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Teenagers are nowadays immersed in a complex world full of a variety of stimuli and information. In this context, they are eager to figure out who they are and what they can do.

We have created a series which addresses teenagers seriously and respectfully, and that presents issues that have to do with their life contexts and possible realities.

Approach

English Challenge is a motivating three-level course for teenagers who attend the basic cycle of secondary education with an average of two or three periods of English per week. The series has been specially designed on the basis of an integrated approach that fosters learners' autonomy, as well as their creativity and curiosity. By incorporating students as autonomous learners at the centre of the learning process, the series intends to favour:

- active learning by which students activate and expand their knowledge of the world by brainstorming concepts and ideas, researching and discovering, solving problems, thinking and answering critically, analysing and formulating questions to move forward, discussing and debating, and explaining throughout comparisons, synthesis and summaries; and
- cooperative learning by which students work in pairs or in teams to accomplish a common goal. The teacher works as facilitator and observer, while students work on problems and projects sharing strengths, developing interpersonal skills and learning to deal with conflict.

All this will enable students to acquire basic knowledge, skills and communication strategies. Furthermore, it will present opportunities for discussing attitudes, values and making decisions.

Components

Learner's Book +
Integrated Practice Book
Teacher's Book
Downloadable
audios

Learner's Book

It includes:

- An introductory unit that offers a general revision and can be used as a diagnosis at the beginning of the school year.
- Six topic-based units which develop main language. Each unit has a double-spread opening lesson **that aims to:**
 - provide a context for the concepts that will be presented in the unit,
 - activate learners' background knowledge,
 - present key vocabulary through images, questions or short activities.

The remaining lessons offer systematic development of the main four skills: reading, writing, listening and speaking through carefully selected topics that will keep students eagerly engaged.

Reading

Reading texts expose learners to a rich but comprehensible input consisting of a wide range of text types like magazine and website articles, blog entries, personal diaries, stories, interviews, biographies,

legends and surveys, among others.

Students will be guided to reflect on the text and to predict possible content through useful pre-reading activities. The post-reading activities will invite students to show

understanding and to use the language to share their ideas on the topics dealt with in the text.

Listening

Listening tasks cover a wide diversity and fall within a variety of types, such as: the completion of tables, matching or labelling, sequencing of visuals, role-play, and much more.

Speaking

Speaking tasks are intended to activate students' motivation to learn.

They aim to:

- involve students in pair and group work as well as in class discussions,
- move gradually from controlled to freer practice,
- allow students to perform roles and to take part in games (the element of competition in games can cleverly divert the learners' attention from conscious learning to unconscious language acquisition),
- create a need for communication (e.g. information-gap activities) and
- integrate speaking with the other skills (e.g. reading or listening can be used to prepare students for the speaking task).

Writing

Writing tasks aim at training students to communicate fluently and effectively in the foreign language by giving them plenty of practice in writing different types of texts, such as: e-mails, postcards, articles, leaflets, biographies, blog entries or advertisements.

All throughout the units, there are special boxes included to draw students' attention to different aspects of the use of English.

Look!

Highlights key language or presents grammar briefly, clearly and through examples. It can provide a guide in context before the grammar topic is actually introduced and systematised. In this way, students can learn how to use the structures before diving into the form.

Words in use

Focuses on key vocabulary in context. Students learn and use new words to solve tasks and communicate.

Language in use

Offers oral or written activities to put language into meaningful practice. Less guided activities and group work provide opportunities for fluency and promote confidence.

- Every two units, there is a *CLIL* (Content and Language Integrated Learning) section and a suggested *Project* in relation to the contents that have been presented and developed.

The aim of the *CLIL* section is to promote the use of the English language for searching, locating and understanding information that is related to the students' needs and interests and to foster students' familiarisation with different cultural environments and social behaviours.

In each *CLIL section*, students will be free to exploit the resources listed as references to enhance understanding of other cultures as well as their own.. Students will be

encouraged to use technology, however they should not refrain from using other sources as well. Through *CLIL*, learning is experiential and completely learner-centred.

In each *Project* section, students will be motivated to work independently on a task that offers a break from routine and involves autonomous learning and the use of the four skills in an integrative way. The content and layout of the project is something that students can decide on their own, thus turning the activity into a truly learner-centred enterprise.

- By the end of the *Learner's Book* there is a series of resources to help students walk the path of learning:

Learning Tips

Useful tips to learn and practise all areas of the English language.

Research Guide

A tool to carry out research and organise information.

Useful Websites

Suggested websites to provide further information on the main topics of the units.

Grammar Reference

Tables to present grammar points in detail.

Word Bank - Experience your Word Bank

A set of images to illustrate key vocabulary and the frame of a notepad for students to record words of their choice.

Irregular Verbs List

Infinitives, past and participle forms will be presented when reaching Level 3.

Integrated Practice Book

This integrated pack of practice activities has been designed to provide students with further practice of the contents presented in each unit, as well as to expand, in many cases, vocabulary or key grammar points.

Teacher's Book

It includes:

- An easy-to-read contents map describing the sequence of contents and skills developed in each unit.
- An Introduction of the series.
- A complete and easy-to-follow guide with suggestions on how to approach activities in each lesson, audio scripts and answer key.
- References to the Practice Book or to the Grammar Reference section.

- Mixed-ability boxes which offer alternative ideas to carry out within a class in which students' levels and skills differ.

Assess your Progress

This section contains six photocopiable cards (one per unit), which will enable students to self-assess their progress.

Evaluation

This section contains a set of six *Progress tests* (one per unit), and two integrative tests: a *Mid-term test* and a *Final term test*.

Downloadable audios • www.sm-argentina.com

The audio material for each level of the series has been created and carefully graded so as to suit students' interests and needs. It will provide students with entertaining native aural input, necessary to accomplish and improve their speaking skills.

