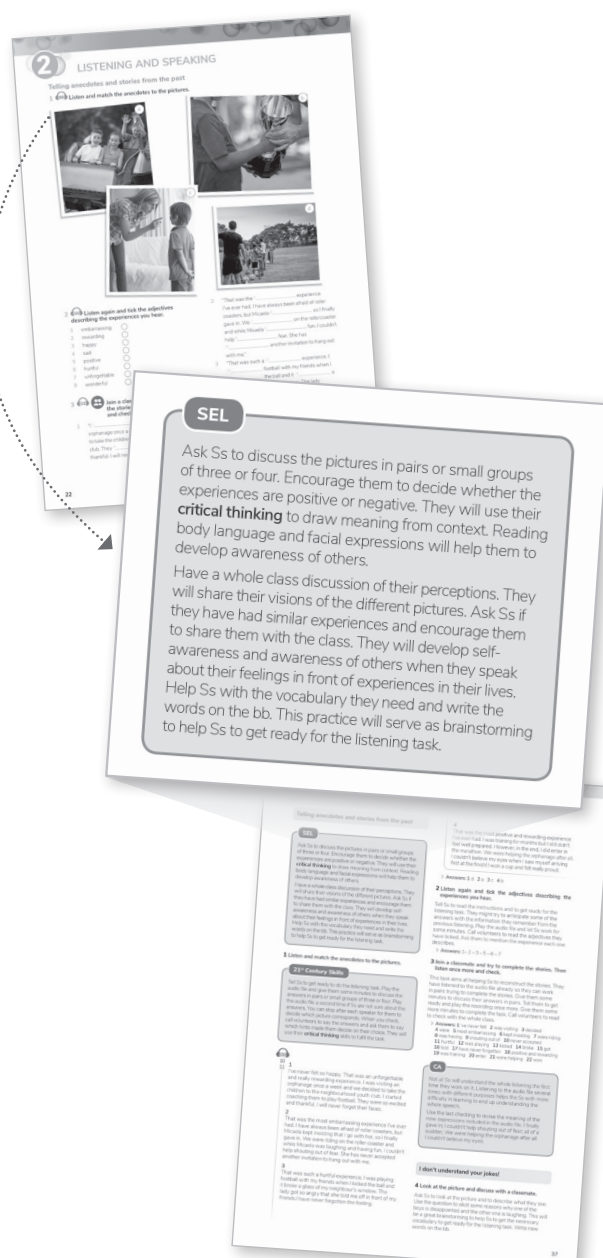
INCLUSIVE CLASSROOM (IC)

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

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

SOCIAL AND EMOTIONAL LEARNING (SEL)

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



METHODOLOGICAL RATIONALE

OUR VIEW OF LANGUAGE

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

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

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

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

OUR VIEW OF THE TEACHING AND LEARNING PROCESS

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

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

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

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

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

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

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

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

PEDAGOGICAL PROPOSAL

21ST CENTURY SKILLS

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

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

Ss will develop group cohesion while they work together,

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

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

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

SOCIAL AND EMOTIONAL LEARNING

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

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

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

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

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

COMPREHENSIVE SEXUALITY EDUCATION (ESI)

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

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

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

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

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

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

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

INCLUSIVE CLASSROOM (IC)

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

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

ATTAINMENT TARGETS (AT)

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

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

ASSESSMENT

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

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

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

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

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

HOW AND WHY TO USE MYENGLISHLAB

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

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

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

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

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

GUIDE TO ACCESS MYENGLISHLAB

› Registration

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

Step 1: Creating an account or signing in

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

Step 2: Entering your access code.

1. Enter your **Access code**.

› Creating and customizing a course

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

Step 1: Creating a course

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

Step 2: Customizing a course

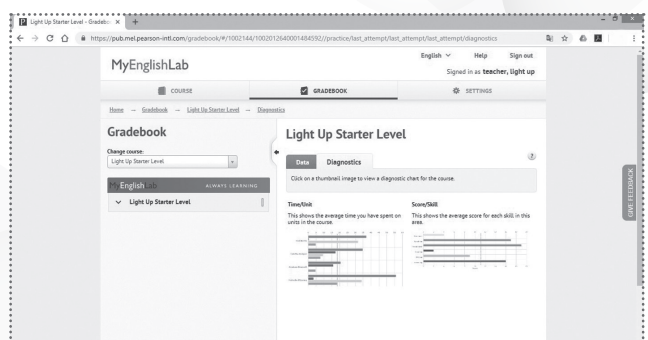
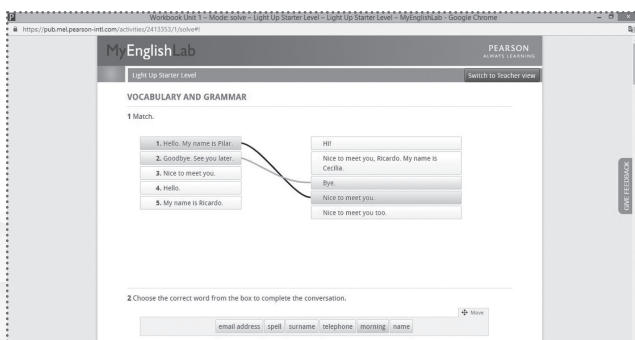
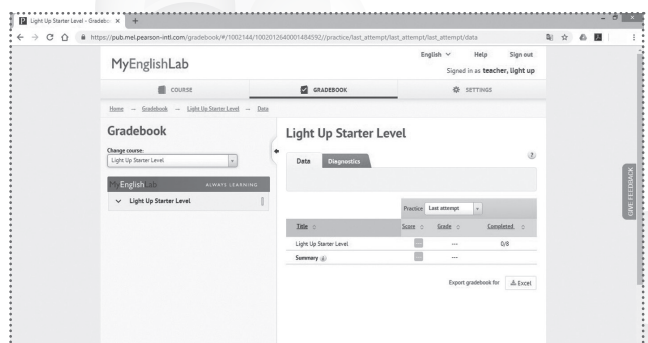
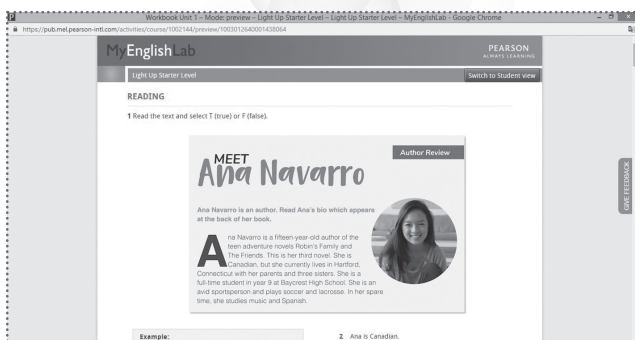
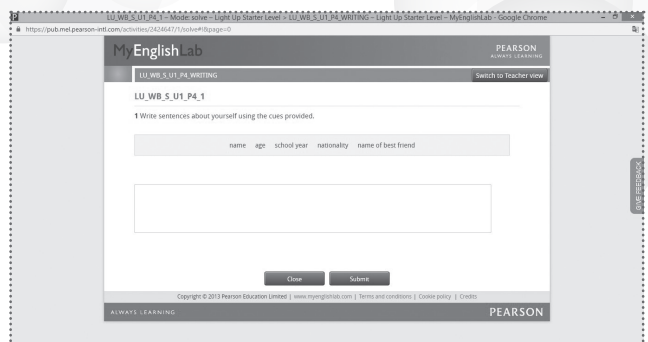
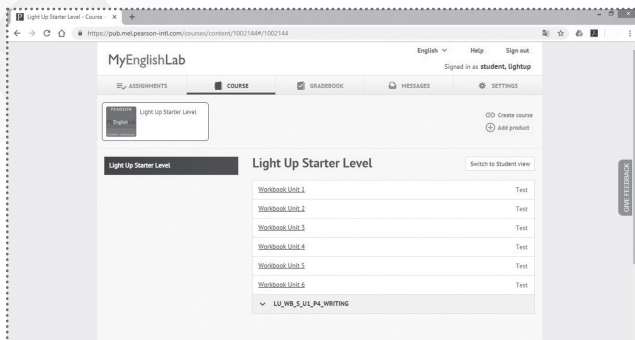
You can change gradebook settings, the default settings published with your course or add resources to your course (PDF, Word documents, etc.).

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

› Enrolling Students

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

4. Under **Register single student**, enter the student's information.
5. Click on **Submit**.



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.

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.

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

have learned.

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

In **Light Up** you will find:

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

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

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

THE GLOBAL SCALE OF ENGLISH

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

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

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

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

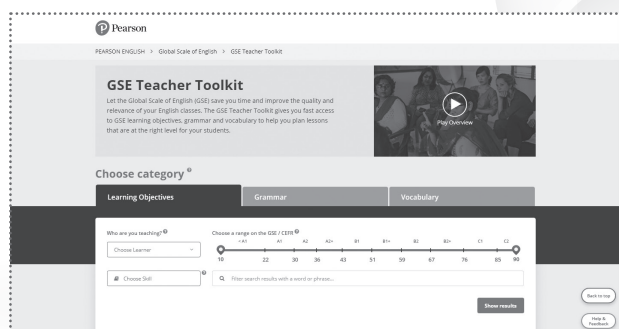
Visit www.english.com/gse for more information about the **Global Scale of English**.

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

The Teacher's toolkit

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

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



PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	USO DE LA LENGUA		
			Estilos textuales y géneros	Habilidades del siglo 21	Articulación de contenidos con otras áreas
0 Lighting Up!		Unidad de inicio Los alumnos podrán: <ul style="list-style-type: none"> • Intercambiar información personal • Pedir y dar consejos • Hablar sobre anécdotas • Hablar sobre experiencias • Hablar sobre normas y obligaciones • Expresar predicciones, posibilidades y probabilidades • Expresar opinión y deseo • Utilizar los condicionales de tipo 0 y 1 • Hablar sobre ambiciones personales 	<ul style="list-style-type: none"> • Email informal 	<ul style="list-style-type: none"> • Comunicación y colaboración • Trabajo de a pares • Trabajo en grupos pequeños • Presentaciones frente a pares • Manejo de TICs Procesador de texto Lectura y redacción de emails	
1 Settling Down	Representación de una obra de teatro de un acto, escrita por los alumnos.	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre establecerse en un nuevo hogar • Hablar sobre caracteres y personalidad • Hablar sobre ropa, materiales y diseños • Utilizar cláusulas para dar más información sobre personas, animales y lugares • Hablar sobre hechos que suceden todos los días y los que suceden en el momento de hablar • Identificar prefijos y sufijos en adjetivos y sustantivos • Leer e interpretar obras de teatro de una escena • Utilizar pistas para identificar dónde se lleva a cabo una conversación • Actuar en una obra de teatro 	<ul style="list-style-type: none"> • Guión de obra de teatro 	Búsqueda de información <ul style="list-style-type: none"> • Pensamiento crítico: Evaluación de la Información • Software para crear: collage, video presentaciones, encuestas en línea, póster multimedial, audio, blogs y páginas web 	<ul style="list-style-type: none"> • Literatura: Guión de una obra de teatro • Ciencias sociales: Negocios y compras • Características de la personalidad • Arte: Decorado y vestuario de la obra de teatro
2 Notre-Dame on Fire	Día de contar historias en la escuela	Los alumnos podrán: <ul style="list-style-type: none"> • Revisar el uso de tiempos narrativos • Combinar los tiempos narrativos para contar historias • Utilizar elementos secuenciadores para organizar una historia • Reportar hechos pasados • Decir cómo los hechos pasados influyen en el presente • Reforzar el significado de adjetivos y adverbios • Utilizar la entonación para guiar a quien escucha • Involucrar a la audiencia 	<ul style="list-style-type: none"> • Noticia periodística en una revista • Artículo periodístico en un diario en línea • Relato corto anécdota 	<ul style="list-style-type: none"> • Pensamiento creativo: collage, video presentaciones, póster, multimedial, audio, blogs y páginas web • Responsabilidad individual: Intervención en proyectos • Responsabilidad social: Encuestas, reporte de resultados 	<ul style="list-style-type: none"> • Ciencias sociales: El significado de Notre-Dame • Lengua: Organización de un cuento • Arte: Lectura dramatizada de un cuento
3 A Hard Day's Life	Presentación con diapositivas sobre cómo algunas personas se volvieron famosas	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar acerca de hechos pasados • Describir una secuencia de hechos • Resaltar hechos importantes en una línea de tiempo • Hablar sobre viajes • Hablar sobre problemas en los viajes • Usar pronombres reflexivos • Relatar cómo los viajes cambiaron la vida de algunas personas 	<ul style="list-style-type: none"> • Página de opinión de una revista para turistas • Anécdotas • Línea de tiempo • Descripción de eventos en una línea de tiempo 		<ul style="list-style-type: none"> • Ciencias sociales: Estilos de vida • Arte: Presentación con diapositivas

REFLEXIÓN

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	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Intercultural	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> • Autoconocimiento Reflexión sobre actitudes personales • Auto-control Participación respetuosa en discusiones • Motivación Estímulo a través de solución de problemas y juego de roles <p>Juegos didácticos</p> <ul style="list-style-type: none"> • Empatía Respeto por opiniones ajenas • Conciencia social Valoración del esfuerzo individual en función del bien común • Habilidades para relacionarse Trabajo de a pares y grupal • Toma de decisiones responsable Planificación de tareas para el proyecto final <p>Ensayo previo a las presentaciones</p> <p>Diferencia entre realidad y percepción</p>	<ul style="list-style-type: none"> • Las reglas del aula incluyen respeto de elecciones personales. • Los roles en la familia no dependen del género. <ul style="list-style-type: none"> • Los desafíos de vivir solos • La ropa y el sexismo <ul style="list-style-type: none"> • No hay distinción de género en la elección de ocupaciones <ul style="list-style-type: none"> • Todos tenemos oportunidades para superar nuestros problemas 	<ul style="list-style-type: none"> • Normas en los viajes <ul style="list-style-type: none"> • Cómo viven los estudiantes lejos de su hogar • La vestimenta de acuerdo a la región y el clima • Negocios y hábitos de compras <ul style="list-style-type: none"> • El valor de Notre-Dame • Las expresiones idiomáticas son reflejo de la cultura. • Usamos entonación ascendente para involucrar a la audiencia en historias que vamos a contar. <ul style="list-style-type: none"> • Personas resilientes del mundo 	<ul style="list-style-type: none"> • Información personal • Viajes • Planes de viaje • Problemas domésticos • Gente a cargo de reparaciones • Consejos • Propósitos para el año <ul style="list-style-type: none"> • Trabajo y hobbies • Gustos y preferencias: <i>like / enjoy / love / don't mind / hate + -ing</i> • Ropa: diseños y materiales <p>Let me introduce my family</p> <ul style="list-style-type: none"> • Expresiones: <i>they are dressed up in my honour</i> <i>I miss him so much!</i> <i>Poor thing!</i> <i>It takes me back to my old good times!</i> <i>You're kidding!</i> <p>Parts of a script</p> <p><i>Title, setting, scene, props, characters, costumes, stage directions</i></p> <ul style="list-style-type: none"> • Adjetivos que describen experiencias personales • Colocaciones- experiencias • Intensificadores • Expresiones: <p>Telling anecdotes and stories from the past</p> <p><i>I finally gave in</i> <i>I couldn't help shouting out of fear</i> <i>all of a sudden</i> <i>We were helping the orphanage after all.</i> <i>I couldn't believe my eyes</i></p> <p>I don't understand your jokes!</p> <p><i>Take it easy! It's just material stuff.</i> <i>It's just a joke!</i></p> <ul style="list-style-type: none"> • Medios de transporte: ferrocarril, tierra, aire, mar • Categorías de pasajes • Problemas de viaje - colocaciones • Expresiones: <p>Travelling anecdotes</p> <p><i>... was getting on a carriage.</i> <i>... to give passengers a better flying experience.</i> <i>... who has lived on a cruise ship ...</i></p>	<ul style="list-style-type: none"> • Verbo to be – Presente Simple y Pasado Simple • Presente Simple • Presente Continuo • Pasado Simple • Presente Perfecto Simple • Futuro con <i>will</i> • Futuro con <i>going to</i> • Oraciones condicionales del tipo 0 y 1 <ul style="list-style-type: none"> • Presente Simple • Presente Continuo • Presente Simple y Presente Continuo • Proposiciones relativas con <i>who, which, where</i> • Sustantivos relativos a la personalidad • Adjetivos relativos a la personalidad y sus opuestos. Prefijos: <i>in-, un-, dis-</i> <ul style="list-style-type: none"> • Pasado Simple y Pasado Continuo • Presente Perfecto Simple y Pasado Simple • <i>Been / gone</i> • <i>So – Such</i> • <i>So / Such ... that ...</i> <ul style="list-style-type: none"> • Tiempos pasados: • Pasado Simple y Pasado Continuo • Pasado Perfecto y Pasado Simple • Pasado Simple y Presente Perfecto Simple • Pronombres reflexivos • <i>Each other / one another</i> 	<ul style="list-style-type: none"> • Entonación de oraciones y preguntas • Entonación como organizadora del discurso <ul style="list-style-type: none"> • Pronunciación de los ítems lexicales • Uso de foco para resaltar información. • Entonación de preguntas para confirmación • Entonación de preguntas para información • Entonación como expresión de emociones • Entonación como organizadora del discurso <ul style="list-style-type: none"> • Pronunciación de los ítems lexicales • Pronunciación de forma fuerte y débil de <i>/hæv/ /hæv/ /əv/ /l/ /hæz/ /hæz/ /əz/ /z/</i> • Entonación de oraciones afirmativas, negativas y preguntas • Cambio de foco para enfatizar. • Entonación como organizadora del discurso <ul style="list-style-type: none"> • Pronunciación de vocales, grupos consonantes iniciales con <i>/st/</i> y consonantes finales • Pronunciación del Pasado Participio • Pronunciación de formas fuertes y débiles de <i>/hæv/ /hæv/ /əv/ /l/ y /hæz/ /hæz/ /əz/ /z/</i> • Pronunciación de <i>/h/</i> en oposición a <i>/x/</i> • Entonación como signo de marcación • Entonación como organizadora del discurso

PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	USO DE LA LENGUA		
			Estilos textuales y géneros	Habilidades del siglo 21	Articulación de contenidos con otras áreas
4 Down Memory Lane	Un museo virtual de tecnología	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre hábitos en el pasado • Contrastar hábitos pasados y presentes • Hablar sobre ambiciones • Hablar sobre situaciones hipotéticas • Valorar el desarrollo tecnológico 	<ul style="list-style-type: none"> • Quiz • Artículo en una revista en línea • Texto de opinión 	<ul style="list-style-type: none"> • Comunicación y colaboración • Trabajo de a pares • Trabajo en grupos pequeños • Presentaciones frente a pares • Manejo de TICs <p>Procesador de texto</p> <p>Lectura y redacción de emails</p>	<ul style="list-style-type: none"> • TICs: Avances tecnológicos • Ciencias sociales: Nuevas generaciones
5 Environmental Issues	Explicar las invenciones, su utilidad y su funcionamiento en una feria de ciencias	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre algunos problemas que afectan al medio ambiente • Hablar de cómo evitar dañar el medio ambiente • Explicar cómo afectamos al medio ambiente con nuestro comportamiento • Utilizar la voz pasiva para cambiar el foco de atención • Reportar instrucciones, solicitudes y consejos • Describir adminículos y sus usos • Hablar sobre diversos materiales • Identificar materiales ecológicos • Reformular y crear nuevos titulares • Diseñar adminículos ideales para combatir la contaminación 	<ul style="list-style-type: none"> • Artículo en una página científica • Titulares periodísticos 	<p>Búsqueda de información</p> <ul style="list-style-type: none"> • Pensamiento crítico: Evaluación de la Información • Software para crear: collage, video presentaciones, encuestas en línea, póster multimedial, audio, blogs y páginas web • Pensamiento creativo: collage, video presentaciones, póster, multimedial, audio, blogs y páginas web • Responsabilidad individual: Intervención en proyectos • Responsabilidad social: Encuestas, reporte de resultados 	<ul style="list-style-type: none"> • TICs: Diseño de modelos en 3D • Publicación en la página del curso • Biología: Los problemas ambientales y cómo combatirlos
6 Tell me Everything about It!	Presentaciones individuales de canciones favoritas que contienen un mensaje	Los alumnos podrán: <ul style="list-style-type: none"> • Hablar sobre la organización de un espectáculo cultural • Valorar sus antepasados y su cultura • Reportar lo que la gente dice • Hablar acerca del crimen y los criminales • Escribir un informe de un incidente • Usar la entonación para expresar sentimientos • Identificar el origen de ciertas reacciones • Identificar el mensaje dado por la letra de canciones • Decir por qué les gusta una canción 	<ul style="list-style-type: none"> • Artículo en una revista escolar en línea • Diálogo • Informe policial sobre un crimen 	<ul style="list-style-type: none"> • Responsabilidad individual: Intervención en proyectos • Responsabilidad social: Encuestas, reporte de resultados 	<ul style="list-style-type: none"> • TICs: Presentación con diapositivas o póster en línea • Ciencias sociales: Mensaje de las letras de canciones • Arte: Selección de imágenes para representar ideas

REFLEXIÓN

CONTENIDOS

	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Intercultural	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> • Autoconocimiento Reflexión sobre actitudes personales • Auto-control Participación respetuosa en discusiones • Motivación Estímulo a través de solución de problemas y juego de roles <p>Juegos didácticos</p> <ul style="list-style-type: none"> • Empatía Respeto por opiniones ajenas • Conciencia social Valoración del esfuerzo individual en función del bien común • Habilidades para relacionarse Trabajo de a pares y grupal • Toma de decisiones responsable Planificación de tareas para el proyecto final <p>Ensayo previo a las presentaciones</p> <p>Diferencia entre realidad y percepción</p>	<ul style="list-style-type: none"> • No hay ambiciones puramente femeninas o masculinas 	<ul style="list-style-type: none"> • Baby boomers, millennials y generación Z 	<ul style="list-style-type: none"> • Ambiciones • Desarrollo tecnológico • Expresiones: Baby boomers Millennials Centennials – Generation Z <p>Dialogue with Grandpa And not only that! We didn't have television of any kind ...</p> <p>Let's play a game! Who asks? And I'd fall in love with you! Don't bet on it!</p>	<ul style="list-style-type: none"> • Used to • Would like • Condicional tipo 2 • Condicionales tipo 0, 1 and 2 comparados 	<ul style="list-style-type: none"> • Pronunciación de /wud/ • Pronunciación de ítems lexicales • Entonación como organizadora del discurso
			<ul style="list-style-type: none"> • Conductas que afectan al medio ambiente en el mundo 	<ul style="list-style-type: none"> • Medio ambiente – colocaciones • Descripción de adminículos • Materiales • Usos • Expresiones: rule out, be warned, diminish, sustainable development • Expresiones: <p>Preparing for the Science Fair It certainly is! Half way done!</p> <p>At the Science Fair I'll vote you!</p>	<ul style="list-style-type: none"> • Voz pasiva • Lenguaje indirecto: instrucciones, pedidos y consejo Tell, ask, advise 	<ul style="list-style-type: none"> • Pronunciación de ítems lexicales • Entonación para marcar focos diferentes • Entonación como marca de actitud • Entonación como organizadora del discurso
		<ul style="list-style-type: none"> • Changes in words to avoid sexism 	<ul style="list-style-type: none"> • Tradiciones familiares derivadas de los ancestros • Mensajes en las letras de canciones 	<ul style="list-style-type: none"> • Festivales y actuaciones – colocaciones • Crimen • Expresiones: Take place, the icing on the cake, it goes without saying <p>People commenting on the boss's instructions after the burglary Don't you see what happened! Tell me all about it! I trust them! I suppose I don't.</p>	<ul style="list-style-type: none"> • Lenguaje indirecto: Cambios de tiempos verbales y frases adverbiales de tiempo 	<ul style="list-style-type: none"> • Entonación de preguntas para confirmación e información • Entonación como organizadora del discurso • Entonación como expresión de emociones

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- Expressing opinion and hope
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LIGHTING UP!

› pages 4–5

Before we start

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

1 Read Francisco's email from Egypt.

21st Century Skills

Ask Ss to look at the text and ask them to identify it to elicit that it is an informal email. Ask them *Who writes the email? Who is it for? What is it about?*

Ask Ss to read the email and tell you, in general terms, what they have learnt about Francisco and Fiona. This first reading aims at checking Ss' general comprehension of the text.

- › **Answers:** 1 I'm writing from Cairo. / We're having the time of our lives! 2 You know I love travelling. / I'm never at home on holiday. 3 We arrived last month ... 4 I have ridden on a camel and my brother, Alex, has visited an archaeological excavation. 5 When people spend the day there, they find good bargains. 6 If we don't get up very early, we won't have time to have breakfast. 7 Tomorrow we are going to the pyramids. 8 The guide is coming for us at 6 a.m. 9 I think I'll buy some sandwiches just in case. 10 I'll write to you soon. 11 I hope we won't be the exception! 12 The trip might be long and tiring. 13 I must go down for dinner now. 14 We would like to visit the market.

2 Join a classmate. Imagine he / she is doing Francisco's trip. Which questions would you ask him / her? Write them down. Check that you are using the correct tenses. Play the roles. Then change roles.

Ask Ss to work in pairs. Tell them to think of all the information that they would like to know. Guide Ss into organising the questions in some logical order. Call volunteers to read and check with the whole class. Encourage everybody to participate.

- › **Answers may vary:** What are you doing? How are you doing? What do you like doing? When did you arrive? What have you done? What will happen if you don't get up very early? What are you doing tomorrow? When are you going to the pyramids? Where are you going tomorrow? What will you do just in case? What will you do soon? What do you hope will happen? What must you do now? What would you like to do?

3 You've just arrived home and this is what you find. What will you do? Match the problem to the solution. There are 2 extra solutions.

Give Ss some minutes to work. Ask Ss which problems could be solved by the other people (the roofer, the roof leaking and the exterminator, cockroaches in the attic) to make sure Ss revise the occupations.

