

TEACHER'S BOOK

# Light Up

STARTER



María Alicia Maldonado

# COMPONENTS

## STUDENT'S BOOK AND WORKBOOK

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

## TEACHER'S BOOK

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

## ONLINE

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

## STUDENT'S SITE

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

## TEACHER'S SITE

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

# OVERVIEW OF THE STUDENT'S BOOK

## LIGHTING UP!

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

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

## THE STRUCTURE OF A UNIT

### › ACTIVATE

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

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

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

### › READING

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

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

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

### › VOCABULARY

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

### › GRAMMAR

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

### › LISTENING AND SPEAKING

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

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

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

## › WRITING

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

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

## › GO FOR IT!

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

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

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

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

## › MY LEARNING RECORD

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

## › CLIL

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

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

## › ROUND OFF

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

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

## › GAMES

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

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

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

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

## › WORKBOOK

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

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

# OVERVIEW OF THE TEACHER'S BOOK

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

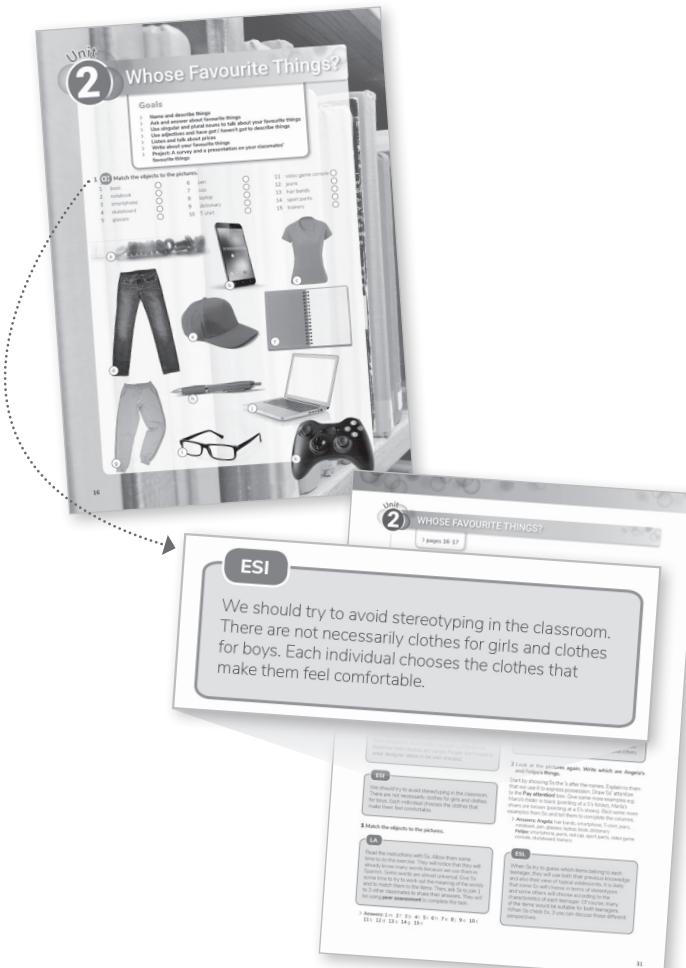
The Teacher's Book also offers teaching tips on classroom management, warm-up activities and further extra practice for most lessons. There are also **Pronunciation** tips to integrate phonology in the **Language** lesson as a way to help teachers to implement a cognitive-functional teaching perspective.

## ATTAINMENT TARGET (AT)

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

## COMPREHENSIVE SEXUALITY EDUCATION (ESI)

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



## CULTURE AWARENESS (CA)

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

## LANGUAGE AWARENESS (LA)

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

## 21<sup>ST</sup> CENTURY SKILLS

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

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

### › Critical Thinking

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

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

## › Creativity

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

## › Individual and Social Responsibility

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

## › Communication

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

## › Collaboration

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

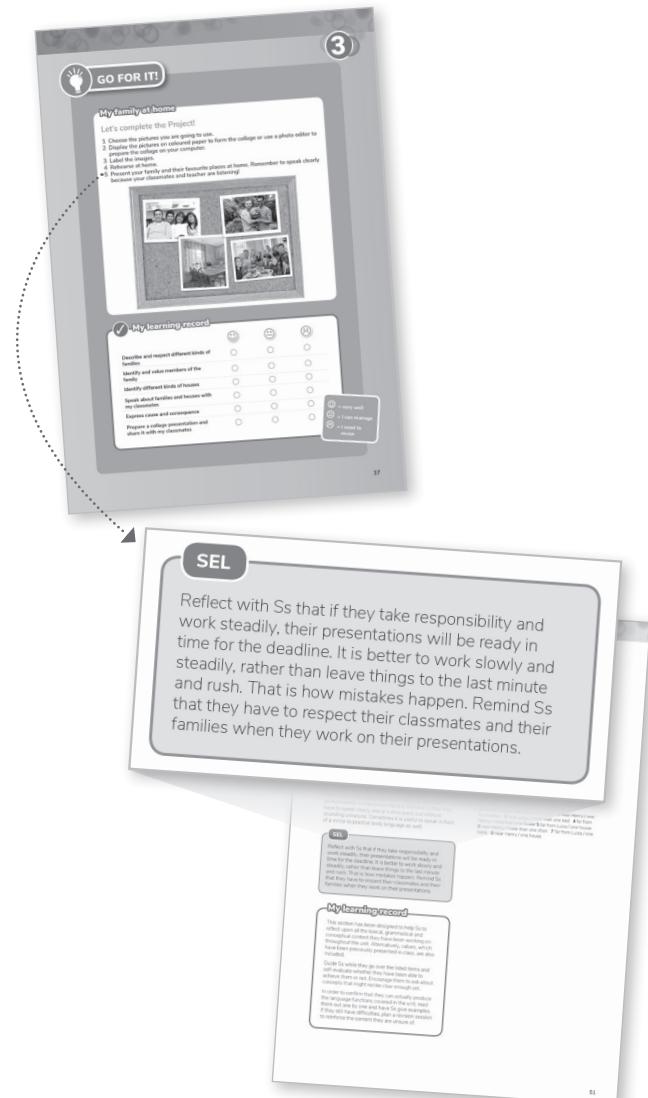
## INCLUSIVE CLASSROOM (IC)

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

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

## SOCIAL AND EMOTIONAL LEARNING (SEL)

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



# METHODOLOGICAL RATIONALE

## OUR VIEW OF LANGUAGE

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

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

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

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

## OUR VIEW OF THE TEACHING AND LEARNING PROCESS

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

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

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

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

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

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

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

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

# PEDAGOGICAL PROPOSAL

## 21<sup>ST</sup> CENTURY SKILLS

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

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

Ss will develop group cohesion while they work together,

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

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

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

## SOCIAL AND EMOTIONAL LEARNING

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

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

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

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

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

## COMPREHENSIVE SEXUALITY EDUCATION (ESI)

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

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

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

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

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

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

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

## INCLUSIVE CLASSROOM (IC)

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

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

## ATTAINMENT TARGETS (AT)

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

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

## ASSESSMENT

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

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

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

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

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

# HOW AND WHY TO USE MYENGLISHLAB

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

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

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

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

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

## GUIDE TO ACCESS MYENGLISHLAB

### › Registration

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

#### Step 1: Creating an account or signing in

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

#### Step 2: Entering your access code.

1. Enter your **Access code**.

### › Creating and customizing a course

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

#### Step 1: Creating a course

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

#### Step 2: Customizing a course

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

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

## › Enrolling Students

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

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

5. Click on **Submit**.

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

# ASSESSMENT

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

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

## SUMMATIVE AND FORMATIVE ASSESSMENT

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

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

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

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

have learned.

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

In **Light Up** you will find:

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

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

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



## THE GLOBAL SCALE OF ENGLISH

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

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

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

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

Visit [www.english.com/gse](https://www.english.com/gse) for more information about the **Global Scale of English**.

Visit [www.english.com/blog/download-gse-younglearners](https://www.english.com/blog/download-gse-younglearners) to download the GSE syllabus and descriptors.

### The Teacher's toolkit

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

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

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

# PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	ESTILOS TEXTUALES Y GÉNEROS	HABILIDADES DEL SIGLO 21	ARTICULACIÓN DE CONTENIDOS CON OTRAS ÁREAS
0	<b>Lighting Up!</b>	Unidad de inicio Los alumnos podrán: <ul style="list-style-type: none"><li>• Reconocer colores</li><li>• Números y objetos escolares</li><li>• Saludar en distintos momentos del día</li></ul>		<ul style="list-style-type: none"> <li>• Comunicación y colaboración</li> <li>• Trabajo de a pares</li> <li>• Trabajo en grupos pequeños</li> <li>• Presentaciones frente a pares</li> <li>• Manejo de TICs</li> </ul> <p>Procesador de texto</p> <p>Lectura y redacción de emails</p> <p>Búsqueda de información</p>	
1	<b>Hi!</b>	Presentación Una persona especial de la escuela Los alumnos podrán: <ul style="list-style-type: none"><li>• Saludar</li><li>• Pedir y dar información personal</li><li>• Deletear nombres</li><li>• Describir personas y lugares</li><li>• Escribir acerca de una persona que conocemos</li><li>• Decir cómo estamos</li></ul>	<ul style="list-style-type: none"> <li>• Formulario escolar</li> <li>• Página web de un grupo escolar</li> <li>• Registro formal e informal</li> </ul>	<ul style="list-style-type: none"> <li>• Pensamiento crítico:</li> <li>• Evaluación de la Información</li> <li>• Software para crear collage, video, presentaciones, póster multimedia, audio, blogs y páginas web</li> <li>• Pensamiento creativo collage, video presentaciones, póster multimedia, audio, blogs y páginas web</li> </ul>	<ul style="list-style-type: none"> <li>• Geografía: continentes, países y ciudades</li> </ul>
2	<b>Whose Favourite Things?</b>	Presentación Encuesta sobre los objetos preferidos de los amigos Los alumnos podrán: <ul style="list-style-type: none"><li>• Nombrar y describir objetos</li><li>• Preguntar y contestar acerca de objetos personales</li><li>• Decir cuál es su objeto favorito</li><li>• Hablar sobre precios</li></ul>	<ul style="list-style-type: none"> <li>• Pizarrón de noticias</li> <li>• Folleto de propaganda</li> <li>• Cuadro de estadística</li> </ul>	<ul style="list-style-type: none"> <li>• Responsabilidad individual Intervención en proyectos</li> <li>• Responsabilidad social</li> </ul>	<ul style="list-style-type: none"> <li>• TICs encuesta en línea</li> <li>• Estadísticas y su representación gráfica</li> </ul>
3	<b>We Are Family!</b>	Collage Los miembros de mi familia en mi hogar Los alumnos podrán: <ul style="list-style-type: none"><li>• Describir familias</li><li>• Comprender y valorar distintos tipos de familia</li><li>• Hablar acerca de mascotas</li><li>• Describir casas</li><li>• Comprender la diferencia entre casas y hogares</li><li>• Preguntar y responder sobre familias y hogares</li></ul>	<ul style="list-style-type: none"> <li>• Árbol genealógico</li> <li>• Organizadores gráficos (IG)</li> <li>• Folleto tríptico</li> </ul>	<p>Encuestas, reporte de resultados</p>	<ul style="list-style-type: none"> <li>• Ciencias sociales Concepto de familia Tipos de vivienda</li> <li>• Arte: Diseño de un collage</li> </ul>

## REFLEXIÓN

## CONTENIDOS

	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Intercultural	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> <li>• Autoconocimiento Reflexión sobre actitudes personales</li> <li>• Auto-control Participación respetuosa en discusiones</li> <li>• Motivación Estímulo a través de solución de problemas y juego de roles</li> </ul> <p>Juegos didácticos</p> <ul style="list-style-type: none"> <li>• Empatía Respeto por opiniones ajenas</li> <li>• Conciencia social Valoración del esfuerzo individual en función del bien común</li> <li>• Habilidades para relacionarse Trabajo de a par y grupal</li> <li>• Toma de decisiones responsable Planificación de tareas para el proyecto final</li> </ul> <p>Ensayo previo a las presentaciones</p> <p>Diferencia entre realidad y percepción</p>	<ul style="list-style-type: none"> <li>• Nombres masculinos y femeninos</li> </ul>	<ul style="list-style-type: none"> <li>• Objetos y mobiliario escolar</li> </ul>	<ul style="list-style-type: none"> <li>• Lenguaje del aula</li> <li>• Objetos del aula</li> <li>• Números del 1 al 20</li> <li>• Partes del día</li> <li>• Saludos</li> <li>• Palabras inglesas que conocemos</li> </ul>	<ul style="list-style-type: none"> <li>• What's? It's a / an</li> </ul>	<ul style="list-style-type: none"> <li>• Entonación de oraciones y preguntas</li> <li>• Comparación de palabras en inglés y español</li> </ul>
		<ul style="list-style-type: none"> <li>• Todas las personas son importantes</li> <li>• Las preferencias no dependen del género</li> </ul>	<ul style="list-style-type: none"> <li>• Modos de saludar</li> <li>• Modos de dictar números telefónicos</li> </ul>	<ul style="list-style-type: none"> <li>• Saludos formales e informales</li> <li>• Información personal: nombre, edad, origen, domicilio, estudios</li> <li>• Números cardinales: 1-20</li> <li>• Letras del alfabeto</li> <li>• Países del mundo, sus capitales y ciudades importantes</li> <li>• Lenguaje de Internet: @ (at), . (dot), # (hash), _ (underscore), / (slash), * (asterisk), - (hyphen)</li> <li>• Iniciales y acrónimos</li> </ul>	<ul style="list-style-type: none"> <li>• Pronombres personales</li> <li>• Presente Simple del verbo to be en sus formas afirmativa, negativa e interrogativa (preguntas abiertas con What?, Where? y How old?)</li> <li>• Adjetivos posesivos</li> <li>• Preposiciones de lugar: at, in</li> <li>• Conector de adición: and</li> <li>• Conector de contraste: but</li> </ul>	<ul style="list-style-type: none"> <li>• Los sonidos de las letras del alfabeto</li> <li>• Las vocales</li> <li>• Las consonantes</li> <li>• Pronunciación de las formas afirmativas y negativas del verbo to be</li> <li>• Pronunciación de los ítems lexicales</li> </ul>
		<ul style="list-style-type: none"> <li>• Estereotipos</li> <li>• La elección de deportes no depende del género</li> </ul>	<ul style="list-style-type: none"> <li>• Objetos que usan los adolescentes</li> </ul>	<ul style="list-style-type: none"> <li>• Objetos cotidianos</li> <li>• Números cardinales: 20-100</li> <li>• Precios</li> <li>• Colores</li> <li>• Adjetivos descriptivos</li> <li>• How much is it / are they?</li> <li>• Here you are.</li> </ul>	<ul style="list-style-type: none"> <li>• Artículos indefinidos y definidos: a, an, the</li> <li>• Demostrativos: this / that, these / those</li> <li>• Sustantivos singulares y plurales</li> <li>• Have got</li> <li>• Caso posesivo</li> <li>• Posición de adjetivos</li> <li>• Who?, Whose?</li> </ul>	<ul style="list-style-type: none"> <li>• /ðɪs/ /ðæt/ /ði:z/ /ðəʊz/</li> <li>• /eɪ/ /æn/ /ði:/ formas fuertes y débiles</li> <li>• Entonación de las preguntas para información</li> <li>• /hæv/ forma fuerte y débil</li> <li>• Foco en oraciones</li> </ul>
		<ul style="list-style-type: none"> <li>• Concepto de familia</li> <li>• Respeto por la diversidad de familias</li> <li>• Respeto por los diversos hogares</li> </ul>	<ul style="list-style-type: none"> <li>• Concepto de familia</li> <li>• Tipos de viviendas</li> </ul>	<ul style="list-style-type: none"> <li>• Miembros de una familia</li> <li>• Familias extendidas</li> <li>• Mascotas</li> <li>• Partes de la casa</li> <li>• Objetos de uso en una casa</li> <li>• Tipos de viviendas</li> <li>• I'm not sure.</li> <li>• Let's buy it!</li> </ul>	<ul style="list-style-type: none"> <li>• There is / There are</li> <li>• Artículos a, an, some, any</li> <li>• Conectores de causa y consecuencia: so, because</li> </ul>	<ul style="list-style-type: none"> <li>• /ðeər ɪz/ /ðeər a:/ formas fuertes y débiles, contracciones</li> <li>• Formas fuertes y débiles de los artículos</li> <li>• Entonación como organizadora del discurso</li> </ul>

# PLANIFICACIÓN ANUAL

UNIDAD	PRODUCTO FINAL	EXPECTATIVAS DE LOGRO	ESTILOS TEXTUALES Y GÉNEROS	HABILIDADES DEL SIGLO 21	ARTICULACIÓN DE CONTENIDOS CON OTRAS ÁREAS
4	<b>Enjoying Free Time</b> Videoclip de propaganda: Oferta ideal de actividades de tiempo libre para adolescentes	Los alumnos podrán: • Hablar sobre actividades de tiempo libre • Decir lo que les gusta y no les gusta hacer • Hablar sobre frecuencia • Hablar sobre comidas y bebidas • Pedir bebidas y comidas en comedores	• Sección de entretenimiento de una revista • Sección de horóscopo de una revista • Menú • Texto con información personal	• 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	• Arte / TICs • Diseño de un videoclip • Ciencias sociales • Actividades de tiempo libre para adolescentes • Geografía • Descripción de lugares para visitar
5	<b>I Like My Lifestyle</b> Programa de noticias Lo que no sabes de los famosos	Los alumnos podrán: • Hablar sobre rutinas diarias • Preguntar y decir la hora • Describir el clima • Comparar rutinas • Discutir responsabilidades en las tareas del hogar • Redactar textos atractivos de noticias para televisión	• Revista de chismes en línea • Artículo: La vida de los famosos no es un lecho de rosas.	• Pensamiento crítico: • Evaluación de la información  • Software para crear collage, video, presentaciones, póster multimedia, audio, blogs y páginas web  • Pensamiento creativo collage, video presentaciones, póster multimedia, audio, blogs y páginas web	• Lengua española Lenguaje retórico • Estudios sociales Rutinas saludables
6	<b>Show Time!</b> Programa de un show escolar Actuaciones y reglas a seguir	Los alumnos podrán: • Hablar de habilidades • Hablar de espectáculos • Hablar de reglas • Identificar las partes del cuerpo • Hablar de los sentidos • Escribir un email invitando a alguien a un espectáculo	• Panfleto de propaganda de un parque nacional: Las cataratas del Iguazú: Un espectáculo de la naturaleza • Instrucciones a seguir en la visita	• Responsabilidad individual Intervención en proyectos  • Responsabilidad social  Encuestas, reporte de resultados	• Biología / Ecología Parques nacionales Animales en peligro de extinción Partes del cuerpo humano Los sentidos • Ciencias sociales Respeto por las reglas

## REFLEXIÓN

## CONTENIDOS

	Aprendizaje socio-emocional	ESI (Educación sexual integral)	Intercultural	Lexicales	Gramaticales	Fonológicos
	<ul style="list-style-type: none"> <li>• Autoconocimiento Reflexión sobre actitudes personales</li> <li>• Auto-control Participación respetuosa en discusiones</li> <li>• Motivación Estímulo a través de solución de problemas y juego de roles</li> <li>Juegos didácticos</li> <li>• Empatía Respeto por opiniones ajenas</li> <li>• Conciencia social Valoración del esfuerzo individual en función del bien común</li> <li>• Habilidades para relacionarse Trabajo de a par y grupal</li> <li>• Toma de decisiones responsable Planificación de tareas para el proyecto final</li> <li>Ensayo previo a las presentaciones</li> <li>Diferencia entre realidad y percepción</li> </ul>	<ul style="list-style-type: none"> <li>• Respeto por la diversidad de elecciones como actividades de tiempo libre</li> <li>• Cuidado de nuestro cuerpo a través de una alimentación sana</li> </ul>	<ul style="list-style-type: none"> <li>• Actividades de tiempo libre abierto y en estadios</li> <li>• Deportes de invierno, de mar y montaña</li> </ul>	<ul style="list-style-type: none"> <li>• Actividades de tiempo libre</li> <li>• Comidas y bebidas</li> <li>• Comidas en distintos momentos del día</li> <li>• Gustos y preferencias</li> <li>Expresiones: <ul style="list-style-type: none"> <li>• Thanks a bunch!</li> <li>• I'm starving.</li> <li>• I go for a ...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Presente Simple Afirmativo, negativo e interrogativo: I, you, we, they</li> <li>• Adverbios de frecuencia: always, sometimes, never</li> <li>• How often ...?</li> <li>• Like + noun</li> <li>• Conectores and, but, so, because, or</li> </ul>	<ul style="list-style-type: none"> <li>• Foco estrecho para enfatizar</li> <li>• Entonación como organizadora del discurso</li> <li>• Entonación descendente para exclamaciones</li> </ul>
		<ul style="list-style-type: none"> <li>• No existen tareas 'de hombres' y 'de mujeres'</li> </ul>	<ul style="list-style-type: none"> <li>• Horarios de rutinas diarias</li> </ul>	<ul style="list-style-type: none"> <li>• Rutinas diarias</li> <li>• Días de la semana</li> <li>• Meses</li> <li>• La hora</li> <li>• Estaciones del año</li> <li>• El clima</li> <li>• Expresiones: <ul style="list-style-type: none"> <li>• a gossip</li> <li>• What is it all about?</li> <li>• Poor thing!</li> <li>• Let's play.</li> <li>• Kind of</li> <li>• You cheat!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Presente Simple Afirmativo, negativo e interrogativo: I, you, he, she, it, we, they</li> <li>• Adverbios de frecuencia: always, sometimes, never</li> <li>• Preposiciones de tiempo: in, on, at</li> </ul>	<ul style="list-style-type: none"> <li>• /z/ /s/ /ɪz/ desinencias en la 3<sup>a</sup> persona del singular</li> <li>• /du:/ /dʌz/ formas fuertes y débiles</li> <li>• /ɪn/ /ɒn/ /æt/ formas fuertes y débiles</li> <li>• Entonación como expresión de actitud</li> </ul>
		<ul style="list-style-type: none"> <li>• No hay destrezas puramente 'masculinas' o 'femeninas'</li> </ul>	<ul style="list-style-type: none"> <li>• Respeto por la naturaleza</li> </ul>	<ul style="list-style-type: none"> <li>• Adjetivos que describen shows: immense, classical, colourful, exquisite, natural, fast, funny, tropical, wonderful</li> <li>• Verbos que describen habilidades: run, walk, dance, fly, sing, swim, play + (instrument), Show time</li> <li>• Expresiones: <ul style="list-style-type: none"> <li>• He's incredible!</li> <li>• That's good!</li> <li>• Good point!</li> <li>• Don't be negative.</li> <li>• Touché!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can como expresión de posibilidad y / o habilidad</li> <li>• Orden de los adjetivos</li> </ul>	<ul style="list-style-type: none"> <li>• /kæn/ formas fuerte y débil</li> <li>• /kɑːnt/</li> <li>• Entonación como marcador de función comunicativa</li> </ul>

# CONTENTS

## Lighting Up!

page 4

## Reading & Vocabulary

- Classroom objects
- Classroom vocabulary
- Numbers 1-20
- Parts of the day
- Greetings
- English words we know

## Grammar

1

### Hi!

page 6

Workbook page 76

### The Global Classroom

A webpage

- Personal information
- The alphabet
- Numbers 20-100
- Countries and nationalities
- Internet vocabulary
- Adjectives describing people and places: small, intelligent, funny, modern, fantastic, old

- Verb to be - all forms
- Subject pronouns
- Possessives
- Prepositions: at, in, from
- Question words: What? Where? How old?

2

### Whose Favourite Things?

page 16

Workbook page 82

### Guess the owner!

Descriptions on sticky notes

- Colours
- Clothes
- Everyday objects
- Adjectives describing objects: big, small, new, old, modern, cheap, expensive, trendy

- Definite and indefinite articles: a, an, the
- Demonstratives: this / that, these / those
- Singular and plural nouns
- Have got
- Possessive case
- Position of adjectives
- Question words: Who? Whose?

## CLIL MATHS page 26

3

### We Are Family!

page 28

Workbook page 88

### Awesome houses

A tri-fold brochure

- Family members
- Extended family
- Pets
- Parts of the house
- Household objects

- There is / are
- A, an, any, some
- Connectors of cause and consequence: because, so

4

### Enjoying Free Time

page 38

Workbook page 94

### Astrology and free time

Magazine zodiac section

- Free-time activities
- Foods and drinks
- Meals
- Likes and dislikes

- Present Simple - all forms: I, you, we, they
- Frequency adverbs: always, sometimes, never
- Question word: How often?
- Like + noun

## CLIL HEALTH page 48

5

### I Like My Lifestyle

page 50

Workbook page 100

### Celebrities' lives are not always a bed of roses.

Online magazine article

- Daily routines
- Days of the week
- Months
- The time
- Seasons of the year
- The weather

- Present Simple - all forms: I, you, he, she, it, we, they
- Adverbs of frequency: always, sometimes, never
- Prepositions of time: in, on, at

6

### Show Time!

page 60

Workbook page 106

### Iguazu falls: Nature's show!

A leaflet with rules to visit a place

- Parts of the body
- Adjectives that describe shows: immense, classical, colourful, exquisite, natural, fast, funny, tropical, wonderful
- Verbs describing skills: run, walk, dance, fly, sing, swim, play + (instrument)

- Can expressing ability and possibility – all forms
- Position of adjectives

## CLIL SCIENCE page 70

### Games page 72

## Listening & Speaking

## Writing

## Project

**A new friend at school**  
**Interviewing a student**

### Writing about a person you know

- Paragraph
- Connectors: and, but

**Poster or slide presentation of a special person at school**

**Talking about favourite things**  
**A commercial**  
**At the shop**  
• How much is it / are they?  
• Here you are.

### My favourite things

- Descriptive paragraph
- Capitalization
- Use of commas and full stops

**Survey: My classmates' favourite things**  
• Present the results with a poster and an oral presentation

## ROUND OFF page 27

**The perfect house!**  
**A TV programme**  
• a two-storey house  
• a studio flat  
• a mansion  
• a detached house  
• a loft  
• I'm not sure.  
• Let's buy it!

### Describing family members and their favourite places at home

- Connectors: because, so

**My family at home**  
• Collage and oral presentation

**Street interviews for a school project**  
**Teens' favourite free-time activities and food**  
• Thanks a bunch!  
**At the school canteen**  
• I'm starving.  
• I go for a ...

### Describing a free-time activities routine

- Connectors: and, but, because, so, or

**To-do list for a weekend in the city**  
• Slide presentation about a chosen city

## ROUND OFF page 49

**Neighbourhood gossip**  
• a gossip  
• What is it all about?  
• Poor thing!  
**Guess the person**  
• Let's play.  
• Kind of  
• You cheat!

### Writing a celebrity profile

- Rhetorical questions

### TV report - Celebrity profile

- A set of news stories about unusual celebrities' routines or hobbies

**Looking at photos and talking about skills**  
• He's incredible!  
**Reading the National Park's rules**  
• That's good!  
• Good point!  
• Don't be negative.  
• Touché!

### Email inviting a friend to a school show

- Parts of an email: from – to – subject
- Can (request)
- You can't miss it!