Target language in meaningful context + aural input

Main objectives of the unit

Digital layouts: Presentation of key vocabulary in context with visual support

Varied lead-in tasks to develop observation skills

Reference to the integrated Practice Book for further practice and expansion

Look! Highlighted structures to be optionally expanded

Written/oral tasks aimed at integrating new and previously presented vocabulary

Comprehensible text passages that include a variety of discourse types

Personal questions

Written tasks to analyse or deduce the meaning of words from the context

Grammar in use Contextualised examples to build up grammar

Reference to the 'Grammar reference' section for further explanation

Short passages that provide context for the listening tasks

Listening tasks to understand a general idea

Listening tasks to obtain more specific information

Listening

This is Henry Morgan. He is a scientist and he is studying the problems animals are facing all around the world. He says, 'We humans are very special animals. We are the ONLY species that contaminates our big home, the Earth'. What do you think? Do you agree with Henry?

1 Listen to scientist Henry Morgan and tick. Which animals does he mention?

polar bear tiger porcupine jaguar

2 Listen to Henry and complete with the correct animal.

We MUST stop this!

Deforestation	We mustn't cut down trees. We are destroying rainforests. _____ are in danger!
Climate change	We must stop climate change. The Arctic ice is melting. _____ are in danger!
Contamination	We must keep oceans clean. We mustn't throw plastic on the beach. _____ are eating plastic and dying!

3 Look at the chart and answer.

a. Why are jaguars in danger? **b.** Why are polar bears in danger?

Grammar in use

4 Look through the chart again and complete.

Must		Questions
Affirmative	Negative	
We must stop this! We must stop climate change. We must keep oceans clean.	We mustn't cut down trees. We mustn't throw plastic on the beach.	What must we do?

See more on page 79

5 Complete with **must** or **mustn't**.

a. People _____ collect sea turtles' eggs from the beach.
b. Scientists _____ study natural habitats to help animals.
c. We _____ contaminate water habitats with plastic.
d. We _____ protect polar bears because the Arctic ice is melting.
e. Governments _____ stop deforestation to save animals in the rainforest.

6 Look at the photo and tick. What do you think?

a. We **must** stop this! We are not protecting whales habitat.
b. We **mustn't** stop this! We can learn a lot about whales.

7 Pairwork: Student B goes to page 65. Ask Student B what we must do to save his/her animal. Then, guess Student B's animal.

A Must we...? **B** Yes, we must. / No, we mustn't.

Animal name: jaguar

stop deforestation
stop ocean contamination
stop climate change

stop deforestation
stop ocean contamination
stop climate change

More practice on pages 108-109

Contextualised examples to build up grammar awareness

Reference to the 'Grammar reference' section for further explanation

Information gap activities to systematise grammar practice in an interactive way

Integration of contents, language and skills in an entertaining and relaxed way

Integration

1 Solve the quiz. Check your answers and compare with your partner.

BEAR QUIZ

1. Polar bears live on the... ice.
a. Arctic **b.** Antarctic **c.** polar

2. Polar bears' favourite food is...
a. fish **b.** seals **c.** penguins

3. Polar bears are excellent swimmers. They can swim about... kilometres.
a. 30 **b.** 50 **c.** 100

4. Panda bears live in the forest in...
a. Japan **b.** China **c.** Mongolia

5. Baby pandas are...
a. black and white **b.** pink **c.** brown

6. Panda bears usually eat bamboo leaves...
a. in the morning **b.** in the afternoon **c.** all day

7. Panda bears are in danger because people are...
a. hunting their babies **b.** destroying their habitat **c.** killing their babies

8. Grizzly bears are...
a. carnivores **b.** herbivores **c.** omnivores

9. Baby gorillas can... to escape from predators.
a. climb trees **b.** swim fast **c.** run long distances

10. Grizzly bears like hibernation because...
a. it's cold **b.** it's hot **c.** they can't find food

2 Write true sentences about the three types of bears.
Polar bears live on the... ice.

3 Close your book. Tell your partner what you...

Reference to the integrated Practice Book for further guided practice

Writing

1 Read these facts about the mountain gorillas.

The mountain gorilla
Scientific name: Gorilla beringei beringei
Size: 1.2 metres (approximate)
Habitat: mountain forest, Africa
Diet: fruits and leaves from trees
Special features: excellent parents, adults love playing

The mountain gorilla, an amazing animal
The mountain gorilla is a beautiful large animal. It lives in the mountain forest in Congo, Rwanda and Uganda in Africa. These gorillas are herbivores. They usually eat fruits and sometimes eat leaves from trees.
What can mountain gorillas do? They can climb trees and they can walk on two legs for a short distance. Adult gorillas are excellent parents and usually baby gorillas love playing with them.
Mountain gorillas are in danger! We must protect their natural habitat. We mustn't cut down trees in the rainforest.

2 Write some facts about an animal in danger.

They can / can't...
hunt for food
escape from predators
sleep on a tree

It is a / an...
insect
amphibian
bird
fish

We must / mustn't...
stop climate change
interfere with their habitat

Bank of ideas

More practice on pages 108-109

Further reading input that provides a model for students' written productions

Useful 'Bank of ideas' with target vocabulary and languages structures

Cross-cultural content that enhances students' understanding of other cultures as well as their own

Hands-on invitation to obtain a final personal production

Information and images connected to the unit topics

Research and extension proposals to expand students' knowledge of the world

CLIL UNITS

GLOBETROTTERS in Argentina

Save the Andean Condor

The Andean condor (*Vultur gryphus*) is a huge majestic bird. These birds are mostly black, but males have got a white collar around their neck. In good weather conditions, a condor can fly a very long distance, about 300 kilometres in one day. They can live up to 50 years in the wild. They reproduce every two years and they have one chick (baby bird) at a time. The male condor and the female take care of the chick during two years. Then, it can survive on its own. Condors do not hunt for food. They only eat dead animals, such as guanacos and other oddi animals.

The Andean condor is in serious danger of extinction. Scientists are working on special programmes with chicks in captivity. They take care of the chicks with the help of a condor puppet to study them and see how to help.

Do you know that...?
Male Andean condors have got brown eyes, but females have got red eyes.