- › **Answers:** 1 c 2 e 3 b

4 What were you doing ...

This exercise aims at helping Ss to revise the Past Continuous. Give them the words they need and write them

on the bb so that everybody copies them.

- › **Ss' own answers.**

5 Write 5 things you must do and 5 things you mustn't do in class. You could prepare a poster and put it on the wall as a reminder for you all.

SEL

Ask Ss to work in small groups and to complete the ten sentences. Then, ask them to share the rules with the whole class. The result could be a poster with the rules that can be stuck on the wall as a peripheral to be considered when necessary.

- › **Ss' own answers.**

6 You have to face these situations. Join a classmate and ask for advice. Then change roles and give advice to your friend.

Try to elicit from the Ss the meaning of the idioms or explain them to the Ss. Once you are sure everybody understands the sentences, ask Ss to work in pairs. You could elicit the first exchange from volunteers so that everybody can go on working. Ss can choose different ways of giving advice. Write the examples on the bb so that weaker Ss can interact fluently and reinforce their speaking skills.

- › **Answers may vary:** 1 I have a Maths exam and I don't understand anything. What should I do? / You should ask a classmate to explain the topic to you. 2 I have a headache. What should I do? / You should take an aspirin. 3 I'm under the weather. What should I do? / You should call some friends and go cycling in the park. 4 I think Wendy and I are not friends anymore. What should I do? / You should talk with her. 5 My workload is increasing exponentially. What should I do? / You should ask for an assistant.



SEL

Give this task as homework so that Ss can work at their own pace. They are going to personalise their learning and reflect on what they would like to achieve this year and what they should or shouldn't do to write their resolutions.

7 Share your New Year's resolutions with a classmate.

SEL

Ask Ss to share their resolutions and discuss the questions. They will reflect on the priorities they establish for their decisions and get to know each other better.

SETTLING DOWN

> pages 6–7

Goals

- > Talk about settling down in a new home
- > Read and interpret one-scene play scripts
- > Describe people's character
- > Describe clothes, patterns and material
- > Talk about events that happen every day and events that happen at the moment we are speaking
- > Listen and learn about families and places
- > Write a one-scene play script

Final project

- > Drama Day

Go over the goals with the Ss. This practice will help you to come to agreements as regards your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to write a one-scene play script and they are going to perform it in a 'Drama Day' at school. They will understand the relevance of the language they have to learn to do the final task. They will also have time to ask their Art teacher for help to prepare the prompts for the play.

1 Discuss with a classmate what you see.

SEL / ESI / IC

It is possible that Ss do not know the meaning of the title. Ask them to look at the pictures and to infer the meaning. Ss will develop **critical thinking** connecting the different concepts. Tell Ss to discuss what they see in the pictures in pairs and how they associate them to the title of the unit. Give them some minutes to discuss all the pictures. Then, discuss with the whole class their perspectives. In this discussion many issues might appear. Whether it is exciting, stressful, scary to move alone to another city; whether to live in a dorm or to rent an apartment; whether it is possible or not for the Ss; whether there is a difference between girls and boys at the moment of choosing. This gives Ss the opportunity to reflect on some beliefs that might be right or wrong. Sharing opinions helps Ss to know each other better and to learn to respect different points of view. They can develop empathy when they understand that not all families can grant Ss the possibility to rent an apartment to study and that there are no differences in positive and negative issues for girls and boys.

CA

The ROOMMATE WANTED notice helps Ss to reflect on how many Ss who go to study to a different city need to find roommates to live with. This implies adapting to each other and, sometimes, to many others. It is possible that some Ss live in a big group in a small house. There are other ways in which Ss can live out of their houses: dorms, hostels, a rented bedroom in a family house, etc.

2 Match the columns to describe the pictures.

21st Century Skills

Tell Ss to work individually to complete this task. They already know some of the items and they have been learning how to infer meaning from context. If they use the pictures for help, they will find it easier to do the matching. They will use **critical thinking**. Give Ss some minutes to work on their own. Call a volunteer to read a matching and another to identify the picture it describes. Do this until you check all the matchings. In this way, more Ss will be involved in this stage of the lesson.

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



SEL

Tell Ss to discuss the questions in pairs. They will be using the new collocations learnt and will express their point of view. They will make inferences according to their own life experience.

3 Listen and check your guesses. Did you think of similar things?

SEL

Ss ideas will be contrasted to Brenda's voice. This will help them to notice the difference between facts and perceptions. The first ones are real, the second ones are the result of our interpretation and many times they are not the same.



03

Starting a new life away from home is exciting. But it is also stressful. I'm settling down in the flat I'm renting. The rent is a bit high, so I'm looking for a roommate. Right now the flat is untidy because I'm still unpacking my things. And I'm attending lessons every day. Sometimes I don't have breakfast because mum is not here to wake me up and I oversleep. I hate the alarm clock ringing early in the morning!

I'm getting used to this big city. Luckily, the university is very near my flat and I can walk there.

I love living on my own, and I like doing the shopping, but I hate cooking or washing the dishes. On the other hand, I don't mind doing the laundry because there is a washing machine in the flat.

- › **Answers:** 1 Doing the housework, getting used to the big city, looking for a roommate, renting a flat. 2 She does the housework, tidies the bedroom, washes the clothes, washes the dishes, makes the beds, unpacks her things. 3 She meets other students, makes friends, borrows books from the library, attends lessons. 4 She likes living on her own and doing the shopping. 5 She doesn't mind washing the clothes. 6 She hates cooking or washing the dishes.

4 Listen again and number the pictures as you hear the actions.

This exercise aims at helping Ss to reinforce the new concepts learnt by listening to them and identifying the pictures that represent them.

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

5 Which picture is not mentioned?

21st Century Skills / SEL

This question aims at helping Ss to develop lateral thinking, identifying what is not said. It can trigger a discussion: *Why doesn't Brenda mention fast food? (Because she has healthy eating habits?; is a vegetarian?; is on a low budget?; likes cooking?)* Ss will develop **creative thinking** and empathy because they will be putting themselves in someone else's shoes.

- › **Answer:** f

Getting to know each other

1 Look at the picture and underline the best option.

21st Century Skills

Tell Ss to look at the picture. They are expected to use their **critical thinking** to identify the stage and the curtain as hints to decide that the girls are actresses.

> Answer: b

2 Read the text and confirm your guesses.

Tell Ss to look at the text. Elicit from them that it is a play scene script. This confirms that the girls are actresses performing on stage.

3 Read the text and choose the correct option.

21st Century Skills

Tell Ss that they have to read the text, choose the correct option to complete the sentences and, in the last question, they will have to decide which title fits the context. This task enhances the use of **critical thinking**. Give Ss some minutes to read the text carefully an answer individually. Then, let them join one to three classmates to discuss their answers. This practice helps Ss to develop **communication** and **collaboration** skills. They learn to respect each other's opinions and to accept some ideas. Call volunteers to read the answers to check with the whole class.

> Answers: 1 c 2 c 3 a 4 c

4 Read again and find words or expressions meaning the same as:

Ask Ss to read the text in detail. This time they will have to find words or expressions meaning the same as the ones given in the exercise. This demand will have Ss read in detail and interact with the content of the text. They will have to infer meaning from the context. Call volunteers to read the answers and check with the whole class. Encourage Ss to ask for clarification if they do not understand something.

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

5 Read once more and answer.

Ask Ss to answer the questions orally in class and to complete the written answers as homework. This will help them reinforce what they have learnt and to identify the difficulties they might have to solve.

> Answers: 1 She wants to share the flat with Brenda. 2 No, she isn't. She's sitting the entrance exam tomorrow. 3 She's got a friend who lives there. 4 She loves cooking. 5 Because Heidy hates cooking. 6 They can wash the clothes in the washing machine which is in the basement. 7 She's looking for a part-time job. For the time being, her parents are backing her. 8 Heidy is moving to the flat. The girls are sharing rent and responsibility half and half.

GAMES

You can invite Ss to play the games on page 72. They will practice the vocabulary items learned so far. If there are fast finishers they can enjoy some fun time in class. If the whole group moves ahead together, you can give them some minutes to practise and enjoy at the same time.

Workbook Answers

Page 76

1

> 1 b 2 a 3 b

2

> 2 1st May, 2019 3 Emily Goodard 4 Trevor's academic history, athletic achievements and volunteer work. 5 The university is known for accepting only the best students. 6 Submit enrollment forms.

3

> 1 Apply for accommodation. 2 On-campus, off-campus, individual or shared. 3 On the Student Housing section of the university's website. 4 15th August. 5 Meal plans. 6 Breakfast, lunch and dinner.

People's character

1 Match the opposites.

Tell Ss to work individually to solve the task. Tell them to solve the matching they know first and leave the unknown to the end. They can also look up words in the dictionary, if necessary. Encourage them to risk and check instead of looking up every word. Call individual Ss to read and check with the whole class.

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

2 Order the letters to form the adjectives from Exercise 1 to complete the paragraph.

Tell Ss to order the letters to complete the paragraph. Since they have the words in Ex. 1, tell Ss to work alone. This is a simple task, so encourage weaker Ss to volunteer to read the paragraph. Then, call other Ss to say the words and write them on the bb so that everybody can have the correct answers.

> **Answers:** 1 tense 2 nice 3 friendly 4 relaxed 5 cheerful 6 optimistic 7 honest 8 reliable



SEL / 21st Century Skills

Tell Ss to discuss the questions in small groups. They will be discussing personality characteristics they consider relevant for a roommate and exchange ideas and feelings towards different kind of people. They will develop self-awareness and awareness of others, as well as **individual and social responsibility**.

Clothes – patterns and materials

3 Read the descriptions and identify the person.

Tell Ss to read the instructions and do the exercise. They might not know all the vocabulary, but they can find some hints in the vocabulary they already know. Let Ss work in pairs to solve the task. Give them some minutes to complete it. Call volunteers to read the answers to check with the whole class.

> **Answers:** 1 c 2 a 3 b

More teaching ideas

When you check the answers, help Ss to notice the order of adjectives. Show them that the order is opinion-shape-colour-nationality-material+noun. Tell them that we put more than one adjective before the noun, but we don't usually add *and*. The adjectives describing material are always next to the noun.

4 Use words from the descriptions in Exercise 3 to complete the lists.

Tell Ss to work in small groups of three or four to complete the chart. Then, draw the chart on the bb and call volunteers to write the words in the corresponding categories.

> **Answers:**

Clothes items	Shoes	Materials	Patterns	Accessories
skirt	ballet flats	wool	plain	clutch bag
blouse	high-heeled sandals	cotton	flowery	socks
blazer	combat boots	corduroy	spotted	backpack
socks		crepe	embroidered	
evening dress		denim	striped	
baggy trousers		leather		
jumper		nylon		



SEL / IC

This section aims at helping Ss to personalise their learning. They will reflect on the clothes they wear on different occasions. They will understand that nobody's value depends on the clothes they wear and that we dress according to our choice. They will develop self-awareness and awareness of others.



Remind Ss that this box provides ideas to help them fulfil their final project. It is also an alert for them to go on working steadily to complete it. Ss already have a model of the final task. They already have a possible plot. They can start deciding on the title, the setting, the characters and the costumes.

Present Simple and Present Continuous

Ss already know the structures and uses of these two tenses. Now they are going to reinforce and enlarge that knowledge. Tell Ss to read the chart with the comparison of the two tenses. Ask them to give 2 or 3 examples and write them on the bb. Use them to revise the structures in case some Ss might not feel sure about them.

Ask Ss to read the box with the rule about not using certain verbs in the Present Continuous.

LA

Help Ss to notice that in Spanish we also say ¡Amo las mañanas soleadas! ¡Odio levantarme temprano! Creo que estás en lo cierto.

Draw Ss' attention to the **Pay attention!** box to help them to become aware of how meaning changes if we use these verbs in the Present Continuous. Ask them to give some examples, write them on the bb and have everybody copy them.

1 Use the verbs in brackets in the Present Simple or the Present Continuous.

Tell Ss to read the instruction and solve the task. Give them some minutes to work individually. Call volunteers to read and check with the whole class.

- > **Answers:** 1 1 are moving 2 is fetching 3 are driving 4 is 5 lives 6 teaches 7 'm packing 8 is taking 9 leaves 10 hate 11 prefer 12 feel

AT

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



When Ss read the paragraph, check that they use intonation to organise the discourse.

Defining relative clauses

Go over the box with the Ss. Help them to notice that we use the pronouns *who*, *which* and *where* to refer to people, objects and places. Ask them to go to page 8 to find examples of clauses. Call volunteers to read them.

2 Join the 2 sentences into 1 using *who*, *where* or *which*.

Have Ss work individually to solve the exercise. Then call volunteers to read the sentences to check with the whole class. Write the relative pronouns in order on the bb so that everybody can complete their tasks correctly. Encourage Ss who have doubts to ask for clarification.

- > **Answers:** 1 Sam works for a company which makes computers. 2 The woman who works at the baker's has twin daughters. 3 The man owns a horse which won many races. 4 Santa Fe is a city where there are important museums. 5 Gandhi was a pacifist who lived in India.

3 Circle the correct option.

Tell Ss to do the exercise individually. Call volunteers to read and check with the whole class.

- > **Answers:** 1 who 2 where 3 which 4 which 5 who

Adjectives describing character and their opposites – prefixes

4 Write the opposites in the corresponding column. Use a dictionary if necessary

Ask Ss to work in small groups of three or four to complete the chart. Tell them they can find some of the words on page 9. Encourage them to take risks and say the opposites. Then, they can check against the dictionary. Call volunteers to say the opposites and write them on the bb to make sure everybody has the correct answers in the end.

- > **Answers:**

in-	inflexible, insensitive
un-	unkind, unambitious, unpleasant, unreliable, unfriendly
dis-	dishonest



While Ss read the words, check that they pronounce sounds and stresses correctly.

5 Fill in the blanks with the correct adjective from Exercise 4.

Now that Ss have completed Ex. 4, they can use the corresponding adjectives to complete the sentences. Ask them to work orally in class and to complete the written sentences as homework. Ss will be able to become aware of what they have learnt and what they still need to clarify.

- > **Answers:** 1 unreliable 2 Flexible 3 dishonest 4 sensitive 5 unfriendly

Nouns and adjectives related to character

6 Match the adjectives to the nouns.

Ask Ss to work individually to do the matching. Help them to notice that this time they have to find the roots and notice the change in the endings. Tell them that we call those endings suffixes. Check the matching with the whole class. Help Ss notice the change in word stress.

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

7 Which suffixes were added?

Call Ss to underline the suffixes in the words. This time, call weaker Ss to check that they have learnt. They will feel good at being able to work correctly.

➤ **Answers:** -ity, -th, -ness, -ion, -ism

8 Circle the correct options.

Ask Ss to work individually to choose the correct option. Call volunteers to read the sentences and correct with the whole class.

➤ **Answers:** 1 confidentiality / laziness 2 generous / optimism
3 Punctuality / reliable 4 strength / sensitive / difficult



When Ss read, check that they use the correct rhythm and tone.

Workbook Answers

Page 77

1

➤ 2 Tidy up 3 Wash the dishes 4 Make the bed
5 Wash the clothes / do the laundry 6 Unpack things

2

➤ 2 tidy up the room 3 do the shopping 4 make the bed
5 wash the clothes 6 wash the dishes

3

➤ 1 d 2 c 3 f 4 a 5 b 6 e

4

➤ 2 cold and unfriendly 3 optimistic 4 dishonest 5 miserable
6 reliable

5

➤ 2 flowery blouse 3 polka-dotted socks 4 plain jumper
5 crepe evening dress 6 plain tuxedo

Page 78

6

➤ 1 a No b Yes
2 a Yes b No
3 a No b Yes
4 a No b Yes
5 a Yes b No
6 a No b Yes

7

➤ 2 do the laundry 3 tidy 4 eat fast food 5 used to the big city
6 half and half 7 cheerful 8 honest

8

➤

	To talk about things we do regularly	To talk about permanent situations	To talk about future events that are on a timetable or programme
1 He lives downtown.		✓	
2 The flight arrives at 5:30 a.m.			✓
3 He plays football with his friends every Saturday.	✓		
4 He never cooks dinner.		✓	
5 The class starts at 9:00 a.m.			✓
6 Where does he work?		✓	
7 They don't have a car.		✓	
8 I take a holiday once a year.	✓		

Page 79

9

➤ 2 ✓ 3 ✓ 4 ✗ 5 ✓ 6 ✗

10

➤ 1 b think c thinks d are / thinking 2 a see b see c see
d is seeing 3 a is having b have c is having d are having

11

➤ 2 where 3 who 4 which 5 who 6 where

12

➤ 2 The girl **who** is in the cafeteria is my roommate. 3 I am selling my car **which** has only ten thousand miles on it. 4 I am moving into the house **where** my friends live. 5 She lives in the building **where** her friends live. 6 I use the computer **which** is on the table.

13

➤ 2 inflexible 3 insensitive 4 unpleasant 5 dishonest
6 unreliable

14

➤ 2 confidentiality 3 flexibility 4 reliable 5 shyness
6 strength

LISTENING AND SPEAKING > pages 12–13

Let me introduce my family

1 Jannice is Glen's new roommate. Look at the pictures and answer.

Have Ss look at the picture in detail to answer the questions. Draw their attention to context. Help them notice that the girls in the picture in the middle are the ones who are talking. Elicit from Ss that Glen is introducing her family to Janice by showing them in photos. Then, ask Ss to go over the pictures to answer the questions. Help them by asking them how many photos they are looking at.

SEL

When Ss discuss the photos, they will draw conclusions about what Glen's family is like. They might disagree on certain points. Show them that we make inferences based on our life experience and we have to respect everyone's opinions

- > **Answers:** 1 She's showing her some photos. 2 No. They are 5 in all (Ss could say 6 because they might not guess that Glen is the girl in picture d). 3 She is the eldest child.

2 Listen and write the names. Who ...

Ask Ss to describe the people's attire so that they get ready to do the exercise. Tell them to read the prompts and try to guess who each person in the pictures is. Tell them to get ready and play the audio file. Give Ss some minutes to check. First, they will check individually. Then, in pairs. Finally, with the whole class. Ask them if their guesses were right and make sure all Ss can follow.

- > **Answers:** 1 Sophie 2 Glen's mother 3 Antonia 4 Bonny 5 Glen 6 Glen

3 Listen again and answer.

Tell Ss that they are going to listen to the audio file once more. This time they will have to listen more in detail to complete the task. Ask them to read the questions and to try to anticipate the answers. They can write some notes in pencil to get ready for the listening. Play the audio file and let Ss work in pairs or small groups to complete the task. Then, check with the whole class. Make sure all Ss get the answers complete.

- > **Answers:** 1 She's Glen's sister. 2 She's jogging. 3 Because they are going to Glen's graduation ceremony. 4 She thinks that she is adorable. 5 Because Glen speaks of 'her good old days'.



- Glen:** Come, Jannice. I'll show you my family.
Jannice: Oh, great! Who's this girl?
Glen: She's my sister Sophie. She's wearing a tracksuit because she loves jogging.
Jannice: Look how elegant these two are! Are they your parents?
Glen: Yes! They are wearing evening attire because they are going to my graduation ceremony. Mum loves wearing evening dresses and high-heeled sandals. Dad doesn't enjoy wearing a tuxedo so much. But they are dressed up in my honour. Ha-ha.
Jannice: And this girl with the dog? Is she your younger sister?
Glen: Yes, this is Antonia. She is my best friend in the family. I miss her so much!
Jannice: Oh sorry! I didn't mean to make you sad.
Glen: No, it's OK. I'm going home this weekend. We'll spend a lot of time together.
Jannice: And is this the dog which sleeps under your bed?
Glen: Yes! Bonny is my adorable pet.
Jannice: And this girl? She looks very much like you.
Glen: It's me! I like having a photo of myself in my school uniform. It takes me back to the good old days!
Jannice: You're kidding! Don't tell me you feel old! Ha-ha.



SEL

Ss will personalise their learning. This time they are going to reflect on their relationship with the members of their families. They will discuss their way of dressing for special occasions. Remind them to be respectful to each other because choices can differ and nobody is right or wrong.

Where are they?

4 Listen to these people speaking and identify where they are. There is an extra picture.

CA

Ask Ss to describe what they see in the pictures. Help them to notice that shops have a similar appearance everywhere in the world.

Ask Ss what people do in the different shops in the pictures. Then, tell them to read the instruction and get ready to do the task. Play the audio file and give Ss some minutes to work. Let them share their answers with a classmate before listening to the audio file once more. Play the audio file and check the answers with the whole class.

➤ **Answers:** 1 e 2 a 3 d 4 b 5 c

5 Listen again and complete the sentences.

Tell Ss to read the incomplete definitions and try to complete them. Then, play the audio file for Ss to check if their answers are correct. Call volunteers to read and check with the whole class.

➤ **Answers:** 1 who 2 where 3 which 4 who 5 which



- 1 I want to buy a present for the person who always helps me and cares about me. It's Mother's Day.
- 2 This is the place where I study to become a professional.
- 3 I shouldn't come here so often. I always buy things which make me fat.
- 4 I feel under the weather. I'm waiting for the person who tells me what medicine I should take.
- 5 I want to buy a corduroy blazer which matches my pleated blue skirt.

GAMES

You can invite Ss to play the games on page 72. They will practice the vocabulary items learned so far. If there are fast finishers they can enjoy some fun time in class. If the whole group moves ahead together, you can give them some minutes to practise and enjoy at the same time.

Workbook Answers

Page 80

1

➤ 1 b 2 a 3 a



Transcript

Woman: Hello?

Boy: Hi Mum? It's Bobby. I got an acceptance letter from City University!!!

Woman: Congratulations, son!!! I am so proud of you!!!

Boy: I am so relieved! And excited! And scared!!! I have so much to do to prepare!!!

Woman: Yes, you're right. There is a lot to do. First, you need to make a list of everything that needs to be done and everything you need to buy. Then, we need to go shopping.

Boy: Wait, wait!! First step is to enroll and apply for accommodation.

Woman: See ... lots to do. Have you thought about which type of accommodation you would prefer? On campus or off campus?

Boy: I think on campus is better, at least in the first year.

Woman: Ok. And I think it's better to share a room. It's so expensive to get an individual room. Do you know how much it costs?

Boy: I have no idea. Mum!! I just got the news.

Woman: Okay. I am getting ahead of myself! I guess I am excited too! Let's start our list over dinner?

Boy: Good idea. See you later, Mum.

Woman: See you later, kiddo.

2

➤ 1 To share the news that he got into university. 2 City University. 3 Relieved, excited and scared. 4 Proud. 5 That he makes a list of things to do and things to buy. 6 Enroll and apply for accommodation.

3

➤ 1 on campus 2 share 3 it is expensive to live alone 4 No 5 They will start making a list. 6 Dinner time

A play script

1 Read the rules in the box and write the headings on the play script.

Read the information in the box with the Ss to check that they understand it. Then, ask Ss to complete the play script with the corresponding headings. Call volunteers to read and check with the whole class.

- > **Answers:** 1 Title 2 Setting 3 Characters 4 Costumes 5 Stage directions

2 Read again and describe.

Tell Ss to read the script once more and complete the task. Encourage them to work individually and check with the whole class.

- > **Answers:** 1 A girl who is miserable visits a cheerful girl in her flat. 2 The cheerful girl is looking for a roommate and the miserable girl wants to share the flat. 3 Ruth is a cheerful and friendly girl who lives in a flat. She is looking for a roommate. Martha is a miserable and shy girl who wants to share the flat. She visits Ruth. 4 The stage directions show that Ruth is lively, friendly and cheerful and Martha is a miserable, pessimistic girl. Their body language, which is described in the stage directions, show their character and personality. 5 Ruth gently invites Martha to leave the flat. They are not going to share the flat.



Ss have two models of play scripts. Now they are going to write their own script. They have the questions as a guide.



Remind Ss that this box provides ideas to help them fulfil their final project. It is also an alert for them to go on working steadily to complete it. They will share their scripts to work on cooperative writing.

Workbook Answers

Page 80

1

- > **Answers may vary:** 1 Gym application 2 School club 3 Opening a bank account 4 Applying for a credit card / store card

2

- > **Answers may vary:** 1 Emergency contact information 2 Payment information 3 Health concerns 4 Dietary concerns

3

- > Ss' own answers.

Drama Day

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

Ss have written their own scripts. They will submit them to their group for voting the best one to be performed. They are going to prepare props, costumes and choreography. They are going to distribute roles and all the members will rehearse their parts to lower their anxiety at the moment of the presentation.

They are going to prepare sound equipment.

Enjoy the plays!

My learning record

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

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

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

Workbook Answers

Page 81

1

- > 1 do the housework 2 meet other students 3 attend lessons
4 look for a roommate 5 making friends 6 rent a flat

2

- > 1 Make yourself comfortable 2 getting into university 3 For the time being 4 It's not my cup of tea 5 is a must 6 It's a deal!

3

- > 3 kind a untidy
5 optimistic b tense
d horrible and unpleasant
f mean

4

- > 1 is starting 2 is preparing 3 needs 4 is working
5 volunteers 6 enjoys

5

- > a unkind b inflexible c insensitive d unambitious
e unpleasant f dishonest g unreliable

6

- > a flexibility b generosity c laziness d optimism
e sensitivity f stupidity

Goals

- > Talk about a major event and people's reactions
- > Read and learn about someone who didn't give up
- > Describe personal experiences
- > Use intensifiers to show emphasis
- > Listen and learn about past events
- > Write a story using sequencing

Final project

- > A storytelling event

Go over the goals with the Ss. This practice will help you to come to agreements as regards your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. They will have to write a story and share it with the class. They will have to think of a special ending and chain ideas in an engaging way and express feelings and emotions. They will use intonation to engage the audience. They will understand the relevance of the language they have to learn to do the final task.

Before we start

Notre-Dame de Paris, also called Notre-Dame Cathedral, in Paris, is the most famous of the Gothic cathedrals of the Middle Ages and is distinguished for its size, antiquity, and architectural interest.