### Invitation to a school show

- Performances and rules

## ROUND OFF page 71

# LIGHTING UP

› pages 4–5

## In the classroom

### Before we start

Introduce yourself telling Ss I'm Mr / Mrs / Ms ... , your English teacher. My name is ... What's your name? Ask different Ss their names. Have Ss ask each other's names.

### 1 Look at the picture and fill in the blanks with words from the box.

Hold up the English book and say: Look! This is a book. Repeat book. Do the same with the other words. Then say Listen! You say a word and Ss have to show you the item. Let Ss do the labelling on their or in pairs.

› Answers: 1 window 2 clock 3 pencil case 4 bag 5 board  
6 teacher 7 student 8 chair 9 desk 10 notebook

### 2 Practise these dialogues with a classmate. Use words from Exercise 1.

Encourage Ss to work together on the dialogues. This task will help them to gain confidence and to memorise the new words.

### 3 Listen and match the numbers to the words.

Count your fingers slowly and ask Ss to repeat with you. Play the audio file once and ask Ss to match the figures to the words. Play the audio file again for them to check.

02

One, two, three, four, five, six, seven, eight, nine, ten

› Answers: 6 10 1 9 8 3 5 2 4 7

### 4 Look at the picture in Exercise 1 and practise the dialogue with a classmate.

Ask Ss to work in pairs to practise numbers and classroom vocabulary.

## Classroom language

### 5 Look at the pictures. Then listen and complete the instructions.

Mime the actions in a different order for Ss to name them with the help of the book. Play the audio file for Ss to complete the exercise. Then play again for Ss to check answers.

03

Pay special attention to the pronunciation of the new sounds /əʊ/ in open and close, /ʊ/ in look and book, /ɔ:/ in board and door, /ɪ/ in listen, /i:/ in read, /æ/ in match and Spanish, and /ɜ:/ in circle.

03

- 1 Open your books at page 9.
- 2 Read page 5, please.
- 3 Circle the correct answer.
- 4 Match the pictures to the words.
- 5 Listen to the instructions.
- 6 Cross out the extra word.
- 7 Close your notebooks.
- 8 Look at the board.
- 9 Write your name.
- 10 Underline the title.

› Answers: 1 Open 2 Read 3 Circle 4 Match 5 Listen  
6 Cross out 7 Close 8 Look 9 Write 10 Underline

04

Pay attention to the use of /ə/. It's the weakest but one of the most important sounds in English. It helps to give speech its stress-timed characteristic.

### 6 Read and complete with the words from the box. Then listen and check.

Let Ss complete the exercise and then play the audio file for them to check.

04

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

› Answers: 14 fourteen 17 seventeen 18 eighteen  
19 nineteen

### 7 What is similar about the numbers in pink circles?

› Answers: They all end in -teen.

### 8 We use the English words below in Spanish. Join a classmate and try to complete the missing letters. Then listen and check your answers.

Ask Ss to complete the words with a partner. Then, play the audio file and let them check. This practice will help Ss to improve their listening accuracy.

05

shopping, television, air bag, computer, dentist, wi-fi, email, photo, scanner, telephone, rugby, dictionary, football, robot

› Answers: 1 shopping 2 television 3 air bag 4 computer  
5 dentist 6 wi-fi 7 email 8 photo 9 scanner 10 telephone  
11 rugby 12 dictionary 13 football 14 robot

### 9 Now complete the table with words from Exercise 8. Underline the stressed syllables.

› Answers: English = Spanish air bag, dentist, wi-fi, email, photo, scanner, telephone, rugby, dictionary, robot  
English ≡ Spanish shopping, computer

**Goals**

- › Say hello and goodbye
- › Ask for and give personal information
- › Spell your name
- › Describe people and places
- › Listen to a conversation about a language course
- › Write about a person you know

Go over the goals with Ss and come to an agreement regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are involved in 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 have to prepare a poster or slide presentation about a special person at their school. They will have to introduce the person, describe him / her and say what their role in the school is. They will then understand the relevance of the language they have to learn in order to do the final task. Ss will be able to ask teachers of other subjects for help. For example, the ICT and Art teachers could provide guidance in completing the final task.

**SEL**

Ask Ss to think about those people who work in the school who help to keep it running smoothly but who are not necessarily in the classroom. This will help Ss to become aware of how many people work behind the scenes at school so that they have clean classrooms and bathrooms, can borrow books, can go on excursions, etc.

**1 Match the dialogues to the pictures.**

Read the instructions with Ss. Help them to become aware of which hints they can use to complete the task, e.g. the version of the names used. They can 'read' the pictures to see the degree of closeness between the speakers.

Ask Ss to read the dialogues in order to check their answers. It is a great opportunity to help them perceive intonation as a signal of proximity between speakers.

Encourage Ss to practise the dialogues with the classmate next to them.

› **Answers:** 1 b 2 a 3 d 4 c

**2 Match the columns.**

Ask Ss to match the columns. This exercise shows learners that we can say the same thing in different ways.

› **Answers:** 1 c 2 a 3 b

**Final project**

- › A presentation on a special person at school

**CA**

Discuss with Ss: Do people greet each other in the same way all over the world? Do people kiss or hug each other when they meet? Ask Ss if they know any other way of greeting. For example, in Misiones, they greet with one kiss on each cheek. In Japan, people don't kiss but they bow. In Tibet, people stick out their tongue as a greeting.

You can ask Ss to research ways people greet each other from other countries around the world.

**3 It's Marie's first day at school. She is talking to Miss Duncan, her counsellor. Listen and circle the correct options.**

Read the instructions with Ss. Try to elicit the meaning of counsellor. Tell them to look at the picture and to say where they think the people are, etc.

Tell Ss to read the dialogue silently and to prepare to do the listening. This listening task tries to increase Ss' confidence in their capacity to learn. They have to choose the correct option by drawing on their previous knowledge and their listening ability.

Play the audio file while Ss try to circle the correct answers. Ask them if they need to hear it a second time and, if so, play it again.

Check the answers with the whole class. Use this instance to check that they understand the meaning of the new words. Ask: Marie, first name or surname? What's your first name / surname? What's the counsellor's surname? etc.

**Miss Duncan:** Good morning. Are you Marie Rousseau?

**Marie:** Yes, Miss.

**Miss Duncan:** Can you spell your surname, please?

**Marie:** Sure! R-O-U-double S-E-A-U.

**Miss Duncan:** Are you French?

**Marie:** Yes, I am from Paris.

**Miss Duncan:** Are you 13?

**Marie:** Yes, I am.

**Miss Duncan:** Are you in Year 2?

**Marie:** No, I'm not. I'm in Year 1.

**Miss Duncan:** What's your phone number?

**Marie:** 2-9-0-9-8-5-3-1

**Miss Duncan:** And your email address?

**Marie:** mr\_13@frenchmail.com

**Miss Duncan:** Ok, Marie, now ...

› **Answers:** 1 morning 2 13 3 2 4 29098531

### AT / IC

Some Ss may not be ready to complete the task on their own. After you have checked the answers, play the audio file once more for those Ss to understand the conversation and the corresponding answers. This practice will help them to improve their comprehension skills.



Draw Ss' attention to the box. Go over how to say telephone numbers in English. You could write some examples on the bb for Ss to read. Then, you could dictate some numbers for them to write down.

### CA

Discuss with Ss: How do we dictate telephone numbers? Do we say the numbers in the same way when we give mobile phone numbers and landline phone numbers? Do we say any numbers in a different way?

#### 4 Fill in the form with Marie's information. Then, practise the dialogue with a classmate.

Ask Ss to fill in the form. They can use the dialogue from Ex. 3 to help them. They just have to find the relevant information and write it in the correct space.

Ask Ss to work in pairs playing the role of Marie and her counsellor.

› **Answers:** Marie Rousseau 13 1 mr\_13@frenchmail.com 29098531

#### More teaching ideas

You could add some extra practice if you ask Ss to invent an identity and complete a new form. They can act out the new roles and practise the dialogue. Having fun while they interact will make this learning memorable.

## The global classroom

Ask Ss to look at the reading and decide what kind of text it is. Ask them to justify their answers. They might need to use some Spanish to justify. You can repeat the information back to them in English so that they can start to make connections between the words.

Ask Ss about the name of the webpage, who they think posts on it, and what the posts are about. You can ask them to give some examples by reading parts of the text.

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

#### ICT Literacy

This is an excellent opportunity to help Ss to become aware of what kind of information they can upload safely to the internet. You can also discuss the kinds of photos they should upload. Discuss the difference between public and private sites and how 'private' the sites actually are. It is important that Ss know that once you upload a photo or a message to the internet it is not their own anymore.

#### IC

This is a good opportunity to discuss how Ss all over the world learn. They attend different kinds of schools but they all learn in classrooms and have teachers to help them.

## 1 Read and find.

Ask Ss to read the instructions and to ask you for help if necessary. This is a way to help them develop independent learning skills. It is very likely that they understand the rubric. Ask them to work individually. Give them a few minutes to complete the task.

- › **Answers:** **a** Bogotá, Mexico City, Metepec, Quito, Toronto, Ottawa, Cordoba, Paris, Milan **b** Colombia, Ecuador, Canada, Argentina, France, Italy **c** Mexican, Colombian, Ecuadorian, Canadian, French

#### cx

When you check the answers, focus on individual sounds since Ss are going to read isolated words. Provide gentle correction, by repeating back correctly any words they may have mispronounced.

## 2 Read again and circle the correct options.

Ask Ss to do the exercise on their own. Give them a few minutes to complete the activity. Ask them to read the whole sentence to check their answers.

- › **Answers:** **1** in, He **2** His, isn't **3** are, Their **4** is, She **5** are, They **6** Italian

#### cx

Check sentence stress and intonation while Ss read out their sentences.

## 3 Read once more and complete the descriptions.

#### IC

This exercise will take a bit longer and it is likely to pose different demands for different Ss. It is advisable to assign it as homework. Ss will have to read the text again and they will work individually on comprehension and spelling. You can use the checking as an activating stage at the beginning of the following lesson.

- › **Answers:** **1** old **2** great **3** funny **4** very intelligent and nice **5** fantastic **6** big and modern

#### SEL

This section aims to help Ss to personalise their learning. Ask Ss to complete the chart and to prepare to speak about themselves. Challenge them to speak without reading. They will gain confidence in their use of English. Also, by listening to each other speaking about themselves it will help Ss to get to know each other better. This will help to build bonds between the classmates.

#### IP

Remind Ss to read the box and to start preparing their projects. Ss will need to think of the person they want to speak about and they will have to tell this person about their project.

#### CA

Ask Ss to find the countries mentioned in the unit on a map. Ask them if they know which continent they belong to. Ask Ss to think of a country, name the continent it is on, and name the capital city. The other classmates try to guess the name of the country.

## Workbook Answers

### Page 76

#### 1

- › **1 F 2 T 3 T 4 F 5 F**

# VOCABULARY

› page 9

## The alphabet

### 1 Listen and repeat the letters of the alphabet.

Tell Ss to go over the alphabet on their own. Then, play the audio file and ask Ss to repeat it.

### 2 Listen again and complete the table with letters from the box. Then check with a classmate.

Help Ss to realise that the colours of the letters in Ex. 1 will help them. Give Ss some time to finish and then play the audio file.

› Answers: 1 B 2 E 3 V 4 L 5 Z 6 A 7 K 8 U 9 I 10 O



07

08

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

### 3 Do you know what these initialisms and acronyms mean? Join with a classmate and discuss.

Help Ss to figure out the difference between initialisms and acronyms. This will help them to read the ones in the box.

When you check, besides focusing on pronunciation, you could ask Ss in which contexts they would use them. This makes their learning more significant and thus, more memorable.

› Answers: Laugh Out Loud LOL Oh my God OMG Very Important Person VIP British Broadcasting Corporation BBC Cable News Network CNN Crime Scene Investigation CSI United Kingdom UK United States of America USA Compact Disk CD Music Television MTV Light Amplification by Stimulated Emission of Radiation LASER Zone Improvement Plan ZIP



## ICT literacy

Ask the whole class why some words are in bold. Try to guide them into stating that those are key words they can use to search the internet to find information.

### 4 Read and practise the dialogue with a classmate. Then use your own information. Write down what your classmate says. Check if you are right.

Encourage Ss to work in pairs and check how much information they can both understand and give correctly.

## Email addresses

### 5 Match the symbols to the meanings.

Ask Ss to work in pairs to try to solve this exercise.

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

### 6 Exchange email addresses with 4 classmates. Now you can ask about homework by email.

Explain to Ss that working together is always a positive and enjoyable way of learning. There may be times when a S is absent and the other Ss should let the missing S know about homework, etc. Therefore, it is a good idea for Ss to exchange email addresses in order to be able to contact each other about classwork.

## Adjectives describing people and places

### 7 Put the letters in order to form words to describe the following people and places.

Ask Ss to work individually to solve this exercise. In order to check, ask them to read out each word and to spell it.

› Answers: 1 small 2 intelligent 3 funny 4 modern 5 fantastic 6 old

## Numbers

### 8 Listen and put the numbers in order.

Ask Ss to tell you what the numbers have in common. Try to elicit that they all end in -y. Write a number, e.g. 24, on the bb and ask Ss to read it. Use this answer as the starting point of your teaching. Then write 2 or 3 more examples on the bb and check with the whole class.

Play the audio file twice for Ss to write the corresponding numbers. Check orally. Don't interrupt the lesson to correct, but pay attention to individual sounds.

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



ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred



Write on the bb 15–50; 16–70 and read the numbers out. Draw Ss' attention to the difference in the pronunciation of the endings /tɪ/ and /tɪ:n/. Make a distinction between /ɪ/ ['fɪf tɪ/ and /i:/ /fɪf 'tɪ:n/. Then add more pairs to the sequences 13–30, 14–40, etc. Say one number and ask Ss to point at it. Then point to different numbers and ask Ss to name them.

### 9 Look and complete the sequences. Use words from the box.

## ICT literacy

Solving this maths problem will enhance memorising skills. In order to check, ask a different S to read each sequence of numbers.

› Answers: 1 28: twenty-eight 2 40: forty 3 54: fifty-four 4 75: seventy-five 5 80: eighty

## Subject pronouns

### 1 Read and practise.

Go over the table together with the Ss. Point out to them that they is the plural of he / she / it. Ask Ss to give examples using the different pronouns, e.g.: You are a teacher. / I'm Francisco. etc.

## Verb to be – affirmative

### 2 Study and complete the table.

Draw Ss' attention to the full form section of the table. Encourage them to complete it individually since all the information they need is contained in the table. This enhances critical thinking skills. Then, ask Ss to read and complete the short form section of the table, which has examples of contracted forms.

› Answers: 1 is 2 is 3 are 4 is 5 are



LA

Ask a S to read the information in the box. Discuss which are formal and informal situations and / or texts.

### 3 Complete with am, is or are.

Ask Ss to do the exercise on their own. If they have any doubts, they can check with the table in Ex. 2. Ask different Ss to read the complete sentences.

› Answers: 1 am 2 is 3 is 4 are 5 are

### 4 Rewrite sentences 1, 2 and 5 using the short form.

Follow the same procedure as in Ex. 3.

› Answers: 1 I'm a student. 2 Margarita's from Peru.  
5 We're very happy.

### 5 Complete the sentences with the correct subject pronoun.

This time, Ss have to complete sentences with the correct pronouns. Ask them to use the tables in Exs. 1 and 2 for help. Check with the whole class.

› Answers: 1 I 2 He 3 It 4 They 5 She



Ask Ss to read the sentences aloud to get them used to producing weak and strong forms of words in phrases. Little by little, they will acquire the typical English intonation, which is stress-timed, as opposed to Spanish, which is syllable-timed.

## Possessive adjectives

Ask different Ss to read the sentences in the table and check that everybody understands them.

### More teaching ideas

When you work on reading and comparing structures, ask Ss from opposite ends of the classroom to read, e.g. from front to back, or from left to right. Surprise Ss so that they never know who will be next to be asked. This will focus their attention on the lesson.

### 6 Complete the text with subject pronouns and possessive adjectives.

#### ICT literacy

Encourage Ss to work individually using the tables and to ask for help only if they need to. Tell them they should only request help if they cannot solve the problem even with the tables at hand.

› Answers: 1 My 2 I 3 They 4 my 5 We 6 My/Our  
7 She 8 Her 9 They 10 Her

## Verb to be – negative

### 7 Study and complete the table.

Ask Ss to complete the table. Then, ask them to read the sentences aloud so the whole class can check their answers.

› Answers: 1 is not 2 are not 3 isn't 4 aren't



LA

Draw Ss' attention to the use of the strong form in the negative contracted form. Tell them that this happens because the negative answer is not the expected one, so we stress it. In the full form we stress not.

### 8 Read the text in Exercise 6 again and correct the following information.

Remind Ss to use the text in Ex. 6 to complete the sentences. In order to check, ask Ss to read the sentences aloud.

› Answers: 2 Celene, Raquel and Laura aren't in Year 9. They're in Year 7. 3 Ms Murray isn't their classmate. She's their teacher. 4 English isn't horrible. It's fun! 5 Laura isn't from Venezuela. She's from Uruguay.



Model the fall-rise intonation for contrast, e.g. [tʃə'li:n  
'ɪntə vɪ:tʃə || ʃɪ:z ə 'stjʊ:dnt]

## Verb to be – interrogative and short answers

Go over the table with Ss and draw their attention to the change in word order for questions.

### Wh- questions

Go over the questions in the table with Ss. Help them to remember the meaning of the question words. They have already seen them in the reading section.



Ask Ss to look at the way in which we use the contracted form with Wh- questions.

### 9 Put the words in order to form questions. Then match them to the answers.

Ask Ss to do this exercise individually. Then, allow them to share their answers with the classmate next to them. Check the answers with the whole class.

- › **Answers:** 1 What is your name? 2 Are you in Year 1? 3 Where are you from? 4 Is Mr Brusa your teacher? 5 Am I in your class? 6 Where is our classroom?
- 1 b 2 f 3 a 4 c 5 d 6 e

### More teaching ideas

Avoid picking out individual Ss when you check exercises. Always ask for a volunteer to give the first example.



This task aims to help Ss develop their **creative thinking** skills. In order to succeed, we should make a difference between truly creative activities and non-creative ones.



Remind Ss that these instructions are there to help them with their project and to remind them what they have to do in order to complete it successfully and on time. At this point in time they should have already decided who they are going to interview and have taken a photo of the person.

## Workbook Answers

### Page 77

**1**

- › 1 b 2 a 3 e 4 c 5 d

**2**

- › a morning b name c spell d surname
- e telephone f email address

**3**

- › Ana, Navarro, 264-784-2601, ana\_nav@myemail.com

### Page 78

**4**

- › 2 France 3 American 4 British 5 China
- 6 The Netherlands

**5**

- › 1 small 2 intelligent 3 funny 4 modern

**6**

- › Ss' own answers.

**7**

- › 2 I 3 I'm 4 I'm 5 my 6 My 7 Her 8 My 9 My 10 my
- 11 We

**8**

- › 2 Yes, he is. 3 Yes, she is. 4 No, it isn't.
- 5 Yes, she is.

### Page 79

**9**

- › 1 What's your name? 2 How old are you?
- 3 Where do you live? 4 Where are you from?

**10**

- › 2 Marcelo is not thirteen years old. He is fourteen years old.
- 3 Marcelo is not in Year 6. He is in Year 8. 4 His mother is not a dentist. She is a doctor. 5 His father is not a lorry driver. He is a taxi driver. 6 His house is not green. It is white.

**11**

- › 2 USA 3 Canada 4 Bogota 5 Miami
- 6 Vancouver

**12**

- › Ss' own answers.

**13**

- › 2 They're our teachers. 3 She's my mother.
- 4 We're students. 5 You're my friend. 6 It's a pen.
- 7 He's my brother.

**14**

- › 2 Their books 3 His dog 4 Her friends
- 5 Our brother 6 Your family

# LISTENING AND SPEAKING

› pages 12–13

## 1 Look at the picture and answer.

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

Ss infer information from the picture. In this instance, it is used as a brainstorming session. Accept all possible ideas and, if we consider it necessary, write some words on the bb.

### SEL

This task is useful to work on **self-awareness** and **awareness of others**. It will help Ss to respect each other's opinions, even when they might disagree. There are no right or wrong answers. Different Ss might see the picture in a different way.

### ESI

Discuss with Ss the value of names. Names can be chosen by parents or they can be chosen by ourselves. If our original names do not match our gender choice, we can change them. We must respect individual choices.

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

Ss listen to the conversation and check whether their answers were correct or not. Play the audio file once for Ss to identify the context.

› **Answers:** 1 yes 2 at school 3 yes



You can also ask Ss to identify the attitude of the speakers. Ask them to give reasons for their answers. Explain to them that intonation sometimes changes the meaning of words.

## 3 Listen again and circle the words you hear.

Play the audio file a second time. Now Ss should pay attention to specific points as they will have to circle the words they hear.

› **Answers:** phone, city, teacher, class



When Ss check their answers, make sure to correct their pronunciation of specific sounds since they will be producing words in isolation.

## 4 Listen again. Who says each sentence? Tick (✓) the correct option.

Play the audio file for a third time. Now Ss should identify the different speakers.

› **Answers:** 1 Francis 2 Francis 3 Francis 4 Patricia 5 Patricia 6 Patricia 7 Francis



While Ss are checking their answers, correct their intonation and the flow of their language. Their speaking might sound halting because they are not actually reading the dialogue.



10  
11  
12

**Francis:** Hi! I'm Francis. What's your name?  
**Patricia:** Hi, Francis. My name's Patricia. But call me Pat.  
**Francis:** What class are you in?  
**Patricia:** Class 7. It's on the 1st floor.  
**Francis:** Wow! It's my class! Where are you from, Pat?  
**Patricia:** I'm from Lisbon, the capital city of Portugal.  
I'm here with my mom. She is an Art teacher.  
What about you?  
**Francis:** I'm from Mykonos, a beautiful island in  
Greece. I'm on a scholarship.  
**Patricia:** I want to visit Greece ... So, Francis. How old  
are you?  
**Francis:** I'm 14. Today is my birthday! And you? How  
old are you?  
**Patricia:** Congrats! I'm 13. Let's swap telephone  
numbers and emails.  
**Francis:** Great! My phone number is 287 631 209.  
And ...  
**Patricia:** Wait! Wait! Could you repeat your phone  
number, please?  
**Francis:** Sure! 287 631 209. And your phone  
number?  
**Patricia:** It's 482 503 791. And my email is Pat.  
DeSouza\_13@teenmail.com  
**Francis:** Sorry. Can you spell DeSouza, please?  
**Patricia:** Yes. Capital D – E – capital S – O – U – Z – A.  
**Francis:** OK. Got it! Here's my email. It's Francis\_  
best@matemail.gr  
**Patricia:** Thanks. Oh! Here comes the teacher. Let's go!

## 5 Listen to the conversation and complete the form.

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

Ss discuss the situation in the picture. It is quite evident that the man is asking some questions to fill in the form with the girl's personal information. Draw Ss' attention to the form to prepare to complete the task. Play the audio file and allow Ss some time to fill in the form. Tell them you are going to check the answers at the end of the lesson.

› **Answers:** Course: Spanish, Name: Samantha Warwick, Age: 12, School: Kensington School, Class: Year 8, City: Brighton, Country: England, Phone number: 6423-7508, Email address: Sammy\_W-14@teenmail.com

### AT

It is quite possible that many Ss will not be able to complete the form. Tell them that they will have other chances to listen to the audio file and that they will be able to complete it at the end of the lesson. Try to encourage them by reminding them that sometimes we don't catch everything someone is saying, even in our own language.

## 6 Listen again and number the questions in the order they are mentioned.

Ask Ss to read the questions and try to match them to the information gaps in the form. This will help them to anticipate the possible order of the questions. Play the audio file and give Ss a few minutes to write the numbers.

### More teaching ideas

You can now ask Ss to read the questions in the correct order while they try to answer them with information from the form. In this way you are checking both Exs. 5 and 6 in a meaningful way.

› **Answers:** 3, 1, 5, 2, 4, 6

## 7 Listen once more and answer.

Ask Ss to read the questions and try to anticipate the answers. You can let them work in pairs. Then, play the audio file once again and give Ss a few minutes to write the answers. Check answers with the whole class.

› **Answers:** 1 No, she isn't. 2 Brighton, in England 3 12 4 Kensington School 5 No, she isn't.



13

14 **Man:** So ... You are interested in an Italian course.  
**Samantha:** No, sir. I'm interested in a Spanish course.  
**Man:** OK. What's your name, please?  
**Samantha:** Samantha Warwick.  
**Man:** Can you spell that, please?  
**Samantha:** Yes, of course. S – A – M – A – N – T – H – A.  
**Man:** That's T – H – A?  
**Samantha:** Yes, sir. And my surname ... W – A – R – W – I – C – K.  
**Man:** How old are you, Samantha?  
**Samantha:** Twelve.  
**Man:** You're a student, right?  
**Samantha:** Yes. I'm in Year 8 at Kensington School.  
**Man:** Where are you from?

**Samantha:** Brighton, in England.

**Man:** And what's your phone number, please?

**Samantha:** It's 6423-7508.

**Man:** Is it a mobile phone?

**Samantha:** Yes, sir.

**Man:** And your email address?

**Samantha:** It's Sammy\_W-14@teenmail.com

**Man:** That's all, Samantha. Thanks. Now ...

## Ask and say how you are

Go over the table with Ss. Draw their attention to the thumbs up and thumbs down symbols. Ask Ss to work on the dialogues in pairs.

### More teaching ideas

To make this activity a bit more fun, you can ask Ss to put on facial expressions showing how they feel. Any exaggeration will provoke laughter, and humour is always helpful to make learning memorable.

## Workbook Answers

### Page 80



### Transcript

**Woman:** Good afternoon.

**Laura:** Hello. I'm here to register for the teen ballet class.

**Woman:** Ok, your name please?

**Laura:** It is Laura Allende.

**Woman:** How do you spell your surname?

**Laura:** A-L-L-E-N-D-E

**Woman:** And what is your address?

**Laura:** 22 West Street

**Woman:** And your telephone number and email?

**Laura:** My telephone number is 275-964-0828. And my email is laura\_allende@myemail.com.

**Woman:** And what classes do you want?

**Laura:** The 4:30 class.

**Woman:** The 4:30 class is full. The 5:30, 7:30 and 8:30 classes are available. Which one is best for you?

**Laura:** The 5:30.

**Woman:** Perfect. Your first class is on Thursday.

### 1

› 1 Laura, Allende, 22 West Street, 275-964-0828, laura\_allende@myemail.com

### 2

› 1 full 2 Thursday 3 teens

# WRITING

› page 14

Ask Ss if they have heard of Marie Kondo. If they haven't, tell them to look at the photo and try to guess her profession.

## Write about a person you know

### 1 Complete the text about Marie Kondo with words from the box.

Ask Ss to work individually to try to complete the text with the words from the box. Tell them to go back to the reading section and to the grammar section if they need to check something. Encourage them to find the necessary information in the book or in their notes. This practice will help them to develop learner autonomy. Ask volunteers to read a sentence of the text each to check answers with the whole class.

› **Answers:** 1 Japanese 2 from 3 but 4 live 5 is 6 she 7 her 8 and 9 from 10 to



Read the information together with Ss. Ask them to give some examples of sentences with and and but.

IC

Some Ss are more reserved than others and do not like reading in front of their classmates. They feel uncomfortable. Ask volunteers to read and check, especially at the beginning, until all Ss in the class have enough confidence to read out loud or check their answers.