Move forward

[www] Find out about other animals in danger in Argentina.

[A] Search 'animals in danger (of extinction) in Argentina'. Make a list and locate them on a map. Compare your list with your partner.

UNITS 3 & 4 Project

Experience your poster!

1 Create your 'Save animals' online poster. Include photos and basic information about animals in danger. Add a curiosity to tweet.

2 Share the poster with your partners. Talk about the animals.

Appealing layouts to provide a frame of work

Suggested peer or group interaction to share and compare final productions

Practice of each macro skill

4 Vocabulary

1 Find four animals and four habitats in the word search. Write them.

2 Classify all the animals according to the place where they live.

Animals

Habitats

Expansion

Sea / Ocean

Mountain forest

Desert

Arctic / Antarctic ice

Rainforest

3 Look at the chart in 2 and answer.

4 Put the letters in order to find out the animals. Then, circle the correct option and complete.

5 Read the texts on page 37. Write these phrases under the corresponding photos.

6 Read again and write T (true), F (false) or DS (doesn't say). Correct false sentences.

Systematic practice for expansion and consolidation of the contents presented in each lesson

	Vocabulary	Grammar	Reading
0 Experience it! pp. 4-9	Countries and nationalities The alphabet Personal information	Verb <i>to be</i> Subject pronouns Possessive adjectives Possessive case	A registration e-mail
1 Right now pp. 10-17 Practice Book pp. 80-87	Colours Personal belongings (clothes and accessories)	<i>This / That</i> <i>These / Those</i> Present continuous	Posts on a website
2 After school... pp. 18-25 Practice Book pp. 88-95	Pastimes and after-school activities	Present simple	A teen magazine article

CLIL: Globetrotters in Japan After-school Tea

p. 26

3 Follow me! pp. 28-35 Practice Book pp. 96-103	Daily routines and habits	Object pronouns Adverbs of frequency Sequence words	An e-homework e-mail
4 In danger pp. 36-43 Practice Book pp. 104-111	Wild animals Natural habitats	<i>Can</i> for ability <i>Must</i>	Animal facts on a website

CLIL: Globetrotters in Argentina Save the Andean Condor

p. 44

5 Click on it! pp. 46-53 Practice Book pp. 112-119	Food and drinks Meals of the day	<i>There is / There are</i>	A discussion forum
6 Hang out! pp. 54-61 Practice Book pp. 120-127	Hangout places	Past simple - verb <i>to be</i> <i>Let's / Want to</i>	Posts on a teens website

CLIL: Globetrotters in Great Britain Hang out in London

p. 62

Pairwork (Student B)

pp. 64-65

Research Guide

p. 67

Grammar Reference

pp. 69-74

Listening	Speaking	Writing
A classroom situation: Asking for and giving personal information	Exchanging personal information	An e-mail: Writing an e-mail to register on a website
A phone conversation: Asking about activities at the moment of speaking	Asking to find out what people are doing	Captions: Writing a short description of photos
Audio messages on a chat: Talking about after-school activities	Asking to find out what people do after school	A blog: Writing a post to describe favourite pastimes

Project: Experience your notice board!

p. 27

A sequence of daily activities: Describing the activities on a typical Sunday	Describing what people do on a typical day	An e-mail: Writing a composition to describe the activities on a typical day
An interview with a scientist: Talking about animals in danger	Asking what people must do to protect the environment	A description: Filling in a fact file and describing an animal in danger

Project: Experience your poster!

p. 45

Audio messages on a chat: Asking about food	Asking to find out what there is / are in a shopping cart	A discussion forum: Writing a post to describe the usual way of shopping
A conversation: Giving suggestions about places to visit	Asking to find out where people were	A teens website: Writing posts to describe where people were, when and who with

Project: Experience your class survey!

p. 63

Learning Tips

p. 66

Useful Websites

p. 68

Word Bank

pp. 75-78

0 Experience it!

OBJECTIVES

- Introduce oneself and others.
- Use the alphabet and numbers to describe personal information.
- Read and listen to a teacher asking a student for personal information.
- Use subject pronouns, possessive adjectives and the correct form of the verb *to be*.
- Fill in a registration form with personal information.
- Read a registration e-mail and get general and specific information.
- Exchange personal information to fill in a file.
- Write an e-mail to register on a website.

VOCABULARY

- Countries and nationalities, the alphabet, personal information

GRAMMAR

- Verb *to be*, subject pronouns, possessive adjectives, possessive case

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 4-5

Move onto

This opening unit has been specially included to revise and/or activate students' previous knowledge. Before getting started, give students the possibility to gain self-confidence. Invite them to gather in small groups to write as many words as they know and can remember from previous years.

You may wish to draw a chart including different lexical groups so as to organise their thinking, e.g.: *Numbers 1-100, School objects, Family, etc.*

Help students to get acquainted with the *Learner's Book*. Encourage them to leaf through it so that they can see what is coming. Direct the class to the double-spread contents map on pages 2 and 3, and ask questions, e.g.: *How many units are there? Is the Practice Book integrated? What special sections can you find?*

- 1 Ask students to open their books on pages 4 and 5. Give them some minutes to explore the school announcement and to comment with their partners. If needed, explain that it is a digital announcement likely to be found on a school website at the beginning of the school year to introduce and welcome new students. Students may work in pairs to discuss and choose the correct answer. Check the answer orally with the whole class.

Answer key

c. students.

Then invite volunteers to read the new students' presentations aloud. Praise participation. At this age, most students may feel reluctant to be exposed in front of their peers, so if they make a contribution in class, give positive feedback to encourage them all in future participations. Ask comprehension questions to check general understanding, e.g.: *How old is Ricky? Where is he from?*

- 2 Give students some minutes to complete the chart individually. Then check the answers orally so as to focus on the pronunciation of the words.

Answer key

Argentina / Argentinian; Chile / **Chilean**, **Brazil** / Brazilian; England / **British**; Mexico / **Mexican**; **Japan** / Japanese; **France** / French, **USA** / American

- 3 Draw students' attention to the table. Remind them about the use of the short forms of the verb *to be*. You may ask them to add the abbreviated forms in the table for future reference.