During a restoration campaign in 2019, a fire broke out in the cathedral's attic, and the massive blaze destroyed most of the roof, Viollet-le-Duc's 19th-century spire, and some of the rib vaulting.

1 Look at the pictures and match them to the descriptions.

CA

Ask Ss if they identify the building in the picture. If they do, ask them to comment what they know about the cathedral. If they do not know it, tell them some details about the building and its meaning. You can tell them that the meaning of this cathedral for French people is very important, similar to the meaning of Luján Basilica for Argentine people. Ss will understand that they are going to read and work about real facts and places.

Ask Ss to read the text to understand the context. Call volunteers to retell what they have read. Encourage them to use their own words and guide them with questions: *What happened to the cathedral? When was that? Why is the cathedral important? How old is it?*

Tell Ss to look at the pictures and read the descriptions to do the matching. Have them work individually for some minutes. Call volunteers to read the descriptions and say the number of the picture matching it to check with the whole class.

Help Ss to notice that the descriptions talk about interrupted actions in the past.

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



While Ss read, help them to use rising and falling intonation to connect actions on course and actions that interrupt them. Show Ss that they use falling intonation to enumerate actions.

2 Read the text and tick the correct information. Correct the wrong information.

21st Century Skills

Ask Ss to read the instructions and do the exercise individually. In order to help weaker Ss to understand what they have to do, call a volunteer to say what the exercise demands. Ss will have to use **critical thinking** to identify which prompts are not true. Give them some minutes to work. Move about the classroom providing the help Ss need. Call volunteers to read the answers and check with the whole class.

> Answers: **Correct:** 2 – 4 – 5 **Incorrect:** 1 They were repairing the building. 3 The flames were destroying the cathedral



Ss will personalise their learning while trying to recall what they were doing the day Notre-Dame caught fire. Provide them with the necessary vocabulary so that they can communicate authentic facts.

3 Listen to these people and identify where they are. They are in scenes from Exercise 1. Discuss with a classmate the hints you considered.

21st Century Skills

Tell Ss they are going to listen to people talking at the moment of the disaster. They are part of the situations shown in the pictures. They will have to identify the pictures corresponding to each speaker. Tell them to look carefully at the pictures. Help them to notice that the bus driver is a woman. They cannot see whether the firefighters are men or women. There is no special gender to choose an occupation. Play the audio file and give Ss some minutes to work individually. Discuss the answers with the whole class. Ask Ss to say which hints helped them to make the connections between speakers and pictures. This task helps Ss to develop **critical thinking**.



1

Listen everybody! I'm going to turn round here because the street is blocked.

2

Throw more water on the left side. I'm going to throw more water here. Don't stop trying! We must save it!

3

Can you hear that? They seem to be ambulance sirens. And there are many!

4

I'm going to arrive a bit late. You can't imagine what is happening here!

➤ **Answers:** 1 i 2 e 3 h 4 b

Where there's a will, there's a way.

Ask Ss to identify the discourse genre. Elicit from them that it is an online newspaper. Ask them what helps them to identify it (the URL, the search bar, the columns, the heading, etc.). This task will help Ss to develop ICT literacy.

Ask Ss if they know of online newspapers from Argentina or other countries in the world. If they do, ask them to mention them. If they do not, tell them to surf the internet and find out names of online newspapers. Reflect on the advantages of having online newspapers. How fast we can get news from all over the world. This will also help Ss to become aware of how useful knowing English can be.

1 Read the text and discuss the meaning of the title with a classmate.

LA / SEL

Ask Ss to read the heading and discuss its meaning. Help them to notice that it is an idiomatic expression. Ask them if they know the expression in Spanish. We do not say *Quando hay una intención, hay un camino*. Our expression is *Querer es poder*. Show Ss how idioms depend on cultural factors.

Help Ss to reflect on the meaning of the title. Work on a brainstorming moment. Let them speak their minds and give examples. This will help Ss to reflect on different situations in which effort pays off. They will reflect on how much of their achievement depends on their effort. They will develop individual responsibility.

> **Answers:** A will = to be an architect. Had money limitations. A way = selling disposable handkerchiefs

2 Read again and find words and phrases meaning ...

Tell Ss to read the text and find the equivalents to the prompts among the numbered phrases in the text. Ss will develop a skill to draw meaning from context. They will use their critical thinking to associate ideas. Ask Ss to read the answers and check with the whole class.

> **Answers:** 1 11 2 4 3 2 4 9 5 12 6 5 7 6 8 10 9 7 10 3 11 1 12 8

3 Read once more and answer.

21st Century Skills / SEL

Give this task as homework so that Ss work at their own pace. They can use dictionaries or even ask some classmate for help. Ask Ss to read the text in detail. They will have to answer questions about the article. Ask volunteers to read aloud to check with the whole class. Use this instance to help Ss to reflect on how we can achieve our aims if we are determined to do so and make the necessary effort. Everybody can study and succeed. They will develop self-awareness and **individual and social responsibility**.

> **Answers:** 1 He was born in Santa Rosa, La Pampa, Argentina. 2 He was doing his second year at university. 3 His dream was to be an architect. 4 He sold them while he was travelling to and from university. 5 They worked hard and spent little money. 6 He has graduated as an architect. 7 He sat his last subject a week ago. 8 He was celebrating the reward for his effort.

Workbook Answers

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1

> 1 a 2 b 3 a

2

> 1 19 years old 2 No, just a partial scholarship 3 He has been selling popcorn, teaching private lessons and started a GoFundMe page. 4 He raised a lot of money in a few hours. 5 He will donate the extra money to another student in need.

3

> 1 Jafar's SAT score 2 The maximum SAT score 3 The value of his scholarship 4 How much money he needed to raise. 5 How much money he had on his GoFundMe page before his story came out. 6 How much money was raised on his GoFundMe page after his story came out.

Adjectives describing personal experiences

1 Write the adjectives in the box in the corresponding column.

Read the adjective in the box with the Ss. Use this instance to model the pronunciation of individual items. Tell Ss to categorise the adjectives in pairs. They can use a dictionary, if necessary. Write three columns on the bb and call volunteers to read one adjective at a time and write it in the corresponding column on the bb so that everybody can complete the task without errors.

> Answers:

enjoyable	bad	commonplace
fantastic	humiliating	formative
funny	hurtful	memorable
interesting	negative	new
good	painful	religious
magic	scary	unforgettable
pleasant	traumatic	
positive		
rewarding		



While Ss read to check, help them to pronounce the adjectives correctly. Draw their attention to the pronunciation of final cluster /bl/ in *enjoyable*, *memorable*, *unforgettable*. Make Ss aware that they should not pronounce an intrusive /ə/ between the consonants. Help Ss to pronounce /dʒ/ correctly in *magic* and *religious*.

AT

It is possible that Ss pronounce /x/ instead of /h/ in *humiliating* and *hurtful*. Show them the difference but bear in mind that it does not interfere with intelligibility.

2 Circle the correct options.

21st Century Skills

Ask Ss to do the exercise on their own with the help of the categories in Ex. 1. This task will help Ss to develop **critical thinking** because they will have to identify the kind of experience in order to choose the correct adjective. Call volunteers to read the sentences and check with the whole class.

- > **Answers:** 1 memorable 2 religious 3 traumatic
4 humiliating / rewarding

Collocations – experiences

3 Match the columns.

LA

Help Ss to notice that we often use some words combined together. They are called collocations and we should learn them by chunks. Ask them if they know of any collocations in Spanish (*graduarse en la universidad, aprobar un examen, asistir a clases*, etc.) to help them to become aware that we also use them.

Tell Ss to work in pairs to complete the matching. Call individual Ss to read the matchings and check with the whole class.

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



This section is meant to personalise Ss' learning and make the practice more meaningful. Tell them to complete it orally and do the exercise as homework. This practice will help learners to become aware of how much they have learned and whether they need some extra help.

Intensifiers



Have Ss read the box and help them to notice that we use intensifiers to modify the meaning of some expressions. Show them that we stress them to add emphasis. Go over the examples and highlight the intensifiers by means of stress.

4 Choose the correct options.

Tell Ss to do the task individually. Call volunteers to read the sentences and check with the whole class. Check that they produce the correct intonation. Make sure they understand the positive or negative connotation of the different intensifiers.

- > **Answers:** 1 utterly 2 rather 3 at all 4 absolutely 5 so

Narrative tenses - Past Simple

Draw Ss' attention to the box. Explain them that we use the Past Simple to talk about finished actions in the past and repeated actions in the past, in which cases an adverb of time in the past is mandatory. Tell Ss that we also use the Past Simple to talk about a sequence of events in the past. Write examples on the bb and ask Ss to repeat them.

Narrative tenses - Past Continuous

Draw Ss' attention to the box. Explain them that we use the Past Continuous to describe a scene in the past and an action that was interrupted by another. Write examples on the bb and ask Ss to repeat them.

when / while

Tell Ss to read the boxes to revise the use of the tenses. Help them to notice that we do not use the Past Continuous with some verbs (see the **Pay attention!** box) and draw their attention to the use of *while* and *when*. Ask Ss to give some examples and encourage them to ask for any clarification they might need.

1 Match sentences 1 and 2 to A and B.

This exercise aims at helping Ss to develop awareness of how the order of clauses and the connector used aid meaning. Ask Ss to work individually. Invite Ss to join a classmate to work on peer correction before sharing with the whole class. Call volunteers to read one matching each to check with the whole class. Encourage Ss to ask for clarification, if necessary, to make sure everybody understands.

> **Answers:** 1 1 b / 2 a 2 1 a / 2 b 3 1 a / 2 b

2 Circle the correct options.

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. Give Ss some minutes to complete the task and tell them to share their answers with a classmate. After they work together for some minutes, check with the whole class. Call volunteers to read one sentence each until the paragraph is complete.

> **Answers:** 1 were running 2 when 3 stopped 4 looked 5 went 6 saw 7 felt



When Ss read, check that they use rising and falling intonation to organise discourse.

Present Perfect Simple

Read the boxes together with the Ss so that they revise the use of the Present Perfect Simple. Revise the structure with them. Elicit from Ss that we use *has* with the 3rd person singular and *have* with all the other persons. Write two or three examples in the affirmative, negative and interrogative on the bb.

Show Ss how we highlight special experiences using the Present Perfect Simple combined with superlative adjectives

been and gone

Help Ss to notice the difference in use of these two verbs. Read the examples with them to reinforce their comprehension.

3 Circle the correct options.

Tell Ss to complete the task individually. They will have to understand the story to decide which option to choose. They will develop critical thinking skills. Call volunteers to read one sentence each to check with the whole group.

> **Answers:** 1 were living 2 loved 3 went 4 was fishing 5 saw 6 was running 7 didn't jump 8 got 9 took 10 have always been



When Ss read, help them to notice that they can use low rising intonation to gather their audience's attention when they start telling the story. It creates expectancy as regards what follows. Help them to notice that we also use this intonation when telling stories in Spanish.

so and such

Read the boxes together with the Ss to help them to understand the use of *so* and *such*. Have them notice the difference in the structures. Encourage Ss to ask for clarification, if necessary, to make sure everybody understands.

4 Complete the sentences with *so*, *such* or *such a*, *such an*.



Have Ss work individually to complete the task. Call volunteers to read the answers and check with the whole class. Remind Ss that *such* and *so* are intensifiers so they have to stress them.

> **Answers:** 1 such 2 so 3 such a 4 so / such 5 such an

5 Match the columns.

Ask Ss to work individually to do the matching. Call volunteers to read and check with the whole class. Encourage weaker Ss to read because by this time they are likely to work correctly. Seeing that they can answer correctly will motivate them to go on working enthusiastically.

➤ **Answers:** 1 c 2 d 3 b 4 e 5 a

Workbook Answers

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1

➤ 1 3–5–7

2

➤ 1 c 2 d 3 f 4 a 5 g 6 h 7 b 8 e

3

➤ **Down**

➤ 1 PLEASANT

➤ 2 REWARDING

➤ 3 COMMONPLACE

➤ 8 NEGATIVE

➤ **Across**

➤ 4 HUMILIATING

➤ 5 INTERESTING

➤ 6 RELIGIOUS

➤ 7 ENJOYABLE

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4

➤ 2 pleasant 3 negative 4 pleasant 5 interesting 6 religious

5

➤ 2 They graduated from university. 3 They are going on a family holiday. 4 She passed the exam. 5 I will be travelling abroad alone for the first time. 6 Gina is opening her own business in June.

6

➤ 1 b 2 c 3 a 4 e 5 f 6 d

7

➤ 2 at all 3 so 4 rather 5 completely 6 absolutely

8

➤

	simple finished actions in the past	repeated actions in the past	a sequence of events in the past
1 Yesterday she went to the shopping centre to buy new shoes.	✓		
2 I went to the bank several times last week.		✓	
3 I ate all my vegetables.	✓		
4 She parked the car, got out and took the kids inside the house.			✓
5 I called him every day last week.		✓	
6 She made dinner, washed the dishes and cleaned the floors.			✓

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9

➤ 2 tried out 3 arrived / had / started 4 went 5 ate 6 texted

10

➤ 2 Past Continuous 3 Past Simple 4 Past Continuous 5 Past Simple 6 Past Simple

11

➤ 2 was studying / called 3 were ... speaking / came 4 went / were visiting 5 got / were interrupting 6 was snowing / left

12

➤ 2 have / been 3 have painted 4 has not studied 5 has been 6 have finished

13

➤ 2 was working 3 heard 4 logged 5 were doing 6 were 7 knew 8 was happening

14

➤ 3 so 4 such 5 so 6 such

LISTENING AND SPEAKING > pages 22–23

Telling anecdotes and stories from the past

SEL

Ask Ss to discuss the pictures in pairs or small groups of three or four. Encourage them to decide whether the experiences are positive or negative. They will use their **critical thinking** to draw meaning from context. Reading body language and facial expressions will help them to develop awareness of others.

Have a whole class discussion of their perceptions. They will share their visions of the different pictures. Ask Ss if they have had similar experiences and encourage them to share them with the class. They will develop self-awareness and awareness of others when they speak about their feelings in front of experiences in their lives. Help Ss with the vocabulary they need and write the words on the bb. This practice will serve as brainstorming to help Ss to get ready for the listening task.

1 Listen and match the anecdotes to the pictures.

21st Century Skills

Tell Ss to get ready to do the listening task. Play the audio file and give them some minutes to discuss the answers in pairs or small groups of three or four. Play the audio file a second time if Ss are not sure about the answers. You can stop after each speaker for them to decide which picture corresponds. When you check, call volunteers to say the answers and ask them to say which hints made them decide on their choice. They will use their **critical thinking** skills to fulfil the task.



10
11

1

I've never felt so happy. That was an unforgettable and really rewarding experience. I was visiting an orphanage once a week and we decided to take the children to the neighbourhood youth club. I started coaching them to play football. They were so excited and thankful. I will never forget their faces.

2

That was the most embarrassing experience I've ever had. I have always been afraid of roller coasters, but Micaela kept insisting that I go with her, so I finally gave in. We were riding on the roller coaster and while Micaela was laughing and having fun, I couldn't help shouting out of fear. She has never accepted another invitation to hang out with me.

3

That was such a hurtful experience. I was playing football with my friends when I kicked the ball and it broke a glass of my neighbour's window. The lady got so angry that she told me off in front of my friends. I have never forgotten the feeling.

4

That was the most positive and rewarding experience I've ever had. I was training for months but I still didn't feel well prepared. However, in the end, I did enter in the marathon. We were helping the orphanage after all. I couldn't believe my eyes when I saw myself arriving first at the finish! I won a cup and felt really proud.

> Answers: 1 d 2 a 3 c 4 b

2 Listen again and tick the adjectives describing the experiences you hear.

Tell Ss to read the instructions and to get ready for the listening task. They might try to anticipate some of the answers with the information they remember from the previous listening. Play the audio file and let Ss work for some minutes. Call volunteers to read the adjectives they have ticked. Ask them to mention the experience each one describes.

> Answers: 1– 2 – 3 – 5 – 6 – 7

3 Join a classmate and try to complete the stories. Then listen once more and check.

This task aims at helping Ss to reconstruct the stories. They have listened to the audio file already so they can work in pairs trying to complete the stories. Give them some minutes to discuss their answers in pairs. Tell them to get ready and play the recording once more. Give them some more minutes to complete the task. Call volunteers to read to check with the whole class.

> Answers: 1 've never felt 2 was visiting 3 decided 4 were 5 most embarrassing 6 kept insisting 7 were riding 8 was having 9 shouting out of 10 never accepted 11 hurtful 12 was playing 13 kicked 14 broke 15 got 16 told 17 have never forgotten 18 positive and rewarding 19 was training 20 enter 21 were helping 22 won

CA

Not all Ss will understand the whole listening the first time they work on it. Listening to the audio file several times with different purposes helps the Ss with more difficulty in learning to end up understanding the whole speech.

Use the last checking to revise the meaning of the new expressions included in the audio file. *I finally gave in; I couldn't help shouting out of fear; all of a sudden; We were helping the orphanage after all. I couldn't believe my eyes.*

I don't understand your jokes!

4 Look at the picture and discuss with a classmate.

Ask Ss to look at the picture and to describe what they see. Use the question to elicit some reasons why one of the boys is disappointed and the other one is laughing. This will be a great brainstorming to help Ss to get the necessary vocabulary to get ready for the listening task. Write new words on the bb.

5 Listen and confirm or correct your opinion.

Tell Ss to get ready to listen to the recording and check their guesses. Play the audio file and give Ss some minutes to check and discuss their answers. Check with the whole class.



13

- Nahuel:** Hi, Maxi. How are you?
Maxi: Not very well. Do you know what happened?
Nahuel: No. Where? When?
Maxi: Well. Take it easy! It's just material stuff.
Nahuel: What do you mean?
Maxi: Remember the book you lent me last week?
Nahuel: Yes. What happened?
Maxi: I was walking over the bridge while I was reading it. All of a sudden, a dog came running and jumped at me. I got utterly scared and dropped the book. It fell into the river.
Nahuel: Oh no! And we have a test tomorrow! What will I do?!
Maxi: Hahaha. It's just a joke!
Nahuel: I don't understand your jokes! I don't like them at all!

6 Listen and find ...

Tell Ss they will have to listen in detail to solve the task. Ask them to read the prompts and try to complete the information they remember from the previous listening. Let them join a classmate so that they work in collaboration. Give them some minutes and play the audio file. Grant Ss some more minutes to complete the task. Call volunteers to read and check with the whole class.

- **Answers:** 1 I was walking over the bridge while I was reading it. (the book) 2 A dog came running (and jumped at me). 3 I got utterly scared and dropped the book. 4 utterly, at all



SEL

Ss will personalise their learning while they discuss the attitude of the people in the story. It will give them the possibility to reflect on the difference between humour and bullying. They will develop awareness of how our attitudes can impact on others. They will then read the **Remember!** box to keep the idea in mind.



Remind Ss that this box gives them some hints to complete their final project. Tell them it means they should work on the project to complete it in due time. They already have some examples of different kinds of stories. They have to choose what kind of story they want to tell their classmates and start working at it.

Workbook Answers

Page 86

1

- 1 a 2 a 3 b

2

- 1 Julia is worried because she doesn't have money for the school trip. 2 She doesn't ask her parents for money because they are already working hard to make ends meet. She doesn't want to pressure them even more. 3 Marco suggests that Julia could sell something or offer a service to make extra money. 4 It isn't a good idea to sell lemonade because it is winter. 5 Marco suggests selling cupcakes or brownies. 6 Julia thinks this is a great idea.

3

- 1 F 2 T 3 F 4 T 5 T 6 T



Julia: Hi Marco. Can you chat for a minute?

Marco: Sure. What's up?

Julia: You know the school trip that is coming up? I'm really worried that I won't have the money to go. My parents are working so hard just to make ends meet and I don't want to put more pressure on them by asking for more money.

Marco: I see. Why don't you raise the money yourself?

Julia: What do you mean?

Marco: You could sell something or offer a service to make extra money.

Julia: Do you mean like a lemonade stand?

Marco: Sort of. I don't think you would make a lot of money selling lemonade in the winter! But maybe you could sell cupcakes or brownies.

Julia: What a great idea!!! The only problem is that I am a terrible baker. hmmm. But my sister makes the most divine cakes. Maybe she can help me!!

Marco: Yes. And you can take orders and bring them to school the next day. You can sell to the teachers as well. People love to eat and cupcakes are all the rage now.

Julia: Yes ... I can make different flavours, colours and designs.

Marco: And you can take orders for birthday parties too. You could even set up a website!

Julia: Whoa!! Too much. I still have to study remember! And my sister hasn't agreed to help me yet! I still need to discuss this idea with her.

Marco: True! I was getting ahead of myself!! Well, discuss it with her tonight and tell me what she says. I'll be happy to help you sell them. You can't miss the trip.

Julia: Thanks, Marco. You're the best.

Telling a story

1 Read the following story and underline the words that help place the events in order.

Ask Ss to read the instructions and complete the task. Give them some time to work individually to underline the words that help to give the events an order. Then, let Ss work on peer assessment with a classmate. Ask volunteers to read the answers to check with the whole class.

- > **Answers:** Last week, I visited New York to attend a conference. While I was there, I decided to visit the MoMA. To start off, my flight was delayed. Next, the airline lost my luggage, so I had to wait over an hour at the airport while they tracked it down. Suddenly, they found my luggage in a corner of the hall. As soon as they found my luggage, I took a taxi to the hotel. During the ride, the driver told me that the MoMA was closed. After I arrived at the hotel, everything was OK again. The conference was very interesting, but I couldn't visit the museum. Finally, I caught my flight back to Los Angeles. Eventually, I arrived home just in time to kiss my daughter goodnight.

IC

Read the box with the rules with the Ss and make sure everybody follows. Encourage Ss to ask for clarification if necessary.

2 Fill in the blanks with words and phrases from the box.

Tell Ss to complete the story individually. After some minutes, call volunteers to read one sentence each and correct with the whole class.

- > **Answers:** 1 First of all / To start off / To begin with 2 As soon as / When 3 immediately 4 Then / After that / Next 5 Suddenly / All of a sudden / Unexpectedly 6 Then / After that / Next 7 During 8 while / as 9 Finally / Eventually



When Ss read, help them to use intonation to create expectancy and to add emotion to the story.

3 Think of an anecdote, or a fictitious or real story to write about. Use the rules from the box and the examples to help you.

Tell Ss to do this exercise as homework so that Ss can work at their own pace and can resort to dictionaries and the internet for help.

- > **Ss' own answers.**



In the following lesson, ask Ss to swap stories to work on peer correction. They are almost ready to complete the final task.

Workbook Answers

Page 86

1

- > 2 Pianist 3 Guitar player 4 Composer

2

- > Ss' own answers.

3

- > Ss' own answers.

4

- > Ss' own answers.

A storytelling event!

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

Ss have already written and swapped their stories for peer correction. Now they have to rehearse to read it with appropriate intonation to create expectancy and engage the audience. They are going to add emotion as well. They can record themselves to self-assess their performance. It might also help them to memorise the story. It is more engaging to have eye contact with the audience while telling the story.

Ss will specially reinforce the way to produce the ending of the story to make a stronger impact on the audience.

Ss will share their stories in a storytelling session at school.

SEL

Ss will present individually in front of their classmates and teacher. They will feel how practice helps them to feel less anxious at their presentations. They will also listen to their peers and they will have to show respect towards the others. They will perceive the situation from both perspectives. This will help them to develop empathy.

My learning record

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

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

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

Workbook Answers

Page 87

1

- > 1 going in for 2 cried out of happiness 3 make his dream come true. 4 scholarship 5 backing 6 scraping by

2

- > 1 She said very hurtful things to me. 2 They were a positive influence on my life. 3 It was a memorable trip. 4 She was there during the formative years of his life. 5 The play was fantastic. 6 The injury was painful.

3

- > 1 to be promoted 2 start his own business 3 go on a family holiday 4 pass the exam 5 graduate from university 6 lost an important object

4

- > 1 when 2 while 3 when 4 while 5 While 6 when

5

- > 1 Incorrect (met) 2 correct 3 incorrect (was approached) 4 correct 5 correct 6 incorrect (preparing)

6

- > 1 I have already done my homework 2 We have just prepared dinner 3 They have not completed the project 4 She has not received any news. 5 Have you ever visited Barbados? 6 Has she handed in the report yet? 7 What have you done? 8 Where have you travelled to?

History

To introduce the timeline of European history, highlight the last sentence of the introductory text. Ask Ss what they think this means. Write down their ideas on the bb. List the words *Prehistoric*, *Ancient*, *Middle Ages*, *Renaissance*, *Early Modern* and *Modern* on the bb, in random order. Have Ss work in pairs to list these different eras in the correct order. Explain to Ss that they will learn about these different eras in Europe.

Divide the class up into six groups. Each group will read about a different era and present it to the class, explaining (1) the time period of the era, (2) the characteristics of the era, and (3) the importance and impact of the era.

1 Which era is each word / phrase associated with? Do some research and use a dictionary to help you.

> Answers:

WORDS	ERA
1 rebirth	Renaissance
2 industrialism	Modern
3 stone age	Prehistoric
4 Aristotle	Ancient

WORDS	ERA
5 serf	Middle Ages
6 Shakespeare	Renaissance
7 natural rights	Modern
8 colony	Early Modern

WORDS	ERA
9 hunter-gatherer	Prehistoric
10 Atlantic slave trade	Early Modern
11 vassal	Middle Ages
12 Athens	Ancient

2 Each era was marked by specific movements, changes, and actions. Do research and fill in the table with the relevant information in each column.

> Answers may vary: Be sure to highlight the most important features of each era.