### 2 Complete the form with information about your special person at school.

Ss work on their project. They have to fill in the form with information about the special person they have chosen. In order to do so, they have to interview this person. Remind Ss that they should prepare their questions in advance so that they do not forget to ask for any important details for the form.

### 3 Write a paragraph using information from Exercise 2. Add a picture to accompany the text. Use the text about Marie Kondo to help you.

Ss write a paragraph similar to the one about Marie Kondo.

#### More teaching ideas

When Ss attempt to write a text at the early stages of their learning, they lack the necessary vocabulary and grammar to complete the task on their own. It is advisable to work on guided writing, where Ss only need to change a few elements of the basic structure of the sample.

Then, ask Ss to swap their work with the classmate next to them to check errors. They will be working on **peer assessment**.

#### More teaching ideas

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

Swapping work is a very important practice in language learning. Ss will learn to interpret other classmates' work and realise how some mistakes prevent understanding. Spotting a classmate's errors will also help Ss to become aware of their own errors. This is a really enriching stage in the process. Ss will value the feedback they receive from their peers in a somehow 'private' way before they have to read their work aloud to the class. This enhances **collaboration skills**.

Ask for a volunteer to read their text. Tell the class that anyone can propose a correction to a possible mistake.



Just a reminder that everything they learn as they progress through the unit is useful for the completion of their final task.

## A special person at school

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

Now, Ss have their texts to introduce their special person at school. They have to decide whether they are going to prepare a slide presentation or show a poster. Remind them that they have to be creative and that they can add more than one photo of the person if they like. Ask them to choose pictures that show why the person is important. A picture should show where the person usually works at school.

Discuss with Ss the idea that presenting in front of others might make them nervous, but they will feel more confident if they rehearse at home first. They can even have some notes in front of them to guide their presentation.

Agree beforehand on the points you will consider when you assess the presentations. If possible, give Ss a grid with these points written down so that they pay attention to these issues while they prepare their final task.

Make sure Ss understand that these presentations, while they are used for assessment, should be fun for them to do. They should try to enjoy the presentation and learn from the feedback. Write your feedback while Ss are presenting their work. Then give them the document so they can read your comments and come back with any potential questions afterwards. This will avoid putting any S on the spot, making them feel uncomfortable.

### SEL

When Ss present their projects, remind them that they must respect their classmates' work. They have to understand that everyone has a different perspective. The presenters must make an effort to help their classmates to understand what they are saying. They must speak at a pace that allows others to take down notes.

These presentations are a great opportunity for everybody to empathise with others because they know that every S will be in the same position at some point in the lesson.

## My learning record

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

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

In order to confirm that they can actually produce the language functions covered in the unit, read them out one by one and have Ss give examples. If they still have difficulties, plan a revision session to reinforce the content they are unsure of.

## Workbook Answers

### Page 81

#### 1

- › 1 Canadian 2 Colombian 3 French 4 Mexican
- 5 Ecuadorian

#### 2

- › 1 Sally is from Canada. She's Canadian 2 They are from Colombia. They're Colombian. 3 He is French. He's from France. 4 We are Mexican. We are from Mexico. 5 I am from Ecuador. I am Ecuadorian.

#### 3

- › 1 isn't 2 aren't 3 aren't 4 isn't

#### 4

- › 1 14 2 26 3 90 4 74 5 12 6 19

#### 5

- › 1 a 2 b 3 a 4 b 5 a 6 a

#### 7

- › 1 and 2 but 3 and 4 and 5 but 6 and

## Goals

- › Name and describe things
- › Ask and answer about favourite things
- › Use singular and plural nouns to talk about your favourite things
- › Use adjectives and have got / haven't got to describe things
- › Listen and talk about prices
- › Write about your favourite things

Go over the goals with 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 involved in 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 carry out a survey of their friends' favourite things. Tell Ss that the content of the **In action!** boxes will help them as they progress through the unit. They will then understand the relevance of the language they have to learn in order to do the final task. Remind them that it is important for them to work steadily to complete the project on time. For example, they will have to allow time to ask their Maths and ICT teachers for help with the survey before completing the final task.

## SEL

We need to help Ss to understand that each individual has his / her own personal choice. We have to respect individual choices in the same way we wish ours to be respected. Everybody's budget is different so therefore their choices are varied. People don't need to wear designer labels to be well-dressed.

## ESI

We should try to avoid stereotyping in the classroom. There are not necessarily clothes for girls and clothes for boys. Each individual chooses the clothes that make them feel comfortable.

## 1 Match the objects to the pictures.

## LA

Read the instructions with Ss. Allow them some time to do the exercise. They will notice that they will already know many words because we use them in Spanish. Some words are almost universal. Give Ss some time to try to work out the meaning of the words and to match them to the items. Then, ask Ss to join 1 to 3 other classmates to share their answers. They will be using **peer assessment** to complete the task.

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

## Final project

- › Presentation of the results of a survey on your friends' favourite things

21<sup>st</sup> Century Skills

By working together Ss will develop **collaboration** skills, which are so important nowadays. They will also develop self-assertiveness and respect towards others.

## 2 Look at the pictures again. Write which are Angela's and Felipe's things.

Start by showing Ss the 's after the names. Explain to them that we use it to express possession. Draw Ss' attention to the **Pay attention!** box. Give some more examples e.g. Mario's folder is black (pointing at a S's folder), Marí'a's shoes are brown (pointing at a S's shoes). Elicit some more examples from Ss and tell them to complete the columns.

› **Answers:** **Angela:** hair bands, smartphone, T-shirt, jeans, notebook, pen, glasses, laptop, book, dictionary

**Felipe:** smartphone, jeans, red cap, sport pants, video game console, skateboard, trainers

## ESL

When Ss try to guess which items belong to each teenager, they will use both their previous knowledge and also their view of typical adolescents. It is likely that some Ss will choose in terms of stereotypes and some others will choose according to the characteristics of each teenager. Of course, many of the items would be suitable for both teenagers. When Ss check Ex. 3 you can discuss these different perspectives.

### 3 Which are their favourite things? Listen and circle them in Exercise 1.

Once Ss have completed their lists, tell them they are going to check according to what each teenager says in the listening. Play the audio file for them to tick the things each teenager mentions.

➤ **Answers:** **Angela:** laptop, dictionary, pen

**Felipe:** skateboard, cap, trainers

16

**Angela:** I'm Angela and I love studying. My favourite things are my white laptop, my old dictionary and my funny pen.

**Felipe:** Hi! I'm Felipe. This is my favourite photo. My favourite things are my new skateboard, my red cap and my blue trainers.

ax

While checking the answers, work on pronunciation and help Ss to produce accurate sounds. The /dʒ/ sound in **jeans** will demand special attention. To practise in a fun way, tell Ss to repeat the sentence **Jésica Yolanda hueve con jeans amarillos**. This 'shock tactic' will embed the pronunciation in their minds. Also, if something sounds funny, it makes it more memorable.

Initial letter groupings in words like **smartphone**, **skateboard** and **sport**, also present some difficulty. Pay attention to these to prevent Ss from adding an extra /ə/ sound before the cluster. Ask Ss to lengthen the initial /s/ [sssssmɑ:tʃəʊn] to help them to improve their pronunciation.

### 4 Join with a classmate and discuss whose favourite things these are Use It's / They're Angela's / Felipe's favourite (pen / jeans).

This interaction is meant to help Ss reinforce memory of the new lexical items. At the same time, it gives extra practice of the possessive.



#### SEL

These questions aim to help learners to develop self-awareness. They can think about how they categorise themselves. When they share their answers with a classmate, they can also develop awareness of others and understand how others perceive themselves.

## Guess the owner!

CA

Ask Ss to describe what they see in the picture. Ask them where they would find such a board (they are likely to see one in their classroom, in the school corridor or even at home). Ask them what they use them for. Ask them to explain the meaning of the title on the board. They will possibly understand description - favourite (transparent words) and of your things (has already been introduced in the unit). They will also be able to identify the items because they have already been introduced.

### 1 Look at the items and match each person to the sticky note description.

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

Ask Ss to look at the images carefully and to match the descriptions in the sticky notes to each person. This requires Ss to connect the descriptions with the items surrounding each teenager, which is supported by **critical thinking**.

› **Answers:** 4, 1, 3, 2

### 2 Write the name. You might have to write more than one name.

In this exercise we practise the words for colours and combine them with the newly introduced lexical items. Ss have to associate images and words and draw their own conclusions. Encourage them to work individually and only ask a classmate for help if absolutely necessary.

› **Answers:** 1 Felix 2 Fiona 3 Martina 4 Richard  
5 Felix, Fiona and Richard

IC

Remind Ss that everybody has the ability to understand but that everybody can also make mistakes. That is why they have to trust in themselves and avoid relying on classmates or the teacher for help.

### 3 Write the name of the object.

Ask Ss to read the sticky notes once more to complete the exercise. This time they will be focusing on adjectives that describe things. Check answers with the whole class.

› **Answers:** 2 Fiona's jeans 3 Felix's skateboard  
4 Richard's bicycle 5 Martina's pen and hat

CA

Do teenagers all over the world have similar favourite things? Do you know of any favourite things that adolescents in some particular country have? Does globalisation contribute to making choices more uniform?

## Workbook Answers

### Page 82

1

› 1 (in any order) Nadia football; Barcelona FC football; Barcelona FC. Daniel biology; a yellow notebook; a white lab coat.

2

› 1 b 2 a 3 e 4 c 5 d

3

› 1 Her 2 brother and sister 3 Nadia 4 Biology

## Colours

### 1 Write the names of the colours. Then listen and check.

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

Ask Ss to work on their own to try to identify the words for the colours. Tell them to write the name below each colour. Then, play the audio file for them to check their answers.

› **Answers:** red white pink yellow orange black indigo brown violet blue grey

17

red – white – pink – yellow – orange – black – indigo – brown – violet – blue – grey

Use this activity to help Ss improve their pronunciation of colours. They might have particular difficulty in pronouncing **orange** because /dʒ/ is one of the most difficult sounds to produce for Spanish speakers. Ask Ss if they know any other words which are pronounced with that sound (e.g. **jeans**, **jacket**). Another word which might present some difficulty is **violet** because in Spanish we don't differentiate between /b/ and /v/. However, we know that in the written word, there is a difference between **burro** and **vaca**. We understand the concept and this is the time to help Ss to remember it.

### 2 What are the colours of the rainbow? Listen and colour.

#### CA

Ask Ss if they remember the colours of the rainbow. If so, ask them to colour in the rainbow with the colours in the correct order, starting with the lighter colour at the top. Then check the answers by playing the audio file.

18

What are the colours of the rainbow?  
They're red, orange, yellow, green, blue, indigo, and violet.  
They're beautiful!

› **Answers:** red, orange, yellow, green, blue, indigo, and violet.

### 3 Find the opposites in each line.

Ask Ss to read the task instruction and to only ask you for clarification if they do not understand.

The aim of this exercise is to help Ss reinforce the spelling

of adjectives. Since all the adjectives are written on the opposite page, they will find it easy to complete the task. It would be good to challenge them to find the two items per line without looking at the opposite page. This exercise will also help Ss to learn the adjectives and their meanings because they are opposites.

› **Answers:** 2 slow / fast 3 expensive / cheap 4 bad / good 5 modern / old



While checking the answers, focus on how Ss pronounce individual sounds because they will be saying one word at a time.

### 4 Match the prices to the tags.

Ask Ss to read the instructions and do the task. Ss have already learned the numbers up to 100 in the previous unit. Now, they will discover how to form the other hundreds by adding on numbers from 1 to 9 before them. In this way, Ss will learn how to count up to 999.

› **Answers:** 2 d 3 a 4 e 5 b



Teach Ss how to stress numbers. Also, reinforce the production of /h/.



Draw Ss' attention to the box for them to see how to say numbers.

### 5 Say the prices and react to them.

Ask Ss to interact by reacting to the prices. Tell them to assume the role of a British person and try to imitate a British person's accent.

› **Answers:** It's twenty pesos. It's cheap! It's three hundred and twenty pesos. It's expensive! It's one hundred and thirty-five pesos. It's cheap!

#### IC

Help Ss to understand that different people perceive prices in different ways according to their standard of living so they should accept their classmates' reactions naturally. There are no right or wrong answers.

## GAMES

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

# GRAMMAR

› pages 20–21

## Singular and plural nouns

LA

Go through the box with Ss. Draw their attention to the different ways in which the plural is formed. Point out to them that we use the article a / an before singular nouns and we use numbers to say how many things we are referring to.

### Remember!

Ask Ss to read the table and figure out the rules that are shown.



Ask Ss to read and remember this rule.

### 1 Look at the picture and circle the correct options.

Ask Ss to circle the correct option in each case. Remind them to look at the rule boxes above the exercise if they have any difficulty.

- › **Answers:** 1 trainers 2 shelves 3 box 4 jeans 5 skateboard  
6 bed



When Ss check the answers, make sure they produce the corresponding final sound /ɪz/ /z/ /s/. There is no plural with /s/, but you can give some examples like **caps** and **jackets**. Draw Ss' attention to the irregular plural in **shelf** – **shelves**

### a / an

### 2 Write words from the box in the correct circle.

Ask Ss to study the box and do the exercise. This exercise will reinforce the use of the indefinite article. Check the answers with the whole group.

- › **Answers:** a laptop, skateboard, bicycle an email, English book, expensive sandwich

### Remember!

Ask Ss to read and remember the rule.

## Describing things – adjective + noun

LA

Ask Ss to study the box and to read the **Pay attention!** box to figure out the rule. Remind them that the plural is shown in the noun but not in the adjective because adjectives don't have a plural form.

### 3 Look at the pictures and complete the sentences.

Ask Ss to complete the sentences with information from the pictures. Check answers with the whole class.

- › **Answers:** 1 My favourite thing isn't an old book. It's a new tablet. 2 Their favourite things aren't red T-shirts. They're blue jackets. 3 Your favourite thing isn't a modern bicycle. It's an old skateboard.



When Ss read the sentences, check that they use weak forms in function words. Point out to them that **Their** and **They're** are pronounced the same.

## Verb have got – affirmative and negative

### 4 Study and complete the table.

Ask Ss to study and complete the table. Then, check answers with the whole class. Point out to Ss that we stress **got** in the affirmative and the verb **have** in the contracted negative form and **not** in the full negative form.

- › **Answers:** 1 have got 2 have got 3 have not got  
4 have not got 5 've got 6 haven't got



Ask Ss to complete the sentences and prepare to share them. This exercise helps Ss to personalise their learning and thus make it more memorable.

## Verb have got – yes / no questions

### 5 Study and complete the table.

Ask Ss to study and complete the table. Then, check answers with the whole class. Point out to Ss that we always stress the verb **have** in these sentences.

- › **Answers:** 1 got 2 Have / got 3 Have 4 have 5 haven't  
6 haven't 7 Yes, they have 8 haven't

## The

Go over the use of the definite and indefinite article in the **Remember!** box with Ss to show them the difference between the two.

### 6 Complete the paragraph with have got, a, an or the.

Ask Ss to work individually and try to apply the rules they have just seen. Ask a volunteer to read aloud to check answers with the whole class.

› **Answers:** 1 have got 2 a 3 a 4 an 5 The

### 7 Have you got these things in your bag? Ask a classmate and write his / her answers.

#### Pair work

You can ask Ss to work in pairs and to use the items in the exercise as prompts to conduct dialogues. Then they write in their own answers. If Ss do not feel confident about speaking, you can ask them to write the questions and then use them to speak with a classmate. They will finish by writing their classmate's answers.

› **Answers:** 2 Have you got red trainers in your bag? 3 Have you got a dictionary in your bag? 4 Have you got an English book in your bag? 5 Have you got a small box in your bag? 6 Have you got a hairband in your bag?

#### More teaching ideas

Beginners often find it necessary to write what they are going to say because they feel unsure of themselves. We should encourage them to take the risk of speaking without reading wherever possible. However, they are likely to memorise what they write and, with time, will perform better and become more confident.



Remind Ss they have some work to do for their project. Ask them how they are progressing with it. Check that they understand how to organise the grid for the survey. Remind them to ask their Maths and ICT teachers to help them because there are some online apps available for doing surveys.

## Workbook Answers

### Page 83

1

› Insert wordsearch

2

› The answers may vary, but they must make sense.

3

› 1 e 2 d 3 b 4 a 5 c

### Page 84

4

› **Technology web:** laptop, smartphone, video game  
**Clothing web:** jeans, trainers, T-shirt.

6

› 2 - 3 a 4 an 5 -

7

› 1 big 2 expensive 3 modern 4 cheap 5 old  
6 small

8

› 1 The skateboard is black. 2 The hat is pink.  
3 The notebook is green. 4 The laptop is white.  
5 The smartphone is grey. 6 The T-shirt is red.

### Page 85

9

› 1 dictionaries 2 babies 3 buses 4 boxes  
5 classes 6 leaves 7 shelves 8 books 9 mobile phones

10

› 1 balls 2 T-shirts, T-shirt, T-shirts 3 jeans  
4 shelves 5 boxes

11

› 2 - 6 Have / got 7 - 8 Has / got

12

› **Petra:** skateboard, cap, T-shirt and sports pants **Aaron:** pen, notebook, school bag, T-shirt, sports pants

13

› **Petra:** 2 I've got a skateboard. **Aaron:** 1 I haven't got a cap.  
2 I've got a notebook. **Petra and Aaron:** 1 We haven't got a box.  
2 We've got T-shirts.

# LISTENING AND SPEAKING

› pages 22–23

## Talking about favourite things

### 1 Look at the pictures to see what Brenda and Michael are talking about. Whose things appear in the pictures?

Ss guess the information from looking at the pictures. Use this as a brainstorming session. Accept all possible ideas and, if necessary, write some words on the bb.

**SEL**

This task is useful to work on **self-awareness** and **awareness** of others. It will help Ss to respect each other's opinions, even when they might disagree. There are no right or wrong answers. Different Ss might see the picture in a different way.



When Ss check their answers, make sure they pronounce the correct option using the appropriate stress. They can also use a fall-rise intonation to mark their choices.

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

Play the audio file once for Ss to listen to the conversation and check whether their answers were correct or not.

**ESI**

Since the pictures show items to do with sport, Ss are likely to answer that the photos belong to Michael. The fact that they belong to Brenda shows that gender does not determine which sport we are interested in playing.



**SEL**

Ss have the opportunity to discuss beliefs and attitudes, while at the same time engaging with the learning process. It is possible that Ss identified the photos as belonging to Michael simply because they are usually associated with sports chosen by boys. Ss may then be surprised to hear that the cups are not for sporting achievements but rather for winning school knowledge competitions.

### 3 Listen again and circle the correct options.

Play the audio file a second time. Now Ss should focus on specific points. They should circle the words they hear.

› **Answers:** 1 ball 2 football 3 Geography 4 laptop 5 good



19

20 **Michael:** Wow! Your bedroom is great! Is that your ball?

**Brenda:** Yes! I'm a football fan. And I've got photos of the football players I like!

**Michael:** And you've got football boots too!

**Brenda:** Oh! Yes. I play for the school team.

**Michael:** Is that your skateboard?

**Brenda:** No! It's Fred's skateboard. I haven't got one.

**Michael:** What are your favourite things? Your football things?

**Brenda:** Well ... no ... My favourite thing is my laptop.

**Michael:** Are those cups football prizes?

**Brenda:** No. This is from a Geography contest. And this is from the Maths Olympics. I'm a student, remember?

**Michael:** Ooops! And a very good one! What a surprise!

The purpose of the questions in this box is to encourage Ss to think about their own beliefs and attitudes and to investigate whether they are open to changing some of them when faced with clear evidence.

## A commercial

### 4 Listen to a radio commercial and tick (✓) the things that are mentioned. Find the differences between the commercial and the leaflet.

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

Ask Ss to look at the leaflet carefully so that they can then identify the differences with the radio commercial.

Play the audio file once for Ss to complete the task. If necessary, play it a second time before checking the answers.



21

Looking for a gift for your favourite person but haven't got a lot of money? Come to "GIFTS FOR ALL BUDGETS". We've got beautiful glasses for \$30,00. Aren't they really cheap? Is that still expensive for you? Get funny pens at \$15,35 or beautiful boxes from \$12,50 to \$18,63. Or maybe ...

› **Answers: Things mentioned:** glasses, funny pens, and boxes

**Differences:** sunglasses are \$32,90 in the leaflet and \$30,00 in the commercial, and funny pens are \$15,37 in the leaflet and \$15,35 in the commercial.

**AT**

Ss should not feel disheartened if they cannot understand everything at the beginning. A lot of practice is needed to learn a new language.

### More teaching ideas

In order to help Ss improve their comprehension skills, play the audio file once more, after they have checked and completed their tasks. They will be able to follow the listening with all the elements filled in, thereby enhancing understanding.

### At the shop

#### 5 Listen again and write T (true) or F (false).

IC

Ask Ss to describe what they see in the picture. They should name the items that were mentioned in the previous listening task. In this way, Ss who are a bit slower at comprehending will have extra help in class.

Play the audio file and ask Ss to work individually. Then, ask them to share their answers with the classmate next to them. Tell them they may ask you about anything that they cannot agree on.

121

**Frida:** Hi! We heard your commercial on Teens Radio 103.1. They say you have got a great variety of things and prices. We want to buy a gift for a friend.

**Assistant:** A boy or a girl?

**Frida and Marcos:** A girl.

**Assistant:** How old is she?

**Marcos:** 12.

**Frida:** No, Marcos. Zahira isn't 12. She's 13!

**Marcos:** OK. 13.

**Assistant:** We've got these glasses.

**Frida and Marcos:** How much are they?

**Assistant:** They're \$32.90.

**Marcos:** That's expensive, Frida.

**Frida:** Well ... Have you got anything for about \$15.00 ... \$20.00?

**Assistant:** Of course! We've got "GIFTS FOR ALL BUDGETS"! Haha! Boxes maybe?

**Marcos:** No ... Not boxes.

**Assistant:** What about these pens? Aren't they funny? And they're cheap. They're \$15.37.

**Frida and Marcos:** Great! We'll take a pink pen.

Answers: 1 T 2 F 3 F 4 F 5 T

#### 6 Listen once more and put the sentences in order.

Ask Ss to read the sentences first. Then, play the audio file once and give Ss some time to number the lines. Play the audio file a second time for them to check their answers.

123

**Girl:** Have you got a green T-shirt?  
**Shop assistant:** Yes, big or small?  
**Girl:** Small, please. How much is it?  
**Shop assistant:** £25.00.  
**Girl:** Oh, it's expensive.  
**Shop assistant:** Well, we've got this red T-shirt. It's £18.00.  
**Girl:** Good! I'll take it!

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

#### 7 Practise the conversation with a classmate. You can use the leaflet in Exercise 4 for more items.

Ask Ss to work in pairs trying to imitate the speakers in the dialogue. Pay special attention to their use of rising and falling intonation.

Ss can create new dialogues using the information on the leaflet.

### Workbook Answers

#### Page 86

1 1 four 2 two 3 two 4 One 5 Two 6 Five

146

**Mum:** Let's get the things you need for school. Richard what do you need.  
**Richard:** Let me see. I need four notebooks, two pencils, two pens, and a dictionary.  
**Mum:** OK. What about these notebooks?  
**Richard:** I love them. You know that blue is my favourite colour.  
**Mum:** But look at the price. It is too expensive. Let's get the red ones instead.  
**Richard:** OK. I prefer the blue one though.  
**Mum:** The blue ones are six dollars each and the red ones are only three dollars, so we will get the red ones.  
**Richard:** OK, Mum!  
**Mum:** Do you need any clothes?  
**Richard:** Yes. Two pairs of jeans and ten new T-shirts.  
**Mum:** Ten!!!! Do you really need ten?  
**Richard:** OK. Five then.  
**Mum:** Yes, I can buy five. Which colours do you want?  
**Richard:** Two blue, one green, one black and one orange.  
**Mum:** Great. Let's see what we can find here.

2

147

1 c 2 a 3 d 4 b

## Write about your favourite things

### 1 Read and write what it is.

Ss are going to read a description of the girl's favourite things. This will serve as a model for their final task. Ask them to work individually completing the sentences. Then, ask volunteers to read one answer each to check with the whole class.

- › **Answers:** 1 coloured pencils 2 bag 3 pen 4 ruler 5 her bag

#### More teaching ideas

Ss who are having difficulty can identify the items in the picture before attempting to complete the exercise.



Ask a S to read the rules aloud to share with the class. Tell Ss to ask if they have any doubt.

### 2 Rewrite the following paragraph. Include capital letters, commas and full stops.

Tell Ss they will have to apply the rules from the **Pay attention!** box when they rewrite the paragraph. Tell them to work individually and to check back with the rules before sharing with the class. Draw their attention to the use of capital letters and full stops. Remind them that just as we use pauses when we speak, we use punctuation marks when we write.

- › **Answers:** I'm Jeremy. My favourite thing is my pencil case. It is blue, red and white. I've got my new coloured pencils, my new rubber and my new ruler in it. My new rubber is small, red and blue. My ruler isn't new but it's long, brown and nice. Have you got a favourite thing?

#### More teaching ideas

When we ask Ss to put rules into practice, we help them to incorporate those rules into their routine. If they make mistakes, they can be corrected on the spot, thus avoiding the embedding of incorrect language.

In order to check, ask one S at a time to write one sentence on the bb until the whole paragraph has been rewritten. Any queries Ss might still have can be dealt with immediately.

**3** Answer Jeremy's question and describe your favourite thing. Remember to use capital letters, commas and full stops. Draw your favourite thing or stick on a photo of it.

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

Since writing is considered a planned activity, set this exercise as homework. Ss can write a first draft and bring it to the next class to share it with a classmate. Another option is for Ss to exchange their work by email. This is a good practice to enhance cooperation and to develop writing skills through process writing. After sharing with their peers, they can ask for some guidance from the teacher if necessary. They submit the final version after they have followed all the stages of the writing process.



Tell Ss that this is a reminder that they should be completing their final task. Tell them there are some rules associated with writing survey results. Remind them that they should prepare an infographic to show percentages as that will make it easier for them to write the report and for their classmates to follow their presentations.

## Workbook Answers

### Page 86

#### 1

- › Dear Anne,

How are you? I want to tell you about my favourite things. I have got many things but my favourites are my laptop, my mobile phone and my skateboard. I have got many T-shirts too, but my favourite is my basketball T-shirt from the NBA. What about you? What are your favourite things?

Talk to you soon

Peter

## Survey: My classmates' favourite things

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

With the help of the ICT teacher, Ss can collect their friends' answers using an online app. They can use the same app to design an infographic to represent the percentages.

If they cannot collect all the answers online, with the help of their Maths teacher, Ss can calculate the percentages and draw a bar chart to represent them on a poster.

When Ss have gathered all the necessary information, they can decide whether they are going to prepare a slide presentation or a poster.

Ss can write the report on the survey but only use the infographic to present the information to the class. Remind them that the information should be clearly visible to all Ss in the classroom, so they should pay particular attention to the size of their slides.

They should rehearse their presentations in advance so that they feel confident when presenting them to the class.

### SEL

Reflect with Ss on the fact that if they work steadily and divide up the responsibilities and tasks in an organised and equal manner, they can complete all the necessary work in plenty of time.

## My learning record

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

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

In order to confirm that they can actually produce the language functions covered in the unit, read them out one by one and have Ss give examples. If they still have difficulties, plan a revision session to reinforce the content they are unsure of.