See more
Grammar reference, page 69

Then they read the sentences and circle the correct verb *to be* form in each case. Check the answers on the board.

Get the class to replace names with the corresponding subject pronouns when possible, e.g.: *Anita and Zoe = they.*

Answer key

a. are; b. is; c. are; d. is not; e. is not, are

- 4 Students choose one of the students introduced in the school announcement and complete the file with the corresponding information. Ask students at random to read the file they have completed aloud and check with the whole class.

Answer key

Students' own answers.

- 5 Each student will now complete his/her own file and then write a brief presentation using the information in the file. Suggest including a photo or drawing an avatar to represent them. Monitor students as they write and prompt needed language. Ask them questions so as to start getting to know them, e.g.: *What's your name? Have you got a nickname? How old are you?*

Answer key

Students' own answers.

Mixed-ability


- Some students may require more detailed guidelines to work on their presentation. Write them on the board, e.g.: *My name is... / I am... years old. / I am in... / I am from...*

Move forward

Students can write questions to interview their partners. If needed, frame the questions with the whole class on the board, e.g.: *What's your name? How old are you? Where are you from?* Ask two volunteers to come to the front and demonstrate. Then ask students to interact in pairs.

Learner's Book, page 6

Listening

- 1  **01** **Track 2** Books open, point to the alphabet and ask students if they know why the letters have different colours (they refer to sound groups). Do not confirm their predictions yet. Play the audio as students listen and identify the letters in their books. Then play the audio again and ask

students to join in by saying the alphabet chorally. Ask again about the colours of the letters. Write the letters on the board in groups according to their colours, e.g.:

A-H-J-K

B-C-D-E-G-P-T-V

F-L-M-N-S-X-Z

O

Q-U-W


R

I-Y

Say the letters aloud, group by group, for students to notice the repeated sound in each group.


Mixed-ability

- For further practice, spell words that are well-known by students, such as the names of popular singers, sports people or TV programmes or series.
- Games and competitions can help many students to raise their motivation. Play *Hangman* to give students the opportunity to practise the alphabet in a more relaxed way. Choose a word and trace a short line per letter. Students take turns to call out letters so as to find out the word.

- 2  **02** **Track 3** Before listening, give students one or two minutes to go through the illustrated classroom situation. Write the word 'directory' on the board. Play the audio and tell students to listen as they follow the reading in their books. Ask students to try to infer what the word 'directory' means from the context. Allow them to discuss in pairs and then check the answer as a whole class.

Answer key

b. A chart with personal information.

- 3  **02** **Track 3** Draw students' attention to the questions. If needed, read them aloud. Tell students they are going to listen to the audio once again to obtain the required information. Play the audio once or twice for students to choose and circle the correct option in each case. Then check the answers orally with the whole class.

Answer key

a. Oh. Double six; b. At. Dot.

As a follow-up activity, ask students at random: *What's your phone number? What's your e-mail address?* Write students' answers on the board so that they can check.

Learner's Book, page 7

Grammar in use

Give students some minutes to look at the grammar tables attentively. Explain to students that they can refer to these tables whenever they need it in future lessons. And in the same way, they can also refer to the tables presented in the 'Grammar reference' section on pages 69-74 of their books.

Draw students' attention to the 'Look' box so as to highlight the example given. Help them to distinguish between the verb *to be* and the possessive case.

See more
Grammar reference, page 69


- 4 Ask students to refer to the tables above to complete the sentences correspondingly. Once they have all finished, ask them to check the answers in pairs and then check as a whole class on the board.

Answer key

a. Our; b. 's; c. 's; d. Her; e. '; f. Their; g. Her, his


Mixed-ability

- For further practice, students can work in pairs to write similar sentences in their folders. Write some on the board to systematise with the whole class.

- 5  Students work in pairs to solve this information-gap activity. One student (Student A) works with the information given on page 7 of his/her book and the other student (Student B) works with the information given on page 64 of his/her book. Give students a few minutes to go through the instructions and make sure they all understand what they have to do. If needed, exemplify with one student at the front of the class. Students take turns to ask and answer questions in order to find out the missing information. Allow them to write the questions in advance so that they can feel more self-confident during the interaction.

Answer key

Student B: Tom Atkins, 7709135, tat@quickmail.com

- 6  Explain to students that they are going to make their own class directory. Help them to become aware of the fact that all the information

they collect will be useful to contact their partners for anything they might need. Let them decide whether to ask for phone numbers or for their WhatsApp. Probably, they will prefer giving their Twitter usernames rather than their e-mail addresses. See what better suits them.

Learner's Book, page 8

Reading

Digital awareness

Lead students to notice how much English they know thanks to the digital world we live in. Write the phrase 'digital world' in the middle of the board and write some words connected to that concept as an example, e.g.: *smartphones, vlog, username, log in/out, password, Facebook*, etc. Allow students to use L1 to explain what these words mean. Some can be translated into Spanish, but others cannot and we simply use the English word. Invite the class to brainstorm further words or ideas in connection with our digital world.

- 1 Books open, ask students to look at the website for some minutes, and then discuss and decide with their partner on the correct options. Check the answers with the whole class. Make sure all students understand that the presented website consists of a site where students log in so as to contact with other students from around the world.

Answer key

a. students; b. Joanna

Ask students to complete the two empty boxes on the website with the missing information (Name: *Joanna*. Surname: *Baker*).

- 2 Invite students to read the e-mail individually so as to respect their own pace. Then ask them to answer the questions and check with the whole class on the board.

Answer key

a. It's to *E-friends*. b. It's from Joanna. c. Her name is Julia. d. It's Joanna's dog.

Ask further questions orally, e.g.: *How old is Joanna? Where is she from? Has she got a brother or a sister? Has she got a pet? What pet has she got?*

1 Right now

OBJECTIVES

- Identify colours and personal belongings.
- Read posts on an entertainment website, and get general and specific information.
- Use the present continuous to describe what people are doing.
- Listen to a phone conversation between a mother and her daughter, and get general and specific information.
- Use the present continuous to ask about what people are doing.
- Write short descriptions of photos.