	GOVERNMENT	ART	RELIGION	COMMERCE
Ancient times	Government took different forms as the Ancient Greeks sought ways to govern themselves Democracy, Monarchy, Oligarchy, Tyranny	Architecture: e.g. Parthenon Sculpture: Stone and metal. Pottery: Terra cotta figures were painted with religious or mythological scenes.	Polytheistic - the belief in multiple deities or gods.	Local, regional and international trade. Use of coins.
Middle Ages	Feudalism	Byzantine, Romanesque and Gothic Art. Focused mainly on Christianity and religion.	Catholicism	Weekly markets in towns, increasing international trade with other countries in Europe.
Renaissance	Three main forms of government: Princeloms; Monarchies and Oligarchies; Republics	Prolific production of paintings, sculpture, music and literature. Michelangelo, Leonardo da Vinci and Rafael are artists of this period.	The invention of the printing. Martin Luther led the Reformation, which caused a split from the Catholic Church. Protestantism was born.	A money-based economy, with bankers, merchants and greater social mobility.
Early Modern	Political power remained concentrated in the hands of the nobility and the church.	Paintings became more ornate. At the same time, a dark realism also emerged.	Several different Protestant Churches appeared mainly in Northern Europe, while Southern Europe remained mainly Catholic.	Early capitalism sprung up.
Modern	The Industrial Revolution prompted a shift to democratic governments which provided services such as mass education, border and military protection.	Artists started exploring their personal experiences and views of the world in their art. Art shifted away from realistic representation.	Separation of church and state.	Industrial revolution and huge population growth, increasing demand for goods and services and increasing need to generate income.

3 Research one major event that occurred from the 1700s until today. Present your findings to the class.

ROUND OFF ANSWERS

Page 27

1

> 1 painful 2 unforgettable 3 cheerful 4 high-heeled 5 at all

2

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

3

> 1 came 2 applied 3 became 4 have gone 5 wasn't working 6 went 7 have never been 8 don't miss 9 live 10 are coming

4

> 1 who 2 such 3 so 4 gone 5 such

Goals

- > Talk about past events
- > Read and learn about travel problems
- > Describe means of transport
- > Describe travel problems
- > Highlight events in a timeline
- > Listen and learn about how travel influenced people's lives
- > Write a timeline about someone's life

Final project

- > Persistent lives. How these people became famous

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

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss will do some research to find out about resilient people who succeeded after having overcome some kind of failure. They are going to prepare a slide show presentation. They will understand the relevance of the language they have to learn to do the final task.

1 Look at the pictures and describe what was happening in each of them.

21st Century Skills

Tell Ss to read the instructions and solve the task. Tell them they can join two or three classmates to work collaboratively. After some minutes, call volunteers to read the answers and check with the whole class. To make sure all Ss have the correct answers, name a problem and call Ss to identify the picture. This time try to call Ss who usually have more difficulty in learning so that they also get engaged in the lesson and feel they can learn.

2 Listen to Marissa's account and number the pictures.

Ask Ss to go on working in small groups to solve this task. They already have the vocabulary they need to understand the listening. Tell them to read the instructions and to get ready for the listening task. Play the audio file and give Ss some minutes to complete the task. Play the audio file a second time, if necessary. Call volunteers to read the answers and check with the whole class. This time, since Ss will read the same sentences they worked on in Ex.1, try to call Ss who have more difficulty in learning so that they feel they can answer and feel more motivated to go on making an effort to keep the pace of the whole class.

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



At 9 a.m. I got back home and while I was opening the door, I saw dark smoke coming from the kitchen. I had forgotten to turn off the stove before I went to the supermarket. The problem was that I hadn't filled the car tank, so I ran out of petrol while I was driving back home. I had to ask for help and I was waiting for half an hour until the Automobile Club Service arrived. When I went to my bedroom, I found a broken glass and liquid spread on the floor. The cat had jumped on my bedside table and had pushed the glass to the floor.

I also don't like doing the laundry. I had washed the pile of clothes which was in the laundry and I had just finished hanging the washed clothes on the clothesline when it started to rain.

I went to work. Of course, I was late. I had just got into the lift when the lights went off and we got trapped in the carriage for more than half an hour.

I can't believe I'm at home and the day is coming to an end. I need a warm shower and to dive into bed!

3 Cross out the verbs not mentioned in the account.

IC

Tell Ss to go on working in groups. This time, they will focus attention on the verbs used. They will have to cross out the verbs not mentioned. This task aims at helping Ss develop their lateral thinking. They will change the response and they will have to process the information twice to complete the task: listen to the verbs mentioned to cross out the verbs not mentioned. Call volunteers to read the verbs mentioned. Again, the demand will change and Ss will have to focus the task from a different perspective. Then, ask Ss to share the verbs they crossed out to check with the whole class. This time, try to call Ss who have more difficulty in learning. If they have paid attention, they are likely to have the answers correctly. They will feel they can answer well and feel more motivated to go on making an effort to keep the pace of the whole class.

› **Answers:** answer, get away, go into, stay



While Ss share the answers, check that they pronounce the verbs correctly. Pay special attention to vowels, initial clusters, e.g. /st/, and final consonants.

4 Write the verbs used next to the corresponding pictures.

Tell Ss to work individually to do this task. Check with the whole class.

› **Answers:** **a** wash, hang, start **b** fill, run out, drive, wait, arrive
c go, get into, go off, get trapped **d** get back, open, see, forget, go **e** go, find, jump, push



This section aims at helping Ss to personalise their learning. They will use the new vocabulary to reconstruct the story collaboratively. They have help in the verbs they have added to the pictures. Give Ss some time to complete the task and play the audio file for them to check their writing. When you check, encourage participation of all Ss.

Travel mishaps

1 Read the problems and identify the means of transport.

21st Century Skills

Tell Ss to read the instructions and do the exercise. They will have to match the problems described to the means of transport shown in the pictures. They will use critical thinking to make the necessary associations. Tell Ss they do not need to read the text in detail or know the meaning of each individual word. Call volunteers to read the answers to check with the whole class. Make sure everybody notes down the matches.

> Answers: 1 d 2 c 3 a 4 e

2 Read again and find words and phrases meaning ...

LA / 21st Century Skills

In this second reading, Ss will have to infer meaning from the context. Tell them to risk answering without looking up words. 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 meaning of the words and phrases in bold with the help of the context and the prompts given. They will use their previous knowledge and **critical thinking** to solve this task. Call volunteers to read the answers to check with the whole class.

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

3 Read again and say who ...

Tell Ss they will have to read the text once more. This time, they will identify who states each problem. They will use previous knowledge and the vocabulary they are learning. Call volunteers to read the answers and check with the whole class. Make sure everybody can follow.

> Answers: 1 Phillip 2 Marianne 3 Jason 4 Alison 5 Phillip 6 Jason



IC

This exercise aims at helping Ss to personalise their learning. They will be telling about problems they have had. The fact that they will speak about real events is highly motivating for Ss to use the language. If they lack the necessary vocabulary, let them express the idea in Spanish, provide them the English version and ask them to repeat it. Write the new words and expressions on the bb so that everybody can keep a record of the new vocabulary.

Workbook Answers

Page 88

1

> 1 a 2 b 3 a 4 b

2

> 2 5th January 2019 3 The writer was flying from Toronto. 4 The writer was flying to London. 5 The writer was connecting in New York. 6 The delay was eighteen hours.

3

> 1 F 2 T 3 T 4 F 5 T 6 F

Means of transport

1 Use the words in the box to complete the table. Use a dictionary if necessary.

Tell Ss to complete the table with the words from the box. Encourage them to infer the meaning of words to complete the task, but tell them they can use a dictionary, if necessary. Draw the table on the bb and ask individual Ss to read the answers and complete the table to check with the whole class. Writing the words on the bb helps Ss who find more difficulty in learning to follow the pace of the other Ss.

> **Answers:**

rail	land	air	sea
station	bus terminal	airport	port
train / carriage	bus / coach	plane	ship / cruise ship
get on			
get off			
platform	gate	gate	dock / quay
journey	journey	flight / journey	voyage
depart / leave	depart / leave	depart / leave / take off	depart / leave / sail
arrive	arrive	arrive / land	arrive / dock



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

2 Complete the sentences with words from the table in Exercise 1.

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

> **Answers:** 1 Platform 2 takes off / lands 3 ship / [quay / dock] 4 bus 5 cruise ship

Ticket categories

3 Circle the correct options.

Ask Ss to read the sentences and to work in pairs to complete the task. They will have to choose the correct option. They will have to infer the meaning of some words. Tell them to use the dictionary only if necessary. Encourage them to work out meanings. Call volunteers to read the answers to check with the whole class. Use the checking instance to explain the meaning of the words and make sure all Ss can follow.

> **Answers:** 1 return 2 single 3 season 4 valid 5 travel

Travel problems

4 Match the columns.

Tell Ss that we use some collocations when we speak about travel problems. Ask them to solve the task individually. Remind them they have some help in the reading text. Tell them to match the words they know first and to leave the ones they do not know to the end. They will be a few and Ss will be able to risk identifying the matchings. Let them share their answers in small groups of three or four before checking with the whole class. Call volunteers to read the answers.

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

5 Put the letters in order to form the corresponding words.

21st Century Skills / SEL

Tell Ss to read the instructions and solve the task. They have some help in the reading, so they can work individually. Let them share their answers with a classmate before checking with the whole class. Call volunteers to read and make sure everybody can follow.

> **Answers:** 1 potholes 2 ticket barrier 3 overweight 4 fined 5 delayed 6 carousel

GAMES

You can invite Ss to play the games on page 72. They will practice the vocabulary items learned so far. If there are fast finishers, they can enjoy some fun time in class. If the whole group moves ahead together, you can give them some minutes to practise and enjoy at the same time.

Past Simple and Past Continuous

Tell Ss to read the examples. They are revising the uses of the past tenses. They can go to page 20 to re-read the rules and they have some infographics to aid their recall.

Past Simple and Present Perfect Simple

Tell Ss they can revise the structure of the Present Perfect Simple going to page 21. Ask them to read the box with the rules of use and make sure they understand the difference between the two tenses. Give them a few examples on the bb for them to identify what is more important, either the event or the time.

Past Perfect Simple

Read the table with the Ss and elicit from them that the auxiliary is the past of the verb have and that we use the same auxiliary for all persons. Draw their attention to the word order in the affirmative, negative and interrogative forms. Study the infographic representing the use of the Past Perfect Simple with the Ss and make sure everybody can follow.

Past Perfect Simple and Past Simple

Have Ss read the box with the uses of the Past Simple and the Past Perfect Simple for them to understand the difference. Explain to them that, when we speak about two actions occurring in the past, we give them an order by using these tenses. Read the examples with the Ss and ask them which action is first and which one is second in each sentence to check that they understand.

Help Ss notice, in the last example, that we use the Past Perfect Simple to refer to a past experience in the past.

1 Circle the correct options.

Tell Ss to work individually to complete the task. Give them some minutes and call volunteers to read and check with the whole class. Ask them to give reasons for their choice so that everybody can understand the answers. Encourage Ss to ask what they don't understand.

- > **Answers:** 1 was 2 had ever taken 3 had sat 4 gave
5 had dreamt 6 was 7 cried 8 had cried



While Ss read to share the answers, check that they use the correct intonation to chain ideas.

AT

Ss will understand how the use of different tenses organises events in the past.

2 Which action is first in each sentence? Write 1 – 2 or 2 – 1 at the end of the line.

21st Century Skills

Tell Ss to read the instructions and complete the task. Ss will have to identify which action is first in each sentence. They will make use of their **critical thinking** while they practise the theory just learnt. In order to check, ask Ss to say the two sentences starting *First, ... Then, ...* to reinforce the consolidation of the concepts.

- > **Answers:** 2 2 – 1 3 1 – 2 4 2 – 1 5 1 – 2 6 2 – 1

3 Complete the text with the correct form of the verbs in brackets.

Tell Ss to read the text and put the verbs in the correct form. They can use the text in Ex.1 as a guide and the rules on page 32 for help. Let them share their answers in small groups to work on peer correction. Then, call volunteers to read and check with the whole class. Have some Ss write the verbs on the bb to make sure everybody gets the correct answers in the end. Encourage Ss to ask what they don't understand.

- > **Answers:** 1 arrived 2 saw 3 was flickering 4 had left
5 hurried 6 was crying 7 worried 8 finished 9 was
10 was 11 had come 12 was crying



While Ss read to share the answers, check that they use the correct intonation to chain ideas.

Reflexive pronouns

Have Ss study the box. Elicit from them that the suffix for the singular reflexive pronouns is *-self* and the plural one is *-selves*.

Read the two boxes together with the Ss and make sure they understand the meaning and use of them. In order to do so, ask Ss to give two or three examples after reading the one in the book.



Help Ss to notice that we stress the suffixes *-self* and *-selves* in the pronouns.

4 Complete the sentences with the correct reflexive pronouns.

IC

Ask Ss to work orally in class and give the written exercises as homework. This practice will enable Ss to become aware of how much they have learnt and if they need to ask for clarification of any point. The following lesson, call volunteers to check with the whole class. Call some volunteers to write the answers on the bb to make sure all Ss have them correct. Encourage Ss to ask for clarification if necessary.

- › **Answers:** 1 yourself 2 themselves 3 ourselves
4 yourselves 5 himself

each other / one another

Read the box with the Ss and help them to understand the use of both phrases. Ask them to give some examples to check they have understood. Write them on the bb and have Ss take notes in their notebooks.



Remind Ss that this box gives them some hints to complete their final project. This time they should practise the use of the different past tenses by telling anecdotes to each other.

Workbook Answers

Page 89

1

- › 1 d 2 f 3 b 4 e 5 a 6 c

2

- › 1 a 2 b 3 a 4 b 5 a 6 b

3

- › 2 gate 3 port 4 coach 5 platform 6 depart

4

- › 1 platform 2 gate 3 coach 4 railway station 5 port

5

- › 2 valid 3 travel card 4 single 5 season

Page 90

6

- › 2 the train 3 your flight 4 your passport 5 your ticket
6 your boarding card

7

- › 1 the bus 2 passport 3 feel dizzy 4 traffic jam
5 overweight luggage 6 have a delay

8

- › 1 had had 2 had cleaned / came 3 had eaten / got
4 arrived / had done 5 had recorded / found out

9

- › 3 had started 4 noticed 5 had seen 6 registered

Page 91

10

- › 2 was / have bought 3 arrived / have made 4 drove / have
stopped 5 felt / have eaten 6 cooked / have / eaten

11

- › 2 themselves 3 himself 4 ourselves 5 themselves
6 myself

12

- › 2 have not / gone 3 missed 4 were doing 5 caused
6 made

LISTENING AND SPEAKING > pages 34–35

Travelling anecdotes

1 Which of the words in the cloud do you associate with the title?

Ask Ss to look at the title and the words in the cloud. They can work in small groups finding associations between some of the words and the meaning of the title. Let them discuss for a short time and have a whole class discussion. Have all groups chosen the same words? Which one do they have in common? How do they give reasons for their choices? How many words have they looked up? Which ones?

Use this discussion as a brainstorming session and write all the new words on the bb for Ss to copy them at the end of the activity.

2 Look at the pictures and discuss with a classmate.

21st Century Skills

Tell Ss to go over the pictures. Ask them if they identify any of the people in them. Have Ss read the instructions and do the task. In this task, there are many possible answers to question 3 that will depend on Ss' perspective and experience. We should listen to them and let them state their point. This enhances **critical thinking**, risk-taking and responsibility.

> **Answers:** 1 a Mahatma Gandhi; b Elizabeth Gilbert; c Richard Branson. 2 No, they aren't. 3 Resilience, because they overcame difficulties and went on being strong and determined (determination); patience to overcome difficulties; success, because they achieved their aim in the end (achievement); power, because they were powerful enough to persist.

3 The people in Exercise 2 are associated with travelling. Listen to their anecdotes and identify the means of transport corresponding to each of them.

Tell Ss to read the instructions and get ready to do the listening task. Remind them that they do not need to understand every single word. This time they will need to get the gist in order to identify the means of transport corresponding to each anecdote. Play the audio file and give them some minutes to complete the task. Tell them they can discuss the answers with a classmate next to them. Give them some minutes to exchange opinions and help each other, and play the audio file for them to double-check their answers. Call volunteers to read the matchings and check with the whole class.

> **Answers:** 1 a train 2 an aeroplane 3 various means of transport

4 Listen again and complete the sentences.

Once again, tell Ss to read the instructions and try to complete the task in pairs with what they remember from the previous listening. They will work collaboratively. Ask them to get ready and play the audio file for Ss to complete the task. Have volunteers read the anecdotes to check with the whole class. Once Ss have completed the anecdotes, play the audio file once more for every S to be able to follow it. Make sure everybody identifies

the person each anecdote refers to. Also, help Ss to learn about the life of the different people to understand better what they have in common.

> **Answers:** 1 was boarding / took off / threw 2 had thrown 3 flew / had rented / caused 4 had done



16

1

One day, Mahatma Gandhi was getting on a carriage. While he was going inside, one of his shoes slipped off and got caught on the track. After he had failed to pull the shoe from the track, he took off the other shoe as well and threw it onto the track right at the spot where the first one was stuck. The astonished passengers couldn't understand why he had thrown the shoe and asked, "Why are you throwing the other shoe onto the track?" Gandhi replied, "The poor man who finds the shoe lying on the track will now have a pair he can use."

2

Richard Branson launched Virgin Atlantic Airlines in 1984 to give passengers a better flying experience. Many of the ideas Branson implemented were to solve problems he had experienced with other airlines. During the initial test flight of a Boeing 747 he had rented, a flock of birds flew into an engine, causing extensive damage. As a result, he failed to get permission to start carrying passengers. Instead of panicking or giving up, Branson committed himself to get the money to repair the plane as soon as possible. His airline got the certification it needed, and Virgin's inaugural flight from Gatwick to Newark was a success.

3

Elizabeth Gilbert shot into the limelight when her memoir *Eat, Pray, Love* became an international bestseller in 2006. The story chronicles a real-life journey across the world she had done to heal from a painful divorce. She changed her life after she had found pleasure in Italy, devotion in India, and balance in Bali. The book was made into a film that starred Julia Roberts, and was a great success too.

IC

Not all Ss will understand the audio file at the same time. Having Ss listen to it several times with various purposes helps them to end up understanding it and to develop their listening skills.



This section is meant to personalise Ss' learning and make the practice more meaningful. Tell them to complete it orally and do the exercise as homework. This practice will help learners to become aware of how much they have learnt and whether they need some extra clarification. While Ss work orally in class, monitor their interaction and provide any help they might need.



SEL

Remind Ss that this box provides ideas to help them fulfil their final project. It is also an alert for them to go on working steadily to complete it. They should decide whose anecdote they would like to share and start looking for more information about it. They should think of what makes the anecdote relevant to give their reasons in the presentation.

Workbook Answers

Page 92



- Travel agent:** Good morning. Yes, Travel Agency. How may I help you?
- Robert:** Good morning. I would like to book a flight to London.
- Travel agent:** OK. I will need some details. When would you like to travel?
- Robert:** On or around September 30th. And I would like to return three weeks later.
- Travel agent:** And are you looking for hotel accommodation as well?
- Robert:** No. I'll be staying with friends.
- Travel agent:** OK. Let me see what we have available. ... Flights from Buenos Aires to London on September 30th will cost \$759.
- Robert:** Wow. That's much more expensive than I expected.
- Travel agent:** Yes, travel on Fridays is always more expensive. If you move your trip to Wednesday the 28th, the price will go down to \$579.
- Robert:** That sounds more like it. Yes, I can move the trip up to the Wednesday before. When is the return date?
- Travel agent:** The return date at this price is on the eighteenth of October. Does that work for you?
- Robert:** Yes. That works. Do you offer travel insurance as well?
- Travel agent:** Yes we do. We have several options. May I send you the details by email?
- Robert:** Yes. My email address is ...

1

> 1 b 2 b 3 a

2

> 2 The price of a ticket for September 30th. 3 The price of a ticket for September 28th. 4 The return date. 5 The date the caller will travel. 6 Flights are more expensive on Fridays.

3

> 1 T 2 F 3 T 4 F 5 F 6 T

Describe a timeline

1 Read the text and follow the information in the timeline.

Ask Ss to look at the timeline and elicit from them that it shows events in the order they occurred. Tell Ss to read the text and follow the information in the timeline. Then, have them read the box with information about timelines.

2 Read again and check the use of tenses to organise events. See page 32.

Have Ss go to page 32 to revise the use of tenses to organise events in the past. Tell them to ask for any clarification they might need.

3 Answer the questions

21st Century Skills

Tell Ss to answer the questions in pairs so that they can discuss their ideas and help each other. They will be developing their **communication** and **collaboration** skills. Call volunteers to read the answers and check with the whole class. Make sure everybody can follow.

- > **Answers:** **1** A journey on horseback from Mongolia to Hungary. **2** He wanted to recreate the trail of Genghis Khan. **3** Because the author wants to highlight it. It is how Tim became famous. **4** He presents his personal discoveries at schools, organisations and community groups.

4 Choose a person you want to write about. Write a timeline. Decide which events you want to highlight and organise your writing. Remember, you can organise events by using different tenses.

Have Ss read the instructions and do the task. They can do it as homework to be able to work at each individual's pace. Remind them that, if they draw the timeline, they are likely to remember all the events at the moment of writing about the person they have chosen. They can also decide which event they consider the most relevant to organise their writing. They can go to page 32 if they need to reinforce the use of tenses to organise events in the past.

Workbook Answers

Page 92

1

- > Ss' own answers.

2

- > Ss' own answers.

3

- > Ss' own answers.

Persistent lives. How these people became famous.

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

Ss have learnt how to organise events in the past. They will write about people whose lives have been changed in or by a trip. They will choose the anecdote and a picture that represents the person and the event that changed his / her life. They will draw a timeline of the life, or part of the life of the person they want to write about. They will include the events they consider relevant. They will organise the text. They can prepare some slides with pictures that represent each moment they want to highlight. They can include key words that will help them to remember what they have to say.

Remind Ss to rehearse speaking in a loud voice to be able to use adequate sounds and intonation and to avoid feeling too anxious when presenting in front of their classmates and teacher.

Enjoy the presentation!

My learning record

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

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

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

Workbook Answers

Page 93

1

> 1 c 2 e 3 d 4 a 5 f 6 b

2

> 1 bus terminal 2 platform 3 depart 4 coach 5 gate 6 land

3

> 1 c 2 d 3 f 4 e 5 a 6 b

4

> 1 myself 2 himself 3 herself 4 themselves 5 yourself
6 itself

5

> 1 Past Simple 2 Present Perfect 3 Past Continuous 4 Past Perfect
5 Past Simple 6 Past Perfect

6

> 1 had planned 2 got 3 had / wanted 4 called
5 postponed 6 went 7 was 8 had / made

Goals

- > Talk about technology from the past
- > Read and learn about three coexisting generations
- > Talk about ambition
- > Describe the development of technology
- > Talk about hypothetical situations
- > Listen and learn about the past
- > Write a paragraph using linking words

Final project

- > Presentation on a comparison of devices

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

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to create a video representing a virtual museum of technology. They will understand the relevance of the language they have to learn to do the final task. They will have time to ask their older relatives for information and the ICT and Art teachers for help.

QUIZ

SEL / 21st Century Skills

Ask Ss if they know what a quiz is. Elicit that it is a sort of test. Tell them they are going to solve the quiz. Ask them to read the questions and to try to answer them. Do they know the answers? Have they ever seen these devices? Is there any of them at home? Give Ss some time to discuss the questions in small groups of three or four. Then, have a discussion with the whole class. Draw Ss' attention to the closing comment in the quiz. Who's over 60 at home? Ss will value the possibility to talk with their grandparents about the past.

This task will help Ss to understand how fast technology is developing. Tell them to ask their grandparents about these devices. They can also ask at school if they still have any of them. Another possibility is to surf the internet in search of information.

1 Look at the pictures and identify their use. Write the corresponding letter.

21st Century Skills

Tell Ss to see if they can match the devices and their use. Tell them they can surf the internet, if there is access at school. If not, give this task as homework so that they can find out information on the net or ask their grandparents. They can start by working out the different uses just looking at the devices' characteristics. Let them draw their own conclusions and discuss in groups. They will develop **critical thinking** skills and they will also learn to state their point and support it.

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

2 Label the pictures with words from the box. There are 2 extra words.

Tell Ss to use the words in the box to label the pictures. Encourage them to take risks at choosing the words. If they cannot work out the meanings, they can use a dictionary to look up the words they do not know.

- > Answers: a a mimeograph b a dial telephone c a typewriter
d a portable radio e a tape recorder f a map g a camera
h a floppy disk i a television set
> Extra words: CD player – hi-fi

More teaching ideas

When Ss finish labelling the pictures, in order to do the checking, write on the bb *This is a ... People used to ...* with it as prompt for Ss to describe each device. Have Ss naming each device and describing its use until they go over all of them. Ss will be using the language structure they are going to learn in a meaningful way, so they will learn its function before they learn its structure. They will be learning to use the language and not about the language.

**SEL**

Ss will personalise their learning by using the new language to speak about things they know or they think to be true. They will be comparing the devices in the past and the ones they use nowadays. Each S will speak according to his / her own experience. Not all Ss will have the most modern devices. It is a great opportunity to reflect on the issue that having and being are not the same. We are not better because we have the best device.

IC

Discuss with Ss how some people discard devices more often than others due to the influence of consumerism. We sometimes do not know all we can do with some devices and end up replacing them for a newer one.

Three coexisting generations

1 Look at the text and choose the correct option.

21st Century Skills

Ask Ss to read the question and to observe the text so that they can answer. Ss will learn how to infer discourse genre by interpreting the form and the general idea of the text. Discuss the answer with the whole class. Ask Ss to give reasons for their answer. Ss will develop their **critical thinking**.

2 Read the text and check your answers.

Tell Ss to read the text to complete the task. They do not need to understand every single word. It is enough to get the general gist. Call a volunteer to answer and check with the whole class. Ask Ss to give reasons for their answer.

> **Answers:** 1 c 2 b

3 Read the text again and find words or phrases meaning ...

IC

You can give this task as homework so that Ss work at their own pace. Some of them will need to look up words and some others will enjoy risking meanings. Tell Ss to try to gather meaning from context and use a dictionary only if necessary. Call volunteers to read the answers to check with the whole class. Make sure everybody can follow.