## Workbook Answers

### Page 87

#### 1

- › 1 buses 2 city 3 watches 4 houses 5 spy 6 lunches
- 7 bicycle 8 puppies

#### 2

- › 1 My 2 I 3 We 4 I 5 My / She 6 Our

#### 3

- › 1 Aaron's favourite colour is blue. 2 I haven't got a new pen.
- 3 Have you got a dictionary? 4 Her favourite T-shirt is black.
- 5 What's your favourite thing?

#### 4

- › 1 ninety-nine 2 thirty-four 3 sixty-seven 4 twelve
- 5 eighty-seven 6 twenty-five

#### 5

- › 1 I have got five pens. 2 Sally and Bill have got two skateboards. 3 They have got a new car. 4 We have got three boxes in the room. 5 My new bicycle is beautiful.

## Maths

In this section, Ss are expected to use their knowledge of numbers and Maths in L1 and relate it to the new vocabulary in English. To introduce the topic, before Ss open their books, brainstorm some things we use numbers for. Write Ss' ideas up on the bb. Compare their ideas to the information in the text, Numbers All Around.

Introduce the vocabulary. Explain that there are several different words which can be used to talk about the four operations. Give examples of how the words are used.

### › Addition (plus, sum, total, together)

One **plus** one is two.

The **sum** of five and seven is twelve.

Ana has two sweets, Billy has five sweets, and Kelly has ten sweets. What is the **total** number of sweets?

Isabella has six pencils and Antonio has three. How many pencils do they have **together**?

### › Subtraction (difference, minus, take away, less)

Amanda has ten balloons, Ricardo has six.

What is the **difference**?

What is twelve **minus** four?

What is twenty **take away** eight?

There were ten cookies. There are now two **less**.

How many are there now?

### › Multiplication (by, product of, times, per)

What is six **by** six?

What is the **product of** ten by four?

What is four **times** two?

If Henry used two litres **per** kilometre and he travelled seventy-five kilometres, how many litres did he use?

### › Division (each, equal parts, split, every)

I have twenty sweets and there are five children. How many sweets does **each** child get?

Fifteen cupcakes are divided in **equal parts** among three boys. How many cupcakes does each boy get?

If I **split** twenty-four dollars among the eight children, how much money does each child get?

If I have fifty pens and ten children in class, how many pens does **every** child get?

## 1 Write which operations indicate ...

After your examples, and the mathematical signs (which Ss should know), they should be able to identify which operations indicate increase and which indicate decrease.

› Answers: **Increase** – addition; multiplication   **Decrease** – subtraction; division

## 2 Read the maths problems. Decide which operation (+ / - / x / ÷) you need.

Ask Ss to identify the key word in question one (**total**). The word 'total' is related to which operation? (addition). Ask Ss to identify the key word in each of the questions to help them complete the exercise.

› Answers: 1 addition (+) (key word – total)   2 division (÷) (key word – same number)  
3 subtraction (-) (key word – difference)   4 multiplication (x) (key word – times)

## 3 Write the answers to the questions in Exercise 2. Show your work.

› Answers: 1  $25 + 3 = 28$    2  $20 \div 4 = 5$    3  $10 - 3 = 7$    4  $2 \times 2 = 4$

## 4 Now create your own maths like the ones in Exercise 2. Show your maths problem to a classmate and ask him / her to:

Refer to the examples given in the introduction to help with this exercise. Answers will vary.

### ROUND OFF ANSWERS

#### Page 27

1

› 1 I   2 it   3 He   4 he   5 She   6 they   7 She   8 It  
9 she   10 We

2

›

3

› 1 a   2 an   3 a   4 a   5 -

4

› 1 c   2 a   3 d   4 b   5 e

-s	-es	-ies	-ves
toys	sandwiches	stories	halves
pens	kisses	ictionaries	wolves
umbrellas	buses		

## Goals

- › Describe families
- › Talk about houses and pets
- › Read about and describe houses
- › Use there *is* / *there are* and this / that / these / those
- › Listen to a programme about the perfect house
- › Write about a family member

Go over the goals with 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 involved in 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 present a collage of their family and pets at home. They should include a description of each photo. They can do it as a craft or they can use an online photo editor. They will then understand the relevance of the language they have to learn in order to do the final task. Ss will be able to ask teachers of other subjects for help. For example, the ICT and Art teachers could provide guidance in completing the final task.

## SEL / IC

We need to help Ss understand that there are many different kinds of families and homes and we must respect them all equally. Nobody is a better or worse person because of their family or their home. We do not choose where to be born. We can only choose to live the way we do, and we always have the chance to change things for the better.

## ESI

Our relationship with our families is one of the most important in our lives. Our family gives us support and love. The people who make up the family unit should be caring and loving. Not all families fit into the traditional stereotype – mother, father and children. Also, the roles of the members of the family have changed over time. It is no longer unusual to see husbands staying at home to care for the children while the wife goes out to work.

## 1 Look at the pictures and label them.

Ask Ss to read the instructions and do the task. It will not be so difficult for Ss to complete it because they are already well acquainted with most of the words and with the idea of family. Ask them Whose family is this? so that they answer Stephanie's.

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

## ax

When Ss read out their answers, pay particular attention to their pronunciation. When they pronounce /fɑ:ðə/ /mʌðə/ /grændfɑ:ðə/ /grændmʌðə/ /sʌn/ they should be able to hear the three different phonemes /ʌ/ /a:/ /æ/ and compare them to the one phoneme we produce in Spanish. We can help Ss to produce the plosives correctly in /bɔ:/ /gɔ:/ /dɒg/

## 2 Listen to Stephanie's description of her family and number the names in the order they are mentioned.

Ask Ss to read the names aloud so that they become familiar to them. Point out that names seem to be from different nationalities. Elicit from Ss the idea that this family may be multinational.

## IC / SEL

There are many different reasons why parents choose a particular name for their child. Children are often named after an ancestor, or parents may choose a name that is in fashion. We must help Ss to understand that we should not tease a person because of their name as we do not know what that name may mean to them.

Play the audio file and allow Ss to do the task on their own.  
While checking the answers, practise the possessive.

24

I'm Stephanie and this is my family. My father's name is Patrick and my mother's name is Cecilia. My father is handsome and my mum is beautiful. They're lovely! My father's parents are Ben and Marjorie. They are really lively. I've got a brother and a baby sister. My brother's name is Jacob. He is ten. My baby sister's name is Cathy. She's one year old. We've got two pets, Wolf, our dog and Sweety, our cat.

**3 Complete Stephanie's family tree with the people's names.**

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

Ask Ss to work individually to complete Stephanie's family tree with the people's names.

➤ **Answers:** Grandmother: Marjorie Grandfather: Ben Mother: Cecilia Father: Patrick Brother: Jacob Sister: Cathy

**4 Write T (true) or F (false). Correct the false information.**

Ask Ss to do the task individually. To check their answers, tell Ss to ask yes / no questions to confirm if what they've written is correct.

➤ **Answers:** 1 T 2 F – They're her parents. 3 F – He's her brother. 4 T 5 T

**ESI**

Explain to Ss that not all families fit the kind of family tree that appears in this unit. If they belong to single-parent families, blended families, or any other kind of family, they can design their own family tree to describe them.

## Awesome houses!

### 1 Look at the text below. It is ...

Ask Ss to choose the correct option. Then ask them to say why they chose it.

Explain to Ss that this is a three-fold brochure and ask them where they are likely to see this kind of text (it is usually advertising material).

› **Answer:** b

### 2 Read the text and circle the rooms.

Ask Ss to do the activity on their own. As they read through the text they will find the rooms of the house.

On the brochure cover, the words houses and homes appear. Use them to elicit the difference in meaning of these concepts. (house is the building, i.e. the bricks while home is the place where you belong, where you live with your family)

› **Answers:** bedroom – bathroom – dining room – kitchen

### CA / LA

Ask Ss if we make a similar differentiation in Spanish. They will realise that we also have different words for house and home.

### 3 Read again. Which adjectives describe ...

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

Once Ss have identified the words for the different rooms of the house, they can identify the adjectives that describe them. They already know the position of adjectives in relation to nouns, so they can use this knowledge to guess the adjectives. Tell them to share their answers with a classmate using **peer assessment**. Then, ask for volunteers to read aloud and provide the necessary feedback.

› **Answers:** 1 awesome, revolutionary, eco-friendly 2 large, small, bright 3 comfortable, modern 4 spectacular

### 4 Read once more and answer the questions.

Ss should be able to find the answers quite easily because they are in the same order as the information in the leaflet. Give Ss some time to work individually and then tell them to work in small groups of 2 – 4 to check their answers. They can ask the teacher for help if they cannot agree on something.

› **Answers:** 1 Yes, it is. 2 There are two bedrooms. 3 There is a shower, a toilet and a sink. 4 There is a table for four people in the integrated kitchen-dining room. 5 Yes, it has.

### SEL

Having Ss work together helps them to develop more confidence towards each other. They will see that everybody makes mistakes and that means that they are learning. Helping each other helps them to develop a sense of belonging and mutual respect. Deciding whether to ask for the teacher's help or not allows them to take responsibility for their own learning.

### 5 Look at the brochure and talk about the rooms, the furniture and the appliances in the house.

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

The instructions and the examples in the exercise help Ss to understand the concepts of furniture and appliance. They will further embed these words while they focus their attention on the information about the house in the brochure. Tell Ss to work in pairs and move about the room to provide help or feedback where necessary.



### CA

This subject may provoke some lively debate in the class, but Ss should focus on the fact that it has solar energy. This helps Ss to become aware of the importance of conserving our energy resources. They can also discuss this topic with their Geography, Physics or Social Science teachers.

### Workbook Answers

#### Page 88

##### 1

› 1 Home 1 2 Home 2 3 Home 3 4 Home 1 5 Home 3  
6 Home 2

##### 2

› 1 T 2 F 3 F 4 F 5 T 6 T 7 F 8 T

##### 3

› 1 small 2 three 3 bedrooms 4 fashionable 5 garden  
6 hasn't got 7 has 8 modern

##### 4

› Home 3.

# VOCABULARY

› page 31

## Family members and pets

### 1 Complete the definitions.

Ask Ss to complete the task individually. They can use the family tree on page 29 for help. This will reinforce the meaning and spelling of the new items.

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

Solving problems like these requires Ss to make connections and use their previous knowledge. This enhances the development of **critical thinking** skills.

- › **Answers:** 1 grandfather 2 brother 3 father 4 daughter 5 son

### 2 Find 10 words in the spiral. Write them in the corresponding columns in the table.

#### LA

Ask Ss to complete the exercise. This exercise will require them to focus on both the spelling of the word and also the category that each word belongs to.

- › **Answers: Family members:** sister – aunt – cousin – daughter – uncle – son – brother  
‐ **Pets:** goldfish – cat – dog – bird



Draw Ss' attention to the box. Show them that we generally use shorter and more affectionate words to refer to some members of our family.

#### CA / LA

Ask Ss to say what the Spanish equivalents are. Ask them what they call their grandparents and parents at home. From the discussion, they will realise that this practice is quite universal.

## Parts of the house

### 3 Match the items to the parts of the house.

Ask Ss to work on their own. Allow them to use their dictionaries, if they need to. Then, check answers with the whole class. Ask one S at a time to provide the answers.

- › **Answers:** 1 h 2 a, f 3 c 4 d 5 a 6 g 7 a/h 8 a 9 e 10 a 11 b 12 h 13 g 14 c



While checking the answers focus on how Ss pronounce individual sounds because they will be saying one word at a time.

### 4 Label the house plan. Use Exercise 3 to help you.

Ask Ss to do this task using all the information available in the unit. This will encourage them to learn how to look for information on their own. It will show them the relevance of having done the previous exercises first, and how they can make use of what they have learned. In order to check, you can ask a S who is good at drawing to draw the sketch of the house on the bb so that Ss can go to the front, one by one, to complete the plan.

- › **Answers:** a car b garage c sofa d living room e utility room f washing machine g cooker h sink i bathroom j bedroom k bed



#### SEL

These questions are meant to help Ss continue to develop their language skills and, at the same time, reflect on their way of life, their likes and dislikes, etc.



Tell Ss that this is a reminder for them to keep working on their final project. It's useful to keep a list of vocabulary they have covered that will help them with the project.

# GRAMMAR

› pages 32–33

## Verb **have got**

### 1 Study and complete the table.

Tell Ss to study the table and fill in the blanks. At this stage, Ss will be familiar with this type of activity and will know what to do.

› **Answers:** 1 has got 2 has 3 got 4 hasn't got 5 got



When you check the answers, make sure Ss pronounce has / hasn't correctly. Remind them that they use have / has in the weak form in the affirmative and in the strong form in the negative and interrogative.

### 2 Circle the correct options.

Ask Ss to circle the correct answers. Check the answers, asking them to refer to the pronoun to justify their choice.

› **Answers:** 1 have got 2 has got 3 has got 4 hasn't got 5 has got 6 haven't got 7 have got 8 hasn't got

### 3 Study and complete the table.

Ask Ss to study and complete the table. They can carry out **peer correction** by swapping their work with the S next to them.

› **Answers:** 1 got 2 got 3 Has 4 got 5 has 6 have 7 haven't 8 hasn't

### 4 Confirm information about Anna and her family.

Show Ss that we can confirm information with yes / no questions. Ask them to read the example and then continue to work on the rest of the questions.

› **Answers:** 2 Has Anna got a big family? No, she hasn't. She's got a small family. 3 Has Robert got two sons? No, he hasn't. He's got two daughters. 4 Have Anna and her family got a big house? No, they haven't. They've got a small house. 5 Have they got three dogs? No, they haven't. They haven't got any pets.

## There is / There are

Ask Ss to read the examples in the table. Then, draw their attention to the **Pay attention!** box. Try to elicit from them the difference in meaning.

## LA

Ask Ss to say the equivalents of the sentences in the **Pay attention!** box in Spanish. This will help them to understand the different concepts.

**There is** a table. (**Hay** una mesa.) It is brown. ([la mesa] **es** marron.)

**There are** two double beds. **They are** big. (**Hay** dos camas dobles.) ([las camas] **son** grandes.)

### 5 Look at Exercise 4 on page 31 and write sentences.

Ask Ss to do the task by following the example and also using the house plan on page 31. The fact that Ss have to move about in the lesson to complete new exercises allows them to revise material already learned.

› **Answers:** 2 There isn't a shower in the kitchen. 3 There is a car in the garage. 4 There aren't beds in the living room. 5 There are chairs in the dining room.

## More teaching ideas

Ss can do further practice by describing the furniture and objects in the classroom.

Ask Ss to study the Interrogative and Short answers table. Draw their attention to the word order.

Take your book and put it on top of the desk saying The book is ON the desk. Then, take the book again and put it under your bag saying The book is UNDER the bag and the bag is ON the book. Last, take the book and put it in the bag saying The book is IN the bag.

Put the book on the desk again and ask Where's the book? On the desk or under the desk? Wait for Ss to answer and continue with some other items in the classroom. Ask two or three Ss to give their own examples.

### 6 Look at the picture. Write questions and answers.

Ask Ss to study the example and write the rest of the questions. Show them that there are some hints in the picture. Check answers with the whole class.

› **Answers:** 2 Is there a cat on the table? No, there isn't. 3 Are there two birds under the table? No, there aren't. 4 Is there a dog under the table? Yes, there is. 5 Are there two cats in the box? Yes, there are.

## This / That / These / Those

Take your book, point at it and say THIS is my book. Then, pointing at one of the Ss' book say THAT is your book. Make it clear that you are pointing to a point in the distance. Ask some Ss to give examples until all Ss have understood. Now, take two or three pens and say THESE are my pens (emphasise the pronunciation of /z/ at the end of these and pens). Pointing at a S's pens say THOSE are her / his pens. Then, ask if THESE, here or there? / THOSE, here or there? Do the same with THIS and THOSE. Then, ask THESE / THOSE / THIS / THAT is singular or plural?

Ask Ss to read the examples in the picture and identify what item is being mentioned.

### 7 Write the sentences.

Tell Ss to complete the task orally and then ask them to write the sentences.

› **Answers:** 2 These are bags. 3 That is a fridge. 4 Those are lamps. 5 That is a sofa.

**8** Look at Exercise 4 on page 31 again and point to things and rooms in the house. Use this / that / these / those.

Ask Ss to work in pairs describing the house. Move about the classroom to check they are using the correct grammar and vocabulary. Make sure they pronounce /ð/ correctly.

## Workbook Answers

Page 83

1

- › 1 Sister 2 Father 3 Brother 4 Mother
  - 5 Grandmother 6 Grandfather 7 Parents 8 Grandparents

2

- › 1 q 2 e 3 f 4 c 5 h 6 b 7 d 8 a

3

- › **Kitchen** 1 Stove 2 Microwave oven 3 Fridge 4 Sink
  - Bedroom 1 Bed 2 Bunk bed 3 Double bed
  - Dining Room 1 Table 2 Chairs
  - Bathroom** 1 Sink 2 Shower
  - 3 Toilet

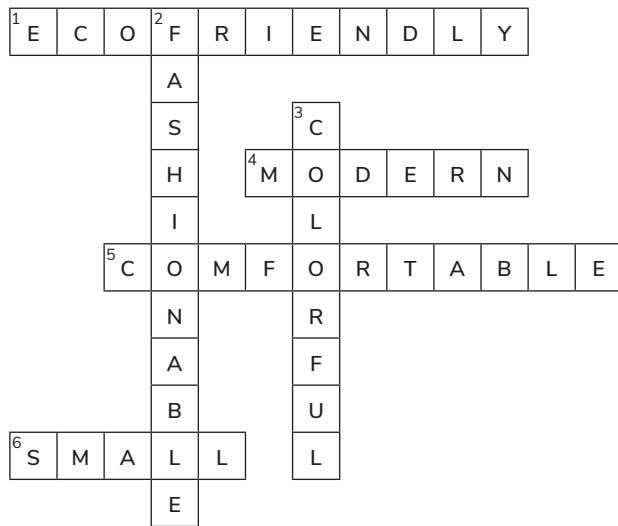
4

- ▶ 1 Bedroom 2 Dining room 3 Chairs 4 Garden  
5 Stove 6 Curtain 7 Solar energy 8 Bathroom

Page 90

5

- **Down:** 2 fashionable 3 colourful **Across:** 1 eco-friendly 4 modern 5 comfortable 6 small



6

- › 1 b 2 a 3 a 4 b 5 b

7

- ## › Personal answers.

8

- 3 The dining room has got a table. 4 The kitchen hasn't got a microwave oven. 5 The living room has got a sofa. 6 The bedroom has got a window. 7 The kitchen hasn't got a fridge. 8 The living room has got a lamp.

Page 91

9

- › 1 Has Ann got a son? Yes, she has. 2 Has Peter got a wife? Yes, he has. 3 Have Ann and Peter got a pet? No, they haven't. 4 Has Jay got parents? Yes, he has. 5 Has Jay got grandparents? No, he hasn't 6 Have Ann and Peter got three children? No, they haven't 7 Has Jay got a brother? No, he hasn't 8 Has Ann got a daughter? No, she hasn't.

10

- ## › Personal answers.

11

- › 1 There are 2 Is there 3 Is there 4 There's 5 Are there 6 There are 7 Is there 8 There are

12

- › 1 This 2 Those 3 This 4 This 5 That

13

- › 1 because 2 so 3 because 4 because 5 because 6 so

# LISTENING AND SPEAKING

› pages 34–35

## The perfect house

### 1 Look at the pictures and answer.

Ss guess information from looking at the pictures. Use this task as a brainstorming activity. Accept all possible ideas and, if necessary, write some words on the bb.

### 2 Tick (✓) the kind of houses you see in the pictures.

Ask Ss to look at the pictures and to identify the kinds of houses they see. Check answers with the whole class.

› Answers: 2 – 4 – 5

### 3 Listen to a TV programme about houses. Match the people in the photos to the houses in Exercise 1.

Go over the pictures with Ss and ask them to describe the kind of family each one represents. Once you make sure they have identified them, play the audio file. It is possible that some Ss will need to hear it a second time. If they cannot complete the exercise, play the audio file again. Check answers with the whole class. Ask Ss to give reasons for their answers.

› Answers: a 5 b 2 c 4

### AT

Not all Ss might be ready to complete the task on their own. After you have checked the answers, play the audio file once more for those Ss to understand the listening and write the correct answers. This will help them to improve their comprehension skills.

### 4 Read the list and circle the new words. What do they mean? Use a dictionary to help you.

### IC

This task may pose a challenge to Ss. Some of them will be able to identify all the new items presented, some will need some help. While checking the answers make sure everybody keeps up with the lesson.

› Answers: 1 – 2 – 7 – 8 – 10 – 11

### 5 Listen again and complete the sentences with words from Exercises 2 and 4.

Tell Ss to read the sentences they will have to complete and to try to guess what words might fit. Then, play the audio file once more. Allow Ss some time to complete the sentences. Then, ask them to share their sentences

in pairs or small groups. Play the audio file again to check their answers. Most Ss will have completed the sentences correctly. This will help them to gain confidence in their learning ability.

› Answers: 1 studio flat 2 stove 3 detached house 4 loft flat 5 studio flat.



25

Good morning and welcome to The Perfect House. Today we have three different homes for you. First is a fantastic studio flat. It's small, but it's ... yes, that's right! ... it's perfect! It's got a single bed with a drawer underneath for clothes and shoes. In the kitchen, there's a fridge, a washing machine, a stove and a big sink. The small bathroom is beautiful. It's got toilet, sink and shower. There's also a desk near the window – oh, dear – you can't see the desk in this picture, but it's just great. Perfect for a hardworking young man or woman living on their own.

Now on to our second home for today. This big house is perfect for a family with young children because there's a wonderful garden where the children can play. The house has got two bedrooms with big wardrobes. There's one bedroom for the parents with a king-size bed, and one for the kids with bunk beds. Most children love bunk beds! There's one large kitchen and dining room area with a table and six chairs. And, best of all – there's a fantastic big bathroom with a jacuzzi tub!

And our last home for today is a fantastic loft. One person can live here, but I think it's perfect for a couple. The apartment is on two levels. On the first level, there's a kitchen and living room with a comfortable sofa. Stairs go up to the second level. There's a fantastic bedroom with big windows and a view over the park. As I said, this beautiful flat is perfect for a couple because there's enough space for two people. Well, that's all for today. Next week I ...

### CA

Discuss the different kinds of houses with Ss. Are they similar to the ones in their neighbourhood? Do they see them on a TV series? Are they luxury houses?

### 6 Listen to Grace and Steve. Which of the houses in Exercise 1 are they talking about?

Tell Ss they are going to listen to another audio file. This time, a couple are talking to an estate agent about one of the houses mentioned in Ex. 1. Tell them to pay attention and play the audio file.

**Grace:** Is this the bedroom?  
**Steve:** Yes. Look! It's got a king-size bed.  
**Grace:** Is there a bedroom for the kids?  
**Steve:** Yes. It's got bunk beds! Isn't that great? And the two bedrooms have got big wardrobes.  
**Grace:** Mmm ... I'm not sure ...  
**Steve:** There is a big garden. That's great for the kids!  
**Grace:** What about the kitchen?  
**Steve:** There's one large kitchen and dining room area. There's a table for six people. And there is a big window.  
**Grace:** Mmm ... I don't know ... It's expensive!  
**Steve:** Look at the bathroom. There's a jacuzzi tub in there.  
**Grace:** Wow! OK! Let's buy it!

› **Answer:** The detached house.

### 7 Work in pairs and circle the correct option. Then listen to the dialogue again and check your answers.

Tell Ss to work in pairs to complete the task.

Play the audio file and let Ss check their answers in pairs.

› **Answers:** 1 two 2 king-size 3 aren't 4 is 5 bathroom



### SEL / IC

This task helps Ss to personalise their learning and reflect on their preferences. It also helps them to understand that individual preferences depend on individual experiences. We can make different choices but still respect each other and be friends. Our choices do not define us as people.



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

### Workbook Answers

#### Page 92

##### 1

› 1 Kate 2 David 3 Mary 4 Charles 5 Janie



**Emma:** Wow! Look at these photos! Who are these people?

**Daniel:** This is my family. This is my mother Kate and my father David. And this is their house.

**Emma:** Have they got a small house?

**Daniel:** Yes, it's a small one-bedroom apartment. And there's solar energy, so the apartment is very eco-friendly.

**Emma:** And who's this?

**Daniel:** This is my grandfather Charles. Oh, and my grandmother Mary.

**Emma:** They look nice. Is this their house?

**Daniel:** Yes, it is.

**Emma:** It's big!

**Daniel:** Yes, they've got a big four-bedroom house.

**Emma:** And have you got any sisters or brothers?

**Daniel:** Yes. I have a sister called Janie. She's a D.J.

**Emma:** Oh!

##### 2

› 1 a 2 b

##### 3

› 1 T 2 F 3 F 4 T 5 F 6 T

## Describe a family member and his / her favourite place in the house

### 1 Look at the pictures and read the description.

Ask Ss to read the description and to say who are shown in the photos.



LA

Point out to Ss that they can give the same information using **because** and **so**. Ask them to tell you how the structure of the sentence changes when we use the different words. Write two or three examples on the bb to demonstrate.

### 2 Choose one of the pictures for your project and write a description. Use the text in Exercise 1 to help you.

Assign this task as homework so that Ss can work at their own pace. Tell them that they must include sentences with because and so.

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

You can encourage Ss to work together by circulating their texts to each other by email. In this way, more advanced Ss can help those who are experiencing any difficulty. Tell them they can help each other but no one is expected to do their classmate's homework. This practice will enhance **collaboration** and **individual responsibility**.

## Describe families and houses

### 3 Go to Exercises 2 and 3 on page 34 and complete.

Ask Ss to do this task orally in class and to complete the written part at home. This practice will help learners to become aware of how much they have learned and whether they need some extra help.

- › **Answers:** 1 there is a father, a mother and two children. 2 they are happy. 3 it would be good for a couple with no children. 4 they have two kids. 5 it would be good for one person.

### 4 Write a paragraph about a member of your family. Use the paragraph in Exercise 1 to help you.

This is an exercise on parallel writing to help Ss develop their writing skills. Collect the Ss' work and give individual feedback.

## Workbook Answers

### Page 92

1

- › Answers may vary.

2

- › Answers may vary.

3

- › Answers may vary.

## My family at home

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

Ss should have chosen the photographs they are going to use. They will decide how to organise the presentation. They can design a poster as a craft or they can use an online photo editor to organise a slide presentation.

Remind them that they have to attract their audience's attention so they have to be creative when they prepare their collages or slide presentations. Tell them they can ask their Art or ICT teachers for help.

They have to write some sentences or very short paragraphs to describe the members of their family and their favourite places in the house. If they have pets, they should include them in the presentation.

Information should be clearly visible to all Ss in the classroom, so they should be careful about the size of the font, photos, etc. they use.

Tell Ss that if they rehearse well in advance, they will perform better in their presentations. Remind Ss that they have to speak clearly and at a slow pace, but without sounding unnatural. Sometimes it is useful to speak in front of a mirror to practise body language as well.

### SEL

Reflect with Ss that if they take responsibility and work steadily, their presentations will be ready in time for the deadline. It is better to work slowly and steadily, rather than leave things to the last minute and rush. That is how mistakes happen. Remind Ss that they have to respect their classmates and their families when they work on their presentations.

## My learning record

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

Guide Ss while they 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.