VOCABULARY

- Colours and personal belongings (clothes and accessories)

GRAMMAR

- *This / That - These / Those*, Present continuous (all forms)

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.


Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 10-11

- 1**  **03 Track 4** Play the audio and ask students to listen as they read the words in their books. Tell them to pay special attention to the way each colour is pronounced and to try to repeat the words in their minds. If needed, play the audio again and pause it after each colour is mentioned for students to repeat chorally.

Note: Students should have learnt the colours in previous years. Check that out and if so, carry out this presentation as revision or to activate their prior knowledge.


- 2** Give students one or two minutes to go through the notes and then ask for the names of the people who wrote them (*Liam, Danny, Diana, Lisa* and *Mr Farrel*). Write the names on the board. Then ask the class about what these people are looking for (they are looking for their lost personal belongings). By identifying the colours, students will be able to match each word with the corresponding photo. Ask them to read the notes attentively in order to identify the owner of each lost object. They write the names + 's to indicate that the object belongs to that person. Check the answers on the board. You may wish to introduce the question: *Whose is the (green jacket)?*

Answer key

a. Diana's; b. Lisa's; c. Danny's; d. Mr Farrel's; e. Liam's



More practice
Practice Book, page 80, activities 1-4

- 3**  **04 Track 5** Before listening, allow students to go through the presented conversations at their own pace for general comprehension. Make sure they all understand that the people are looking for their lost belongings. Students listen to the audio as they read the conversations in their books. Ask them to identify the lost objects in the photos and tick them. Check the answers orally.

Answer key

A. a; B. b

Draw students' attention to the 'Look' box so as to highlight the examples given. Help them to distinguish between *this/that* and *these/those*, the former used with singular nouns and the latter used with plural nouns. Students can find further practice and explanation in the *Practice Book*.

- 4** Now that students already know the difference between *this/that* and *these/those*, explain the difference between *this/these* to refer to objects that are nearby and *that/those* to refer to objects that are 'over there'. Students draw and colour two objects, and then they describe them correspondingly.

Answer key

Students' own answers.



More practice
Practice Book, pages 80-81, activities 5-8

Mixed-ability

- Invite quick finishers to practise the conversations from activity 3 in pairs. Then volunteers can act them out at the front.

Learner's Book, page 12

Reading

Digital awareness

Ask students to open their book on page 12 and give them some minutes to explore or 'navigate' the website, and to comment with their partners. Draw their attention to the web address (www.pic-of-a-dream.com). Make sure students understand people can upload pictures or photos of the places of their dreams on this site.

Username: A username is a combination of characters (letters, numbers and/or symbols) that people create, or are assigned to, in order to access a computer, an account or a social network. In general, usernames come together with a password. By typing a username and a password people can have access, for example, to a site where other multiple users also log in. These elements enable users to have personal settings and identification with that site. It might be interesting to ask the class and discuss: *What are the advantages and disadvantages of people creating usernames instead of using their real names on social networks?*

- 1 Ask students to scan the website searching for the required information: the usernames of the people posting a picture and the places of their dreams. Get feedback from students' answers.

Answer key

a. They are loveLennon and Dolphino12. **b.** A busy city and a tropical island.

- 2 Ask students to read individually and in silence so as to respect their own pace. Tell them not to worry about the meaning of isolated words at this stage but to focus their attention on the general ideas. Prompt volunteers to share which of the places described they like best.

- 3 Students read again. Allow them to discuss the answers in pairs so as to enrich the process. Then check the answers orally with the whole class.

Answer key

a. T; **b.** F; **c.** T; **d.** F; **e.** T

- 4 Explain to the class that all the words in the chart have been extracted from the texts and grouped according to their lexical classification. Ask students to look for the words in the description above and to underline them. Then they complete the chart with the missing headings.

Answer key

1st column: Family; **2nd column:** Places; **3rd column:** Actions



More practice
Practice Book, page 82, activities 1-4

Learner's Book, page 13

Grammar in use

- 5 Encourage students to go through the descriptions attentively to spot the isolated sentences out from the context. If needed, ask students to circle or underline the sentences in the text once they have found them. Then they complete each sentence with the missing word/s. Elicit an explanation from students, e.g.: *We use the present continuous to talk about things that are happening now, at the moment of speaking.* Accept L1. Finally, check the answers on the board and highlight the grammar structure.

Answer key

Affirmative: *We are uploading* the photos. My mum *is listening* to music. My brother *is filming* the city. **Negative:** *We are not swimming* fast. **Questions:** *What are you doing?*

Invite students to think of and give further examples. Write them on the board to systematise the grammar structure. Elicit these formulas, e.g.:
Subject (pronoun) + verb *to be* + verb *-ing*.
(*Wh-* word) + verb *to be* + subject (pronoun) + verb *-ing*?
Then draw their attention to the 'Look' box and highlight the examples given. Explain that there are some rules for *-ing* forms. Direct the class to the 'Grammar reference' section for further explanations.

See more
Grammar reference, pages 69-70

- 6 Tell students they need to focus their attention on the correct form of the verb *to be* in each case. Give them some minutes to complete the sentences and then check the answers orally.

Answer key

a. am; b. is; c. are; d. are; e. is; f. are

- 7 Students re-write the sentences from the previous activity in the negative form. Check the answers on the board so as to make sure students have not skipped the verb *to be* or to check the correct spelling of the *-ing* forms.

Answer key


a. I am not playing football at school. b. My friend is not chatting with his mum. c. The dolphins are not swimming fast. d. Mum and Dad are not uploading photos. e. Our sister is not listening to music. f. My brother and I are not wearing blue trainers.

Mixed-ability

- If there are students who need further practice, you may ask them to re-write the sentences from activities 6 and 7 using the short form of the verb *to be* when possible.
- 8 Students complete the questions with the correct *Wh-* word. For that, they should pay special attention to the answers given. Check orally.