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

More teaching ideas

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

Since these Ss have studied English for some time, you can add practice by asking them which words they like best or which ones they find most difficult to remember, and they can start categorising them and keeping them in different boxes or envelopes. Later, you can organise spelling contests or meaning contests to go on practising them. These activities are good time fillers when you have 5 minutes to spare.

4 Read the text once more and complete the sentences.

Ss will have to read the text in detail to complete this task. Have them work individually to solve it. They might also do it as homework to have enough time to process the information. Call volunteers to read the answers. Write them on the bb so that everybody has the correct answers to the task at the end.

> **Answers:** 1 baby boomers / work 2 millennials / the workplace / the economy 3 'digital natives' / an average



SEL

Ss will personalise their learning and will gather more vocabulary to complete the final task. Since they will be discussing their own ideas, they will surely describe different realities. Not all parents or grandparents are well acquainted with technology. On the other hand, there are many elderly people who enjoy working online. Monitor Ss' interactions and provide them with the vocabulary they might need. Write on the bb all the words you teach so that Ss copy them at the end of the lesson. Make sure they understand their meaning.

Workbook Answers

Page 94

1

> 1 a 2 a 3 b

2

> 1 T 2 T 3 F 4 F 5 F 6 T

3

> 2 the size and shape of a brick. 3 using an online streaming service. 4 on a YouTube channel. 5 he is proof that age is just a number.

Ambitions

Would like + to infinitive

1 Look at the pictures of Alicia and Luis and complete the sentences.

SEL / 21st Century Skills

Have Ss look at the picture and ask them what the bubbles mean. Elicit that they represent each of the person's ambitions. Tell them to complete the sentences using the hints provided by the picture. They will use **critical thinking**.

Help them to reflect on how we are never happy with our reality. In this case, the older man would like to be younger and the girl would like to be older. Ask Ss if that happens to them. They will develop self-awareness and, listening to their classmates, they will develop awareness of others.

> **Answers:** 2 would like to work 3 would like to live 4 would like to have 6 would like to study 7 would like to play



SEL

Ss will personalise their learning speaking about their own ambitions. Have Ss share their ideas with the whole class. How many have similar ambitions? Remind them that they have to respect everybody's opinion even though they might disagree with them. They will develop **communication** skills.

ESI

Discuss with Ss that our ambitions should not be determined by our gender. Nobody is right or wrong about individual choices.

Technology development

2 Circle the correct options.

Tell Ss to work individually to complete the task. Give them some minutes to make their choices and check with the whole class.

> **Answers:** 1 letters 2 text 3 photocopies 4 scanned 5 smartphones 6 thumb drive 7 e-readers 8 smartphone 9 home office 10 video conferences



When Ss read, check that they pronounce the new items correctly. Besides, help Ss to use rising and falling intonation to organise discourse.

LA

Help Ss to notice how many English words we use in Spanish. Have them reflect on why we use them (we borrow new words because technology is mostly developed in English speaking countries).



ICT LITERACY

Ss will personalise their learning while they speak about their experience with old and new devices. They will develop awareness of how they use ICT. They will also develop speaking skills.

GAMES

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



Remind Ss that this box provides ideas to help them fulfil their final project. It is also an alert for them to go on working steadily to complete it. Ss will start collecting pictures of ICT devices and recording their use to prepare their virtual museum videos.

Used to

Read the table with the Ss. Help them to notice that we use the same form of *used to* + infinitive with all persons. Draw their attention to the rules of use to help them to avoid making mistakes. Show Ss that we use the auxiliary *did* for the negative and interrogative forms. Write two or three examples on the bb. Elicit some examples from the Ss to check that they have understood the form and use.

1 Jannet has changed her lifestyle. Read and write sentences about her using *used to* and *didn't use to*.

Have Ss work individually to write the sentences based on the prompts. Call volunteers to read and to write the sentences on the bb. Everybody will have the possibility to complete the task correctly.

- > **Answers:** 2 Jannet used to prepare posters. She didn't use to prepare slide-show presentations. 3 Jannet used to send letters. She didn't use to text. 4 Jannet used to develop photographs. She didn't use to take digital photographs.



When Ss read, help them to notice that we use the form /ju:st tu/ before vowels and /ju:st tə/ before consonants

2 Which generation does Jannet belong in?

21st Century Skills

Have Ss read the sentences in Ex. 1 and refer to the **Reading** on page 40 to answer this question. They will use **critical thinking** skills to solve the task.

- > **Answers:** Baby boomers

3 Complete the text with *used to* / *didn't use to* and a verb from the box to learn about Peter's past.

Tell Ss to work individually to do the task. Give them some minutes to complete it. Call volunteers to read and check with the whole class. If some Ss cannot follow, write the verbs on the bb and help them to understand why you use the different forms of the verbs.

- > **Answers:** 1 used to be 2 used to cry 3 didn't use to play 4 used to spend 5 didn't use to enjoy 6 used to get

4 Ask questions about Peter.

Tell Ss to work in pairs writing the questions and answers about Peter. In order to check, ask different pairs to read a question and its answer each. Call other volunteers to write them on the bb to make sure everybody completes the task correctly.

- > **Answers:** 1 When did he use to be really shy? 2 What did he use to do a lot? 3 How did he use to spend breaks? 4 Where did he use to get carsick?



When Ss read, check that they use the correct falling intonation for information questions.



SEL

Ss will personalise their learning using the new structures to speak about habits they have changed.

Conditional Type 2

Study the box with the Ss and help them to notice the form of the verbs. Read the box with the uses of the conditional sentence type 2. Highlight the fact that we express probable conditions. Focus Ss' attention on the after thoughts between brackets to aid comprehension.

5 Complete the following conditions.

Tell Ss to complete the conditions chain. Show Ss that they express hypothetical conditions. Ask them to work orally in class and complete the writing task as homework. They will reinforce what they have learnt and will become aware of what they do not understand. The following lesson, ask Ss to read their sentences and ask for clarification, if necessary.

- > **Answers:** 2 If I had a lot of money, I'd travel a lot. 3 If I travelled a lot, I'd go to Europe. 4 If I went to Europe, I'd visit museums. 5 If I visited museums, I'd learn a lot about Fine Arts. 6 If I learned a lot about Fine Arts, I'd give lectures. 7 If I gave lectures, I'd become famous.



When Ss read the sentences, help them to notice that we use referring (rising) intonation in the first clause and proclaiming (falling) intonation in the second one.

Conditional Types 0, 1 and 2 compared

Ask Ss to read the chart to understand the difference between the conditional types.

AT

Ss will understand the difference in the meaning stated by the three conditional types seen so far.

6 Complete the second sentence so that it means the same as the first. Use Conditional Types 0, 1 or 2.

This exercise aims at reinforcing the comprehension of the meanings stated by the different conditionals. Ask Ss to do the task orally in class and to write the sentences as homework. They will reinforce what they have learned and will become aware of what they do not understand. The following lesson, ask Ss to read their sentences and ask for clarification, if necessary.

- **Answers:** 1 press this key 2 go on talking 3 didn't have 4 would try 5 studied hard enough 6 wait

GAMES

You can invite Ss to play the games on page 73. They will practice the conditionals learnt so far playing *Conditions chain game*. If there are fast finishers, they can enjoy some fun time in class. If the whole group moves ahead together, you can give them some minutes to practise and enjoy at the same time.

Workbook Answers

Page 95

- 1**
➤ 2 dial telephone 3 CD player 4 floppy disk 5 maps 6 typewriters
- 2**
➤ 2 nevertheless 3 Even though 4 Even though 5 nevertheless 6 Would / rather
- 3**
➤ 1 c 2 f 3 a 4 e 5 b 6 d
- 4**
➤ Ss' own answers.
- 5**
➤

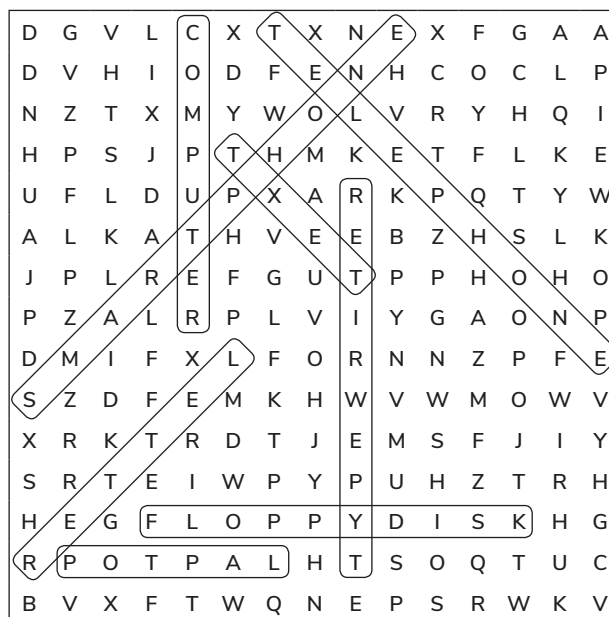
Old technology	New technology
dial telephone	smartphone
floppy disk	thumb drive
typewriter	computer
letter	text messages
map	GPS

Page 96

- 6**
➤ 2 dial telephone 3 map 4 typewriter 5 thumb drive 6 GPS

7

➤



8

- Answers may vary: 2 He used to fight with his brother. 3 When Alan was younger, he didn't use to eat a lot of fruits and vegetables. 4 He didn't use to study a lot. 5 Alan used to play football. 6 He used to score a lot of goals.

9

- Answers may vary: 2 Both Ana and Peter used to be in a theatre group. 3 Peter didn't use to do dance classes. 4 Ana used to study a lot. 5 Ana didn't use to help her mum prepare dinner. 6 Peter didn't use to watch a lot of TV.

Page 97

10

- Answers may vary: 2 She never used to do research in the library. 3 My parents never used to go dancing. 4 I sometimes used to go roller skating. 5 They used to go to the beach once a week. 6 We sometimes used to listen to the radio. 7 Our friends never play video games. 8 They used to take the bus to school every day.

11

- 2 Did Maria use to go camping? 3 Did Elena use to volunteer? 4 Did Ben use to go to music festivals?

12

- 2 How did you use to get around? 3 What did you use to like to do at weekends? 4 Where did you use to go to school? 5 How much did you use to spend on clothes? 6 Where did you use to shop?

13

- Answers may vary: 2 If Paula were rich, she would have a big house. 3 If Paula won the lottery, she would go on a shopping spree. 4 If Paula were tall, she would play volleyball professionally. 5 If Paula won Argentina's Got Talent, she would be famous. 6 If Paula got all As at school, her parents would be very happy.

14

- Answers may vary: 2 If I were you, I would talk things over with my parents. 3 If I were you, I would play a sport at school. 4 If I were you, I would get involved in school activities.

LISTENING AND SPEAKING > pages 44–45

Dialogue with Grandpa

1 Look at the picture and describe what you see.

SEL / 21st Century Skills

Ask Ss to look at the picture and answer the questions. Encourage Ss to read the context. They will interpret the hints given in the picture. Use this opportunity to brainstorm ideas that will help Ss to understand the context and, eventually, the audio file. Accept all the opinions. Everybody has the right to be heard and respected. Ask Ss to try to explain which hints make them draw their conclusions.

2 Listen and check your answers.

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

> **Answers:** 1 Alicia and her grandfather. 2 She is interviewing him for the school magazine. 3 They are talking about some of the many changes that have taken place in the 20th century.

3 Listen again and tick the devices they mention.

Tell Ss to read the list of devices and get ready to do the task. Play the audio file and give Ss some minutes to complete the ticks. Play the recording once more, if necessary. Check with the whole class.

> **Answers:** 2–4–5–6–7–9



Alicia is interviewing her grandfather, who is 64 years old, for the school magazine. They reflect on some of the many changes that have taken place in the 20th century.

Alicia: Hi Grandpa! Is it true that there wasn't colour television when you were a child?

Grandpa: Absolutely true! And not only that! We didn't have television of any kind at home.

Alicia: No! What did you do in the evening?

Grandpa: Well, we used to read a lot. And we also used to listen to the radio. I used to listen to King Arthur's stories.

Alicia: And ... what is better? The radio or the television?

Grandpa: Each media has its own positive points. We see everything ready-made on television and we enjoy the pictures. When we listen to the radio, we have to use our imagination and we create part of the story ourselves.

Alicia: Is it true that you didn't have photocopiers at school? How did teachers prepare the copies for you?

Grandpa: Oh, they used a mimeograph. They used special paper and their typewriters to prepare the original document. Then they moved a handle and the papers passed through a slit in the machine and came out already printed.

Alicia: You said 'typewriters'? What's that?

Grandpa: We didn't have personal computers so we used to type documents on our typewriters. There were manual and electric typewriters. But if we made a mistake, we had to erase it manually. Most of the time, we had to type the whole page again when we wanted a clean copy.

Alicia: Gosh! That must have been time consuming!

Grandpa: You could say that!

More teaching ideas

In order to practise the vocabulary, ask Ss to describe what the devices not mentioned are used for. Encourage weaker Ss to participate.

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

Ask Ss to read the sentences to get ready to listen to the recording again. Tell them to try to complete what they can based on the information they remember from previous listening. Play the audio file and allow Ss to work in pairs to complete the task. Call volunteers to read the answers and check that everybody can have the correct answers in the end.

> **Answers:** 1 T 2 DS 3 F 4 F 5 T



SEL

Ss will personalise their learning. This time, they will reflect on hypothetical situations: Would they like to live a week in the past? When exactly? It will give them the possibility of practising the new vocabulary and structures and to develop self-awareness and awareness of others.

Let's play a game!

5 Look at the picture and say which game they are playing. Why do you think so?

21st Century Skills

Have Ss read the questions and look at the picture in detail. Let them try to answer the questions drawing their own conclusions. They will use **critical and creative thinking** to discover the name of the game.

6 Listen and check your guesses.

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

➤ **Answer:** *Suppositions game*

7 Listen again and answer.

Tell Ss to read the questions and get ready to work individually to listen to the audio file and answer them. Let them join a classmate to discuss the answers. Call volunteers to read the answers and check with the whole class.

➤ **Answers:** **1** Because he has never thought about it. **2** He would like to be a tortoise because he doesn't run fast. **3** He ends the conversation talking about his grandpa's favourite song. **4** The song his grandparents used to dance to at parties. ('Tie A Yellow Ribbon Round The Old Oak Tree')



21

- Pablo:** OK, Esteban. Let's start our game.
- Esteban:** Great! Who asks?
- Pablo:** I'll do it. If you didn't live here, where would you like to live?
- Esteban:** Mmm ... I've never thought of it ... Córdoba maybe.
- Pablo:** Good. If you were a celebrity, who would you like to be?
- Esteban:** I'd like to be Daniel DiMaggio ...
- Pablo:** Ok. Ha-ha. If you were an animal, which animal would you be?
- Esteban:** I think I might be a tortoise. I'm not a fast runner, am I?
- Pablo:** Oh! But you are not that slow!
- Esteban:** Don't bet on it!
- Pablo:** Last question. If you were a plant, which plant would you be?
- Esteban:** A big oak tree. Maybe someone ties a yellow ribbon around me!
- Pablo:** Ha-ha. What do you mean?
- Esteban:** 'Tie A Yellow Ribbon Round The Old Oak Tree' is an old song my grandpa used to listen to when he was young. He and grandma used to dance to it at parties.



SEL

Ss will personalise their learning using the vocabulary and structures to play the *Suppositions game*. They will say which animal, plant, etc. they would like to be if they could choose. They will also learn a bit more about themselves and their classmates.

Workbook Answers

Page 98

1

➤ 1 a 2 b 3 a

2

➤ 1 F 2 T 3 T 4 F 5 F 6 F

3

➤ **1** Spiderman, Captain America, Hulk and Wolverine. **2** are very good. **3** he used to have art lessons. **4** bring some of his drawings **5** work in the arts **6** Clara



Teacher:

Benjamin, why don't you tell us about yourself?

Benjamin:

Sure. I'm 16 years old. I live in Buenos Aires, but I was born in Mendoza. I enjoy playing video games, but when I was a child, I used to love comics. I am still a big fan of Spiderman, Captain America, Hulk and Wolverine. And of course, I have seen all of the films. One of my hobbies is drawing, so I draw my favourite superheroes and I make up my own as well.

Teacher:

That's very interesting. Do you have any of your drawings with you?

Benjamin:

Yes, I do. These are my drawings of the Marvel superheroes.

Teacher:

Wow! They are actually very good.

Benjamin:

Thank you! When I was a kid, I used to have art lessons and since I'm interested in the Marvel comics, I started drawing superheroes.

Teacher:

Do you have any of your other drawings with you?

Benjamin:

Not here, but I can bring some tomorrow.

Teacher:

That would be nice. Tell us what you would like to do when you grow up.

Benjamin:

I would like to work in the arts, maybe as a comic artist, as a graphic designer or as an artist for a big studio.

Teacher:

Well that's very interesting. Nice to meet you Benjamin. Class, give him a round of applause. Now, Clara, can you tell us about yourself ...

Stating our point

Tell Ss that when we state our point, we usually give various reasons. These reasons are connected by linking words which help to add cohesion to discourse. Read the box with the Ss and help them to understand the difference in meaning of the linking words.

1 Circle the words that give extra information, frame the words that introduce a difference and underline the words that introduce a result.

Tell Ss to do the task individually with the help of the information in the box. Call volunteers to read one kind of linking words at a time to check with the whole class.

> **Answers:** besides Even though For this reason

2 Fill in the blanks with the correct linking words.

21st Century Skills / IC

Have Ss work individually to complete the paragraph. Tell them to use the information in the box and Ex.1 for help. Let them 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 However / Nevertheless 2 Moreover / Furthermore / Besides 3 For this reason / As a result

3 Write a paragraph about ICT development and its result in education. Use at least one linking word to add extra information, one linking word to introduce a difference and one linking word to introduce a result. Remember, we generally use a comma after the linking words.

21st Century Skills / IC

Ss have already seen some models they can imitate. Now they have to write their own paragraph. Tell them to use the questions as a guide. They should remember to use at least one linking word of each kind. You could assign this task as homework so that Ss can work at their own pace. Moreover, you could encourage them to work on collaborative writing, sharing their works via email and working on peer correction before sharing with the whole class. The following lesson, call volunteers to read.

> Ss' own answers.

Workbook Answers

Page 98

1

- > 1 Now we don't need an operator to make a phone call.
- 2 Flip phones were much smaller than rotary phones.
- 3 With flip phones 95% calls were completed.
- 4 Smartphones have a much bigger storage capability.
- 5 Smartphones allow us to watch videos besides talking to people.
- 6 Now we can surf the internet on a smartphone.

2

- > Ss' own answers.

3

- > Ss' own answers.

Presentation on a comparison of devices

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

Ss have had plenty of practice and have lists of old and new devices. Each S will prepare a description of the evolution of a different ICT device. In order to be fair, Ss will draw lots to distribute responsibilities. They are going to surf the net or look for photos of the devices and how they have changed over time. When they have the illustrations, Ss will prepare their descriptions of the evolution. They are going to prepare slides with the pictures. Once all the slides are ready, they are going to make the video. They can ask their ICT and Art teachers for help to prepare the front and last slide to introduce and close the 'visit' to their virtual museum. Ss will record their descriptions and insert them in the video as well as some background music. They will join all the videos into one and get ready to 'visit' their virtual museum together.

Enjoy the visit!

My learning record

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

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

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

Workbook Answers

Page 99

1

- > 1 smartphone 2 camera 3 typewriter 4 computer
5 thumb drive 6 maps

2

- > 1 even though 2 would rather 3 nevertheless 4 Even though
5 would / rather 6 nevertheless

3

- > 1 b 2 b 3 a 4 a 5 a 6 b

4

- > Ss' own answers.

5

- > Ss' own answers.

6

- > Ss' own answers.

History

Pre-reading: Ask Ss to brainstorm some of the things they use in everyday life that they can't live without. Write Ss contributions on the board. Ask Ss if they know when these things were invented and who invented them. Ask Ss to discuss what life might have been like before the invention of some of the things on the board. Introduce the vocabulary and pronunciation of key vocabulary from the texts.

Have Ss work in pairs to read one of the texts – half the class will read the text 'Life before electricity' in pairs and half the class will read the text 'Life before the telephone' in pairs. Each pair will make notes of life before each invention and come up with how life changed after each invention. After ten minutes, have all the pairs for each invention join up (now you will have two large groups) to share their ideas. After ten minutes, have two people from each invention group present life before and life after each invention.

Introduce invention-related vocabulary. Go over pronunciation.

1 Complete the sentences with words from the vocabulary list above.

> **Answers:** 1 inventor / patent 2 copyright 3 prototype 4 trade secret 5 innovation

2 Do some research and match the inventors to their inventions and the year in which they were invented.

> **Answers:** 1 f / III 2 d / V 3 b / IV 4 a / II 5 e / I 6 c / VI

3 Do some research and complete the same information (inventor and year invented) for the following inventions

> **Answers:** Bluetooth technology: Jaap Haartsen / 1994 Bicycle: Pierre Michaux and Pierre Lallemand / 1864

4 Inventions usually happen when the inventor seeks to solve a problem. Work in a group. Identify a problem and invent a solution or product to solve the problem.

ROUND OFF ANSWERS

Page 49

1

> 1 had 2 used to be 3 saved 4 had never been
5 became 6 used to wear 7 were 8 used to be 9 used
to watch 10 ourselves

2

> 1 Scanning documents used to be very slow and boring in the past. 2 When was the last time you wrote a letter to someone? 3 I am so glad I had made photocopies of my documents before I lost them. 4 Travel with your thumb

drive in case you need to access any files. 5 If your grandparents had a smartphone when they were young, would they share their life on social media?

3

> 1 c 2 e 3 a 4 d 5 b

4

> 1 had blamed 2 didn't know 3 had disappeared
4 accessed 5 used to backup 6 deleted 7 had forgotten
8 have just found out 9 erased 10 was playing

Goals

- > Talk about some problems that affect the environment
- > Talk about how to avoid damaging the environment
- > Read and learn about how pollution can affect intelligence
- > Describe devices and their uses
- > Identify materials
- > Report instructions, requests and advice
- > Listen and learn about devices to help the environment
- > Write and rephrase news headlines

Final project

- > Science fair – class inventions

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

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to design devices to protect the environment and present them at the school Science Fair. They will understand the relevance of the language they have to learn to do the final task.

Before we start

Read with the Ss the box that explains what environmental issues are. Make sure they understand the meaning of developed countries. Ask Ss to give examples to check their comprehension. Explain the meaning of *pollution*. Tell Ss that it can be of many different kinds.

1 Look at the pictures and try to explain what issue each of them represents.

21st Century Skills

Tell Ss to look at the pictures and to describe what they see in them. Ss will use their previous knowledge and **critical thinking** skills to solve the task. When Ss try to do so, they will ask you to provide the vocabulary they do not know. Let them use Spanish and give them the English equivalent. Write the new words on the bb and pronounce them so that Ss start getting used to working with the new vocabulary.

2 Tick the environmental issues represented by the pictures.

21st Century Skills

Tell Ss to read the instruction and do the task. Let them work in small groups of 3 or 4 Ss and encourage them to try to find the matchings using their previous knowledge and to use the dictionary to look up the words whose meaning they cannot work out. Have a whole class sharing to check. Help Ss with the pronunciation of new words. Make sure everybody can follow.

- > **Answers:** 1 h 2 c 3 d 4 a–b 5 d–j–k 6 g 7 no matching 8 d 9 d–f–k 10 d–e–j–k 11 i 12 no matching 13 no matching 14 e 15 no matching 16 k

3 Join 2 or 3 classmates, discuss and make notes.

21st Century Skills / CA

Tell Ss to work in small groups to solve this task. They will have to use their previous knowledge and **critical thinking** to identify the causes of different kinds of pollution. Check with the whole class and write the answers on the bb to make sure everybody has the correct answers.

While Ss discuss these issues, they will become aware of how human behaviour can damage the environment and harm people. (e.g. you could help Ss notice how sound pollution harms people who suffer autism.) They will develop **individual and social responsibility**.

- › **Answers may vary:** **1** Air pollution is caused by smoke from cars and factories, fumigation, and deforestation. **2** Sea pollution is caused by ships' waste and oil spills. **3** Sound pollution is caused by drivers blowing their car horns, and loudspeakers placed in the street. **4** Industrial pollution is caused by the smoke coming out of the chimneys, and toxic waste in the river. **5** Global warming is caused by air pollution.

More teaching ideas

A follow-up activity could be to surf the internet to find out how people fight pollution in other countries in the world. Then, Ss might have a sharing session to discuss their findings.

4 Which items have not been ticked? Why?

21st Century Skills

Have Ss go over the options in Ex.2 and think critically why some options have not been ticked. They will identify some options as possible ways to fight pollution.

- › **Answers:** 7 – 12 – 13 – 15. They are possible solutions to the environmental issues.



21st Century Skills / SEL / CA

Ss will personalise their learning because they will speak about their personal experience. This discussion is useful to make a point about how we could change some behaviours which might damage the environment. They can discuss some ways to replace those behaviours in an eco-friendly way.

GAMES

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

Intelligence might be affected by pollution

1 Look at the text and answer the questions.

21st Century Skills / SEL

Tell Ss to read the instruction and do the task. In question 1, they will identify the text as a scientific publication. It seems to be a web page on Biology. (Ss can infer this from the banner at the top. They are acquainted with the internet formats.) You can help them notice that there are links for articles, authors and to submit an article. These links tell us that researchers can publish in this web page.

When Ss discuss question 2, they will come up with many different opinions. Accept their ideas as far as they support them. They will learn to think before speaking and to support their ideas with information or sound reflection. They should also respect everyone's opinion and wait until they read the article to find out who is right.

> **Answers:** 1 c 2 Ss will state their individual point of view. What really matters is that they support whatever they state.

2 Read the text and find words or phrases meaning the same as ...

LA / CA

Ask Ss to read the text and find the words that correspond to the meanings given. Tell Ss they can pay attention to the meaning of the whole sentence or paragraph to gather meaning from context. Encourage Ss to try to solve the task without resorting to a dictionary. Explain to them that that is the way in which we have to interpret meaning when we travel and interact with people in English. We cannot look up every word we do not know. Ss will develop their critical thinking. Call volunteers to read the answers to check with the whole class. Ask Ss to read the hints that helped them to get the meaning.