In order to confirm that they can actually produce the language functions covered in the unit, read them out one by one and have Ss give examples. If they still have difficulties, plan a revision session to reinforce the content they are unsure of.

## Workbook Answers

### Page 93

#### 1

- › 1 husband 2 father 3 mother 4 wife 5 sister
- 6 daughter 7 sons 8 brothers 9 Grandfather
- 10 Grandmother

#### 2

- › Ss' own answers.

#### 3

- › **Bedroom** bed, lamp, curtains, window, etc. **Kitchen** stove, microwave, fridge, etc. **Living room** sofa, lamp, curtains, window, television, etc.

#### 4

- › Ss' own answers.

#### 5

- › 1 this 2 that 3 these 4 those

#### 6

- › 1 far from Luiza / more than one lamp 2 near Henry / one microwave 3 near Luiza / more than one bed 4 far from Henry / more than one flower 5 far from Luiza / one house 6 near Henry / more than one chair 7 far from Luiza / one table 8 near Henry / one house

**Goals**

- › Talk about free-time activities, hobbies, likes and dislikes
- › Read and learn about astrology and free time
- › Use the Present Simple and adverbs of frequency to describe, ask and answer about free-time activities
- › Listen and learn about free-time activities and food
- › Write a paragraph about free-time activities

Go over the goals with Ss and come to agreement regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. They will have to create a slide presentation about free-time activities. They can interview their classmates or friends outside school about what they do in their free time. The Art and ICT teachers might help them to design the slides.

**SEL**

Ask Ss the following questions: What do we do in our free time? Do we enjoy our free time? What can we do to have a good time in a healthy way? Can we help others in our free time? Do we choose activities according to our personality?

Ask Ss to look at the text. Elicit that it is a teen magazine (the layout, the colours, the photos, the style and register help them to identify the genre).

Read the title and discuss the meaning of a To-do list.

Look at the introduction and identify the adjectives describing personality. You could ask Ss to answer the questions orally so that you check their understanding.

**SEL**

This text provides a great opportunity to discuss how much teenagers do just because someone says it is fashionable. You have to do it and not because they actually think it is good for them. Do Ss follow fashion blindly or do they follow their own tastes and interests?

**1** Read the list of activities on the magazine pages. Match the verbs to the activities.

Ask Ss to go over the suggestions proposed by the magazine article. Ask them which they would choose. Then, tell them to complete the task. Suggest that they start by matching the words they already know and leave the

**Final project**

- › Create a slide presentation on things to do in a city at the weekend

unknown ones to the end. The fewer the choices that are left at the end, the easier it will be to match any unknown words. Check the answers with Ss.

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

**ox**

When you check the answers, pay attention to how Ss pronounce the new items so that you can correct any pronunciation mistakes.

**IC**

The way we spend our free time can depend on our personality, our budget, or our need to be accepted by a group. When we decide on a particular free-time activity as a group, we must respect everybody's personality and budget before choosing what to do. We should try to avoid leaving someone out because we have not considered their circumstances.

**2** Match the activities from the box to the verbs.

Ask Ss to work in pairs to complete the task. Then, check the answers with the whole class.

- › **Answers:** 1 do: aerobics, stretching, homework
- 2 go: running, to a friend's house, fishing
- 3 practise: a presentation, a speech, water polo
- 4 read: a novel, a poem, a magazine
- 5 watch: a football match, a dance show, a circus performance
- 6 take: origami lessons, pottery lessons

**3** What are your favourite activities from Exercise 2?

**SEL**

Encourage Ss to participate fully in class by volunteering answers. This could be a good way to help them get to know each other better.

**CA**

Do teenagers have the same free-time activity choices everywhere? What do they do in countries where the climate is very cold or very hot? Do teenagers have the same amount of free time in all cultures?

**4** **Look at the people in the pictures and go back to the to-do list. Which activities from the magazine article did they choose? Write the corresponding number.**

In this task, Ss can use visual cues to answer. At the same time, they will have to describe what the photos show in order to say which their choice is. Encourage them to speak clearly so that their classmates can hear.

➤ **Answers:** a 5 b 1 c 2 d 4 e 8

**ESI**

Have a discussion in class about gender differences in free-time activities. Point out that all activities can be either for girls or for boys. Everyone is free to choose an activity to do in their free time without having to justify it.

**CA**

Which activities are good for adolescents? Are there any activities that might not be so good for young people to do? Are there any activities that we should try to do more often? Is there anything we should try to avoid doing?

## Astrology and free time

Ask Ss where they are likely to find this kind of information. Do they believe in horoscopes? Do they know what their sign is? You can use the zodiac sign icons to help Ss identify their signs. Ask Ss Is this article about predicting the future? Does it talk about personality? Does it talk about potential choices to be made? so as to elicit that the text deals with the choice of free-time activities.

Name a zodiac sign and ask Ss to put up their hands if that is their sign. Ask them if they usually read their horoscopes in their free time.

### SEL

Discussing choices in groups helps Ss to develop self-awareness and awareness of others. They can develop empathy with each other when they share the reasons for some of their choices.

### 1 Read the magazine article and write the correct star sign. Sometimes more than one star sign is possible.

Ask Ss to read the text and then try to answer the questions in pairs. Tell them they can use a dictionary if necessary. They can then share their answers with another pair. Finally, check the answers as a whole class.

› **Answers:** 1 Cancer and Pisces 2 Aries, Sagittarius, Aquarius  
3 Taurus 4 Virgo

### 2 Read the article again and answer the questions.

Allow the students some time to read through the article and find the answers. Then check as a class.

› **Answers:** 1 reading and racket sports 2 gardening  
3 Scorpio 4 climbing, kayaking, hiking 5 Aquarius

### More teaching ideas

You can teach Ss to use online dictionaries on their smartphones or tablets. You can keep a few dictionaries in the classroom or encourage Ss to borrow dictionaries from the library. Using a dictionary encourages Ss to learn independently.



### SEL

This task helps Ss to personalise their learning. They can also reflect on how much they already know themselves. It will also help them to develop critical thinking because they need to explain why the information is or is not true for them.

## Workbook Answers

### Page 94

#### 1

› 1 e 2 c 3 a 4 b 5 f 6 d

#### 2

› 1 Go Latin dancing 2 Take cooking lesson 3 Do meditation  
4 Take origami lessons 5 Do yoga 6 Watch a movie

## Meals

Write different times on the left of the bb. 6:30 a.m., 1 p.m. and 8:30 p.m. and say I have breakfast at 6:30 a.m., I have lunch at 1 p.m.; I have dinner at 8:30 p.m. While you say the sentences, write the words breakfast, lunch, dinner in a column on the right of the bb. In the middle, draw a cup of coffee, a steak, a bowl of soup, a slice of pizza and name them. Then ask What time is breakfast / lunch / dinner? Which food? to check Ss understand the meaning of the different meals.

**1** Cross out 3 letters to find the name of each meal. Then match the words to the pictures.

Ask Ss to name the meals in the photos. Then, ask them to find the words for the meals in the exercise and match them to the pictures. Check answers with the class.

› **Answers:** 1 lunch – a 2 dinner – c 3 breakfast – b

## LA

Point out to Ss that we can't always literally translate from one language to another. If we translated I have (a meal) into Spanish for example, you might say Yo tengo (una comida). However, the literal translation would be Como (el almuerzo) which means that we do not only eat but that we also drink something. For this reason, it is always better to learn full idioms, or 'chunks' of language.

**2** Complete the paragraph with the words from Exercise 1.

Ask Ss to complete the paragraph. Ask them if it is true for them. If not, ask them to say what is different.

## CA

People in different countries have different customs with regard to eating and meal times. Some people go home for lunch, while others have lunch at school or work. Many go to a restaurant, snack bar, or just buy a sandwich in the street. Ask Ss if any of them have a special family tradition with regard to meals.

› **Answers:** 1 breakfast 2 lunch 3 dinner

## LA

Ask Ss to look at the menu. Tell them to read the items above each picture and identify which one is shown. Use this opportunity to point out the difference between meals and dishes. Ask Ss to differentiate between the healthy foods and drinks and the unhealthy ones. Check the answers as a class.

**3** Look at the canteen menu and complete the sentences.

Ask Ss to work on their own to complete the sentences. Tell them to use the menu for help. Check answers with the whole class.

› **Answers:** 1 vegetarian 2 sandwich 3 waffles / ice cream 4 Fresh orange juice 5 mineral water



## SEL

These questions are meant to help Ss develop their knowledge of the language but also reflect on whether their diet is healthy or unhealthy.

## CLIL: BIOLOGY

Ss can discuss healthy and unhealthy diets with their Biology teacher.

# GRAMMAR

› pages 42–43

## Present Simple – affirmative and negative

Study and complete the table.

Tell Ss to study and complete the table.

**LA**

Ss may ask about the meaning of do. Explain to them that it has no translation and it is used to complete the negative and interrogative forms.

› **Answers:** 1 read 2 don't 3 don't play

Tell Ss to read through the box to learn about the uses of the Present Simple.

### 1 Read Bautista's opinions about food and circle the correct options.

Ask Ss to circle the correct answers.

› **Answers:** 1 eat 2 love 3 don't eat 4 don't drink 5 don't do 6 walk

#### Remember!

Draw Ss' attention to the full and contracted forms.

**cx**

When you check the answers, help Ss to produce the diphthong /əʊ/ correctly in don't. Since Ss tend to imitate teachers, they will laugh a bit and improve their pronunciation at the same time.

### 2 Complete the text about Emma and her family with the Present Simple forms of the verbs in brackets.

Ask Ss to complete the exercise individually. Ask for volunteers to read the text aloud while checking the answers.

› **Answers:** 1 have 2 don't like 3 stay 4 listen 5 love 6 play 7 don't dance 8 take 9 don't work 10 visit

**cx**

Pay particular attention to Ss' use of referring and proclaiming tones to link ideas.

## Present Simple – yes / no questions and short answers

Study and complete the table.

Tell Ss to study and complete the table and check the answers as a class.

› **Answers:** 1 Do 2 do 3 watch 4 do 5 don't 6 Do / drink 7 do 8 don't

### 3 Write questions and answers about Emma and her family. Use Exercise 2 to help you.

Ask Ss to do this exercise orally in class and to complete the written part at home.

› **Answers:** 1 Do you like outdoor activities? 2 No, I don't. 3 Do your sisters play hockey? 4 Yes, they do. 5 Do they dance very well? 6 No, they don't. 7 Do your mum and dad work on Saturday? 8 No, they don't. 9 Do your grandparents live in Córdoba? 10 Yes, they do.

## Adverbs of frequency

Draw a calendar week on the bb. Mark all the days with a tick (✓) and say Always. Then, erase three ticks and say sometimes. Finally, cross out the whole week and say Never. Ask Ss to tell you about things they always, sometimes and never do. Elicit three or four examples.



Draw Ss' attention to the difference in form between sentences with the verb to be and those with other verbs. Elicit 3 or 4 sentences to help Ss understand.

### 4 Put the words in order to make sentences.

Ask Ss to work individually to write the sentences. They can use the box to help them so they should be able to work on their own.

› **Answers:** 1 I am always happy. 2 We sometimes read magazines. 3 They never watch horror films. 4 You are sometimes in your studio. 5 I never eat fast food.



Pay particular attention to how Ss place emphasis on the adverb of frequency.

### 5 Write 5 true sentences about things you always, sometimes or never do.

This exercise is to help Ss personalise their learning. Ask Ss to do it orally in class and to complete the written part at home. This practice will help them to become aware of how much they have learned and whether they need some extra help.

#### Remember!

Tell Ss to go over this information and to keep it in mind when doing the homework so as to avoid making mistakes.

### 6 Use the prompts to write questions. Look back at the text on page 40 and write the answers.

Allow Ss some time to complete the task. To check the answers, one S asks the question and another answers it.

- › **Answers:** 1 How often do Aquarius play computer games? They always play computer games. 2 How often is a book Cancer's favourite option? A book is sometimes Cancer's option. 3 How often do Geminis change their preferences? They sometimes change their preferences. 4 How often do Leos have fun? They always have fun. 5 How often are sports Taurus' choice? Sports are never their choice.

**7 Write true sentences about you and your friends. Use always, sometimes and never. Add the corresponding verbs.**

This exercise will help Ss to personalise their learning. Ask them to do this exercise orally in class and to complete the written part at home.

- › **Answers may vary:** 1 We (always) speak English in class. 2 I am (always) at school on Tuesdays. 3 My friends (never) have lunch at the school canteen. 4 My parents are (always) at home in the morning. 5 I (never) listen to music in the classroom.

**8 Look at the table and complete the sentences.**

Ask Ss to do this exercise orally in class and to complete the written part at home.

- › **Answers:** 1 They like yoga, meditation and music, but they don't like zumba lessons or outdoor sports. 2 We like adventure sports and football, but we don't like museums or classical music concerts. 3 Ss' own answers.



Remind Ss that this box gives them some guidelines on how to complete their final project. Tell them they should work steadily on the project so that they complete it on time.

### Workbook Answers

#### Page 95

##### 1

- › 1 do homework 2 do meditation 3 do aerobics  
4 go running 5 go fishing 6 go shopping 7 practise a presentation 8 practise water polo 9 read a magazine  
10 read a book 11 watch a film 12 watch a football match  
13 take pottery lessons 14 take dancing lessons

##### 2

- › 1 practise 2 go 3 take 4 go 5 do 6 read 7 watch 8 go

### 3

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

### 4

- › 1 I always have eggs for breakfast. 2 We have lunch at school. 3 They have dinner at home. 4 I don't like pizza. 5 We don't read novels. 6 They don't watch TV.  
7 Do you like yoga? 8 Do they take dancing lessons?

#### Page 96

##### 5

- › 1 breakfast 2 sandwich 3 lunch 4 dinner 5 lessons 6 do  
7 go 8 practise

##### 6

- › 1 listen 2 play 3 watch 4 eat 5 read 6 go 7 take  
8 practise

##### 7

- › 2 I sometimes eat a sandwich. 3 I never take dancing lessons. 4 I always go running. 5 I never watch TV.  
6 I sometimes read a magazine.

##### 8

- › 1 don't do 2 don't listen 3 don't go 4 don't take 5 don't go  
6 don't read

#### Page 97

##### 9

- › 2 Do they do their homework? They do their homework.  
3 I go dancing on the weekends. I don't go dancing on the weekends 4 Do you listen to rock and pop music? I don't listen to rock and pop music. 5 Do they read two novels a week? They read two novels a week. 6 We have lunch at school. We don't have lunch at school.

##### 10

- › 1 Yes, they do. 2 No, they don't. 3 No, they don't. 4 Yes, they do. 5 No, they don't 6 Yes, they do. 7 No, they don't. 8 No, they don't.

##### 11

- › 1 Do they eat junk food? 2 Do they go running? 3 Do they eat healthy food? 4 Do they do meditation? 5 Do they do dance lessons? 6 Do they watch films together?

##### 12

- › 1 Eat salads and fruit 2 Go running 3 Do yoga 4 Do dance lessons 5 Watch films 6 Eat junk food 7 Watch TV

# LISTENING AND SPEAKING

› pages 44–45

## Street interviews: about favourite free-time activities and food

Introduce Mabel, the interviewer, to the Ss. Ask Ss to describe what she is doing (she is interviewing people in the street).

### 1 Listen to Mabel's interviews and circle the correct options.

Ask Ss to read the instructions and the options given. Then, tell them to prepare to listen carefully and then play the audio files. Check the answers with the whole class.



29

**Mabel:** Hi! This is an interview for our school project. Have you got two minutes?  
**Anthony:** Of course! What's all this about?  
**Mabel:** It's a survey on teens' likes and dislikes. What's your name?  
**Anthony:** Anthony.  
**Mabel:** How old are you?  
**Anthony:** I'm 12. And I'm in Year 7.  
**Mabel:** Good ... Let's see ... food. What's your favourite food?  
**Anthony:** Pizza! I always eat pizza.  
**Mabel:** Do you like vegetables?  
**Anthony:** No! Not at all!  
**Mabel:** Sports ... Do you practise sports?  
**Anthony:** No, but I sometimes watch football on TV. And I ...  
  
**Mabel:** Hi! Have you got a minute for an interview? It's for our school project.  
**Shirley:** OK. Sure.  
**Mabel:** What's your name? And how old are you?  
**Shirley:** I'm Shirley and I'm 11.  
**Mabel:** What year are you in?  
**Shirley:** I'm in Year 7.  
**Mabel:** Do you like hamburgers?  
**Shirley:** No! I never eat fast food or meat. I always eat vegetables and fruit.  
**Mabel:** Do you do sports?  
**Shirley:** I'm not very sporty, but I sometimes play tennis with my friends.  
**Mabel:** Ok. Thank you!

› Answers: 1 b 2 b 3 a 4 c

LA

Ask Ss if they know which expressions we use in Spanish to mean the same in a similar context. The expressions would be *¡Mil gracias!*

### 2 What do you remember? Join a classmate and tick (✓) who says the following.

Ask Ss to work in pairs and try to complete the exercise. This practice aims to help Ss to recall the dialogues together.

› Answers: 1 Mabel 2 Mabel 3 Mabel 4 Shirley 5 Anthony 6 Mabel 7 Anthony 8 Shirley

### 3 Listen and check your answers.

Play the audio file for Ss to check their answers. You may have to play it a second time.

› Answers: 1 Mabel 2 Shirley 3 Mabel 4 Shirley 5 Anthony 6 Mabel 7 Anthony 8 Shirley

AT / IC

Not all Ss may be able to complete the exercise on their own. After you have checked the answers, play the audio file once more for those Ss who are having difficulty.

## At the school canteen

Elicit from Ss that the teenagers in the picture are the same as those who were interviewed in the street earlier. This information will help Ss to guess their choices from the menu.

### 4 Shirley and Anthony are at the school canteen. Go to page 41 and discuss their possible choices. Then listen and check.

Knowing the kind of diet these teenagers prefer gives Ss a hint as to which items they might choose to eat at the canteen. They will have to match their preferences with the options given in the menu. They will make educated guesses when they answer the question.



30

**Anthony:** Oh, I'm starving!  
**Shirley:** I'm hungry too.  
**Anthony:** Do you like pizza?  
**Shirley:** Not really. I never eat fast food.  
**Anthony:** I always eat pizza. Do you want a chicken sandwich?  
**Shirley:** Well ... I don't eat meat. I'll have a green salad.  
**Anthony:** What do you want to drink? Mineral water?  
**Shirley:** Yes, please. And you?  
**Anthony:** I'll have a soda.

Play the audio file again for Ss to check their answers. Were they right?

### 5 What do they choose?

Ask Ss to complete the exercise with information from the listening.

› Answers: **Shirley:** green salad and mineral water  
**Anthony:** pizza and a soda



Again, tell Ss that this expression is used in an informal situation. In this case, the speakers are teenagers and that is why they are speaking informally.

**LA**

Ask Ss if they know an equivalent expression in Spanish that means the same thing. Possible expressions would be *¡Estoy muerto de hambre!*



Remind Ss that this box provides ideas to help them fulfil their final project. It is also a reminder for them to continue their work to complete it.

**Workbook Answers****Page 98****1**

- › 1 f 2 c 3 a 4 b 5 f 6 d

**2**

- › 1 True 2 True 3 False 4 True 5 False 6 False 7 True 8 True



**Speaker:** Thank you. Today I will talk about the habits of teenagers and their parents. Teenagers are at an important stage in their lives and need exercise, healthy food and sleep. But most teenagers usually eat junk food and play many hours of video games. And they don't get enough sleep, so they are always tired in the morning. Sometimes, we see healthy habits in teenagers, especially in those who practise sports such as running, football and dance. These teenagers eat more fruits and vegetables and always have a healthy lifestyle.

Sometimes, parents have unhealthy habits too. They don't eat enough fruit and vegetables and don't get enough exercise. We find that parents who do yoga or meditation, go running or take dancing lessons are less stressed, sleep better and eat better.

So, for teenagers and their parents, it is important to exercise and eat healthy food to be happy, healthy and successful at school or at work.

**3**

- › 1 need 2 don't get 3 practise 4 have; don't get 5 do; go; take

**4**

- › 1 ⊗ 2 ⊗ 3 ⊗ 4 ⊗ 5 ⊗ 6 ⊗

## Write a paragraph about free-time activities

### LA

Ask several Ss to take turns reading the text out loud. Draw their attention to the use of capital letters and full stops. In previous units, they will have learned that a full stop means the end of a sentence. Ask Ss to summarise the ideas expressed in each paragraph. Ask them how many paragraphs they can count. Elicit that there are 4. The first introduces the family, the second gives information about the parents, the third talks about the twin sisters and the fourth mentions the author of the text.

### 1 Read the text and answer the questions.

Write the words and, but, or, so, because on the bb and ask Ss to find examples of them in the text. Ask Ss which ideas they link. You can write one example for each word on the bb for Ss to identify what sort of information they link. Then, ask them to answer the questions individually. Finally, check the answers with the whole class.

- › **Answers:** 1 They are Lisa, Henry, Barbra and Wendy. 2 They always go to the club. 3 Barbra and Wendy. 4 They always read e-books. 5 They sometimes go to the park on Sundays.

### 2 Translate the two sentences from the box above into Spanish.

### LA

Ask Ss to translate the two sentences to understand the two meanings of or.

They often read e-books **or** prepare for school projects.

They sometimes go jogging, **but** that's not their preferred choice.

### Remember!

Go through the box with Ss and refer them back to the relevant pages to practise the conjunctions so, because and but.

### OX

Demonstrate to Ss how we make pauses in our speech when we list items.

### 3 Write about 8 activities you do with your friends at the weekend. Write what you always, sometimes and never do.

### IC

Set this exercise as a homework assignment so that Ss have time to prepare their sentences. Tell them to use both a dictionary and the book for help. In order to check, ask individual Ss to read their sentences and write some on the bb to make sure everybody can follow and correct their own tasks. Draw their attention to the position of the adverbs of frequency in relation to the verb to be and the other verbs.

### 4 Write a paragraph about your free-time activities. Use your ideas from Exercise 3 to help you. Don't forget to use sentences with or, but, so and because.

Set this assignment as homework and tell Ss they can work on it together with other classmates.

### IC / SEL

You can encourage Ss to work together on writing tasks by using their chats or emails to circulate their texts. In this way, more advanced Ss can help those who have some difficulty. Tell them they can help each other but no one is expected to do their classmate's homework.

## Workbook Answers

### Page 99

- 1** › Ss' own answers.
- 2** › Ss' own answers.
- 3** › Ss' own answers.
- 4** › Ss' own answers.

## To-do list for a weekend in the city

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

Ss have collected information about different free-time activities which take place at various locations. They have chosen which place they want to focus on, and whether it will be a real or fictional place. They might ask their Social Science teacher if any of the activities they want to choose is forbidden for people of their age. They might also ask the Geography teacher about how they can travel to the chosen location.

They vote on the 6 most popular activities and they look for pictures that represent them clearly. Maybe each member of the group can look for several pictures that represent one activity, or each member can look for one picture that represents each activity. They will prepare one slide for each activity, including the name of the place.

They should add the menu they have designed and they should check that the restaurant has a humorous name. They can vote on the funniest one.

Ss work together to complete the script for the presentation and each member of the group should prepare a part. They record the script using an app. They should rehearse before recording because their speech must be clear with appropriate intonation and rhythm.

Tell them they can turn the slide presentation into a video clip with the help of a **video editor**.

Remind them that they have to attract their audience's attention so they should be creative when they prepare their video.

### SEL

Reflect with Ss on the fact that if each member of the group participates, the whole project will be a success. This will encourage personal and social responsibility.

## My learning record

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

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

In order to confirm that they can actually produce the language functions covered in the unit, read them out one by one and have Ss give examples. If they still have difficulties, plan a revision session to reinforce the content they are unsure of.

## Workbook Answers

**1**

› 1 I don't like pizza. 2 They don't do meditation. 3 We don't take origami lessons. 4 You don't watch TV. 5 I don't listen to rock music. 6 They don't read magazines. 7 We don't eat sandwiches. 8 You don't play football.

**2**

› 1 I listen to rock music. 2 We read novels. 3 You eat junk food. 4 We play football. 5 They do meditation. 6 I go running.

**3**

› 1 d 2 a 3 e 4 b 5 f 6 c

**4**

› Personal answers.

**5**

› Personal answers.

## Health

Explore the proverb "An apple a day keeps the doctor away". Ask Ss what they think it means. (This proverb can be understood to mean that eating healthy food, such as apples or other fruit, keeps one healthy and there is no need for a doctor, so it keeps the doctor away.) Explore with Ss what healthy foods they eat.

Explore with Ss what other things they do to stay healthy. Ask that they give their ideas, put them into different columns and then label the columns Physical health, Mental health, Emotional health. Compare the list made with Ss to the list in the book. What is the same? What is different?

### 1 Complete the table with words from the box.

Apples are healthy. Ask Ss to name one unhealthy food. Explain to Ss that some foods are good for our health, while others are not very good. Then have them do the exercise.

➤ **Answers:** **Healthy:** carrots, grapes, salad, fish, beans **Unhealthy:** chocolate, oil (when used in excess; we need some oil for good health), fizzy drinks, junk food, sweets

### 2 Work in pairs. Suggest a healthy menu for breakfast, lunch and dinner.

➤ **Answers may vary:** **Breakfast:** fruit, yogurt, wholegrain cereal, milk, tea, fresh fruit juice, wholegrain bread **Lunch:** salad, wholegrain rice, beans, chicken, fish, vegetables **Dinner:** salad, wholegrain rice, beans, chicken, fish, vegetables

### 3 What activities improve your physical, mental and emotional health? Complete the table.

Good health includes physical, mental and emotional health. Discuss with Ss what else is necessary for good health. As they share their ideas, put them into three different columns. Just take a few ideas, then have Ss do the exercise on their own.

➤ **Answers may vary:** **Physical health:** Dance, swim, football, basketball, gym, running, volleyball **Mental health:** Do something you like to do, tell yourself something positive, take a break, help someone else **Emotional health:** Talk to someone you trust, manage stress, think before acting, be more aware of emotions and reactions, connect with others.

### 4 Write about what you do to be healthy. Use the text to help you.

➤ **Answers may vary.**

## ROUND OFF ANSWERS

### Page 49

1  
➤ 4

2  
➤ 1 F 2 F 3 F 4 T 5 F

3  
➤ 1 has got 2 those 3 there isn't 4 do 5 never

4  
➤ 1 change is to are 2 change are to is 3 change that to those  
4 remove not 5 change have to haven't

## Goals

- › Talk about daily routines, days, months, seasons and weather
- › Read and learn about celebrity lives
- › Use the Present Simple to describe, ask and answer about everyday routines
- › Listen and learn about other people
- › Write a profile of a famous person

Go over the goals with Ss and come to agreement regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. They are going to prepare a video in which they play the role of a newsreader on a TV news programme. They will prepare news stories about the unusual daily routines that some celebrities follow. They will understand the relevance of the language they will be learning throughout the unit as it will help them to prepare the scripts for the final task. Tell them they can ask their Art and ICT teachers for help designing the TV programme. If Ss follow Drama classes at school, their teacher can help them with how they present themselves on TV.

**1** Look at the pictures and tick (✓) the things you do every day.

Ask Ss to look over the pictures and tick the activities they do themselves on a daily basis.

**More teaching ideas**

Show Ss a calendar and point out the difference between weekdays and weekends. You will be able to teach the days of the week and the months at the same time.