Answer key

a. What; b. Where; c. Who; d. What; e. Who; f. Where

- 9  Students frame a question similar to the ones from the previous activity. If needed, copy this formula on the board as a reference:
(*Wh-* word) + verb *to be* + subject (pronoun) + verb *-ing*? Then, in turns, they ask the question to their partners and write the answer in their books.

Answer key

Some possible answers: What is Lennon's mum listening to? Who is Kelly chatting with?



More practice
Practice Book, page 83, activities 5-9

Move forward


Ask students to look for photos of famous people performing an action for the next class. They can download them from the internet and print them, or they can bring magazines they may have at home. Explain that they should keep the photos secret, i.e., they do not have to show them to their partners.

Learner's Book, page 14

Listening

Move onto

Draw students' attention to the photo and text at the top of the page. Ask a volunteer to read the text aloud. Ask the class: *How many kids has Ms Kendall got? (She's got four.) Where is she now? (She's at the office.) What is she doing? (She's calling her kids.)*


- 1  **05** **Track 6** Tell students they are going to listen to the phone conversation between Ms Kendall and one of her kids. Read the names of Ms Kendall's kids aloud. Play the whole conversation once for students to listen and tick the corresponding name. Give students time to choose the correct answer. Then ask a volunteer to say it aloud and check with the whole class.

Audioscript

Lorna Hi, Mum.
Ms Kendall Hi, sweetie. How are you doing?
Lorna Fine.
Ms Kendall And your sister and brothers? What are they doing? Is Tim cleaning his bedroom?
Lorna No, he isn't. He's doing his homework.
Ms Kendall And... Is Jackie doing her homework?
Lorna No, she isn't. She's swimming at the club.
Ms Kendall So, who's studying at home? Is Alan studying?
Lorna No, he isn't. He's listening to music in his bedroom.
Ms Kendall Well... Are YOU studying, Lorna?
Lorna No, I'm not.
Ms Kendall So what are you doing?
Lorna I'm talking to you, Mum.


Answer key

b.

- 2  **05** **Track 6** Give students some minutes to go through part of the conversation between Ms Kendall and Lorna. Play the audio again and ask students to complete the conversation with the missing names. Check the answers orally.


Answer key

a. Tim; b. Jackie; c. Alan; d. Lorna

- 3**  **05** **Track 6** Read the sentences aloud. Since students have already listened to the conversation twice at least, some of them will surely be able to anticipate the answers. In that case, allow them to do so and then they can listen to the conversation once again in order to confirm or to correct the answers. Tell students to write 'T' or 'F' while they are listening and then give them some extra time to correct the false statements.

Answer key

a. F. Tim is doing his homework. **b.** T; **c.** T; **d.** F. Lorna is talking to her mum.

- 4**  Students work in pairs to practise the conversation. Praise and encourage everybody's participation. Students at this age usually feel reluctant to speak out because they do not like being exposed in front of their peers. Try to create a friendly atmosphere so as to lower students' affective filter and to foster their participation and enjoyment. Walk around and interact with them. Take down notes on their positive performance.

- 5** Students complete the sentences so that they are true to them. Then they compare with their partner.

Answer key

Students' own answers.



More practice
Practice Book, page 84, activities 1-5

Learner's Book, page 15

Grammar in use

- 6** Encourage students to go through the conversation on page 14 of their books once again. Lead them to identify the questions that have been isolated in the chart and to try to complete them with the missing words. Elicit an explanation from students, e.g.: *We use the present continuous to ask about things that are happening now, at the moment of speaking.* Accept L1. Finally, check the answers on the board and highlight the structure.


Answer key

Yes/No questions: *Is Jackie doing her homework?* No, she *isn't*. *Are you studying?* No, I'm *not*. **Wh- questions:** *What are you doing?*

Invite students to think of and give further examples. Write them on the board to systematise. Then draw their attention to the 'Look' box and highlight the examples given. Elicit that abbreviated forms are only used in negative short answers, but not in affirmative ones.

See more

Grammar reference, pages 69-70

- 7**  Students work in pairs. One student (Student A) works with the information given on page 15 of his/her book and the other student (Student B) works with the information given on page 64 of his/her book. Give students a few minutes to go through the instructions and make sure they all understand what they have to do. If needed, exemplify with one student at the front of the class. Students take turns to ask and answer questions in order to find out what each family member is doing. Walk around and monitor their work during the interaction. Take down notes on grammar and pronunciation.

Answer key

Student B: Ms Lester is taking a nap. Ken is cooking pizza. Lisa is taking photos.

- 8** Give students some minutes to write *yes/no* questions in the present continuous tense using the cues given. Tell them to pay special attention to word order. Invite students to swap books with a partner for peer correction. Then check answers on the board.

Answer key

a. Is Rufus taking a nap? Yes, he is. **b.** Are the kids doing their homework? No, they aren't. **c.** Are you cooking Mexican tacos? No, I'm not. **d.** Is Lisa wearing a red sweater? Yes, she is. **e.** Is your friend listening to music? No, he isn't.



More practice
Practice Book, page 85, activities 6-8

Move forward

Students can play a guessing game with the photos of famous people they were asked to bring in advance (see previous 'Move forward' section). Invite a volunteer to come to the front and say the name of the famous person in the photo, however, he/she shouldn't show the photo to the class. Their partners will take turns to ask *yes/no* questions until they guess what the famous person is doing in that photo. Repeat with other volunteers.

Learner's Book, page 16

Integration

This section has been basically designed to integrate skills and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

Move onto

Give students some minutes to look at both pictures and to spot the differences. Then ask questions so as to foster more detailed observation as well as to promote more effective use of language. This will enable students to make assumptions based on implicit visual evidence, e.g.: *Are all the kids friends? How do you know? What season is it? What evidence do you see? Whose dog is Rufus? Why do you think so?* Allow L1 if needed. Focus on fluency rather than on accuracy so as to prompt students to express their ideas and opinions more freely and naturally.