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

3 Read once more and answer.

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

> **Answers:** 1 It was done in China. 2 It showed that notable falls in student test scores for languages and arithmetic were caused by air pollution. 3 People living in big cities are warned that they should take some measures to diminish the effects of air pollution. 4 They equated the impact of air pollution to the loss of education during a year. 5 Because choosing that course of action "may benefit human capital, which is one of the most important driving forces of economic growth". 6 It means that we anticipate and prevent future pollution sources in order to protect the environment and public health.

Workbook Answers

Page 100

1

> 1 c 2 b 3 c

2

> 2 The number of ports in the city 3 The number of hospital visits in 2011 for respiratory complaints. 4 The number of hospital visits in 2018 for respiratory complaints. 5 The number of hospital visits in 2018 by children and newborns for respiratory complaints. 6 The reduction of harmful pollutants in the air.

3

> 2 56% 3 150 km 4 73% 5 550 6 13%

Environment – Collocations

1 Write + (positive) or – (negative) next to each verb associated with the environment.

21st Century Skills / CA

Tell Ss that there are some verbs which are used with certain nouns and not with others. When we learn them in our language (e.g. *dar un paseo*, *dar la lección*, *tomar la lección*), we learn them as chunks. When we think of the first word, the second immediately comes to our mind. These combinations of words are called **collocations**. Ss have already seen some in the **Activate** and **Reading** sections. Some verbs are transparent and they will not have any problem in understanding their meaning. Have them work individually for some minutes to decide whether the verbs express positive or negative ideas. Then, tell them to join a classmate to share the answers. Call volunteers to read the answers and check with the whole class. Make sure everybody can follow.

> **Answers:** 1 + / - 2 + 3 - 4 - 5 - 6 + 7 +

2 Put the letters in the correct order to form words to complete the sentences.

Tell Ss to read the sentences and try to put the letters in order to find the words that complete them. Remind them they have to get used to using their previous knowledge to solve new problems. Let them work individually. Call volunteers to read the answers and correct with the whole class.

> **Answers:** 1 preserve 2 cleaned up / pollution 3 damages 4 affected

Environmental issues

3 Circle the correct options.

Have Ss work individually to solve the task. They will be reading about environmental issues. Call volunteers to read the answers to check with the whole class.

> **Answers:** 1 recycle 2 Sound 3 preserved / air 4 ban 5 global warming 6 toxic waste



When Ss read to check, pay attention to how they pronounce individual sounds and to their use of rising and falling intonation to chain ideas.

Describing devices - Materials

4 What are these objects made of? Match the objects to the materials.

Tell Ss to work in pairs to solve the task. They will have

to identify the material things are made of. Some of the materials will be known to them because of the tags that some imported clothes and objects bring. Some others have already been seen in previous books. Tell them to try to match as many objects and materials as possible and to look up words only after having tried hard to work out meanings. They will recycle previous knowledge and will feel rewarded to see how many matchings they can solve. Call volunteers to read the matches and check with the whole class.

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



When Ss read to check, since they will be reading individual words, pay attention to how they pronounce discrete sounds

5 What are they used for? Write the name of the object.

Tell Ss to go on working in pairs to solve this task. They will be recycling used to and incorporating the Passive voice in the present in a meaningful way. Call volunteers to read the sentences and the name of the objects used for that. They will make conceptual associations and this process will turn their learning more memorable.

> **Answers:** 1 cup 2 jar 3 T-shirt 4 statue 5 cap 6 shoes 7 paper plane 8 trumpet 9 kettle 10 vase 11 rubber band 12 chair

GAMES

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



21st Century Skills

Remind Ss that this box provides ideas to help them fulfil their final project. It is also an alert for them to go on working steadily to complete it. Ss should choose an environmental issue they want to fight and they have plenty of examples of materials, devices and uses to use to describe the device they want to create. They will be using **creative thinking**.

Passive voice

IC

Go over the boxes with the Ss to analyse the meaning and form of the Passive Voice. Help them to notice how it is formed and how word order is modified when we turn a sentence in the active voice into the passive voice. Elicit examples from the Ss to see that they follow. Encourage Ss to ask what they don't understand.

Tell Ss to read the **Pay attention!** boxes and help them to notice how the object and subject of sentences change according to whether they are in the active or the passive voice. Focus their attention on the use of *by* to introduce the agent when it is relevant.

Draw Ss's attention to the uses and tell them they have to keep them in mind because the passive voice is very often used.

LA

Ss will notice that the passive voice has the same uses both in English and Spanish.

1 Complete the second sentence so that it has the same meaning as the first sentence.

IC

Ask Ss to do this exercise orally in class and to complete the written part at home. This practice will help learners to become aware of how much they have learned and whether they need some extra help. The following lesson, call volunteers to read and write the sentences on the bb so that everybody has the opportunity to complete the task. See that everybody has the correct answers. Encourage Ss to ask if they do not understand something.

- > **Answers:** 1 was broken 2 are not followed 3 are planted
4 was blamed for the fire 5 were told to keep silent

2 Circle the correct options.

IC

Tell Ss to complete the activity. Give them some minutes to work individually. Call volunteers to read and check with the whole class so that everybody has the possibility to complete the task correctly.

- > **Answers:** 1 was 2 by 3 was 4 is 5 are 6 are 7 was
8 were 9 were

3 Ask questions in the passive voice. Use the Present Simple or the Past Simple.

IC

Tell Ss to work individually to make the questions. Remind them they can use the box at the top of page 54 for help. Call volunteers to read and check with the whole class. Ask some Ss to write the questions on the bb. so that all Ss have the possibility to keep a record of their classmates' correct versions. Encourage Ss to ask what they might not understand.

- > **Answers:** 1 When was the smartphone invented? 2 Why is Peter called? 3 How long were these books kept here?
4 Why is toxic waste thrown in the river? 5 When was the new computer bought?

αx

While Ss read, check that they use the correct falling intonation to ask information questions.

4 Write questions and answer them. You must use the Present or Past passive.

IC

Now Ss will have to ask confirmation questions, correct the information and give the corresponding answer. Ask Ss to do this exercise orally in class and to complete the written part at home. This practice will help learners to become aware of how much they have learned and whether they need some extra help. The following lesson, call volunteers to read and write the questions and answers on the bb so that everybody has the opportunity to complete the task. See that everybody has the correct answers. Encourage Ss to ask if they do not understand something.

- > **Answers:** 2 Is the Eiffel Tour placed in Spain? No, it isn't. It's placed in France. 3 Was *Romeo and Juliet* written by Cervantes? No, it wasn't. It was written by Shakespeare.
4 Was "Guernica" painted by Van Gogh? No, it wasn't. It was painted by Picasso. 5 Was "El David" sculpted by Botero? No, it wasn't. It was sculpted by Michelangelo. 6 Was "La Pedrera" built by Niemeyer? No, it wasn't. It was built by Gaudi.

αx

When Ss read to check, have them use the correct rising intonation to ask confirmation questions. Tell them to use fall-rise intonation for corrections. And falling intonation to give the new information.

AT

Ss will understand the structure and use of the Passive Voice in its Present and Past forms.

Reported speech - Instructions, requests and advice - *Tell, ask and advise*

Study the box together with the Ss and help them to notice the changes in the structure. Also have them focus on the difference between instructions, requests and advice as regards the attitude of the speaker. Help them to understand that we make the difference by using (or not) *please* in the direct sentence and the corresponding reporting verbs in the indirect ones. Remind them that intonation is also important to express attitude.

Have Ss read the **Pay attention!** box to help them to notice the way we organise words when reporting affirmative and negative sentences. This information will avoid unnecessary mistakes.

5 When Ms Ronson came into the classroom, students were talking and playing. Look at what she told them and report the sentences using *tell, ask, or advise* in the corresponding form.

IC

Ask Ss to work individually and to use the information in the boxes for help. Give them some time to do the exercise and check with the whole class to make sure everybody understands. Focus attention on the Ss who have more difficulty in learning. Ask them to say which hints they use to answer.

- › **Answers:** 1 She asked them to sit down. 2 She told them to look at the blackboard. 3 She told them not to forget to copy the sentences. 4 She advised them to study for the exam. 5 She advised them not to arrive late. 6 She asked them not to throw papers on the floor.

Workbook Answers

Page 101

1

- › 1 a sound pollution b air pollution 2 a visual pollution b - 3 a industrial pollution b chemical pollution 4 a urban sprawl b -

2

- › 2 marine pollution 3 sustainable development 4 deforestation 5 Fumigation 6 global warming

3

- › 1 e 2 c 3 a 4 b 5 f 6 d

4

- › 2 plate 3 jeans 4 shirt 5 belt 6 gloves

5

- › 1 paper plates 2 Cotton shirts 3 leather belt 4 rubber gloves 5 plastic cups 6 denim jeans

Page 102

6

- › 1 took concrete measures 2 cut down 3 notable 4 acid rain 5 urban sprawl 6 visual pollution

7

- › 1 Active 2 Active 3 Passive 4 Active 5 Passive 6 Passive

8

- › 2 The neighbourhood park was cleaned up by the volunteer group. 3 The city is polluted by industrial emissions. 4 The endangered animals are protected by the NGO. 5 Extreme measures were ruled out by the government. 6 Industrial waste coming from the surrounding factories was banned by the city.

9

- › Answers may vary: 2 The building's glass and aluminium are recycled weekly. 3 Only recyclable packaging is used at our company. 4 Use of plastics was reduced drastically last year. 5 In the past, endangered species were not protected.

Page 103

10

- › 2 were polluted 3 were littered 4 were emitted 5 is recognised 6 is preserved

11

- › 1 b Our teacher told us to work with a partner. 2 a My husband asked me to give the baby a bath. b My husband asked me to turn up the heat. 3 a My grandmother advised me to read good books. b My grandmother advised me to eat healthy foods.

12

- › 2 Julieta advised me to recycle. 3 Martin asked me to take the bottles to the recycling plant. 4 Sara asked us not to use plastic cups and straws. 5 The doctor told us to cut down on meat. 6 Lucia told me to clean up after myself.

13

- › 1 Benjamin said that he would bring the drinks. 2 Andrea said that she would bring meat. 3 Juan said that he would not be able to make it. 4 Laura said that she and Nadia would bring snacks. 5 Flavia said that Valentina had promised to bring cups and plates. 6 Daniel asked if I could bring some bread.

LISTENING AND SPEAKING > pages 56–57

Preparing for the Science Fair

1 Look at Marcos and Adela and discuss.

21st Century Skills / SEL

Ask Ss to look at the picture and answer the questions. Encourage them to read the context. They will interpret the hints given in the picture. Remind Ss everybody has the right to express their opinion and that they must respect all ideas.

2 Listen to the dialogue and check your guesses.

Tell Ss they are going to listen to an audio file to check if their inferences were right. Play the audio file and give Ss time to complete the task. Discuss the answers with the whole class.

> **Answers:** 1 They are at her or his home. 2 A poster with the design of a device. 3 It's for the school Science Fair.

3 Listen again and answer the questions.

Tell Ss to complete the answers with the information they can remember and to get ready to listen to the audio file a second time. Let Ss discuss their answers in pairs. Play the audio file. Give some minutes to complete the task.

> **Answers:** 1 The prize. 2 No, she just wants to enjoy the project. 3 It's the super-parabolic eco-friendly umbrella. It covers the land and acid rain is kept out of the area.

4 Listen once more and write the name. Who says ...

Tell Ss to read the quotes and to try to identify who says them according to what they remember from the previous listening. Ask them to get ready and play the audio file once more. Give them some minutes to complete the task. Check that everybody has the task correct.

> **Answers:** 1 The teacher 2 The teacher 3 Marcos 4 Adela 5 Marcos



22

23

24

Marcos: Do you think we'll win the prize?

Adela: Don't think about it, Marcos. Just enjoy the work. I think our design is quite original, isn't it?

Marcos: It certainly is! But do you think it could be constructed?

Adela: The teacher didn't mention building it. She advised us to be creative.

Marcos: You're right. And she asked us not to copy each other's projects. And we are working on our own.

Adela: Now ... what's the name of this device?

Marcos: It's the super-parabolic eco-friendly umbrella.

Adela: And what is it made of?

Marcos: Well, tell me. I've already invented the name.

Adela: Oops! Ehhhh ... metal? Or is it too heavy?

Marcos: It depends. But it must be silver.

Adela: OK. Let's say it is made of aluminium. We won't have to paint it. And it is quite light. The buttons are made of plastic because they mustn't conduct electricity.

Marcos: Good! Halfway done! And ... What is it used for?

Adela: Well ... Eco-friendly ... protects the environment. Umbrella... covers ...

Marcos: Yes! It covers the land and keeps acid rain out of the area!

Adela: And if we press this green button, we let the toxic gases out of the area.

Marcos: Brilliant! Let's start writing everything on the poster!



21st Century Skills / SEL

This section is meant to personalise Ss' learning and make the practice more meaningful. They will start getting some ideas of which device they can design. They will develop their **creative thinking**.

At the Science Fair

5 Look at the pictures. Pay attention to the designs. Discuss with a classmate which name you would give them and what you think they are used for.

Tell Ss to work in pairs looking at the designs in the picture. Give them some minutes to discuss the names they would give each device. Have Ss describe the use they think each device might have. There is no correct / incorrect option.

6 Listen to the conversations. Number the pictures and write the names of the devices.

Tell Ss to read the question and get ready. Play the audio file. Give Ss some minutes to answer. Help them to notice the different attitudes of the speakers.

> **Answers:** 1 the magic noise Hoover 2 the super-parabolic eco-friendly umbrella 3 the extra-long ozone layer repairing ladder

7 Which materials are mentioned?

Ask Ss to get ready for another listening. Tell them to prepare paper and pencil to write down notes. Play the audio file and give Ss some time to work in pairs and complete the answer.

> **Answers:** crystal, aluminium, plastic



1

Bruce: What's this, Mabel?

Mabel: Hi, Bruce! It's the magic noise hoover. All made of unbreakable crystal.

Bruce: What is it used for?

Mabel: It absorbs all the deafening noises in the environment.

Bruce: How does it work?

Mabel: It is placed on the roof of the house. It is directed to the street corner and when this button is pressed, it absorbs all the sound waves over 70 decibels.

Bruce: Interesting! But you'll never hear a rock concert! They produce over 120 decibels! Ha-ha.

Mabel: If I'm interested in the concert, I might not turn it on!

2

Jennice: What's this, guys? It looks brilliantly attractive!

Adela: It's the super-parabolic eco-friendly umbrella. It's made of aluminium. That is why it shines.

Jennice: What is it used for?

Marcos: It keeps acid rain out of the area.

Jennice: Wow! And what about dirty air?

Adela: If this button is pressed, the toxic air gets out through that hole.

Jennice: I'll vote for you!

3

Willy: Hi, Freddie! What do we have here?

Freddie: It's the extra-long ozone layer repairing ladder.

Willy: The name's longer than the ladder! Ha-ha.

Freddie: Well ... I'm not really creative. But I had to prepare something.

Willy: And what is this ladder used for?

Freddie: Well ... It carries the plastic buckets with sponges to close the ozone layer hole.

Willy: And how long will it take you to get to the hole in the ozone layer?

Freddie: Oops! I haven't thought of that!



SEL

Ss will personalise their learning using the new vocabulary and structures to speak about the designs. Move about the classroom to help Ss to discuss. After Ss discuss in pairs for some minutes, have a whole class sharing. While Ss speak, write the new vocabulary that comes up on the bb.



Remind Ss that this box gives them some hints to complete their final project. Tell them it means they should work on the project to complete it in due time.

Workbook Answers

Page 104

1

› 1 a 2 a 3 b

2

› 1 F 2 T 3 F 4 T 5 F 6 T

3

› 2 a clean up affected air and waterways. 2 b protect the native flora and fauna in the surrounding countryside. 3 plant 100 trees a year each, over the next ten years. 4 tackle deforestation. 5 a positive effect on the quality of air and the health and satisfaction of the population. 6 statistics which support the city's claim on improvements over the last five years.



Good evening and welcome to City News. Tonight, we look at the city's efforts to improve air quality and reduce air pollution.

To improve air quality, all of the city's buses have been replaced by new vehicles which have lower emissions of harmful gases. Bicycle lanes have been renovated and extended, adding an additional 40 km this year alone. The city has seen more people walking and taking their bikes to work and to school. The city council is continuing discussions started last year about the possibility of banning all motor vehicles in the city centre, but this has not yet been approved.

Two years ago, the city began fining factories which were found to be polluting the air and water above the permitted levels. The medium-term goal is to reduce industrial pollution to minimum levels. The fines are used directly in environmental actions to clean up affected air and water ways and to protect the native flora and fauna in the surrounding countryside. Companies have also pledged to plant 100 trees a year each, over the next ten years. This is one way the city is tackling deforestation – by protecting what is left and replanting what has been lost.

So far, the city's efforts have been having a positive effect on the quality of air and the health and satisfaction of the population. In tomorrow's report we will outline the statistics which support the city's claim on improvements over the last five years.

For City News, this is Gabriela Fernandez reporting from City Hall.

Newspaper headlines

Go over the writing tips in the box with the Ss for them to understand how headlines are written. Tell them that it is said that headlines are the shortest summary of a piece of news. Help them to notice that headlines are written in big letters to attract the readers' attention.

1 Read the following headlines and choose the correct option.

IC

Ask Ss to read the headlines, interpret them and choose the corresponding option. They will learn to read headlines critically. There are quite a few headlines so ask more advanced Ss to read their answers first and encourage weaker Ss to read theirs after that. They are likely to have their answers correct and being aware of that will be highly motivating for them.

> **Answers:** 1 b 2 a 3 b 4 b 5 b

2 Read the following headlines and write the piece of news they head.

IC

This exercise aims at helping Ss to learn how to interpret headlines. Ask Ss to do this exercise orally in class and to complete the written part at home. This practice will help learners to become aware of how much they have learned and whether they need some extra help. Call volunteers to read and write the questions and answers on the bb so that everybody has the opportunity to complete the task. See that everybody has the correct answers. Encourage Ss to ask if they do not understand something.

> **Answers:** 1 Robbers are / will be judged at the Big Trial tomorrow 2 Count Radicht was blamed for the deforestation campaign 3 3000 questions a day are asked at the university platform 4 The name of a new Star Wars film was announced 5 Strange deep-sea creatures were found near Australia

3 Read the following piece of news and write a headline. Remember to use the rules stated in the box above.

Ss will now have the opportunity to write their own headline. They will learn to summarise the content of the article and to use the structures and rules learnt. Have them work individually and then ask them to share their answers with the whole class. There is not ONLY ONE possible answer, but all possibilities must follow the rules.

> **Answers may vary:** A possible headline would be "New project to plant trees in Santa Fe".

Workbook Answers

Page 104

1

> Ss' own answers.

2

> Ss' own answers.

3

> Ss' own answers.

Science Fair – class inventions

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

This will be a group presentation. By this time, Ss must have gathered enough information and language to prepare their presentations. They must have discussed environmental issues they want to fight. They have had time to work at home on 3D designs or on a poster presentation. They have to think of a device that can fight the issue chosen. They have to design it and think of materials, ways to use it and the effect it will have.

Each member will rehearse his / her part to introduce their device to the class without being too anxious.

Ss will display their designs to have a Science Fair at school.

Ss might choose to vote for the most useful, most original, etc. design and, eventually, they can upload their prototypes to their classroom page.

Ss will learn that individual efforts contribute to the final achievement of their goal in common. They will develop individual and social responsibility and they will value what individual Ss can do to help the group.

Enjoy the fair!

My learning record

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

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

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

Workbook Answers

Page 105

1

- > 1 air pollution 2 marine pollution 3 sound pollution 4 urban sprawl 5 deforestation 6 recycling

2

- > 1 b 2 e 3 d 4 a 5 c

3

- > 1 notable 2 pollution 3 to clean up 4 recycle 5 to cut down on 6 likely

4

- > 1 The company we hired does the recycling. 2 My mother planted the garden. 3 A special chef prepares the food. 4 The NGO which my aunt supports protected the animals. 5 Someone dumped the waste illegally. 6 Factories in the industrial park emitted pollutants.

5

- > 1 Is rubbish recycled in your city? 2 Were industrial pollutants banned? 3 Was the number of billboards in the city reduced? 4 Were new measures to control urban sprawl ruled out by the government?

TELL ME EVERYTHING ABOUT IT!

> pages 60–61

Goals

- > Talk about organising a cultural festival
- > Read and learn about a cultural festival
- > Describe a festival or performance
- > Talk about crimes and criminals
- > Report what people say
- > Listen and learn about a past crime
- > Write a police report

Final project

- > 'Songs with a message' Day

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

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. Ss are going to present their favourite song with a message. They are going to explain the meaning of the song, who it is written by and for, tell if there is a real story behind the lyrics. They will understand the relevance of the language they have to learn to do the final task.

Before we start

Tell Ss about your ancestors' origin. E.g. *My grandmother was / is Italian and my grandfather was / is German.* Ask them about their ancestors. *What's your surname's origin?* This discussion will give ground to introduce the unit.

1 Students are organising a cultural festival at school. Each student will bring or do something associated with their ancestors' culture. Look at the picture and guess what they are saying.

SEL / 21st Century Skills

Tell Ss to read the instructions and go over the pictures to discuss in small groups of three or four what each teenage is saying. Ss will use their **critical and creative thinking** skills to link the concepts to the pictures and the speakers' messages. They will infer the messages from the pictures. They will develop **communication and collaboration** skills, accepting individual ideas and agreeing or disagreeing respectfully with other members of the group.

2 Match the quotes to the pictures.

SEL / 21st Century Skills

Ss go on working in small groups of four or five to solve this task. Now Ss have the quotes to match the pictures they have analysed together. Tell them to do the matching and to think of which hints help them in their decisions. They will be developing their **critical thinking** and **communication and collaboration** skills.

Call volunteers to read the answers and check with the whole class. When Ss read their answers, have them say which hints they used to do the matching. Have they all noticed the same hints? Discuss with the class to help Ss who find it more difficult to identify connections. They will learn how to observe images in detail.

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

More teaching ideas

As a follow-up activity, you could ask Ss which traditions they keep at home and if any of them derive from very old ancestry. They might share interesting stories.

CA

Ss will become aware of how many things they do at home because they are family traditions. Sometimes those traditions have been kept since their ancestors' times.

3 Look at the picture and the quotes and answer. Who ...

Ask Ss to read the instruction and do the task. When they read the prompts, Ss will start incorporating reported speech in their conceptual frame. They will focus on meaning rather than on form. Nevertheless, the form of indirect speech will start to become entrenched. Call volunteers to read the answers and check with the whole class.

> Answers: 1 Matthew 2 Anna 3 Mary 4 Frankie 5 Javier 6 Viktor

More teaching ideas

When Ss read to check, tell them to say the complete sentences, choosing the corresponding pronouns and adjectives. E.g. *Mathew said he wanted to play the role of Saint Patrick's*. Ss will be practising the structure of the reported speech and revising the correct use of pronouns and adjectives. Besides, they will be actually speaking English.

CA / SEL

Ask Ss if they can identify different origins. Help them to become aware that bagpipes are of Scottish origin; Saint Patrick is the Irish patron saint; apple crumble is a traditional English recipe; etc.

Ss are not likely to agree on the origin of the song, the story and the walking stick. This will give them the opportunity to discuss their suppositions creatively. There is no right or wrong answer, so they will be able to vote the most likely answer. Or they might admit that there are many possibilities to be accepted.

Ss will develop respect for other people's opinion and will understand that reality sometimes depends on the perspective we take.

More teaching ideas

To reinforce the practice of reported speech, name one of the characters out loud for Ss to read what the character said. You can add motivation dividing the class into two groups and giving a point to the group whose member is the first to read the sentence in the indirect speech correctly.

Our festival was a success!

Before you read

Tell Ss to look at the text. Guide them by asking what they see as regards format. Help them to identify the discourse genre. Have Ss identify details that help them to decide this is an online school magazine. You could help Ss to notice the header, links, the navigation bar, etc.

1 Read the review and find out if the festival was successful or not.

Tell Ss to read the instructions and answer. They do not need to understand every single word. It is enough for them to get the gist. If they know the meaning of success, reading the headline will be enough. They can also understand the use of the exclamation mark as a hint. Let them work out the general meaning individually. Have them share their impressions to check.

> **Answers:** Yes, it was successful because all the comments are positive.

2 Read the review and find words or phrases meaning ...

21st Century Skills

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 3 2 9 3 5 4 2 5 10 6 8 7 6 8 7 9 1 10 4

3 Read again and match. One speaker repeats.

SEL / IC

Tell Ss to work individually. They will have to read the text in detail to do the matching. You could give this task as homework so that Ss can work at their own pace and use dictionaries if necessary. They will make connections between direct speech and reported speech. The following lesson, when Ss share the answers, draw their attention to positive comments. Ask them to identify them in the text. They can infer the feelings the whole text expresses.

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

Workbook Answers

Page 106

1

> 1 a 2 b 3 a

2

> 1 T 2 F 3 T 4 F 5 F 6 T

3

> 2 Sofia Garcia & Thiago Ruiz 3 A Violin Solo (Violin Concerto No. 2) 4 A Christmas Medley and secular Christmas carols 5 Sacred Christmas music and secular Christmas carols 6 Secular Christmas Carols / 3 & 4

Festival / Performance – Collocations

1 Circle the correct options.

LA / 21st Century Skills

Tell Ss to work individually. They will notice that some words collocate in the context and others do not. They will understand that this is the way the 'feel' ideas should be expressed. Call volunteers to read the answers and check with the whole class. Help them to notice that this is the way in which we also learn our mother tongue, some words seem to be used as chunks.

- > **Answers:** 1 local 2 be held 3 important 4 culture
5 organisers 6 programme 7 performing 8 solo 9 live
10 spotlight

2 Write + / ++ / - next to the adjectives that qualify performances and festivals.

This exercise aims at helping Ss to identify the connotation of the different adjectives describing performances. Learning the degrees of positive or negative comments helps them to express their opinion more accurately. Ask Ss to work individually and check with the whole class. Ask Ss to give examples using the adjectives in the list to qualify performances they have watched or participated in.