**SEL / IC**

As Ss reflect on their daily routines, they will see just how many activities they pack into each day. They will also find out that these routines vary from S to S depending on their family circumstances. Some activities will also depend on Ss' personalities and personal preferences.

**2** Do you help your mother at home? What about your dad?

**ESI**

These questions help Ss to reflect on who takes responsibility for certain tasks at home. There is no such thing as male only or female only activities for boys, girls, mums or dads. Everybody should help out at home according to their abilities.

**Final project**

- › Create and present a TV report - Celebrity profile

**CA**

Is the family daily routine the same in every culture? Who usually takes responsibility for the various household chores?

**3** Match the activities to the pictures from Exercise 1.

Ss to do this task individually.

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

**4** Listen to part of a radio programme. Tick (✓) the activities from Exercise 3 which are mentioned.

Tell Ss to work in pairs to complete the task. They can share the activities they do from Ex. 3.

Life can sometimes be difficult and we often feel that there isn't enough time in the day. Follow our suggestions for an organised daily routine. First of all, prepare your school bag and clothes the night before. Top tip – all very organised students do this! When you wake up, your things are ready for you! Try and wake up early – this gives you time to get ready for your day. Take a shower and always have a good breakfast. Some people like to do some meditation before they leave the house. It makes them feel relaxed. Do your classes start at 7:30? Then arrive early at 7:15. What about lunch? Have lunch with your friends. If the weather is good, go outside for your meal. It's great! What about the afternoon and evening? Do your homework when you get home. Then you don't have to worry about it later. Maybe you can do your homework with a friend – it's more fun that way. Try and have your dinner at about the same time every evening. Eight o'clock is a good time. It's OK to watch TV in the evening, but not for a long time. And of course – on a school night – early to bed. You need eight hours sleep every night so that you feel fresh in the morning. Good luck!

➤ **Answers:** a, c, h, k, l

### SEL

When Ss talk to each other about their daily routines, they get to know each other better and when they work together, their communication and collaborative skills improve. It increases their confidence and builds connections with their classmates.

Tell Ss they will hear the audio file again in order to check their answers. Play the audio file and give Ss some time to discuss their answers in pairs. Play it again if necessary.

### cx

When you check the answers, pay particular attention to how Ss pronounce the new words. Make sure they pronounce them correctly. You should also check sentence intonation and rhythm. Ss should stress content words but not the weak forms of function words.

## Celebrities' lives are not always a bed of roses

Ask Ss to look at the text. Draw their attention to features that might help them to identify the genre (e.g. the address bar, the title, the 'subscribe' button, etc). Ask them where they would find a text like this (on the internet).

### 1 Look at the web page and the picture and circle the correct options.

Ask Ss to read the questions and discuss them in pairs or small groups. Tell them to look at all the elements of the text because they will be asked to give reasons for their choices.

› Answers: 1 b 2 c

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

This question will help Ss to reflect on and develop their critical thinking skills as they will have to give valid reasons for their choices. Ss will develop **collaborative** skills as they discuss and agree on the correct answers. In order to collaborate they must respect each other's opinions.

### 2 Read the online article and complete Mark's schedule.

Ask Ss to work individually to complete the task. Then, check answers with the whole class.

› Answers: 1 workout 2 8:00 – 9:15 3 9:30 – 10:30  
4 1:00 – 2:00 5 work 6 3:00 7 3:30 – 5:00 8 dinner with the family 9 7:30

## SEL

When you do oral work in class, start by asking the more confident Ss first. Once the more reserved Ss have seen what needs to be done, they may feel more confident about participating. They may realise that even though the other more confident Ss make some mistakes, they are still prepared to try. Making mistakes is part of the learning process.

### 3 Read the article again and answer the questions.

## LA

Ask Ss to do this exercise orally in class and to complete the written part at home. This will help learners to become aware of how much they have already learned and whether they need any extra help. Explain to Ss that we generally give short answers in colloquial speech.

› Answers: 1 He's an actor/a famous actor. 2 He wakes up at two o'clock. 3 He meditates 4 He eats 7/seven times.  
5 He works in his office.

## CA

Is this routine possible for everybody? Can people who work in offices or go to school follow it? Why / Why not? Are their routines easier or more difficult? Why? Do you know anyone who follows a similar routine?



## SEL

This task is meant to help Ss to personalise their learning. They can reflect on their own daily routines and decide whether they are more or less difficult than other people's routines.

### 4 Is your routine the same in winter, autumn, summer and spring?

Ss think about how the seasons change in their area and whether they alter their routine to adapt to the weather conditions, e.g. clothes, activities etc. In some places, people change their daily schedule because of the climate.

### 5 Join a classmate and compare your daily routines. Use your schedules from Your turn!

## SEL

Tell Ss to work in pairs. They can also rotate around the class and exchange information with more than one S.



Remind Ss that this box gives them some guidelines on how to complete their final project. Tell them they should work steadily on the project so that they complete it on time.

## Workbook Answers

### Page 100

#### 1

› 1 Martin 2 Gabriela 3 Gabriela 4 Martin  
5 Gabriela 6 Martin

#### 2

› 1 Gabriela 2 Wakes up 3 Martin 4 Gets to school  
5 Gabriela 6 Gets to school 7 Gabriela 8 Has dinner  
9 Martin 10 Goes to bed

#### 3

› 1 T 2 F 3 F 4 T 5 F 6 T

## The time

Draw a big clock on the bb. Write o'clock and tell Ss When the long hand points to 12, it is x o'clock. Draw different times on the clock face and ask Ss to say what time it is. Then, go to the right of the clock face and write quarter next to 3 and half below 6. Follow the line of the arrow and say Past. Quarter past, half past. Give two examples and ask Ss to say the time you draw on the face of the clock. Do the same with the arrow on the left adding quarter next to 9 and showing the movement of the arrow with to.

### 1 Look and read.

Ask Ss to look at the clocks and read the examples in their books. Write 3:10 and say It's ten past three. Point out to Ss that we say the minutes before the hour in English. In Spanish, we say the hour before the minutes.

Do the same with 6:50 and say It's ten to seven. Draw Ss' attention to the change of number.

### 2 Complete the sentences.

Ask Ss to work individually. Check answers with the whole class.

- › **Answers:** 1 three o'clock 2 past two 3 ten, seven  
4 past twelve 5 quarter

## Days of the week

### More teaching ideas

Use a calendar to show Ss the different days of the week. Ask them to tell you what day it is today, etc.

### 3 Listen and write the days of the week in the correct order.

Ask Ss to look at the days of the week in the box and to put them in the correct order. Tell them to share their answers with a classmate. Play the audio file and tell them to check the order. Then, ask them to write the days on the lines.



Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

- › **Answers:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday



Ask Ss to read the days of the week aloud and check their pronunciation. They might find some difficulty producing /'wenzdeɪ/ and /θɜːzdeɪ/.

## Months of the year

### 4 Listen and underline the stressed syllables. Then repeat.

Ask Ss to read the instructions for the task, and try to work out by themselves what they have to do. Play the audio file and allow Ss time to complete the task. Check by asking volunteers to read the months aloud.



- 1 January; 2 February; 3 March; 4 April; 5 May;  
6 June; 7 July; 8 August; 9 September; 10 October;  
11 November; 12 December

- › **Answers:** 1 January 2 February 3 March 4 April 5 May  
6 June 7 July 8 August 9 September 10 October  
11 November 12 December

## AT / IC

After you have checked the answers, play the audio file once more for any Ss having difficulty choosing the stressed syllables. This practice will help them to improve their comprehension skills.

### 5 Join a classmate. You say a day of the week or a month of the year. He / She has to say the previous day or month. Take turns.



This game might be demanding, but Ss will enjoy the fun element. While Ss work in pairs the teacher will have the opportunity to devote some time to those Ss who need some reinforcement.

## The seasons

Draw Ss' attention to the fact that the frames of the pictures have different colours. Point out to them that the months of the year in Ex. 4 are also written in different colours. Ask Ss to guess what the connection might be. Allow a few Ss to guess the answer (the colours are related to the seasons). Say the names of the seasons in order. Repeat them slowly for Ss to repeat the words for themselves.

### 6 Look, read and write the colour of the picture frame.

Ask Ss to complete the task on their own. Check answers with the whole class.

- › **Answers:** 1 grey 2 green 3 yellow 4 brown

### 7 Complete the sentences.

Tell Ss to read the instruction and complete the task. Ask volunteers to read the sentences to check the answers with the whole class.

- › **Answers:** 1 March 2 Summer 3 November 4 August



Join a classmate. Point at the pictures and ask about the weather in the different seasons.

# GRAMMAR

› pages 54–55

## Present Simple – affirmative and negative

Study and complete the table.

Tell Ss to study and complete the table. Check answers with the class.

- › **Answers:** 1 don't 2 eats 3 eat 4 eats 5 doesn't 6 eat 7 eat 8 eat

Then, go through the negative column in the book with Ss and point out the different auxiliaries. Write the table below on the bb, next to the one you wrote for the affirmative. Highlight the change in the verb form.

I	don't make	the bed
He She It	doesn't make	

Have Ss read the sentences in both the affirmative and negative tables to practise the new structure.

Focus Ss' attention on the two auxiliaries **do** and **does**. Point out the change in the main verb. Ask Ss to find examples in the reading text and to read them aloud.



Write the following examples on the bb.

I eat vegetables. Sam eats fruit.

I play football. Alice plays volleyball.

I listen to rock. Francis listens to rap.

I wash the dishes. Henry washes the car.

Read out the examples, highlighting the final sound /ɪts/ /pleɪz/ /lɪzɪnz/ /wɒʃɪz/, asking Ss to repeat each one after you. Then, explain the rule.



Tell Ss to read the examples in the box and practise with a classmate.

### 1 Circle the correct options.

Ask Ss to read the instructions and do the exercise. Ask volunteers to read one sentence at a time and check the answers with the whole class.

- › **Answers:** 1 live 2 works 3 drives 4 cooks 5 does 6 studies 7 makes 8 lay 9 do 10 help

### Remember!

Read the examples with Ss. Model the pronunciation of the full and contracted forms.

Remind Ss that we use contracted forms when we speak, but we never use them in formal writing.

### 2 Correct the information about Lucila and her family.

Ask Ss to complete the exercise individually. While checking the answers, ask some Ss to read out loud to practise their pronunciation.

- › **Answers:** 1 She doesn't live in a flat. She lives in a small house. 2 Her mother doesn't work in the evening. She works in the morning. 3 Her dad doesn't drive a bus. He drives a taxi. 4 Her brother doesn't work at university. He studies at university. 5 Lucila doesn't cook lunch. Her father cooks lunch.

### 3 Write 3 things you and your family do at home and 2 things you don't do.

This exercise provides Ss with further practice of the target structure.

## Present Simple – Yes / No questions and short answers

Study and complete the table.

Ask Ss to study the table. Point out that the verb form changes when the auxiliary is used. Try to elicit from them that the s in the third person singular is dropped when the auxiliary does is used. Draw Ss' attention to the short answers. Ss complete the table on their own.

- › **Answers:** 1 Do 2 study 3 Does 4 Does 5 study 6 study 7 Do 8 study 9 don't 10 does 11 does 12 doesn't 13 doesn't 14 do 15 don't

### 4 Complete the questions and answer them.

Ask Ss to work individually to complete the questions. Then, tell them to work in pairs. One S asks the question and the other answers. They swap roles until they have finished all the items.

- › **Answers:** 1 Does; No, he doesn't. 2 Does; Yes, she does. 3 Do; No, they don't. 4 Does; Yes, he does. 5 Do; Students' own answers

## Present Simple – Wh- questions

Go over the table with Ss and point out the difference in form between the questions.

### More teaching ideas

Draw a TIC-TAC-TOE grid on the bb and play the game to help Ss to practise the questions.

WHAT	WHERE	HOW
WHAT TIME	WHO	WHAT... DO
WHY	WHEN	HOW OFTEN

## 5 Complete the questions about Marge and her family with Wh- question words.

Ask Ss to work individually to write the sentences.

- › **Answers:** 1 What time 2 When 3 How often 4 Who 5 Where 6 What

## 6 Confirm the information about Marge and her family.

Ask Ss to do the task orally in class and to complete the written part at home. When correcting their work, pay special attention to their use of auxiliaries.

- › **Answers:** 2 Does Marge make the beds? No, she doesn't. 3 Does Marge always cook? Yes, she does. 4 Does Marge's husband pick up the children from school? No, he doesn't. 5 Do the children have lunch at school? Yes, they do. 6 Do they go to school on Sundays? No, they don't.

## 7 Imagine you are interviewing Mark Wahlberg. Write questions and answers. Use the information on page 52.

Ask Ss to work individually and write the questions.

- › **Answers:** 3 Where do you have breakfast? In the kitchen. 4 Do you have a big breakfast? No, I don't. 5 What time do you have a shower? At 7:30 a.m. and at 5:00 p.m. 6 Do you work in the morning? Yes, I do. 7 Do you eat three times a day? No, I don't. 8 How often do you go to bed at 7:30 p.m.? Always.

### Prepositions of time

Ask Ss to study the information in the circles. Then, on the bb draw an upside-down triangle and divide it into three parts by drawing horizontal lines through it. Explain to Ss that the three spaces on the triangle represent time. The wider end of the triangle refers to a longer period (year, month), the middle section represents a shorter period (day), while the narrow end of the triangle represents a point in time (hour). While you explain this, ask Ss to tell you which prepositions are used for each section of the triangle. (wide – in 2012, in February, middle – on Sunday, on Wednesday, narrow – at 5 a.m.)

## 8 Fill in the blanks with in, on or at.

Ss complete the invitation. Ask a volunteer to read aloud in order to check answers with the whole class.

- › **Answers:** 1 at 2 on 3 in 4 on



Tell Ss to complete the task orally first and then to write out the exercise for homework.

### Workbook Answers

#### Page 101

##### 1

- › 1 It's ten to two. / It's one fifty. 2 It's five to twelve. / It's eleven fifty-five. 3 It's eight o'clock. 4 It's twenty-five to two. / It's one thirty-five. 5 It's seven o'clock. 6 It's quarter past ten. / It's ten fifteen. 7 It's quarter to eleven. / It's ten forty-five.

8 It's twenty past eight. / It's eight twenty. 9 It's half past seven. / It's seven thirty.

##### 2

- › 1 It's half past two. 2 It's quarter to nine. 3 It's quarter past one. 4 It's twenty-five after/past seven. 5 It's twenty to twelve. 6 It's ten to four. 7 It's five after/past four. 8 It's five to seven.

##### 3

- › 1 Wake up 2 Have breakfast 3 Get to school 4 Have lunch 5 Go to ballet 6 Have dinner 7 Go to bed

##### 4

- › 1 Spring 2 Warm 3 Summer 4 Hot 5 Autumn 6 Rainy 7 Winter 8 Cold

### Page 102

##### 5

- › 1 Sunday 2 Monday 3 Tuesday 4 Wednesday 5 Thursday 6 Friday 7 Saturday

##### 6

- › 1 March 2 April 3 May 4 June 5 July 6 August 7 September 8 October 9 November 10 December 11 January 12 February

##### 7

- › 1 d 2 a 3 b 4 f 5 c 6 e

##### 8

- › 1 wake 2 do 3 have 4 leaves 5 leaves 6 doesn't 7 works 8 doesn't 9 go 10 take 11 have 12 has 13 has 14 go

### Page 103

##### 9

- › 1 Do 2 Does 3 Does 4 Does 5 Do 6 Do

##### 10

- › 1 Yes, they do. 2 No, he doesn't. 3 No, she doesn't. 4 No, he doesn't. 5 Yes, they do. 6 No, they don't

##### 11

- › 1 What time 2 What 3 Where 4 Who 5 When 6 What time 7 What 8 What

##### 12

- › **Answers:** 1 5:30 / five thirty / half past five 2 Have breakfast 3 Downtown 4 Ana 5 On Thursdays 6 At 8:00 7 Salad 8 Go to bed

##### 13

- › **Answers:** 1 Does he wake up at six o'clock? 2 What do you eat for breakfast? 3 Do you do aerobics? 4 What time do you have lunch? 5 Where do you work? 6 Do they live in a house? 7 When do you have dance class? 8 Does she like waffles?

##### 14

- › 1 What time does he wake up? 2 Where does she have lunch? 3 When do you do your homework? 4 What do you do in your free time? 5 How often do you do dance lessons? 6 Where do you work?

##### 15

- › 1 What's her name? 2 What does she do? 3 Where is she from? 4 When is her birthday? 5 How often does she practise? 6 What time does she wake up?

# LISTENING AND SPEAKING

› pages 56–57

## Neighbourhood gossip

### 1 Look at the picture and choose an option.

Introduce Frida and Alf. Elicit the meaning of neighbour and ask Ss to guess what they might be talking about.

**SEL**

Ask Ss if they think gossip is good or bad. Encourage them to reflect that people sometimes talk about others, without really knowing the truth about them.

**LA**

Some English expressions have no equivalent in Spanish. For example, the Spanish equivalent of the expression Poor thing! would be Pobre! / Pobrecita!. The literal translation of Poor thing! wouldn't mean anything in Spanish.

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

Play the audio file for Ss to confirm their answer.

› Answer: 1 c



34

35

Chris: Is that our new neighbour?  
Linda: Yes, it is.  
Chris: What's his job?  
Linda: I'm not sure. I don't like to gossip but ...  
Chris: But what?  
Linda: Well ... Mrs Jones says ...  
Chris: What? What does she say? Tell me the gossip!  
Linda: Mrs Jones says that ... he's a spy!  
Chris: A spy?  
Linda: Yes!  
Chris: Why does she think that?  
Linda: Look at his clothes! He always wears a hat and dark glasses.  
Chris: And?  
Linda: He gets up late in the morning. And he often comes home late at night.  
Chris: Ssh! Here he is.  
Justin: Good morning  
Both teens: Err... hello.  
Justin: I'm your new neighbour. My name's Justin Bond. Nice to meet you.  
Chris: Did you say 'Bond'?  
Male: Umm ... Yes. Well ... Goodbye. I'm leaving for work now.  
Linda: Oh! Do you work in a secret office, Mr Bond?  
Male: Well umm ... kind of.  
Linda: Do you have to know passwords and codes?  
Justin: Umm ... yes, I do.  
Linda: You see!

Chris:  
Justin:

Caroline – stop!  
I work at the bank. Some things there are secret. I'm a security guard. So I work at night, and I have to know different passwords and codes for the security system.

### 3 Listen again and write T (true) or F (false).

Ask Ss to try to answer based on what they remember from the previous listening. Then, play the recording once more and check the answers with the class.

› Answers: 1 T 2 F 3 T 4 T 5 F 6 F 7 T 8 T

**AT**

Listening tasks can be quite demanding and some Ss may find them more difficult than others. After you have checked the answers, play the audio file once more to make sure everyone has understood the text. This will help to improve Ss' comprehension skills.



**SEL**

The aim of this section is to personalise Ss' learning and thus make it more meaningful. In this particular case, it also serves as basis for reflection on Ss' attitudes to the issue of gossiping. Through class discussion, Ss will understand the importance of establishing facts, rather than making incorrect assumptions.

## Guess the person

### 4 Join a classmate and talk about what you see in the picture.

Ask Ss to work in pairs to answer the questions. Tell them to look at the picture carefully in order to find some clues. Some pairs can share their ideas with the class.

### 5 Listen to the conversation and check your answers.

Tell Ss to listen carefully to the audio file in order to check their answers.

› Answers: 1 They are in a classroom. 2 Yes, they are. 3 He's got a card from a board game.

**LA**

Asking Ss to provide the Spanish equivalent of an expression makes them think about the register of the expression, for example, You cheat! = ¡Hacéis trampa! You can also ask Ss to translate the other expressions into Spanish. Let's play = Juguemos; Kind of = Más o menos

## 6 Answer the questions.

Ask Ss to answer as many of the questions as possible without listening to the recording again. Then, play the audio file to check the answers with the class.

› **Answers:** 1 Chris 2 Because Chris cheats 3 Dr Manes

## 7 Listen again and correct the wrong information.

Ask Ss to work individually to write the correct information. Then, tell them to share their answers with the classmate next to them. After that, play the audio file to check the answers as a class.

› **Answers:** 1 No, he doesn't. He lives in Argentina.  
2 No, he isn't. 3 No, you can't. You can see him on TV.  
4 No, he doesn't. He talks about memory and intelligence.



36

**Chris:** Frank! Let's play "guess the person".  
**Frank:** OK, Chris. You guess first. Who's this man?  
**Chris:** Is he young?  
**Frank:** No, he isn't. But he isn't old ...  
**Chris:** Does he live in Argentina?  
**Frank:** Yes, he does.  
**Chris:** Is he famous?  
**Frank:** Kind of.  
**Chris:** Does he work?  
**Frank:** Yes, he does.  
**Chris:** Do we see him on TV?  
**Frank:** Yes, we do.  
**Chris:** Does he work on TV?  
**Frank:** No, he doesn't.  
**Chris:** What does he do?  
**Frank:** He often talks about memory and intelligence.  
**Chris:** Dr. Manes?  
**Frank:** Oh! You cheat! Only yes/no questions!

## 8 Join a classmate and play "Guess the person", p. 73.

Invite Ss to play the game on page 73. They will practice the vocabulary items learned so far. If there are fast finishers they can play the game while the teacher does any necessary remedial work with those Ss having difficulty. If the whole group moves ahead together, you can allow them a few minutes to play the game and have some fun.



Remind Ss that this box gives them some guidelines on how to complete their final project. Tell them they need to be working consistently on the project in order to complete it on time.

## Workbook Answers

### Page 104

1

› 1 5:30 2 7:00 3 8:30 4 2:15 5 12:30 6 3:45 7 9:30  
8 6:00 9 8:00 10 9:00



**Sophia:** Mario, let's go over my agenda for the week.

**Mario:** Sure, Sophia. Let's see. On Monday you have to wake up very early, at 5:30, because you are flying to Patagonia for work.

**Sophia:** 5:30 on Monday ... Got it! Do I come back to Buenos Aires on Monday?

**Mario:** Yes, you arrive in Buenos Aires at 7 p.m. to have dinner with your parents at 8:30.

**Sophia:** OK!

**Mario:** On Tuesday, you start work late, at quarter past two in the afternoon. Free morning!

**Sophia:** Great! What's on at quarter past two?

**Mario:** A speech at your old high school.

**Sophia:** Oh yes! I am ready for that. Ok.

**Mario:** On Wednesday, you are having lunch at half past twelve with Antonio. Then a presentation at quarter to four. At nine thirty p.m. dinner with Amanda.

**Sophia:** Wednesday is a busy day.

**Mario:** Yes, it is. On Thursday you can rest. But on Friday, you have rehearsals all day. Practise starts at 9, so you need to wake up by 6 and leave home by 8.

**Sophia:** Busy week ahead!! Let's do this!!

2

› 1 F 2 T 3 T 4 F 5 T 6 F

3

› 1 Tuesday 2 Wednesday 3 Thursday 4 Friday  
5 Monday 6 Wednesday 7 Monday 8 Wednesday

4

› 1 Yes 2 No 3 Yes 4 No 5 No 6 Yes

## Write a celebrity profile

LA

Ask Ss if they can identify the kind of text. (It's the same online magazine they saw in the reading section.) Ask them if they know the person in the photo. Draw Ss' attention to the question in the title and explain to them that it is a rhetorical question.

Go through the sentences in the box with Ss. Explain that the words *too* and *also* add further information. Point out the position of the words in the sentences.

### 1 Rewrite the sentences using the words in brackets.

Ask Ss to write the sentences and then check answers with the whole class. Ask Ss to give more examples about people they know. This will make their learning more relevant to them.

- › **Answers:** 1 He's a fantastic actor and he works at an animal charity *too*. 2 He's a famous sportsman. He also gives money to a children's hospital. 3 She runs a community group and she helps young people *too*. 4 She's a good actress. She also collects rubbish in her neighbourhood.

### 2 Write a celebrity profile text about Patricia Sosa.

IC

Since writing is considered a planned activity, set this exercise as homework. Ss can write a first draft and bring it to the next class to share with a classmate. Another option is for Ss to exchange their work by email. This is a good practice to enhance cooperation and to develop writing skills through process writing. After sharing with their peers, they can ask for some guidance from the teacher if necessary. They submit the final version after they have followed all the stages of the writing process.

## Workbook Answers

2

- › 1 have 2 go 3 do 4 go 5 have 6 has 7 drives 8 Does

## TV report – Celebrity profile

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

Ss have collected the information, pictures and / or video clips of the celebrities. Each S will be responsible for their own script. They write the scripts and then swap them with another S so that they correct each other's work. They can use the samples from the writing section for help.

Remind them that they have to attract their audience's attention so they have to be creative when they prepare the scripts for the programme. Tell them to check that the information they are going to present is accurate and to use rhetorical questions to maintain their audience's attention. Tell them they can ask their Art or ICT teachers for help to film the video. Tell them they might use a video editor.

Remind Ss that they have to vary their intonation when they read the news to keep the audience interested.

They should rehearse before recording because their speech must be clear and easy to understand.

### SEL

Reflect with Ss on how each person's effort benefits the whole group. Remind them that if they work steadily, they will meet their deadline without having to rush at the end. They should be respectful when they correct each other's work.

## My learning record

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

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

In order to confirm that they can actually produce the language functions covered in the unit, read them out one by one and have Ss give examples. If they still have difficulties, plan a revision session to reinforce the content they are unsure of.

## Workbook Answers

### Page 105

**1**

› 1 gets up 2 does not get up 3 Do ... get up 4 play 5 does not play / watches 6 do not play / play 7 go / do not sleep 8 Does ... go

**2**

› 1 What time 2 What 3 Where 4 How often 5 When

**3**

› 1 Saturdays 2 Monday / Friday 3 Sunday 4 Saturdays / Sundays 5 Friday

**4**

› 1 Does ... live 2 Do ... play 3 Does ... work 4 Do ... eat 5 Does ... have

**5**

› January February March April May June July August September October November December

**Goals**

- › Talk about rules and abilities
- › Read and learn about the Iguazu Falls
- › Use *can* and *can't* to talk about abilities
- › Listen and learn about a circus show and a national park
- › Write an invitation

Go over the goals with Ss and come to agreement regarding your demands, timing, ways of assessment, etc. Ss will be more committed if they are part of the negotiations.

Go to the **Think it up!** box to read together what Ss are expected to do by the end of the unit. They are going to organise a school show and prepare invitations listing the performances and the rules attendees will have to follow. They will find out which talents their classmates have and decide who will perform in the show. They will understand the relevance of the language they will be learning throughout the unit as it will help them to prepare for the final task. They should ask their Art and ICT teachers for help to design the show programme and invitation.

**1 Look at the pictures, listen and answer.**

Ask Ss to look at the boy in the picture. Elicit that he is surprised / astonished. Ask Ss why he feels like that. Show the sentence *He can fly!* Ask Do people fly? Why not? Because we can't. Birds can fly. Planes can fly. But people can't. Write the sentences *Birds can fly.* *We can't fly.* on the bb and say Possible or Impossible pointing at each sentence. Elicit two or three sentences for Ss to understand the meaning. Then, tell Ss to look at the pictures and decide who the boy is referring to in the speech bubble.

- › **Answers:** 1 at the circus 2 No, he doesn't. There aren't any animals in the show. 3 acrobat, trapeze artist, magician

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

These questions will help Ss to develop their **critical thinking** skills because they will have to give valid reasons for their opinions.