- 1 Ask students to do the activity individually and then check the answers on the board. Elicit an explanation for their choices, e.g.: *'Trainers' is a plural noun. We use 'these' or 'those' with plural forms.*

Answer key

a. These are; trainers b. This is; school bag

- 2 To make the most out of this activity, invite students to work in pairs. Then get feedback from their answers and write some of the sentences on the board.

Note: For further exploitation of these pictures, ask students to do the suggested activities on page 86 of their *Practice Book*.

Answer key

Some possible answers: In Picture A, Andy is taking selfies, Luna and May are playing football, Tyler is listening to music and Rufus is taking a nap. In Picture B, Andy is walking, Luna and May are playing volleyball, Tyler is chatting with his friends and Rufus is running.



More practice
Practice Book, page 86, activities 1-2

Move forward

Ask students to bring photos of their own for the next class. Tell them to look for photos in which they are with other people (family, friends, school partners) or even with their pets.

Preferably, they should be doing something in those photos, e.g.: trekking in the mountains, riding bikes,

swimming in the sea, playing football or volleyball on the beach, riding horses, watching TV, playing computer games, etc.

Learner's Book, page 17

Writing

Move onto

Invite students to play a game with the photos they have brought (see previous 'Move forward' section) before they describe them in the written form.

Ask volunteers to take turns to come to the front with their photo without sharing it with the class. Get students at random to ask two questions about the photo: *Where are you? What are you doing?* The student at the front can give either a true or a false answer. The class will then guess if he/she is telling the truth or saying a lie. The student will finally show the photo for his/her partners to be able to confirm their predictions.

- 1 Give students some minutes to read the descriptions. Then ask students at random about the photos, e.g.: *Where are the girls in the first photo? What are they doing? Are they having fun? Where are the people in the second photo? What are they doing? Do you like Science? Do you like experiments?*

Note: Before moving into the individual writing process, provide students with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 87, activity 1

- 2 Students now use the photos they were asked to bring in advance (see previous 'Move forward' section). Explain that they are going to write a short description of their photo using the ones in activity 1 as a model. Draw their attention to the 'Bank of ideas' section in their books. Students can write a first draft in their folders. Walk around while they are writing and assist them by providing specific vocabulary they may require. Once students have finished their first draft, tell them to exchange their writing with a partner and invite them to carry out peer correction. Ask them to focus on the correct spelling of the words and on grammar structures. Finally, ask students to write the final copy in their books.

2 After school...

OBJECTIVES

- Identify pastimes and after-school activities.
- Read a teenage magazine article, and get general and specific information.
- Use the present simple (I, you, we, they) to talk about after-school activities.
- Listen to audio messages on a chat group, and get general and specific information.
- Use the present simple (he, she, it) to talk about after-school activities.
- Exchange information to find out what people do after school.
- Write a post on a blog to describe favourite pastimes.

VOCABULARY

- Pastimes and after-school activities

GRAMMAR

- Present simple (all forms)

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 18-19

Move onto

Students should know the days of the week from previous years. Carry out a short and simple revision. Write the days of the week in random order on one side of the board. Write the numbers 1 to 7 on the opposite side of the board. Ask different volunteers to come to the front and match the days of the week with the numbers according to their chronological order. Focus students' attention on the pronunciation of the words. If needed, say the words

aloud and encourage choral repetition. Then erase the words and point to the numbers at random for the class to say the corresponding day of the week each time, e.g.: T: *One.* SS: *Monday.* T: *Three.* SS: *Wednesday.*

Write the words 'after-school club' on the board and see if students know what it means. If not, explain that an after-school club is a place, usually at school, where children or youths can stay after school and participate in an organised programme, including a wide variety of activities, such as sports, performing arts (musical instruments, dance, drama) or creative arts (writing, drawing and painting), among others. Find out: Do students attend any after-school activities? Which? Where? Brainstorm ideas and write them on the board.

- 1 Give students some minutes to explore the digital notice board and to comment with their partners. Ask volunteers to name the schedule of activities and take down notes on the board, e.g.: *Unisex football practice - Thursdays 5 pm-7 pm.* Encourage them to suggest what each activity implies, e.g.: boys and girls playing football together, learning to play a musical instrument and forming a rock band, doing experiments in the Science lab, writing for pleasure, etc.

Digital awareness

Draw students' attention to the 'suggestions for next year'. Ask about computer programs (for music and videos) and vlogging clubs, and see what students know about that.

A 'vlog' (or a video blog) is a video documentation of a person's life, including his/her thoughts, opinions and/or experiences on the web. Vloggers are mainly young people who aim at communicating on a personal level with the largest audience. Vlogs can be topic-based, instructional and mainly entertaining. Many teenagers spend hours watching their favourite vloggers on the internet.

Ask the class: *Do you know and follow any vloggers? What do they vlog about? Why do you like them? Do they earn any money vlogging? How? Would you like to begin vlogging?*


Individually, students classify the presented after-school activities in the chart according to their own preferences: they list the activities they like in the thumb-up column and the activities they do not like in the thumb-down column. Get feedback from their choices orally. Ask students at random, e.g.: *Which activities do you like? Which don't you like?*

Answer key

Students' own answers.



More practice
Practice Book, pages 88-89, activities 1-6

- 2**  **06 Track 7** Notice that all the situations in the 'listen and read' section have been included to present language in context and to provide students with comprehensible input that will, little by little, pave their way towards more confident output. Before having students listen and read, ask them to say the names of the kids in the photo (Lara and Nicky). Then invite them to predict where they are and what they are talking about. Play the audio and encourage students to follow the reading in their books while listening. Play the audio as many times as students require it. Then give them one or two minutes to answer the questions in their books and finally check with the whole class.

Answer key

a. They are at school. **b.** They are talking about after-school activities.

Mixed-ability

- If the class needs an extra challenge, tell students to listen to the audio for the first time with their books closed. See if they can get general ideas. Ask, e.g.: *Who loves sports? Who hates football?*

Draw students' attention to the 'Look' box and highlight the use of prepositions of time. Students can look for further examples in the conversation between Lara and Nicky and underline them with different colours. Students will find more practice on this and further exploitation of the conversation in their *Practice Book*.