- > **Answers:** 1 – 2 ++ 3 – 4 – 5 ++ 6 + 7 + 8 ++ 9 ++
10 ++ 11 – 12 ++ 13 + 14 ++ 15 ++

Crime

3 Look at the list of crimes and put the letters in order to name the criminals.

21st Century Skills / IC

Tell Ss they are going to learn vocabulary about crime. They have their definitions next to them so that they understand their meaning. They will have to put the letters in order to write the names of the criminals involved in each crime. They will use the hints given by the name of the crimes and their previous knowledge about word formation. Have Ss work individually. Then, let them share their answers with a classmate next to them. Call volunteers to read and write the name of the criminals on the bb to make sure everybody can follow and has the correct answers in the end.

- > **Answers:** 1 arsonist 2 assassin 3 briber 4 burglar
5 hacker 6 phisher 7 forger 8 hijacker 9 mugger
10 murderer 11 pickpocket 12 robber 13 shoplifter
14 vandal

AT

Ss will learn different kinds of crimes and the name of the criminals.

GAMES

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



Remind Ss that this box gives them some hints to complete their final project. Tell them it means they should work on the project to complete it in due time. Now they will start choosing songs they like because of the message their lyrics give. They will find out if there is a real story behind the songs.

Reported speech

LA

Read the information in the box with the Ss. Discuss the use of reported speech. Ask Ss if they generally use reported speech in their everyday life. They will become aware that they do. This will help them notice the similarities between English and Spanish.

Tense changes in reported speech

LA

Study the box with the Ss and help them to notice the tense changes in reported speech. Again, have them compare English and Spanish. Help Ss to understand that we report what people have said after the moment when the interaction took place and that is why we change the tense of the verbs. Have Ss read the **Remember!** box to learn when we keep the same verb tense. Tell them to bear this in mind when they work on reported speech.

1 Tell your friends what Lucas told you. He said:

Tell Ss to use the information in the boxes to complete the task. Ask Ss to do this exercise orally in class and to complete the written part at home. This practice will help learners to become aware of how much they have learned and whether they need some extra help. The following lesson, call volunteers to read and write the questions and answers on the bb so that everybody has the opportunity to complete the task. See that everybody has the correct answers. Encourage Ss to ask if they do not understand something.

- > **Answers:** 1 He said he was from Córdoba. / He said he is from Córdoba. 2 He said he lived in Carlos Paz. / He said he lives in Carlos Paz. 3 He said he was studying History. / He said he is studying History. 4 He said he wasn't at home at 8 a.m. 5 He said he didn't watch the film. / He said he hadn't watched the film. 6 He said he hadn't been to Europe. / He said he hasn't been to Europe. 7 He said he was having a shower when I phoned him. 8 He said he was going to visit me soon. 9 He said he can speak English and French. / He said he could speak English and French. 10 He said he thought I would succeed.

Other changes in reported speech

LA / IC

Have Ss read the table to learn about other changes we make when we report phrases. Help them to notice that they are similar to the changes we make in Spanish. Remind them that we are usually reporting things people say on past occasions. To check understanding, give an expression in direct speech and ask Ss to say the corresponding one used in reported speech, and the other way around. Make sure even weaker Ss participate so that they understand the changes.

2 Read the dialogue and write it in the reported speech.

IC

Ask Ss to read the instructions and do the task. It would be advisable that you give this task as homework so that Ss work at their own pace and see what they can really do on their own. Tell them to use the table for help. The following lesson, call volunteers to read the answers. You could call other volunteers to write them on the bb so that everybody gets the answers correct. Encourage Ss to ask what they don't understand.

- > **Answers:** Juan said he was not going to be there the day after. He couldn't receive Marta's package. Marta told him not to worry. She would tell Fiona to fetch it. Juan said he hadn't seen her because she had arrived the day before and he had been working. Marta said Fiona was very happy with her trip.

Reporting questions

Read the information in the box with the Ss. Insist on the changes and go to the table with the examples to highlight the features stated in the first box.

Have Ss read the **Pay attention!** box to see how to introduce the different kinds of questions.

3 Alex is very curious. Report what he wanted to know.

Tell Ss to read the instructions and work individually. Suggest they should use the boxes for help. It would be advisable that you give this task as homework so that Ss work at their own pace and see what they can really do on their own. Tell them to use the table for help. The following lesson, call volunteers to read the answers. You could call other volunteers to write them on the bb so that everybody gets the answers correct. Encourage Ss to ask what they don't understand.

- > **Answers:** 1 Alex asked if Mary was coming the following day. 2 He wanted to know how long she was going to stay. 3 He asked me if I had booked a hotel room for her. 4 He wanted to know what time her plane landed. 5 He asked who she wanted to interview.

GAMES

You can invite Ss to play the *Chained reports* game on page 73. They will practise reported speech in an enjoyable way. If there are fast finishers they can enjoy some fun time in class. If the whole group moves ahead together, you can give them some minutes to practise and enjoy at the same time.



Remind Ss that this box provides ideas to help them fulfil their final project. It is also an alert for them to go on working steadily to complete it. Now they have to look for pictures that illustrate the message of their song. They will have to decide which sort of presentation they choose to give.

Workbook Answers

Page 107

1

- › 2 delighted 3 proud 4 bagpipes 5 big enough
6 dressed up

2

- › 1 a 2 b 3 a 4 a 5 a 6 b

3

- › poor – disappointing – dull – fine – satisfying – good – excellent

4

- › 2 good 3 brilliant 4 disappointing 5 fine 6 disappointing
7 dull

5

›

	ACT	PERSON
1	arson	
2		burglar
3	forgery	
4		mugger
5	robbery	
6		shoplifter
7	vandalism	
8		hijacker

Page 108

6

- › 2 forger 3 shoplifting 4 muggings 5 vandalism 6 arsonist

7

- › 1 b 2 d 3 a 4 c 5 f 6 e

8

- › 2 cybercrime 3 cybercriminals 4 Muggings 5 muggers
6 vandals

9

- › 2 He / She said he / she was studying for his / her finals.
3 They said they had danced at the concert. 4 He / she said they hadn't practised for the show. 5 He / She said he / she was going to take pictures. 6 He / She said she would edit the video. 7 They said they could wait for him.

Page 109

10

›

	Used in direct speech	Used in reported speech
1	today	that day
2	tomorrow	the following day
3	yesterday	the day before
4	here	there
5	now	then
6	next week	the next week

11

- › 2 "I haven't started the project yet, but I am getting to it now."
3 "I played the guitar for friends last week." 4 "Will you be here on time?" 5 "You can pick up the donations now."
6 "I will be working on the house today"

12

- › 2 She asked if I / we played any musical instruments.
3 Isabella inquired if they were in that class. 4 The director asked if she had been a dancer. 5 The interviewer asked where I / we had studied. 6 The kids kept asking when they were arriving.

13

- › 2 "When was your last visit to a doctor?" asked the doctor.
3 "Can we meet up for coffee?" asked my sister. 4 "Are you interested in seeing more houses?" asked the agent.
5 "Do you want to get any extra accessories?" inquired the salesman. 6 "Do you have any further transactions?" asked the bank teller.

14

- › Ss' own answers.

LISTENING AND SPEAKING > pages 66–67

People commenting on the boss's instructions after the burglary

1 Look at the picture and answer.

21st Century Skills

Tell Ss to read the instruction and answer the questions. Use this instance as brainstorming. Ss will develop their skills to read contexts. Have Ss discuss the answers with the whole class and write on the bb any new item or expression that is used in the description. This practice will help Ss to gather more vocabulary that will help them to understand the audio file and to develop their speaking skills.

Help Ss to notice the disorder and guide them into elaborating on its source. The presence of a policeman can give them one more hint. Elicit from Ss that the people are at their working place. This will give them some help to decide on the different people's roles.

> **Answers:** 1 There are 3 / 5 persons (the answer will depend on each S's perspective) 2 They work there. 3 The boss and a policeman. 4 They might be talking about the burglary.

2 Listen to the conversation and check your guesses.

Tell Ss that they are going to listen to an audio file to check whether their inferences were right. Play the recording and give Ss some minutes to check their answers. Have a whole class discussion to check.

3 Listen to the conversation and correct the mistakes in the dialogue.

21st Century Skills / SEL

Tell Ss to read the instruction and get ready. They are going to listen to the audio file once more to focus on details. Tell them to risk some answers in pairs, using what they remember from the first listening. Play the recording and give Ss time to complete the task. They will have to identify the words that have been changed in the written version of the conversation. They can use what they have actually heard and their understanding of the context to complete the task. They will develop **critical thinking**. Let them discuss their answers in pairs before checking with the whole class.

Checking with a classmate before sharing with the whole class gives some Ss more assertiveness at the moment they have to speak in front of all their classmates. They have already discussed their point of view with someone closer to them.



Albert: Why is the policeman with the **boss**?

Marina: Look at the office! Don't you see what happened?

Gregory: He must still be **sleeping**.

Albert: Well ... I didn't sleep well last night.

Gregory: A **burglar** broke into the office and has made a mess of the papers.

Marina: The boss told us to **tidy up** everything before the **cleaners** arrive.

Albert: Why aren't you doing so?

Marina: Because we were waiting for you!

Albert: Well. What do I have to do?

Gregory: Start **sorting your files**.

Albert: Can you help me?

Gregory: And who's going to help me?

Marina: Don't get angry. We will finish by **midday**. Let's have lunch at the **restaurant** down the street.

AT

Ss will identify word change in the dialogue.

Tell me all about it!

4 Listen to Albert and take down some notes. Then join a classmate and try to reconstruct the dialogue between the boss and the policeman. After that, join another pair to share your dialogues.

Tell Ss to read the instructions and get ready with paper and pencil at hand to listen to an audio file. Play the recording and tell Ss to join a classmate to do the task. Give them some minutes to work. After they check in pairs, ask them to join another pair to complete their dialogues. Ss will work collaboratively to complete the task. They will value what each individual Ss can contribute to the fulfilment of the task.

IC / SEL / 21st Century Skills

When Ss read the context for the listening, help them to reflect on the fact that having some kind of impairment does not prevent them from getting a good job. In this context, Marina is hearing-impaired and still works in an office without any inconvenient. This is also possible because her co-workers are aware of her needs and they are ready to help her. Ss can think about themselves and decide if they do something similar in their everyday life.

5 Listen to Albert once more and check your dialogues.

Play the audio file a second time. Ss will check that they have written the correct direct speech version of the dialogue reported by Albert.



Albert: The policeman is asking if we have the office keys. The boss tells him that he is the only person who has them. He adds that he trusts us.

The policeman is asking whether the boss has any enemies. And he says he doesn't know, but he supposes he doesn't.

The policeman is asking for permission to ask us some questions. Get ready!

They are coming.



While Ss read, they will use intonation to express the individuals' feelings

IC

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



Tell Ss to role-play the dialogue. Draw their attention to the correct intonation to express feelings and remind them they have to change verb tenses when reporting someone's speech.

Workbook Answers

Page 110



In today's lecture, we will look at why studying music and doing dance are important for physical health and mental development. Many, if not most parents can afford put their children into music and dance classes. But have you ever stopped to ask yourself why? In fact, researchers are finding that playing music and dancing are good not just in themselves for the pleasure they give, but also for the cognitive and physical benefits.

First, let's talk about dancing. Researchers have found that dance provides cognitive and physical health benefits. Dancing helps fight memory loss. It fights weakness by improving muscle strength and balance. Dancing is especially good for the elderly as it helps improve flexibility and prevent falls which are common and can even be fatal. Of course, it is also an excellent form of exercise, and dancers tend to have a physical grace which is almost always easily identifiable as that of a dancer.

Music also has many benefits. It has been shown that music education supports students' academic development as it develops abstract reasoning, necessary for higher level thinking. Studying music also contributes to success in life by building on teamwork, communication skills, self-discipline, confidence and creativity. Considering the information from research, it is understandable why so many parents invest in music and dance for their children. Next week we will look at different styles of dance and the benefits of each one.

1

> 1 b 2 a 3 a

2

> 1 d 2 c 3 a 4 e 5 f 6 b

3

> 1 F 2 T 3 F 4 T 5 F 6 T

Write a police report

ESI

Read the information in the box with the Ss for them to learn about police reports as discourse genre. When you read, help Ss to become aware of the words *police officer*. Ask them if they know why that is written and not *policeman*. Elicit that we do not know whether the officer is a man or a woman and the words *police officer* are gender-neutral.

1 Read the report and tick the lady's actual words.

Tell Ss to read the instructions and go over the report to do the task. While Ss read the report, ask them if there is anything that calls their attention to elicit that it refers to men and women as a *female person*, a *male*. Call volunteers to read the quote and the way it is expressed in the report for everybody to understand and get the correct answers.

> **Answers:** 1 – 4 – 6 – 9

2 Read again and write who says ...

Have Ss work individually. Then, let them share their answers with a classmate to work on peer correction. After that, call volunteers to read the answers.

> **Answers:** 1 The elderly lady 2 The people in the street
3 The elderly lady 4 The young girl 5 The elderly lady

More teaching ideas

In order to add more practice, when Ss check, you can ask them to report the phrases when they identify the persons who said the different quotes.

3 Read the dialogue and write the police report.

Give this task as homework so that Ss work at their own pace and see what they can really do on their own. Tell them to use the information on the page. The following lesson, call volunteers to read the answers. You could call other volunteers to write them on the bb, so that everybody gets the answers correct. Encourage Ss to ask what they don't understand.

> **Answers may vary:** A male person reports a burglary in his house. Asked if the burglar had stolen anything, he answers that he hadn't. And he says that the burglar had left his house in complete disorder. Asked if he had checked that he had everything, he said he had everything. The officer asked why he was reporting the burglary, he said he had reported it because he wanted the burglar to tidy up the mess he had left.



While Ss read, they will use intonation to express the individuals' feelings

4 Look at the police officer. Why does he have that expression on his face?

21st Century Skills

This exercise aims at challenging Ss' critical thinking. They will have to read the facial expression and decide the reason for that reaction. They will have to understand the context and the fact that the whole dialogue is a joke.

> **Answer:** Because of the ridiculous pretension of the elderly man.

GAMES

You can invite Ss to play the *Chained reports* game on page 73. They will practise reported speech. If there are fast finishers they can enjoy some fun time in class. If the whole group moves ahead together, you can give them some minutes to practise and enjoy at the same time.

Workbook Answers

Page 110

1

> Ss' own answers.

2

> Ss' own answers.

3

> Ss' own answers.

4

> Ss' own answers.

'Songs with a message' Day

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

Ss have chosen their favourite song. They have also chosen pictures that represent the message of the song. They have found out whether there is a real story that gave origin to the song. They will prepare a few lines to explain why the song is relevant to them and when and where they usually listen to it.

They are going to prepare the kind of presentation they have chosen to make (slide show, poster or any other ICT presentation) They will prepare a way to play the audio file (inserted in the presentation or a sound device to use in the poster presentation)

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

Enjoy the "Songs with a message" day!

My learning record

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

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

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

Workbook Answers

Page 111

1

> 1 b 2 a 3 c 4 a 5 c 6 a

2

> 1 d 2 f 3 a 4 c 5 b 6 e

3

> 1 bad 2 impressive 3 remarkable 4 disappointing
5 outstanding 6 satisfactory

4

> 1 He said that he had played football the day before.
2 He said that he has / had never played at Lincoln Football Field". 3 He asked if Anthony had registered for the tournament. 4 He inquired about where we were last week / we had been the previous week. 5 He asked if we had homework for the following day. 6 He said that he was studying and asked if he could call me / us back.

5

> 1 My mother asked how the concert was / had been. 2 My father asked me which performance I thought was / had been the best. 3 The teacher asked if I had enjoyed myself. 4 My cousin asked what I had done in the show. 5 My aunt asked when the next concert would be. 6 My uncle inquired if I had rehearsed for a long time.

Science

Show Ss pictures of the Amazon rainforest, the people who live there and the fauna which belong in this region. Ask students if they can identify this place / ecosystem (Amazon / rainforest). Ask Ss if they know of any other major rainforests. Show a picture of deforestation / logging in a forested region and introduce the text. Have Ss read silently or out loud. Ask comprehension questions to ensure students understand the text.

1 Match the words or expressions to their meaning.

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

2 Work with a partner to complete the table with the environmental and social impacts of deforestation.

> Answers may vary:

Environmental impacts	Social impacts
2 Soil erosion when trees are removed and rainwater washes away nutrients in the topsoil	2 Loss of jobs due to decrease in local agricultural exploitation
3 Desertification	3 Loss of culture when indigenous communities are replaced
4 Increased water and air pollution	4 Economic uncertainty

3 Consider the reasons why deforestation occurs and its impacts. In what ways can we reduce deforestation?

> Answers may vary: 1 Eat less meat. Reduce demand for red meat and thus cattle ranching. 2 Support / buy from companies which have strong, positive environmental policies which support reforestation and defend the rainforest. 3 Support indigenous communities.

ROUND OFF ANSWERS

Page 71

1

> 1 respect 2 protecting 3 environment 4 preserve
5 sustainable 6 conservation 7 exploitation 8 murdered
9 knowledge 10 climate change

2

> 1 rechargeable 2 waste 3 reduce 4 conserve 5 pollute

3

> 1 to use 2 to take 3 not to buy 4 was 5 not to use

4

> 1 b 2 c 3 c 4 a 5 a

TESTS ANSWER KEY

DIAGNOSTIC TEST

1

- Answers will vary. Make sure the student is capable of using correct vocabulary and grammar structures as seen in *Light Up 3*.

2

- Answers should include:

Learning styles and activities	Accidents at home, how we feel	Weather & experiences
memorising, solving puzzles	boring, broke my arm, got an electric shock, hit my head, tired	sell crafts and artisan works, earn your own living, escape from drizzle and thunder
Feelings, common health problems	Household problems, repairs	World problems, things you can donate
heartbroken, raging, sore throat, stiff neck	the lights don't go on, the tap drips	donate blood, famine, illiteracy, poverty

3

- 1 Expect the correct use of the Present Continuous.
- 2 Expect the correct use of going to to express future plans.
- 3 Expect the correct use of the Present Continuous and comparatives.
- 4 Expect the correct use of the Present Perfect Simple.
- 5 Expect the correct use of the Present Perfect Simple or the Past Simple.
- 6 Expect the correct use of *should / shouldn't*.
- 7 Expect the correct use of the future with *will* or *going to*.
- 8 Expect the correct use of the Conditional Type 1.
- 9 Expect the correct use of Present Perfect or Past Simple.
- 10 Expect the correct use of Present Perfect or Past Simple.

UNIT 1 – TEST A

1

- a unkind
- b inflexible
- c insensitive
- d unambitious
- e cheerful
- f dishonest
- g unreliable
- h unfriendly

2

- a unreliable / reliable
- b dishonest
- c adaptable
- d cheerful / friendly
- e ambitious / unkind

3

- a a woollen striped jumper
- b a flowery cotton blouse
- c baggy jeans
- d leather flats

4

- 1 h
- 2 j
- 3 i
- 4 g
- 5 c
- 6 d
- 7 e
- 8 f

5

- 1 am seeing
- 2 who
- 3 think
- 4 sensitive
- 5 punctuality
- 6 don't like
- 7 who
- 8 un-
- 9 have
- 10 study

UNIT 2 – TEST A

1

- Across
- 2 SCARY
- 7 HURTFUL
- 8 MEMORABLE
- Down
- 1 HUMILIATING
- 3 COMMONPLACE
- 4 REWARDING
- 5 PAINFUL
- 6 FORMATIVE

2

- a religious / enjoyable / traumatic
- b Pleasant / unforgettable
- c magic / new / funny

3

- 1 make
- 2 graduate
- 3 attend
- 4 be
- 5 open

4

- 1 d
- 2 g
- 3 c
- 4 f
- 5 b

5

- 1 been
- 2 was
- 3 remembered
- 4 absolutely
- 5 need
- 6 really
- 7 such
- 8 Have you tried
- 9 at all
- 10 called

UNIT 3 – TEST A

1

- 1 depart
- 2 get on
- 3 carriage
- 4 take off
- 5 gate
- 6 flight
- 7 sail
- 8 port
- 9 dock
- 10 cruise

2

- a single / return
- b season ticket
- c valid / get on
- d travel card
- e boarding pass / quay

3

- 1 i
- 2 h
- 3 j
- 4 a
- 5 b
- 6 c
- 7 d
- 8 e

4

- 1 studied
- 2 was cooking
- 3 didn't get up
- 4 got
- 5 arrived
- 6 had left
- 7 had
- 8 were waiting
- 9 saw
- 10 hadn't seen

5

- 1 yourself
- 2 have studied
- 3 you
- 4 ourselves
- 5 each other
- 6 was
- 7 had said
- 8 one another
- 9 them
- 10 saw

UNIT 4 – TEST A

1

- 1 j (camera)
- 2 i (floppy disk)
- 3 b (dial phone)
- 4 e (photocopier)
- 5 g (smartphone)
- 6 c (hi-fi)
- 7 h (tape recorder)
- 8 f (radio)

2

- 1 file
- 2 thumb drive
- 3 print
- 4 send
- 5 smartphones
- 6 scan
- 7 e-readers
- 8 typewriters

3

- > 1 f > 3 g > 5 b
- > 2 d > 4 a

4

- > 1 used to be > 3 did you use to / have seen
- > 2 visited / entered / had left > 4 didn't use to / gave

5

- > 1 have broken > 5 didn't use > 8 would break
- > 2 had taken to be > 9 did
- > 3 'll ask > 6 has changed > 10 Has she come
- > 4 her > 7 gave

UNIT 5 – TEST A

1

- > a a brass vase > d leather boots > g a wooden table
- > b a paper hat > e a steel plate
- > c a brass kettle > f a denim hat > h a glass jar

2

- > 1 sound pollution > 5 ozone friendly
- > 2 visual pollution > 6 recycling
- > 3 urban sprawl > 7 dump
- > 4 carbon dioxide > 8 deforestation

3

- > 1 protect > 4 affect > 7 damage
- > 2 preserve > 5 emit > 8 cause
- > 3 clean up > 6 pollute

4

- > 1 to study > 4 wear > 7 was affected
- > 2 not to watch > 5 are protected > 8 plant
- > 3 are caused > 6 were cut down

5

- > 1 look > 5 advised > 9 are caused
- > 2 was leaving > 6 to take > 10 has seen
- > 3 was crashed > 7 been
- > 4 phoned > 8 was told

UNIT 6 – TEST A

1

- > Across > Down
- > 5 ASSASSIN > 1 BRIBERY
- > 6 MURDERER > 2 CYBERCRIME
- > 8 PHISHING > 3 HIJACKER
- > 9 FORGER > 4 MUGGER
- > 5 ARSONIST
- > 7 BURGLAR

2

- > 1 d > 3 b > 5 f
- > 2 c > 4 a

3

- > 1 he didn't want to go. > 5 he had seen her the day before.
- > 2 if I had seen Mary. > 6 me they would arrive the following day at 6.
- > 3 that her mother is / was a nurse. > 7 we mustn't open that door.
- > 4 where the children were going.

4

- > 1 Should > 5 hadn't seen > 9 I had done
- > 2 didn't tell > 6 told > 10 didn't say
- > 3 was walking > 7 is
- > 4 saw > 8 was visiting

PROGRESS TEST 1A (Units 1–2)

1

- > Clothes: what you wear reflects your personality and who you are

2

- > 1 Prince Harry and Meghan Markle
- > 2 Meghan Markle
- > 3 Prince Harry
- > 4 Prince Harry and Meghan Markle
- > 5 Prince Harry and Meghan Markle's clothes

3

- > 1 such > 3 such > 5 so
- > 2 such > 4 so

4

- > Personal answers. Make sure the S uses the Past Simple, Past Continuous, and Present Perfect tenses correctly, as well as the vocabulary related to patterns and materials.

PROGRESS TEST 2A (Units 1–4)

1

- > A trip by ship to another country

2

- > 1 admit > 3 tedious > 5 lasted
- > 2 attributed > 4 dragged

3

- > 1 will arrive > 3 didn't socialize > 4 eat
- > 2 were > 5 is

4

- > Personal answers. Make sure the S uses the past tenses correctly, as well as the vocabulary related to travelling.

PROGRESS TEST 3A (Units 1–6)

1

- > 1 F > 3 F > 5 T
- > 2 T > 4 T

2

- > 1 1990 > 3 1960
- > 2 plastic > 4 metal

3

- > Danielle

4

- > Answers may vary but could include:
Danielle asked Kyle if he had put a milk carton in the trash the day before. Kyle apologized and said he wasn't good at recycling things.
Danielle pointed out that he wasn't good at recycling because he didn't care. She told him that if he did his part, this would change. Kyle explained that it had been just one carton. Danielle explained that if one soda can was recycled, it would save enough energy to power a television for three hours!
Kyle said that if they paid him, he would recycle. Danielle said the thinks we have a responsibility to recycle as much as we can.

1 Write a short paragraph.

Talk about an accident you had or saw and how you felt about it.