38

What a fantastic show! The lights, the costumes, the music. I can't believe it! They haven't got any animals like lions or tigers though. I think that's good. I don't like to see wild animals in the circus. Here we go! Oh my! Look at that. The acrobats can jump and turn so fast! Ha! That man can stand on his head! Amazing! And that woman! She can hold on to the trapeze with one hand. She can fly through the air so fast. It looks dangerous!

What now? Oh! A magician! He has a hat and a wand. What's that? Oh my! A rabbit! He can make a rabbit come out of his hat! I love the circus!

**Final project**

- › Create an invitation and programme for a school show

**2 Match the people and the objects with the pictures in Exercise 1.**

Tell Ss to read the instruction and complete the task. They will not find this difficult because most of the words are transparent. Ask volunteers to read the sentences aloud in order to check answers with the whole class.

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

**3 Match the performers with the actions.**

Tell Ss to do this task individually. To check, say a letter and Ss have to say what the person does. They will be recycling the Present Simple tense.

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

**SEL**

Encourage Ss to participate fully in class by volunteering answers. This could be a good way to help them improve their pronunciation.

**ESI**

Have a discussion in class about gender differences in sports and show business. Point out that all activities can be either for men or for women. Everyone is free to pursue their dream.

#### 4 What parts of the body do they use?

Tell Ss to look at the human body and to identify the parts that are labelled. Then, ask them to say which part of the body each performer uses. Elicit what they use the part of the body for. You can teach some actions if Ss are still unsure (e.g. do tricks, walk on their hands, etc).

➤ **Answers:** **1** ears (to listen to and play music) **2** eyes (to do magic tricks, to do acrobatics) **3** mouth (to sing songs, to talk about magic tricks) **4** hands (to play the piano and other instruments, to walk (on hands), to do magic tricks, to use the trapeze, to do acrobatics) **5** legs (to dance salsa, to do acrobatics, to fly through the air)



In pairs, Ss discuss the questions. Walk around the class, monitoring pronunciation and giving help where necessary. What else can you do?

## Iguazu Falls: nature's show!

### 1 Look at the text and circle the correct option.

Ask Ss to look at the text and choose the correct option. When checking the answer, ask them to give reasons for their choice. Point out the word our in the subtitle. That shows that the leaflet was written by people at the park.

› Answer: c

#### More teaching ideas

Little by little, Ss will become aware of some discourse markers which add meaning to a text. In this way, they will learn to read between the lines.

Ask Ss to read the text and say which rules refer to possible things and which ones refer to impossible ones.



Tell Ss that we don't stress the word can in the affirmative. We pronounce it /kən/ and we stress the main verb. Draw Ss' attention to the difference in pronunciation between /kən/ and /kə:nt/. Show them that sometimes the final /t/ is not heard so we can distinguish between the affirmative and negative by focusing on the vowel sound.



Demonstrate to Ss the British pronunciation of /kə:nt/ and the American pronunciation of /kənt/. Explain that people speak English all over the world but with different accents. Explain that we must choose which version to study and that our pronunciation must remain consistent.

### 2 Read the leaflet and write the rules.

Ask Ss to do this exercise individually. Check the answers with the whole group.

› **Answers:** You can fly on our helicopters. You can't touch or pick the plants and flowers. You can go on a raft near the falls. You can't cycle in the park. You can take photos.

### 3 Read the leaflet again and complete the phrases.

Tell Ss to work individually to complete this task. They will have to read the text once more to find the answers. Ask volunteers to read their answers aloud to check with the whole class.

› **Answers:** 2 Walk through the park. 3 Feed the animals. 4 Take photos. 5 See the colourful flowers. 6 Follow the rules.



While checking the answers focus on Ss' pronunciation. This time pay attention to the rhythm marked by sentence stress.



#### SEL

These questions will help Ss to reflect on their own behaviour regarding rules.

### 4 Do a survey in your classroom. How often do your classmates follow rules?



Completing this survey will help Ss to develop self-awareness and awareness of others and to reflect on their responsibility to follow rules and encourage others to follow them.



Ask Ss if they have visited national parks in different countries or seen documentaries about them. Ask them to tell you about any specific rules they have there.

## Workbook Answers

### Page 106

#### 1

› 1 Circus performer 2 Singer/dancer 3 Entertainer for Senior Residence 4 Entertainer for Senior Residence 5 Circus performer 6 Singer/dancer

#### 2

› 1 T 2 F 3 F 4 T 5 T 6 F

#### 3

› 1 pizza place 2 the circus 3 do magic tricks 4 seventy-five 5 two 6 sixteen

## Parts of the body

### 1 Listen and tick (✓) the parts of the body that are mentioned.

Ask Ss to read the labels and to say which parts of the body are mentioned. Play the audio file and give Ss some time to complete the task. Tell them to share their answers with the classmate next to them. Finally, check the answers with the whole class. While you share, draw Ss' attention to the irregular plurals feet / teeth.

› **Answers:** 1 head, face, eyes, nose, ears, mouth, tooth, shoulder, hand, finger, foot, toe

139

head – face – eyes – nose – ears – mouth – tooth – shoulder, hand, finger, foot, toe

### 2 Circle the odd one out.

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

In this task, Ss will identify which word does not belong in the category. This helps them to develop **critical thinking** since they need to find which characteristic the parts of the body share in order to choose the correct answer.

› **Answers:** 1 arm 2 foot 3 shoulder 4 toe 5 face

OK

When you check the answers, focus on how Ss pronounce the new items, making sure they pronounce them correctly.

#### AT

Not all Ss will be able to pronounce the words perfectly. Remember, the aim is for Ss' pronunciation to be easily understood by others, it doesn't have to be native-speaker perfect.

## The senses

### 3 Write the name of the part of the body.

Have Ss work individually. They will learn the words for the senses and revise possessive adjectives. Ask volunteers to read the sentences in order to check the answers.

› **Answers:** 1 nose 2 fingers 3 tongue 4 ears 5 eyes

#### More teaching ideas

Asking Ss to look for information in other sections of the book in order to complete a task helps them to become aware of how relevant everything they learn is. It makes learning more significant.

## Abilities

### 4 Match the verbs from the box to the pictures.

Tell Ss to do the exercise on their own. In order to check, you can say a number and Ss have to tell you the action. It turns checking the answers into a game, adding a bit of fun to the lesson.

› **Answers:** 1 sing 2 dance 3 walk 4 fly 5 cycle 6 drive



While Ss work in pairs, move about the classroom checking that they are interacting correctly. This is a fun activity to help Ss enjoy the learning process.



Remind Ss that this box provides opportunities for them to prepare for their final project. They are going to find out a bit more about their classmates' abilities. It is also a reminder for them to continue working so they will complete it on time.

# GRAMMAR

› pages 64–65

## Can – ability and possibility

### Study and complete the table.

Tell Ss to study and complete the table. Check the answers with the class.

- › Answers: 1 can 2 jump 3 can't 4 run 5 can't 6 speak  
7 can 8 can 9 run 10 can

### 1 Read the text about a show and circle the correct options.

Tell Ss to work individually. Then, ask volunteers to read one sentence each to check answers with the whole group.

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



When Ss read out their answers, make sure they differentiate between /kæn/ /kən/ and /kənt/.

### 2 Read the text in Exercise 1 and write P (possibility) or A (ability).

Discuss with the Ss the different meaning of can (possibility and ability). Then, do the task with them to make sure they understand the difference.

- › Answers: 1 A 2 A 3 A 4 P 5 P

### 3 Confirm the information about the show.



Ask Ss to do this task orally in class and to complete the written part at home. This will help learners to become aware of how much they have learned and whether they need any extra help.

- › Answers: 2 Can the man walk with the woman on his shoulders? Yes, he can. 3 Can the woman fly? No, she can't. 4 Can the woman move? No, she can't. 5 Can we speak? No, we can't.

### 4 What are your abilities? Write 5 sentences about things you can and can't do.



This task aims to personalise Ss' learning and make it more meaningful for them. When everyone shares information about themselves, Ss get to know their classmates better.

### 5 Look at the signs and write the messages.

Have Ss complete the task individually. Ask volunteers to read the answers aloud in order to check them with the whole group.

- › Answers: 1 You can't walk on the grass. 2 You can't feed the animals. 3 You can take photos. 4 You can wait here.  
5 You can cycle.



Tell Ss to complete the task orally in class first and then write out the rules for homework.

### 6 What can people do with their ...



Ask Ss to do this task orally in class and to complete the written part at home. This will help Ss to become aware of how much they have learned and whether they need any extra help. They will also get used to looking in the book and in their notes for help.

- › Answers: 1 They can see. 2 They can taste. 3 They can hear. 4 They can touch. 5 They can walk. 6 They can smell.

### 7 Find 5 questions for the answers below.



These types of activities are very motivating because Ss can see that not everything is formal study in the classroom. They learn while playing and this makes it more memorable.

- › Answers: 1 Where can I read? 2 What can you play?  
3 How often can they sing? 4 When can she play tennis?  
5 Who can watch TV?

## Position of adjectives

Draw Ss' attention to the fact that we can express the same idea by changing the structure of the words in the sentence.

### 8 Put the words in order to describe the magician's show.

Tell Ss they can now apply the rule in the box to complete the exercise. Notice that all the sentences refer to a show.

- › Answers: 1 The magician is incredible. 2 He can do wonderful tricks. 3 We can't see his fast hands. 4 It is a long show. 5 It has got a happy end.

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

The **In action!** box ask Ss to create a set of rules. Ss have to think carefully and decide which rules are absolutely essential for the show. Remind them that they have to write the rules in a polite way.

## Workbook Answers

### Page 107

**1**

- › 1 Eye 2 Nose 3 Toe 4 Mouth 5 Hand 6 Foot 7 Head
- 8 Face 9 Finger 10 Shoulder

**2**

- › 1 Head 2 Face 3 Arm 4 Hand 5 Leg 6 foot

**3**

- › 1 e 2 f 3 g 4 d 5 b 6 c 7 a

**4**

- › 1 see 2 smell 3 hear 4 speak 5 feel 6 walk 7 taste

### Page 108

**5**

- › 1 play 2 do 3 sing 4 dance 5 play 6 do

**6**

- › 1 Play the piano 2 Do magic tricks 3 Play instruments
- 4 Dance salsa 5 Do acrobatics 6 Sing a song 7 Speak

**7**

- › 1 Ability 2 Possibility 3 Possibility 4 Ability 5 Ability
- 6 Possibility

**8**

- › 1 can 2 can't 3 can 4 can't 5 can't 6 can

**9**

- › 1 Tobias can dance. 2 He can't play the piano. 3 He can do acrobatics. 4 He can't do magic tricks. 5 He can play football. 6 He can't sing.

### Page 109

**10**

- › 1 Use your bicycle. 2 It's OK to feed the birds. 3 It's OK to take photos. 4 Don't walk on the grass. 5 Don't play loud music. 6 Don't go in the water.

**11**

- › 1 You can take pictures in the park. 2 You can ride a bike in the park. 3 You can jog in the park 4 You can't drive a car in the park 5 You can't touch the plants in the park.
- 6 You can't play loud music in the park.

**12**

- › 1 Can I play the piano at the show? 2 Can Julieta do a magic trick? 3 Can they dance at the show? 4 Can we do acrobatics at the show? 5 Can they walk on their hands at the show? 6 Can Andres sing a song at the show?

**13**

- › 1 Can I touch the vegetation? 2 Can I feed the animals?
- 3 Can I cycle in the park? 4 Can I walk on the grass? 5 Can I take photos? 6 Can I drive in the park?

**14**

- › 1 Correct 2 Incorrect 3 Correct 4 Correct 5 Incorrect
- 6 Correct

**15**

- › 2 It's a big book. 5 The young wizard.

# LISTENING AND SPEAKING

› pages 66–67

## Looking at photos and talking about skills

### 1 Look at Sarah and Marcos and discuss with a classmate.

Tell Ss to look at the picture. Ask them who they think the people in the picture are.

#### More teaching ideas

When you introduce the pictures for the listening activity, you can also recycle some vocabulary already covered previously in the book. In this case, you could ask Ss to describe the teenagers.

› Answers: 1 He's got a tablet. 2 A photo of a circus show.

#### SEL

The questions encourage Ss to observe and then draw conclusions. It is possible that Ss come up with a variety of answers. Treat this as a brainstorming session. Accept all answers. Ss will see that everyone perceives the context in a different way and their perceptions are based on real clues, depending on their previous experience.

### 2 Listen to the conversation and answer.

Tell Ss to read the questions to prepare for the listening. Play the audio file and give them some minutes to complete the task.

When Ss check the answers, point out to them how intonation can convey speaker's emotions. That is why we know that Sarah is shocked.

Ask Ss which expression she uses to describe the acrobat. (He's incredible!)

› Answers: 1 They talk about a show. 2 He saw an acrobat/trapeze artist, a strong man, an acrobat.

### 3 Listen again. Write the parts of the body which are mentioned.

Tell Ss to work in pairs to list all the parts of the body mentioned in the audio file. Let them work for a few minutes and play the audio file again for everybody to check their answers.

› Answers: hands, neck, arms

### 4 Listen once more. Who says what? Tick (✓) the correct options.

Ask Ss to read over the phrases and to try to remember who said each one. Then, play the audio file for Ss to check whether they were right.

› Answers: 1 Sarah 2 Sarah 3 Marcos 4 Marcos 5 Sarah 6 Marcos



40  
41  
42

**Sarah:** Can I see your photos? They are usually great.  
**Marcos:** Of course! These are from a show.  
**Sarah:** Who are these people? Can they do many tricks?  
**Marcos:** Yes! They are the acrobats. She can hang from the trapeze. She only uses her hands.  
**Sarah:** And what about the man? He's strong! Can he hold the trapeze with his neck?  
**Marcos:** Yes, he can! He's incredible! He can walk with the girl on the trapeze!  
**Sarah:** And this boy? He's very young.  
**Marcos:** He can walk on his hands. He's got very strong arms.  
**Sarah:** Wow! Let me see ...

## Reading the National Park's rules

### 5 James and Nathan are in front of the National Park. They read the rules. Listen and make notes of what they can and can't do.

Tell Ss that these are two friends. Ask them What are they looking at? Where are they?, etc. to help them to understand the context before listening.

#### IC

Since we can see that they are reading the park's rules, ask Ss to brainstorm possible rules that they might have to follow when they visit a park. You can write some verbs on the bb while Ss come up with their ideas so that those Ss who find listening more difficult will have some help with the task.

Play the audio file. Give Ss a few minutes to complete the task. Remind them to look at the words written on the board for help.

› Answers: **Can:** They can see the animals. They can take photos. They can go rafting. They can see plants and flowers. **Can't:** They can't feed the animals. They can't touch the plants and flowers.



43

**Nathan:** These are the rules of the park.  
**James:** Let's see ... We can see the animals ... but we can't feed them! Oh.  
**Nathan:** Well, but we can take photos. That's good!  
**James:** Yes, and we can go rafting on the river! Fantastic!  
**Nathan:** Can you swim? The river is dangerous.  
**James:** Of course I can swim, Nathan.  
**Nathan:** And we can see plants and flowers.  
**James:** But we can't touch them.  
**Nathan:** Ok. Let's go.

**More teaching ideas**

Draw a + and a - sign on the bb and ask Ss to listen for expressions which could go in each column. Play the audio file once more and ask volunteers to share their phrases. Include That's good!, Good point! under the + column and But we can't feed them; the river is dangerous; but we can't touch them under the - column. Ask Ss Why does James say 'Touché'? Elicit that it is an expression used to admit that someone has made a good point against you in an argument or discussion.

**Workbook Answers**

**Page 110**

**1**

› 1 c 2 a 3 c 4 b 5 c 6 a



The new musical NY, NY, comes out on Thursday at cinemas across the country. This film is what you expect to see in a musical. Lana Davis is wonderful as the leading lady, and dances and sings as beautifully as she acts. The dance numbers are short and well done and her singing shows a talent we had not seen before. Her co-star, Jeremy George is not known for his dancing and singing skills, which need improvement. He is not as good as Lana and his performance lets the film down a little. His acrobatic performance in the film is exciting though. Lana and Jeremy make a good romantic pair and the film is a success. We give it 4 stars.

**2**

› 2 a 3 e 4 b 5 f 6 c

**3**

› 2 F 3 T 4 T 5 F 6 T 7 T 8 F

## Write an invitation

### 1 Read the email and answer the questions.

Ask Ss to work individually. They can use their existing knowledge to identify the sender, the receiver and the subject of the email because they are well acquainted with the format of emails. Check answers with the whole class.

› **Answers:** 1 Jenny 2 Marina 3 Invitation

LA

When you check the answers, ask Ss whether the email is formal or informal. Ask them to give reasons for their answers. This will be an opportunity to revise informal greetings.

### 2 Read the email again. Underline the abilities and circle the rules.

Ask Ss to work individually. Ask volunteers to read the answers and check with the whole class.

› **Answers: Abilities:** The girls can play and dance Latin music. Millie can sing very well.

**Rule:** You can't get to school late. We can only wait for five minutes. We can't open the door.

### 3 List the abilities of some friends and the rules for the show.

Ask Ss to complete the list with real information. They are expected to highlight some of their classmates' abilities and then decide who shall perform in the show. Tell them to think of rules which they consider important for a school show.

SEL

Having Ss highlight classmates' abilities enhances awareness of others and respect for what others can do. Deciding which rules to write for a school show helps Ss to reflect on the things they are usually allowed to do and the things they are forbidden from doing.

### 4 Write an email to a friend to invite him / her to the school show. Use Jenny's email to help you.

Ask Ss to work individually. Explain to them that when they are writing something based on another text, they only need to change some parts of the information but not necessarily the structures. Point out what they should keep and which information they should change. Elicit from Ss that they are writing to a friend, so the email will be informal.

## Workbook Answers

### Page 110

1

› 1 f 2 c 3 a 4 g 5 d 6 h 7 b 8 e

2

› 1 The Incredibles are a family of superheroes. 2 Mary Poppins comes back to take care of a family. 3 Miguel dreams of being a musician. 4 The Grinch hates Christmas. 5 James Bond is also called 007. 6 Bumblebee is a car and changes into different forms. 7 Black Panther protects his homeland Wakanda. 8 Adonis Creed is a boxer and gets help from Rocky.

3

› 1 is 2 discovers 3 has 4 comes 5 works 6 stays 7 saves 8 is

## Invitation to a school show

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

Now it is time to prepare the invitations. Ss must choose an attractive name for the show. It should give an indication of what the show will be about. They have already come up with a list of rules. They must check that they are written in a polite way. They must cover all the important aspects of holding an event in school, but there should not be too many. Ss will vote for the most attractive cover for the invitation. They must ensure that all the necessary information is included (date, time, venue, etc).

Each group will present their invitation. The whole class will vote for the most attractive invitation. They could ask other teachers to vote too.

### SEL

Reflect with Ss on the principle of voting. When we vote, we must accept the result, whether we agree with it or not. This enhances respect for other people's opinions and also respect for the rules we have agreed on.

## My learning record

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

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

In order to confirm that they can actually produce the language functions covered in the unit, read them out one by one and have Ss give examples. If they still have difficulties, plan a revision session to reinforce the content they are unsure of.

## Workbook Answers

### Page 111

**1**

› 1 can't 2 can't 3 Can 4 can 5 can 6 can't

**2**

› 1 fingers 2 feet 3 hands 4 legs 5 nose 6 eyes

**3**

› 1 It's a black cat. 2 The cat is black. 3 He's a good magician.  
4 The magician is good. 5 It's a hard trick. 6 The trick is hard.

**4**

› 1 arms 2 twenty-eight 3 tall 4 face 5 eyes 6 nose

## Science

Ask the class to be very quiet. Ask individual Ss what they see, hear, smell, taste and feel. Ask Ss what they think we use our five senses for. If possible, show them pictures of:

- › a mosquito (we see, hear and feel a mosquito. Being aware of a mosquito can help to keep us safe. Using our senses in this case helps to keep us safe.)
- › a thunder storm (we see it, we hear it, we feel it. Being aware of a thunder storm can help us in our decision-making. Should we go out? What should we wear?)

Discuss the pictures of the bee, the fire and the teacher. Which senses are used in each of these situations?

**1 Name 4 things you can ...**

- › Answers may vary.

**2 Choose the right endings. Use a dictionary to help you.**

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

**3 We can use different adjectives to describe how things look, taste, feel, sound and smell. Complete the sticky notes with one more word for each sense.**

Good health includes physical, mental and emotional health. Discuss with Ss what else is necessary for good health. As they share their ideas, put them into three different columns. Just take a few ideas, then have Ss do the exercise on their own.

- › Answers may vary: **Look:** ugly, beautiful, pleasant, good, bad **Taste:** spicy, sweet, bitter, sour **Feel:** soft, rough, hard **Sound:** loud, soft, annoying, pleasant, quiet **Smell:** delicious, horrible, sweet, good, bad, rotten

**4 Write a paragraph, using 1 example of each sense and an adjective from Exercise 3.**

Write some complete sentences from the pairs of answers in Exercise 2 on the bb, as examples.

### ROUND OFF ANSWERS

**Page 71**

**1**

- › 1 When 2 Where 3 What time 4 What 5 How often

**2**

- › 1 6:15 a.m. 2 On Mondays and Wednesdays 3 Every morning 4 Yes, she can. 5 In front of the school

**3**

- › 1 b 2 d 3 a 4 e 5 c

**4**

- › 1 I can't hear you. Can you speak up? 2 She can dance with her eyes closed. 3 You mustn't use your camera's flash to take photos of a painting in a museum. 4 I can't go to the show because the ticket is very expensive. 5 I can't smell or taste the food because I'm sick.

## DIAGNOSTIC TEST

**1**

- › one, twenty, thirty-two, thirteen, seventy, fifty, twelve, ninety, hundred

**2**

- |   |                             |
|---|-----------------------------|
| › <b>name:</b> Daniel                       | › <b>number:</b> ninety     |
| › <b>age:</b> I'm 11.                       | › <b>family:</b> mother     |
| › <b>birthday:</b> 12 <sup>th</sup> January | › <b>surname:</b> Fernández |
| › <b>city:</b> New York                     | › <b>day:</b> Sunday        |
| › <b>country:</b> England                   | › <b>year:</b> 2020         |
| › <b>nationality:</b> American              |                             |

**3**

- › Personal answers.

## UNIT 1 – TEST A

**1**

- |                 |          |         |
|-----------------|----------|---------|
| › a pencil      | › c book | › e bag |
| › b pencil case | › d desk |         |

**2**

SCHOOL WORDS	NUMBERS
board, notebook, window	ninety, seventy-two, thirteen, twelve
ADJECTIVES	INTERNET VOCABULARY
famous, funny, modern, small	asterisk, hash, underscore

**3**

- |                        |                  |               |
|------------------------|------------------|---------------|
| › a old, in, beautiful | › c Hello, books | › f Write     |
| › b eighty             | › d from         | › g Underline |
|                        | › e teacher      |               |

**4**

- |               |            |              |
|---------------|------------|--------------|
| › 1 afternoon | › 5 double | › 9 dot      |
| › 2 What's    | › 6 France | › 10 Thanks! |
| › 3 spell     | › 7 your   |              |
| › 4 surname   | › 8 at     |              |

**5**

- |          |             |           |
|----------|-------------|-----------|
| › 1 I'm  | › 5 Your    | › 9 their |
| › 2 My   | › 6 His     | › 10 His  |
| › 3 He's | › 7 is      |           |
| › 4 but  | › 8 America |           |

## UNIT 2 – TEST A

**1**

- |             |              |         |
|-------------|--------------|---------|
| › 1 glasses | › 3 trainers | › 5 cap |
| › 2 bike    | › 4 T-shirt  |         |

**2**

TECHNOLOGY WORDS	COLOURS	CLOTHES	
video games	brown, white	pants	
SCHOOL WORDS	ADJECTIVES		
dictionary, pen, story	big, cheap, slow		

**3**

- |                 |                      |
|-----------------|----------------------|
| › a fast        | › e old              |
| › b expensive   | › f fantastic, black |
| › c blue, white | › g new              |
| › d red, yellow |                      |

**4**

- |       |       |        |
|-------|-------|--------|
| › 1 e | › 5 h | › 9 h  |
| › 2 a | › 6 b | › 10 k |
| › 3 j | › 7 c |        |
| › 4 l | › 8 g |        |

**5**

- |              |             |          |
|--------------|-------------|----------|
| › 1 I'm      | › 5 old red | › 9 but  |
| › 2 friend's | › 6 an      | › 10 his |
| › 3 an       | › 7 The     |          |
| › 4 Her      | › 8 a       |          |

## UNIT 3 – TEST A

**1**

- |            |              |
|------------|--------------|
| › a shower | › d curtains |
| › b sofa   | › e oven     |
| › c fridge |              |

**2**

ROOMS	FURNITURE AND APPLIANCES
utility room	bunk beds, sink, stove, flower bed
ADJECTIVES	FAMILY
fashionable, recycled, adopted	daughter, son, brother, grandfather, baby, husband

**3**

- |             |                 |
|-------------|-----------------|
| › a sister  | › d baby, His   |
| › b husband | › e These       |
| › c in      | › f that, under |

**4**

- |       |       |        |
|-------|-------|--------|
| › 1 c | › 5 d | › 9 h  |
| › 2 e | › 6 g | › 10 l |
| › 3 f | › 7 b |        |
| › 4 a | › 8 j |        |

**5**

- |               |               |         |
|---------------|---------------|---------|
| › 1 has got   | › 5 shower    | › 9 on  |
| › 2 There are | › 6 It's      | › 10 So |
| › 3 They're   | › 7 four      |         |
| › 4 There's   | › 8 There are |         |

## UNIT 4 – TEST A

**1**

- |          |           |        |
|----------|-----------|--------|
| › a read | › c watch | › e do |
| › b have | › d take  |        |

**2**

› **Possible options:** Do aerobics, stretching, homework, etc. Go running, fishing, to a friend's house, etc. Take origami / pottery lessons, etc.

**3**

- |   |  |
|---|--|
| › a We are always at school on Mondays.                   |  |
| › b Students and teachers are never at school on Sundays. |  |
| › c We never play football in the classroom.              |  |

- › d Students always do their homework in the evening.
- › e Babies always drink milk.
- › f Students sometimes play rugby at school.
- › g My parents sometimes watch football. They like it, but they're busy.
- › h I always watch sports. I love sports.

**4**

- › 1 d      › 3 b      › 5 a      › 7 i
- › 2 e      › 4 c      › 6 g      › 8 j

**5**

- › 1 and      › 5 because      › 9 take
- › 2 don't eat      › 6 and      › 10 but
- › 3 or      › 7 breakfast
- › 4 do      › 8 sometimes

## UNIT 5 – TEST A

**1**

- › a Prepare school bag and clothes
- › b Do homework
- › c Hang out with friends
- › d Wake up (at 7:15 a.m.)
- › e Do the dishes

**2**

BEDROOM	KITCHEN	LIVING ROOM
get up, go to bed, make the bed, do homework	cook, have dinner	play video games, watch TV

**3**

- › a Spring, cold      › d also
- › b at      › e in, month
- › c in, but, on, too

**4**

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

**5**

- › 1 Do      › 5 doesn't      › 9 loves
- › 2 too      › 6 because      › 10 always
- › 3 has      › 7 arrives      plays
- › 4 at      › 8 like      › 11 doesn't go

## UNIT 6 – TEST A

**1**

- › Across      › 10 MOUTH      › 3 EARS
- › 2 FEET      › 12 NECK      › 4 TONGUE
- › 3 EYES
- › 4 TOOTH      › Down      › 5 TOE
- › 7 NOSE      › 1 FINGER      › 6 ARM
- › 8 SHOULDER      › 2 FACE      › 9 LEG
- › 11 HAND

**2**

- › a tropical, colourful      › c fast, large
- › b exquisite

**3**

- › 1 e      › 5 d      › 9 c
- › 2 l      › 6 b      › 10 j
- › 3 g      › 7 a
- › 4 h      › 8 k

**4**

- › 1 likes      › 5 gets up      › 9 cycles
- › 2 can      › 6 on      › 10 watches
- › 3 can't
- › 4 doesn't      › 8 because
- › 7 can't

## PROGRESS TEST 1A (Units 1–2)

**1**

Name:	Simone
Country:	England
Age:	12
Students in class:	36
Favourite subject:	Art

**2**

- › Personal answers.