2 Classify these words and phrases under each of the following categories.

boring broke my arm donate blood earn your own living escape from drizzle and thunder famine
got an electric shock heartbroken hit my head illiteracy memorising poverty raging sell crafts and artisan works
solving puzzles sore throat stiff neck the lights don't go on the tap drips tired

Learning styles and activities	Accidents at home, how we feel	Weather & experiences
Feelings, common health problems	Household problems, repairs	World problems, things you can donate

3 Answer these questions. If possible, write full sentences.

- Which activities are you doing twice a week nowadays? _____
- Are you going to a friend's house at the weekend? _____
- Is your next Sunday going to be busier than the previous one? _____
- What objects have you collected? _____
- Have you had a frightening experience during a trip? _____
- What should we do if we get angry? _____
- Will you lose your temper if you don't succeed in doing something? _____
- Do you think you'll be OK if the internet is not working at home? _____
- Have you ever done voluntary work? If so, when did you do it? _____
- What have you donated in the past? _____

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Writing personal information	
Exercise 2: Identifying word groups	
Exercise 3: Verb tenses	

1 Write the opposites.

- | | |
|-------------------|-------------------|
| a kind _____ | e miserable _____ |
| b flexible _____ | f honest _____ |
| c sensitive _____ | g reliable _____ |
| d ambitious _____ | h friendly _____ |

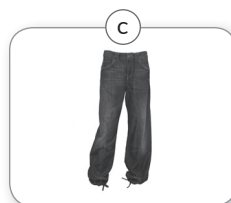
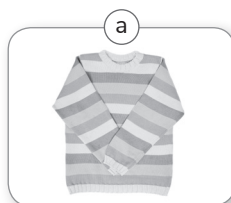
20

2 Complete with one of the words in Exercise 1, positive or negative.

- You cannot trust some people, they're _____. Archie is just the opposite, he's a very _____ person.
- People who never tell the truth are _____.
- Megan can adapt easily. She's very _____.
- It's fantastic to go out with Jeremy, he's _____ and _____.
- She always wants more and more, she's very _____. She's usually nice, but sometimes she becomes _____.

20

3 Describe the clothes. Refer to materials and patterns.



20

4 Match A and B. There are two extra parts in B.

- | | |
|------------------------------|---------------------------------|
| A 1 I need to borrow | B a which won the competition. |
| 2 That's the student | b which I live. |
| 3 I love the house | c used to early dinners. |
| 4 At online universities you | d which you have just bought. |
| 5 I can't get | e my bed before I leave. |
| 6 I've read the book | f the housework before I leave. |
| 7 I must make | g attend virtual lessons. |
| 8 I must do | h two books from the library. |
| | i where I live. |
| | j who won the prize. |

20

5 Circle the correct options.

Ella: Why are you worried?

Will: Because I ¹see / am seeing Angie this afternoon. She's the student ²who / which started last month.

Ella: Oh, I know her. I ³think / am thinking she's very ⁴sensitive / sensitivity. But she has a problem with ⁵punctual / punctuality.

Will: Oh, I ⁶don't like / am not liking people ⁷which / who are ⁸un- / im- punctual. What can I do?

Ella: I don't know. Oh! I ⁹have / am having an idea. You can tell her to send you a WhatsApp message when she leaves.

Will: Great! I ¹⁰study / am studying at the library in the afternoon, so I can wait there.

20

Total

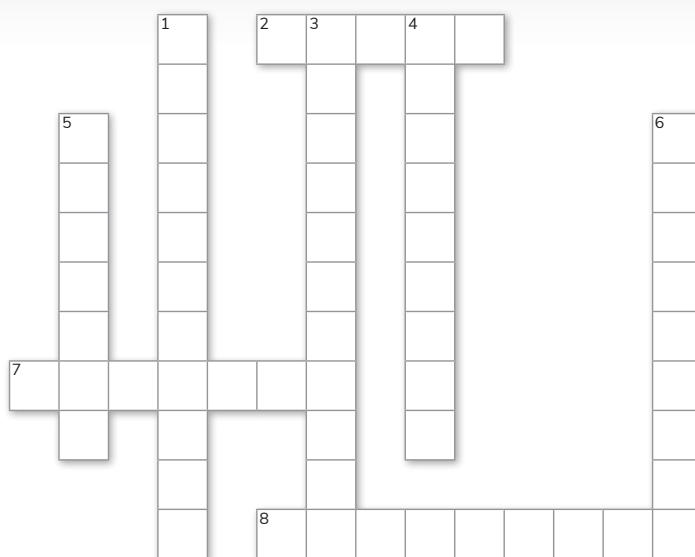
1 Do the crossword puzzle.

Across

- 2 a frightening experience
7 an experience that makes you suffer
8 an experience you will always remember

Down

- 1 an experience that makes you feel humiliation
3 an ordinary, normal experience
4 an experience that is satisfying
5 an experience that makes you feel pain
6 an experience that is constructive



20

2 Complete the blanks with the words from the box. There's an extra word.

enjoyable funny humiliating magic new pleasant religious traumatic unforgettable

- a I hate my excursion to the countryside. I'm not very _____, but we went with our community. We thought it would be _____, but it was _____ to me.
b _____ experiences in general are

_____. They are always in your mind and in your heart.

- c The show is _____! I've never seen acrobats like these ones, it's a _____ experience. And the clowns are _____.

20

3 Complete the blanks with the words from the box. There are two extra words.

attend be care graduate make open pass

It's important to ¹_____ friends at school. These friends will be with you when you ²_____ from school. They can help you when you ³_____ difficult subjects and they will always ⁴_____ there for you. And if you ⁵_____ your own business, they will be the first clients!

20

4 Match A and B. There are two extra parts in B.

- A 1 I was watching TV
2 Kate phoned
3 Tom is so
4 Tom is such
5 They're such

- B a while he arrived.
b good friends that they will always be there for us.
c hardworking that he passes all the tests.
d when he arrived.
e absolutely tired.
f a nice boy that he helps everybody.
g while I was out.

20

5 Circle the correct options.

Ella: Will! Where have you ¹gone / been?

Will: To the shopping centre. I ²studied / was studying when I ³remembered / was remembering I needed two books.

Ella: But you could wait.

Will: Oh, no, they're ⁴too / absolutely necessary.

I ⁵am needing / need them for my homework.

Ella: Oh, I see. But you look ⁶such / really tired.

Will: I am. But the test tomorrow is ⁷so / such a difficult test that I need to go on studying.

Ella: ⁸Have you tried / Did you try yoga? It helps you relax.

Will: No, I don't like it ⁹really / at all.

Ella: OK. Anyway, Laura ¹⁰called / was calling.

Will: Oh, I'll call her back.

20

Total

1 Complete the blanks with the words from the box. There are two extra words.

carriage coach cruise depart dock flight gate get on land port sail take off

The train will ¹_____ at 6, so we must ²_____ the train one hour before. Our ³_____ is number 6.

The plane from Moscow will ⁴_____ at 7 from ⁵_____ 4B. It's ⁶_____ BA1215.

Our ship will ⁷_____ tomorrow at 6. We have to be at the ⁸_____ three hours in advance. It will ⁹_____ at Puerto Madryn on Wednesday. The ¹⁰_____ is going to be fantastic!

20

2 Choose the correct options.

- a Two *single / singular* tickets are more expensive than a *double / return* ticket.
- b In some clubs, you need to buy a *season ticket / summer ticket* to use the outdoors swimming pool in summer.
- c Check if you've got a *valid / usable* ticket before you *enter / get on* the bus.
- d In many places, you cannot buy a ticket on the bus, you have to use a *ticket card / travel card*.
- e You need a *boarding pass / boarding card* for a ship. You need to show it at the *quay / station*.

20

3 Match A and B. There are two extra parts in B.

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1 Paul usually feels 2 Hurry up! You're going to miss 3 Be careful, and don't lose 4 Paul is stuck 5 Watch out! There are lots of 6 If your luggage is 7 We can't leave on time because the bus 8 We will be late because the traffic is | <p>B</p> <ol style="list-style-type: none"> a in a traffic jam, he will be late. b potholes in the road. c overweight, you have to pay extra money. d is delayed. e bumper to bumper. f fined. g a delay. h the train. i dizzy when he flies. j your passport. |
|--|--|

20

4 Put the verbs in brackets in the right tense.

John ¹_____ (study) yesterday while I ²_____ (cook).
 We ³_____ (not get up) early last Sunday, and we ⁴_____ (get) stuck in traffic. When we ⁵_____ (arrive) at the station, the train ⁶_____ (leave) and we ⁷_____ (have) to wait for another one. While we ⁸_____ (wait) for the next train, John ⁹_____ (see) an old friend from school.
 He ¹⁰_____ (not see) this friend for a long time!

20

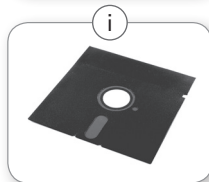
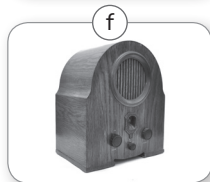
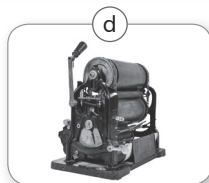
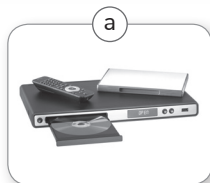
5 Circle the correct options.

- | | |
|--|---|
| <p>Ella: Will! Why are you looking at ¹<i>you / yourself</i> in the mirror?</p> <p>Will: I'm not feeling well. I ²<i>studied / have studied</i> a lot since yesterday.</p> <p>Ella: I can help ³<i>you / yourself</i>.</p> <p>Will: Oh, no, thanks! John is coming later, and we will manage ⁴<i>ourselves / each other</i>. We have to write stories, and we can correct ⁵<i>each other / one another</i>.</p> <p>Ella: Oh, I see. What about Physics? Do you have an exam?</p> | <p>Will: No. The teacher ⁶<i>was / had been</i> absent last week, so no test.</p> <p>Ella: Oh, was she sick?</p> <p>Will: No, she ⁷<i>was saying / had said</i> she had to travel with her two children. They love ⁸<i>themselves / one another</i> a lot!</p> <p>Ella: Do you know ⁹<i>them / themselves</i>?</p> <p>Will: Yes! I ¹⁰<i>saw / had seen</i> them at a celebration at school.</p> |
|--|---|

20

Total

1 Look at the images and complete the blanks. There are two extra images.



- 1 We use a _____ to get instant photos.
- 2 People used a _____ to keep information.
- 3 People used a _____ to talk with friends.
- 4 We use a _____ to make copies of a document.
- 5 We use a _____ to listen to music outside.
- 6 People used a _____ to listen to music at home.
- 7 People used a _____ to keep audio files.
- 8 People use a _____ to listen to news at home.

20

2 Complete the blanks with the words from the box. There are two extra words.

e-readers file letter PC print scan send smartphones thumb drive typewriters

Please, ¹_____ all the information on a ²_____. You don't need to ³_____ anything. We can ⁴_____ the documents in pdf format, and people can read them with their ⁵_____. When we go to the library, we can ⁶_____ some pages onto our ⁷_____. It's very easy. Before, this was not possible and people used ⁸_____.

20

3 Match A and B. There are two extra parts in B.

- A**
- 1 If you do not study,
 - 2 If I were you,
 - 3 If I were a bird,
 - 4 John won't come home
 - 5 If Susan phoned John,

- B**
- a if it rains.
 - b he'd be very happy.
 - c if he would practise.
 - d I'd borrow books from the library.
 - e we'll go to the cinema.
 - f you fail exams.
 - g I would fly.

20

4 Choose the correct options.

- 1 I *had been* / *used to be* afraid of dogs. Now I love them.
- 2 Last summer I *visited* / *used to visit* a friend who has a terrible dog. Luckily I *entered* / *used to enter* the house when he was *leaving* / *had left* the dog in the garden.
- 3 Grandma, *did you* / *did you use to* use floppy disks? I *had seen* / *have seen* some in your house.
- 4 I *didn't use to like* / *hadn't liked* chocolate when I was a young girl. When mum *used to give* / *gave* me some, I started crying!

20

5 Circle the correct options.

Ella: Will! You ¹*broke* / *have broken* my favourite vase!

Will: It was not me! Susan ²*had taken* / *used to take* it to the kitchen when I left for school.

Ella: I ³*ask* / *'ll ask* ⁴*her* / *herself*.

Will: She ⁵*hasn't been* / *didn't use to be* careless, but she ⁶*changes* / *has changed*. She breaks everything! If

you ⁷*gave* / *would give* her a glass for a minute, she ⁸*broke* / *would break* it.

Ella: Oh, I see. If she ⁹*did* / *does* it, I'd be very angry.

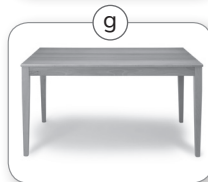
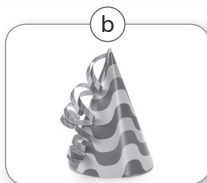
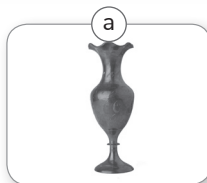
¹⁰*Did she come* / *Has she come back*?

Will: I don't know.

20

Total

1 Look at the images and write the name of the object and the material.



a _____

c _____

e _____

g _____

b _____

d _____

f _____

h _____

20

2 Read the definition and write the environmental situation.

- 1 People in cars blowing their horns _____
- 2 Lots of posters and billboards in the street _____
- 3 Unrestricted growth of urban areas _____
- 4 A gas which can cause death and pollution _____
- 5 Products that preserve the atmosphere _____
- 6 The process of converting waste into usable material _____
- 7 A place for depositing waste and rubbish _____
- 8 The destruction of forests _____

20

3 Complete the blanks with the words from the box. There's an extra word.

affect cause clean up damage emit pollute preserve protect recycle

We need to ¹_____ the environment. One good action is to ²_____ forests and to ³_____ beaches.

Pollution can negatively ⁴_____ people, animals and plants. Some cars ⁵_____ gases which ⁶_____ the atmosphere. Some gases are so bad that they can really ⁷_____ the environment. Global warming, for example, can ⁸_____ climate change.

20

4 Write the verbs in the correct form.

The teacher told me ¹_____ (study) and ²_____ (not watch) TV during the week. Some illnesses ³_____ (cause) by pollution. Some people ⁴_____ (wear) masks in the street. In this way, they ⁵_____ (protect) from pollution. Last summer, trees ⁶_____ (cut down) in the north of our country. As a result, the environment ⁷_____ (affect). The government can ⁸_____ (plant) new trees, but that cannot solve the problem.

20

5 Circle the correct options.

Ella: Will! You ¹look / are looked terrible!

Will: I feel terrible. When I ²have left / was leaving, I saw my car. It ³crashed / was crashed.

Ella: Oh!

Will: I ⁴phoned / was phoned the company and they ⁵asked / advised me ⁶taking / to take photos.

Ella: Have you ⁷been / gone to the police station?

Will: No, later today.

Ella: I'm so sorry ...

Will: I ⁸told / was told that many accidents ⁹cause / are caused by careless drivers. I'll post the photos online, maybe somebody ¹⁰was seen / has seen the crash and they can help me.

20

Total

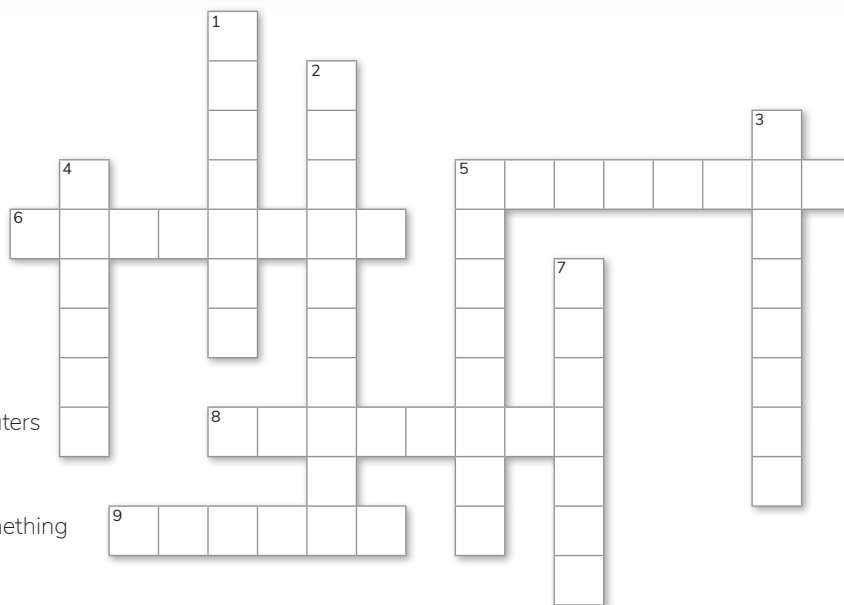
1 Do the crossword puzzle.

Across

- 5 a person who kills a famous person
6 a person who kills another one
8 tricking people online to get information from them
9 person who copies documents, art, etc. illegally

Down

- 1 giving money to influence a person's decision
2 doing something illegal including computers
3 person who takes control of a plane, train, bus, etc.
4 person who attacks others to steal something from them
5 person who sets fires to property
7 a thief



30

2 Match the words and the person who said them. There's an extra person.

WORDS

- 1 I stole this small bag, but they caught me.
2 I have a gun. I want to talk to the bank manager!
3 I got this credit card in the train station.
4 I offered money to the manager to get permission more quickly.
5 I can easily get the password, don't worry.

PERSON

- a A briber
b A pickpocket
c A robber
d A shoplifter
e A vandal
f A hacker

20

3 Report the following. Use the given words.

- 1 I don't want to go. Tom said _____
2 Have you seen Mary? Susan asked me _____
3 My mother is a nurse. Susan said _____
4 Where are the children going? The teacher asked the principal _____
5 I saw her yesterday. Dan said _____
6 We will arrive tomorrow at 6. My friends told _____
7 We mustn't open that door. The teacher said _____

30

4 Circle the correct option.

Ella: Why are you worried?

Will: Because I have a problem. ¹Should / Must I phone Mags? She's angry with me because I ²didn't tell / hadn't told her the truth.

Ella: That's awful.

Will: I know. But it was not serious. I ³had walked / was walking out of the office when I ⁴saw / was seeing an

old friend. I ⁵haven't seen / hadn't seen her for a long time. She ⁶said / told me she ⁷is / was an accountant and ⁸is visiting / was visiting the city.

Ella: There's nothing wrong about it.

Will: No, I know. I invited her to have a coffee. When Mags asked me what ⁹did I do / I had done that day, I ¹⁰didn't say / haven't said anything about Mary.

20

Total

1 Read this article about a celebrity couple and choose the most appropriate title.

Prince Harry and Meghan Markle, who is now the Duchess of Sussex, are one of the most famous couple in the world. Celebrities have always influenced fashion and this couple is not an exception. Prince Harry has been on Vanity Fair's International Best Dressed List several times and the world has been absolutely obsessed with Meghan Markle's fashion style before she joined the British Monarchy, when she was an actress on American television.

But a few weeks before she gave birth to their son, Archie Harrison Mountbatten-Windsor, she was seen wearing something extremely different. Instead of high heels and couture dresses, which is her usual style, she was wearing her husband's clothing. Meghan Markle wore sneakers, skinny jeans, a T-shirt, and a jacket which belongs to Prince Harry.

Maybe it was because of her pregnancy: her formal clothes didn't really fit anymore so she probably decided to wear her husband's old clothes instead of buying new ones. But, of course, this does not mean she can't buy new clothes at all. After giving birth, Markle has spent more than \$500,000 on her new clothes, just for the maternity leave period.

But their clothes are not only an expression of their royal status. They also say a lot about their personalities. Prince Harry, for example, is a confident young man who likes to wear clothes that are conservative but trendy. Meghan has a friendly personality that is a little unconventional and not traditional. She prefers large bags instead of clutch bags, which is the tradition among British royal women.

() The life of a royal couple

() The fashion style of the royal family

() Clothes: what you wear reflects your personality and who you are

() Fashion changes after pregnancy

_____ / 10

2 Read the text again and identify which people or objects are being referred to in these sentences.

1 Celebrities have always influenced fashion and this couple is not an exception. _____

2 But a few weeks before she gave birth to their son, Archie Harrison Mountbatten-Windsor, she was seen wearing something extremely different. _____

3 Instead of high heels and couture dresses, which is her usual style, she was wearing her husband's clothing. _____

4 But their clothes are not only an expression of their royal status. _____

5 They also say a lot about their personalities. _____

_____ / 10

3 Choose the correct option.

1 Prince Harry and Meghan Markle are so / such fashion icons these days.

2 Meghan Markle made so / such a simple wedding dress look so stunning.

3 That flowery dress is so / such a different look for the duchess, it is a totally unexpected look!

4 Kate always looks so tidy and her clothes fit so / such nicely.

5 She usually wears dotted dresses, which are not typical for royalty, and that's what makes it so / such memorable.

_____ / 10

4 Write a short paragraph about a party that you have attended. Describe the occasion and what the people were wearing.

_____ / 20

Total _____ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension	
Exercise 2: Subject identification	
Exercise 3: So / such	
Exercise 4: Describing past events	

1 Read this letter and answer: What is it about?12th November, 1850

Dear mother,

Since I last wrote we have had bad weather. Last Saturday the rain began to increase gradually till on Sunday we had all the hatches completely closed except a small one which was left open to admit the air. The cabins in the centre were flooded by the end of the day. This lasted till Tuesday, when the sun came out. We hope to see land in about two weeks' time. It's been only a week at sea, but the monotony makes it feel longer. Every day brings a tedious routine of making the bed in the morning, cooking, eating, sleeping, reading, eating again, socializing, making the bed at night. Some passengers suffer from motion sickness as the ship rocks back and forth on the waves. I am used to it, but I can't read my books.

The days have literally dragged. Last night all the passengers came on deck to enjoy the refreshing breeze after the hot day. There are some excellent singers on board and some hours were devoted to singing. The moon was lovely, and everybody was enjoying the clear sky, the gentle breeze, the placid and quiet waters of the Atlantic, a thousand miles from any land.

Our health, as well as that of all the passengers has been excellent. We haven't had a single case of severe illness. The captain has attributed it to the good ventilation and the small number of passengers: we are 110, out of which there are about 30 young children. There is plenty of fresh water and beverages, including our beloved black tea. The food is bad, but I certainly didn't expect any luxuries on a ship. We receive a pound of flour every week and out of this I have made some excellent bread and cake. We regret not bringing any spices with us though. Unfortunately, we cannot eat the preserved meats they offer. They make us ill because they are of a very inferior quality. Thank God there is preserved salmon once a week.

(based on the letters written by John Harman Eamer to his mother in England, describing his trip to Adelaide in 1850.
Found at <https://www.catalog.slsa.sa.gov.au/record=b2188750~S1>)

____ / 10

2 Read the text again and find a word that has the same meaning as:

1 give access to: _____

4 moved very slowly: _____

2 associated: _____

5 continued: _____

3 monotonous, boring: _____

____ / 10

3 Complete these sentences based on the information in the letter. Use the verbs in brackets.1 If the weather continues good, we _____ (arrive) in Australia on the 16th.

2 If we _____ (be) in England, we would add spices to the cake and bread.

3 The trip would be very boring if we _____ (not socialize) on the deck at night.

4 If we _____ (eat) the preserved meats, we will get sick.

5 I can read books if the sea _____ (be) calm.

____ / 10

4 Write a short paragraph about a trip you made by train, car, plane or ship.

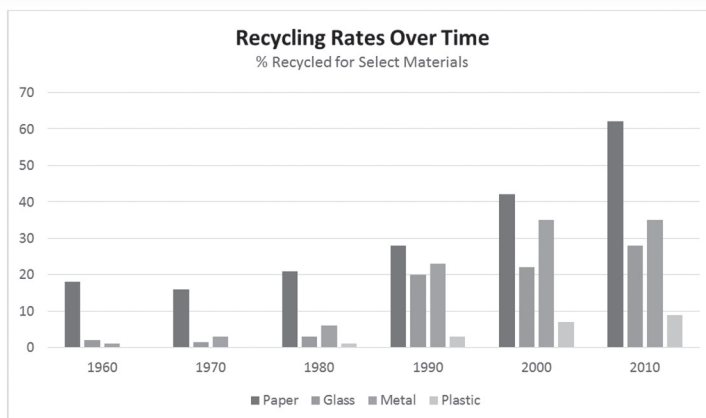
____ / 20

Total ____ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Text comprehension	
Exercise 2: Vocabulary skills	
Exercise 3: Conditional clauses	
Exercise 4: Writing personal information	

1 Read this bar chart and write T (true) or F (false).

- 1 () The chart compares American recycling rates for select materials per weight.
- 2 () The chart compares recycling rates for paper, glass, metal and plastics in percentage.
- 3 () They didn't recycle plastic before 1990.
- 4 () The chart covers a period of fifty years.
- 5 () The chart is divided in intervals of ten years.



Source: Municipal Solid Waste Generation, Recycling, and Disposal in the United States. U.S. Environmental Protection Agency. December 2011.

_____ / 10

2 Read the text again and complete the sentences.

- 1 Since the 1980s, there has been an increase in the use of glass, metal and plastic to produce containers for drinks. That explains the increase of these materials in _____.
a 2010 b 1990 c 2000
- 2 Before 1980, there was very little recycling of _____.
a paper b plastic c glass
- 3 _____ was the only year when the recycling of glass surpassed metal.
a 1980 b 1970 c 1960
- 4 Since the 1990s, electrical and electronic equipment has been more present in every house in the USA. This explains the huge increase in _____ recycling in just ten years.
a metal b paper c glass

_____ / 10

3 Read this dialogue and answer: who has a positive view on recycling?

- () Danielle () Kyle

Danielle: Kyle, did you put a milk carton in the trash yesterday? You know we have a paper recycling bin, right?

Kyle: Oh, I'm sorry. I'm not good at recycling things. I have tried to sort out the trash for a week, but it was just too difficult.

Danielle: That's the problem. You are not good at recycling because you don't care. Did you know that 75% of trash could be recycled but only 30% is? If you

do your part, this will change.

Kyle: But it was just one carton!

Danielle: Do you know how much energy is necessary to produce new things? I'll give you an example: if one soda can is recycled, it saves enough energy to power a television for three hours!

Kyle: Well, if they paid me, I would recycle.

Danielle: I think we have a responsibility to recycle as much as we can.

_____ / 10

4 Write a short paragraph reporting some of the things Danielle and Kyle discussed.

_____ / 20

Total _____ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Chart reading skills	
Exercise 2: Information check	
Exercise 3: Text comprehension	
Exercise 4: Writing skills – reported speech	

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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

GSE		CEFR
Light Up Starter	12 – 23	<A1 – A1
Light Up 1	22 – 29	A1
Light Up 2	27 – 34	A1 / A2
Light Up 3	32 – 39	A2 / A2+
Light Up 4	37 – 46	A2+ / <B1