**3**

- › 1 What      2 is      3 How old      4 am      5 Where      6 Are
- 7 Am      8 Who      9 aren't      10 isn't

## PROGRESS TEST 2A (Units 1–4)

**1**

- › 1 bathrooms      2 dining      3 garden      4 living room
- 5 bunk beds      6 playing video games      7 doing      8 do
- 9 going      10 going

**2**

- › 1 Sarah has got two brothers.
- › 2 Sarah hasn't got a sister.
- › 3 Sarah and her brothers never play soccer or basketball together.
- › 4 Sarah's parents sometimes do aerobics.
- › 5 There aren't five bathrooms in Sarah's house.
- › 6 Do Sarah and her brothers play video games?
- › 7 No, they don't.
- › 8 Is there a garden in Sarah's house?
- › 9 There isn't a garage in her house.
- › 10 Sarah's brothers go fishing at the weekend.

**3**

- › Personal answers.

## PROGRESS TEST 3A (Units 1–6)

**1**

- › 1 c      2 a      3 12      4 b      5 a

**2**

- › 1 Can you walk from your house to the New York City Ballet?
- › 2 What do you do in your free time?
- › 3 How many times do you practise every day?
- › 4 What time do you wake up on Sundays?
- › 5 Where can I see you dancing?

**3**

- › Personal answers.

1  Circle the numbers.

one	special	address	bag	big	twenty
board	thirty-two	class	classmate	classroom	clock
comfortable	desk	thirteen	famous	seventy	friend
home	fifty	information	music	notebook	pencil
pet	twelve	ninety	hundred	today	window

2  Match.

name	Fernández
age	mother
birthday	12 <sup>th</sup> January
city	Daniel
country	I'm 11.
nationality	ninety
number	American
family	Sunday
surname	2020
day	England
year	New York

3  Write about you.

Hello. My name is ..... I'm ..... years old. I'm from .....

My telephone number is ..... My address is .....

My email address is .....

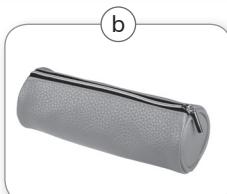
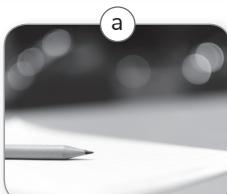
ME	Tick 
Exercise 1: Numbers	
Exercise 2: Information categories	
Exercise 3: Personal information	

## UNIT TEST 1 A

Name \_\_\_\_\_

Class \_\_\_\_\_

## 1 Write the words.



10

## 2 Put the words in the correct category.

asterisk board famous hash funny modern ninety notebook  
 seventy-two small thirteen twelve underscore window

SCHOOL WORDS	NUMBERS	ADJECTIVES	INTERNET VOCABULARY

30

## 3 Complete the sentences with words from the box. There are two extra words.

beautiful books eighteen eighty from hello in modern old teacher underline write

- a Chester is an \_\_\_\_\_ city \_\_\_\_\_.  
 England. It's \_\_\_\_\_.  
 b Sixteen and sixty-four is \_\_\_\_\_.  
 c \_\_\_\_\_, students. Open your \_\_\_\_\_ to page 12.

- d Valentino is a student \_\_\_\_\_ Italy.  
 e The English \_\_\_\_\_ is Mr Kent.  
 f \_\_\_\_\_ your name in your books.  
 g \_\_\_\_\_ the title, please.

20

## 4 Circle the correct options.



Receptionist: Good <sup>1</sup>afternoon / evening!  
<sup>2</sup> What's / Where's your name?  
 Alice: Alice Dansell.  
 Receptionist: Can you <sup>3</sup>write / spell your <sup>4</sup>name / surname, please?  
 Alice: Yes! D-A-N-S-E- <sup>5</sup>two / double L.

Receptionist: Where are you from?  
 Alice: I'm from <sup>6</sup>France / French.  
 Receptionist: What's <sup>7</sup>the / your email address?  
 Alice: Alices27 <sup>8</sup>at / hyphen frenchmail <sup>9</sup>dot / slash com.  
 Receptionist: <sup>10</sup>Bye! / Thanks!

20

## 5 Cross out the incorrect option.

Hi! <sup>1</sup>I'm / My name's Frank, and <sup>2</sup>I'm / my a student in 7B. This is Inés. <sup>3</sup>She's / He's a student in 7B, <sup>4</sup>and / but she's very intelligent. <sup>5</sup>Your / Her surname is Calvo. <sup>6</sup>His / Her father is Spanish. Inés <sup>7</sup>is / isn't Spanish, she's <sup>8</sup>America / American. This is Mr Kent, <sup>9</sup>their / our English teacher. <sup>10</sup>His / He's great!

20

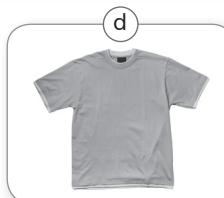
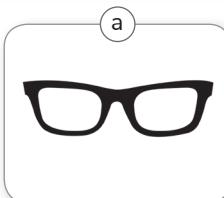
Total

## UNIT TEST 2 A

Name \_\_\_\_\_

Class \_\_\_\_\_

## 1 Write the names.



20

## 2 Put the words in the correct category.

big brown cheap dictionary pants pen slow story video games white

TECHNOLOGY WORDS	COLOURS	CLOTHES	SCHOOL WORDS	ADJECTIVES

20

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

black expensive fantastic fast new old red white yellow blue

- a A race car goes very \_\_\_\_\_.
- b A BMW is very \_\_\_\_\_.
- c The Argentine team T-shirt is \_\_\_\_\_ and \_\_\_\_\_.
- d The Spanish flag is \_\_\_\_\_ and \_\_\_\_\_.

- e This book is from the year 1955. Its stories are \_\_\_\_\_.
- f Susan's trainers look \_\_\_\_\_! They're \_\_\_\_\_ and green.
- g Look at my \_\_\_\_\_ dictionary. Let's study for the English test.

20

## 4 Match A and B. There are two extra parts in B.

- A 1 Is this your notebook?  
 2 Where is John Bradford from?  
 3 Have you got new jeans?  
 4 Have you got a skateboard?  
 5 Are they your books?  
 6 Where's John?  
 7 What colour is Mary's laptop?  
 8 Is Alice French?  
 9 Are your jeans blue?  
 10 Have you and Brenda got a bike?

- B a He's American. \_\_\_\_\_  
 b He's in America. \_\_\_\_\_  
 c It's grey. \_\_\_\_\_  
 d No, I'm not. \_\_\_\_\_  
 e No, it isn't. \_\_\_\_\_  
 f No, it's old. \_\_\_\_\_  
 g No, she isn't. \_\_\_\_\_  
 h No, they aren't. \_\_\_\_\_  
 i No, they're green. \_\_\_\_\_  
 j No, they're old. \_\_\_\_\_  
 k No, we haven't. \_\_\_\_\_  
 l Yes, I have. It's fantastic! \_\_\_\_\_

20

## 5 Circle the correct options.

I'm Susan. <sup>1</sup>I'm / I've got thirteen. My <sup>2</sup>friend / friend's name is Alma. She's <sup>3</sup>a / an influencer. <sup>4</sup>Your / Her favourite clothes? Her <sup>5</sup>old red / red old jeans, and <sup>6</sup>a / an orange and black T-shirt. <sup>7</sup>A / The T-shirt is fantastic! My English teacher has got <sup>8</sup>a / an yellow T-shirt, <sup>9</sup>and / but <sup>10</sup>his / our T-shirt isn't nice.

20

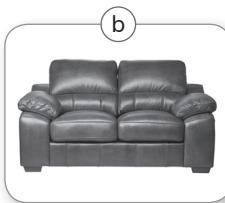
Total

## UNIT TEST 3 A

Name \_\_\_\_\_

Class \_\_\_\_\_

## 1 Write the words.



10

## 2 Put the words in the correct category.

 utility room bunk beds sink fashionable daughter son brother  
 grandfather recycled stove baby husband adopted flower bed

ROOMS	FURNITURE AND APPLIANCES	ADJECTIVES	FAMILY

30

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

baby his in sister that these under husband

- a My mother's daughter is my \_\_\_\_\_.  
 b My father is my mother's \_\_\_\_\_.  
 c I've got a lamp \_\_\_\_\_ my bedroom.

- d I've got a \_\_\_\_\_ brother.  
 \_\_\_\_\_ name's Pedro.  
 e \_\_\_\_\_ are the new curtains.  
 f Is \_\_\_\_\_ your book \_\_\_\_\_ the table?

20

## 4 Match A and B. There are two extra parts in B.

- A 1 Is the garden big?  
 2 Are there two chairs in your bedroom?  
 3 Is there a garden in your house?  
 4 Where's the new sink?  
 5 Is the living room large?  
 6 Are those new curtains?  
 7 Has Mary got a white laptop?  
 8 Where are Brenda's pets?  
 9 Is this your bedroom?  
 10 Has Julia got a pet?

- B a It's in the kitchen. \_\_\_\_  
 b No, her laptop's grey. \_\_\_\_  
 c No, it isn't. \_\_\_\_  
 d No, it's small. \_\_\_\_  
 e No, there aren't. \_\_\_\_  
 f No, there isn't. \_\_\_\_  
 g No, they aren't. \_\_\_\_  
 h No, this is my sister's bedroom. \_\_\_\_  
 i They're on the table. \_\_\_\_  
 j They're under the table. \_\_\_\_  
 k Yes, she has. A brother and a sister. \_\_\_\_  
 l Yes, she has. A cat. \_\_\_\_

20

## 5 Circle the correct options.

My friend Susan <sup>1</sup>is / has got a new house. <sup>2</sup>They're / There are three bedrooms. <sup>3</sup>They're / There are small, but OK. <sup>4</sup>There's / It's a toilet and a bathroom, too, with a nice <sup>5</sup>shower / microwave oven. The kitchen is fantastic! <sup>6</sup>He's / It's got a big table and <sup>7</sup>one / four chairs. <sup>8</sup>They're / There are plants <sup>9</sup>on / in the table, and flowers, too. <sup>10</sup>So / Because Susan is very happy.

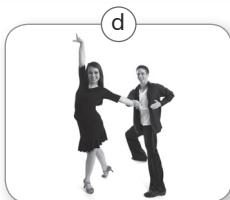
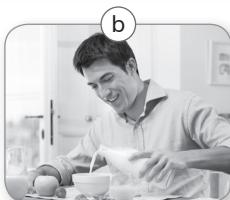
20

Total

## UNIT TEST 4 A

Name \_\_\_\_\_

Class \_\_\_\_\_

**1** Write the correct verb for each picture.**2** Complete. Write three phrases for each word.

10

do

do

---



---



---

go

go

---



---



---

take

take

---



---



---

**3** Rewrite the sentences with the correct frequency adverb in the correct place.

30

always sometimes never

- a We are at school on Mondays.  
 b Students and teachers are at school on Sundays.  
 c We play football in the classroom.  
 d Students do their homework in the evening.

- e Babies drink milk.  
 f Students play rugby at school.  
 g My parents watch football. They like it, but they're busy.  
 h I watch sports. I love sports.

20

**4** Match A and B. There are two extra parts in B.

- A 1 What sports do they practise?  
 2 How often do they practise sports?  
 3 Where do Joyce and Frank live?  
 4 Do they like football?  
 5 Where do they practise sports?  
 6 How often do you read novels?  
 7 Do you like football?  
 8 Do you and your sister read novels?

- B a At the club. \_\_\_\_\_  
 b In a house in Los Alerces. \_\_\_\_\_  
 c No, they don't. \_\_\_\_\_  
 d Rugby and volleyball. \_\_\_\_\_  
 e Sometimes. \_\_\_\_\_  
 f They're always at the club. \_\_\_\_\_  
 g We always read novels. \_\_\_\_\_  
 h We never read novels. \_\_\_\_\_  
 i Yes, I do. \_\_\_\_\_  
 j Yes, we do. \_\_\_\_\_

20

**5** Circle the correct option.

Susan and Maggie are my friends. They are vegetarians <sup>1</sup>and / but they <sup>2</sup>eat / don't eat beef <sup>3</sup>and / or chicken. They <sup>4</sup>do / go sports <sup>5</sup>but / because sports are good. In the morning they have water <sup>6</sup>nor / and bread for <sup>7</sup>lunch / breakfast. They <sup>8</sup>sometimes / never have fruit. They like fruit. They <sup>9</sup>do / take cooking lessons for vegetarians, <sup>10</sup>but / because the lessons aren't very good.

20

Total

## UNIT TEST 5 A

Name \_\_\_\_\_

Class \_\_\_\_\_

**1** Write the correct verb for each picture.**2** Write the correct verb in the right column.

10

cook do homework get up go to bed have dinner make the bed play video games watch TV

BEDROOM	KITCHEN	LIVING ROOM

**3** Complete the sentences with words from the box.

20

also and at because but cold in x 2 month on spring too winter

- a \_\_\_\_\_ starts in September. It isn't \_\_\_\_\_ in this season.
- b I get up \_\_\_\_\_ 7 every day.
- c I'm at home \_\_\_\_\_ the evening, \_\_\_\_\_ I'm at the club \_\_\_\_\_ Saturdays. Tom is at the

club on Saturdays, \_\_\_\_\_.

- d Tom is a student. He's \_\_\_\_\_ a football player.
- e My birthday is \_\_\_\_\_ October. It's my favourite \_\_\_\_\_.

20

**4** Match A and B. There are two extra parts in B.

- A**
- 1 What does Ann do in the morning?
  - 2 How often does your father do the shopping?
  - 3 Who has lunch at home?
  - 4 What time does your sister wake up?
  - 5 What does Ann have for breakfast?
  - 6 Where does Ann do the shopping?
  - 7 How often do you get up early?
  - 8 Where does Ann have breakfast?
  - 9 How often does your sister wake up early?
  - 10 What time do you get up?

- B**
- a Always. \_\_\_\_\_
  - b At 6. \_\_\_\_\_
  - c At the shopping centre. \_\_\_\_\_
  - d Coffee and toast. \_\_\_\_\_
  - e He never does it. \_\_\_\_\_
  - f In the kitchen. \_\_\_\_\_
  - g My sister and I. \_\_\_\_\_
  - h On Monday. \_\_\_\_\_
  - i She always wakes up early. \_\_\_\_\_
  - j She does the shopping. \_\_\_\_\_
  - k She never goes to the club. \_\_\_\_\_
  - l She wakes up at 6. \_\_\_\_\_

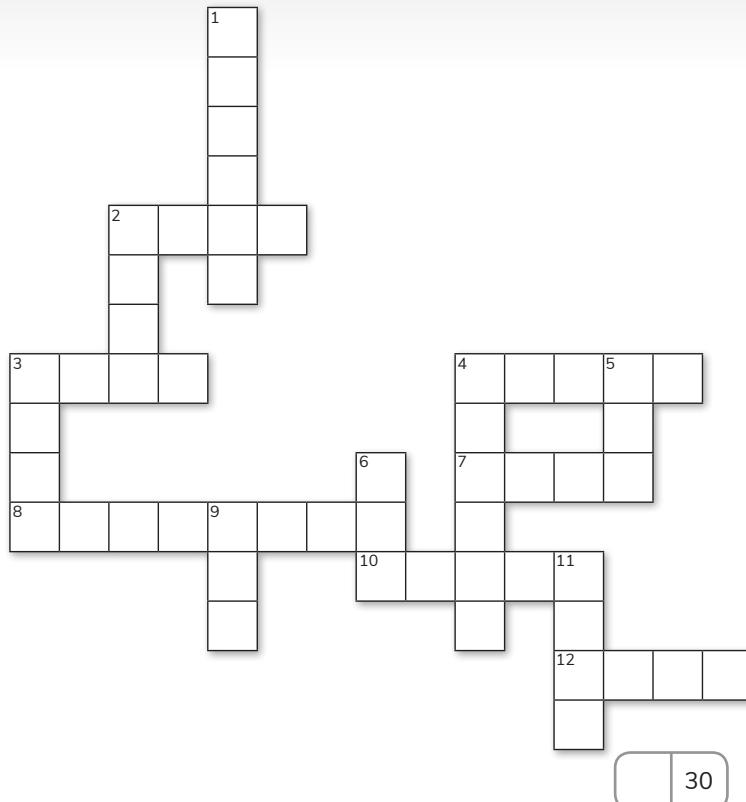
20

**5** Circle the correct options.

<sup>1</sup>Do / Are you remember my friend Fred? He's an excellent football player and a good student at school, <sup>2</sup>also / too. He <sup>3</sup>have / has a big breakfast <sup>4</sup>in / at 7. He <sup>5</sup>don't / doesn't drink coffee <sup>6</sup>but / because it's not good. He <sup>7</sup>goes / arrives at school early. He doesn't <sup>8</sup>like / likes school very much, but he <sup>9</sup>love / loves his friends. He <sup>10</sup>always plays / plays always with them. In summer, he <sup>11</sup>goes / doesn't go to school.

30

Total

**1** Do the crossword puzzle.**Across****Down****2** Complete the sentences with words from the box. There are two extra words.

colourful exquisite fast immense large natural tropical

- a Toucans live in trees in \_\_\_\_\_ places like Southern Mexico and Central America. They can be yellow, red, and blue – they're very \_\_\_\_\_.
- b Smell these flowers! They're \_\_\_\_\_!

- c When lions hunt, they can run very \_\_\_\_\_. Their heads are very \_\_\_\_\_ because they eat big animals.

20

**3** Match A and B. There are two extra parts in B.

- A**
- 1 John can't see well with
  - 2 That musician can sing
  - 3 We can't run
  - 4 My brother can't do
  - 5 I can play the
  - 6 I've got a bike. I can
  - 7 I've got a car but I
  - 8 The acrobat can
  - 9 Lions can
  - 10 My sister can dance

- B**
- a can't drive. \_\_\_\_\_
  - b cycle to school. \_\_\_\_\_
  - c run very fast. \_\_\_\_\_
  - d guitar. \_\_\_\_\_
  - e his new glasses. \_\_\_\_\_
  - f colourful. \_\_\_\_\_
  - g in the classroom. \_\_\_\_\_
  - h magic. \_\_\_\_\_
  - i my car. \_\_\_\_\_
  - j the salsa. \_\_\_\_\_
  - k walk on his hands. \_\_\_\_\_
  - l wonderful songs. \_\_\_\_\_

25

**4** Circle the correct option.

My friend Peter is very athletic. He <sup>1</sup>like / <sup>1</sup>likes sports. He <sup>2</sup>can / is run and swim very fast, but he <sup>3</sup>can / can't play golf. He <sup>4</sup>can't / doesn't like it. He <sup>5</sup>can gets up / gets up early <sup>6</sup>in / on Saturdays and Sundays and has breakfast. He <sup>7</sup>isn't / can't eat fast food <sup>8</sup>but / because it's not good. He's got a bike and he <sup>9</sup>cycles / can cycle to the club. In the afternoon, he comes home and he <sup>10</sup>watches / can watch TV. His favourite programmes are sports shows.

25

Total

PROGRESS TEST 1 A  
Units 1–2

Name \_\_\_\_\_

Class \_\_\_\_\_

## 1 Read about Simone and complete the table.

## HELLO! I'M SIMONE!

Hi. My name is Simone Lawson. I'm from England. I'm twelve years old.

I love my school. It's big and wonderful. And the teachers are good. There are 36 students in my class. We're in Year 9 in school. My favourite subject is Art. I've got Art classes on Mondays and Wednesdays from a quarter to eight to a quarter to nine. And I go to choir practice on Thursday. It is optional, but I love it!

And you? Tell me about your school. Is it big and wonderful? Are the teachers good?

Name:	
Country:	
Age:	
Students in class:	
Favourite subject:	

/ 10

## 2 Now write about you.

- 1 My name is \_\_\_\_\_.
- 2 I'm \_\_\_\_\_ years old.
- 3 I'm from \_\_\_\_\_.
- 4 My favourite school subject is \_\_\_\_\_.
- 5 I have English classes on \_\_\_\_\_.

/ 20

## 3 Complete the dialogue between Simone and a friend. Use what, how old, where, and who and the verb to be.

Simone: Hi! <sup>1</sup> \_\_\_\_\_ is your name?

Kevin: Hello. My name <sup>2</sup> \_\_\_\_\_ Kevin Regan.

Simone: <sup>3</sup> \_\_\_\_\_ are you?

Kevin: I <sup>4</sup> \_\_\_\_\_ eleven.

Simone: I'm eleven too. I'm from England. <sup>5</sup> \_\_\_\_\_ are you from?

Kevin: I'm from Ireland. <sup>6</sup> \_\_\_\_\_ you in Year 9?

Simone: Yes, I am.

Kevin: <sup>7</sup> \_\_\_\_\_ I in your class?

Simone: I don't know. <sup>8</sup> \_\_\_\_\_ is your teacher?

Kevin: Mrs Nolan.

Simone: We <sup>9</sup> \_\_\_\_\_ in the same class. My teacher <sup>10</sup> \_\_\_\_\_ Mrs Nolan. My teacher is Mrs Cunningham.

/ 20

Total \_\_\_\_\_ / 50

ME	Tick 
Exercise 1: Information about someone	
Exercise 2: Personal information	
Exercise 3: Asking and answering about personal information	

**1** Sarah is talking about her family and her free-time activities. Circle the correct options.

We live in a big house. There are four bedrooms, four <sup>1</sup>bedrooms / bathrooms / garages, a large kitchen with a <sup>2</sup>dining / living / utility room and a beautiful <sup>3</sup>shower / garden / toilet with flower beds. I like reading books in the <sup>4</sup>bedroom / kitchen / living room, not in my bedroom, because I prefer the sofa. My two brothers have their own bedrooms, but they've got <sup>5</sup>bunk beds / double beds / flower beds because they use the top part for their video games. Do I play with them? No! They like <sup>6</sup>swimming / playing video games / running, but I prefer individual sports. My father and my mother like <sup>7</sup>doing / going/ playing yoga and meditation and I sometimes <sup>8</sup>do / go / play aerobics and stretching. My brothers like <sup>9</sup>doing / going / playing running and <sup>10</sup>doing / going / playing fishing at the weekend, but I don't.

\_\_\_\_\_ / 20

**2** Put these sentences about Sarah in order.

- 1 has / two / got / Sarah / brothers / . \_\_\_\_\_
- 2 hasn't / Sarah / got / sister / . / a \_\_\_\_\_
- 3 never / soccer or basketball / Sarah / and / her / brothers / together / . / play \_\_\_\_\_
- 4 aerobics / sometimes / Sarah's parents / do / . \_\_\_\_\_
- 5 Sarah's house / aren't / bathrooms / five / There / in / . \_\_\_\_\_
- 6 video games / her / Sarah / and / play / brothers / Do / ? \_\_\_\_\_
- 7 don't / they / . / No / . \_\_\_\_\_
- 8 Sarah's house / there / ? / a / Is / garden / in \_\_\_\_\_
- 9 a / house / isn't / her / garage / in / There / . \_\_\_\_\_
- 10 go / weekend / fishing / the / at / Sarah's brothers / . \_\_\_\_\_

\_\_\_\_\_ / 20

**3** Answer these questions about you.

1 Have you got any sisters?

2 Is there a park near your house?

3 Have you got pets?

4 Have you got a big family?

5 How often do you eat lunch with your family?

\_\_\_\_\_ / 10

Total \_\_\_\_\_ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Vocabulary (family, house, free-time activities)	
Exercise 2: Giving personal information about other people	
Exercise 3: Personal information (family, house, free-time activities)	

**1** William is a ballet dancer. Read about his day and choose the correct options.

I am a professional dancer, and my daily schedule is very busy. My daily routine is basically dancing, studying and more dancing. I wake up at 5:45 a.m. because I need to make my bed, take a shower, have breakfast and prepare my ballet clothing. I start my practice at the New York City Ballet at 7:30 a.m. and finish at twelve in the afternoon. Then I go to my university and I have lunch there. Classes finish at 6:15 p.m. and then I go back to practice, from 7:00 to 9:30 p.m. The university is near the New York City Ballet, so I walk. I eat a hot dog or a pizza on the way. When it's cold in winter or rainy in autumn, I take a train. I haven't got a bicycle. I can cycle, but I never cycle on the streets of New York. It is not safe. My body is very important to my work. I can't dance if my legs, eyes, hands and feet are not perfect.

When I get home, I have a shower and I do my homework or study for exams. I go to bed early so I can have a good night's sleep. That's very important. This is what I do six days a week. On Sundays, I don't have classes at the university.

Being a professional ballet dancer is difficult, but it's a great profession and dancing is wonderful!

**1** William wakes up at ...

- a** five fifty-four.      **b** a quarter past five.      **c** a quarter to six.

**2** His dance practice at the New York City Ballet starts at ...

- a** half past seven.      **b** half to seven.      **c** seven past half.

**3** His dance practice at the New York City Ballet finishes at ...

- a** 11.      **b** 12.      **c** 13.

**4** His university classes finish at ...

- a** half past six.      **b** a quarter past six.      **c** six fifty.

**5** At night, he practises for \_\_\_\_\_ hours.

- a** two and a half      **b** two      **c** three

\_\_\_\_\_ / 10

**2** You are interviewing William about his routine. Choose the right question.

**1** (  ) You: Can you walk from your house to the New York City Ballet?

(  ) You: How do you go to the New York City Ballet?

William: No, I can't. It's far. And in winter, with the snow, that's impossible.

**2** (  ) You: What do you do in the internet?

(  ) You: What do you do in your free time?

William: Well, I watch my favourite series and update my social media. Sometimes I go to parties or visit friends, but I can't stay for long.

**3** (  ) You: How many times do you practise every day?

(  ) You: How often do you go to the New York City Ballet?

William: I practise in the morning and at night.

**4** (  ) You: Do you wake up early on Sundays?

(  ) You: What time do you wake up on Sundays?

William: At around 10 a.m. or 11 a.m. I sleep a lot on Sundays!

**5** (  ) You: Where do you dance?

(  ) You: Where can I see you dancing?

William: There is a new ballet show in October. Come see me!

\_\_\_\_\_ / 20

**3** Write about your daily routine based on the paragraph about William. Include: times, frequency, days of the week, household chores.

Example: I wake up at 5:45 a.m.

\_\_\_\_\_

\_\_\_\_\_ / 20

Total \_\_\_\_\_ / 50

ME	Tick <input checked="" type="checkbox"/>
Exercise 1: Understanding a text about routines	
Exercise 2: Asking questions about routines	
Exercise 3: Writing about personal daily routine	

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