More practice
Practice Book, page 89, activities 7-8

- For extra practice, invite quick finishers to practise the conversation in pairs. Praise and value their effort. In each case, consider if it is convenient to make corrections at this stage.
- 3** Students should have learnt how to express likes and dislikes in previous years. This is a good opportunity to revise the function or to present it, otherwise.

Answer key

Students' own answers.

- 4**  In pairs, students take turns to talk about their likes and dislikes as regards the after-school activities presented.

Learner's Book, page 20

Reading

Move onto

Ask students what they usually do after school so as to elicit after-school activities and pastimes, and make a list on the board. Then ask students at random about their likes, e.g.: *Do you like (listening to music) after school?*

- 1** Give students a few minutes to go through the teenage magazine article in order to find out what the article is about. Point out the names and ages of the teenagers who have written about their favourite pastimes. Check the answers with the whole class.

Answer key

a. It is about favourite pastimes. **b.** Karen is 12, Rob is 14 and Sheila is 13.

- 2** Allow students the necessary time to read the article individually at their own pace. Explain that, at this stage, they should focus on general information and not worry about the meaning of isolated words. Get feedback from the class. See if students identify with any of the teenagers and lead them to explain why.

- 3** Ask students to read the article once again so as to decide who says what. Check the answers orally with the whole class and encourage students to justify their choices with information from the text.

Answer key

a. Sheila; **b.** Rob; **c.** Sheila; **d.** Karen; **e.** Sheila; **f.** Karen

Mixed-ability

- For extra practice, say key words from the article aloud and encourage the class to name the teenager who is associated to that idea, e.g.:
T: *Snapchat*. SS: *Sheila*.
Other key words: *blog, photographs, dance, great fun, social networks*.
- You can also mention words that do not appear in the article but can be easily connected with each of the teenagers, e.g.: *technology, movement, visual arts*.

- 4 Explain to students that they are going to read the article once again in order to find out what each of the opinion adjectives describe.

Note that most of the words are cognates, however, ensure students are able to infer their meanings from the context. Check the answers on the board.

Answer key

tiring lessons; excellent photographs; lovely comments; intense day; exhausting day; boring films; exciting lessons



More practice
Practice Book, page 90, activities 1-5

Digital awareness

Talk about social networks. Ask students if they use them and if so, how frequently and what for. Invite the class to name all the social networks they know and make a list on the board. Students can vote for their favourite one, so as to find out which the most popular site is. If appropriate at this stage, go through the 'Research Guide' section on page 67 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet.

Learner's Book, page 21

Grammar in use

- 5 Encourage students to read the article attentively to spot the isolated sentences out from the context. If needed, ask students to circle or underline the sentences in the text once they have found them. Then they complete each sentence with the missing word/s. Elicit an explanation from students, e.g.: *We use the present simple to talk about activities that people do regularly, such as habits or routines, and pastimes.* Accept L1. Finally, check the answers on the board.

Answer key

Affirmative: *We practise all dancing styles; They make lovely comments.* **Negative:** *I don't watch films.* **Questions:** *Do you agree? What styles do you like?*

Invite students to think of and give further examples. Write them on the board to systematise. Take into account that students might be familiar with the grammar structure on the basis of what they should have learnt in previous years, i.e.: 'I like.../I don't like...' and 'Do you like...?'

See more
Grammar reference, pages 70-71

- 6 Individually, students read and circle the correct option in each case. Tell them they might need to go back to the article on page 20 to confirm their choices. Ask them to check the answers with their partner first and then check as a whole class orally.

Answer key

a. dance, go; b. like, visit; c. don't watch, like

- 7 Students use the cues given to write true sentences about them. Give them a few minutes to work on them. Then ask them to compare their answers in pairs and finally get oral feedback from students' answers at random. Draw students' attention to the 'Look' box and point out the use of the preposition 'on' when referring to the internet in general, and to all kinds of sites that require an internet connection. Give and elicit examples, e.g.: On (all social networks) / Netflix / YouTube / Pinterest / (a website) / the web, etc.

Answer key

a. I go / don't go to dance lessons. b. I like / don't like photography. c. My friends upload / don't upload photos every day. d. We go / don't go to school in the morning. e. I watch / don't watch TV series on Netflix. f. I read / don't read the news on Facebook every day.

- 8 Students complete the 'YOU' column according to their own habits and then they interact with their partners to find out about their habits. Exemplify with two volunteers at the front. Lead students to focus their attention on the intonation of the question. Accept simply 'Yes' or 'No' as an answer at this stage.



More practice
Practice Book, page 91, activities 6-9

Learner's Book, page 22

Listening


Move onto

Draw students' attention to the photo, text and notes at the top of the page. Ask a volunteer to read them aloud. Then ask the class: *What is Harriet doing? Whose information is not complete? (Kyle's and Jeremy's.)*

- 1 Give students one or two minutes to go through Harriet's notes and tick the activities that are mentioned. Check the answers orally.

Answer key

a, c and d

- 2  **07 Track 8** Draw students' attention to the messages on the mobile phone. Ask a volunteer to read them aloud. Help students to see the relation between these written messages and Harriet's notes at the top of the page. Make sure students understand Harriet is collecting this information for the school magazine.

Explain to students that they are going to listen to Kyle and Jeremy who, instead of writing, have sent a voice message to the *School Magazine* group as an answer to Harriet's question.

Students can either complete the notes by predicting the answers and then listen and check, or they can listen to the audio and complete the notes according to what they hear in the voice messages.

Audioscript

(message 1)

Kyle Hi, Harriet. What a good question. I don't know... I've got many pastimes ...

Mother Kyle, you love cooking in your free time.

Kyle Yes! Thanks Mum. I cook good cakes and biscuits. And I cook pizza for my friends every Saturday. Cooking is my favourite pastime!

(message 2)

Jeremy Hi there. Well, you know I love sports, all type of sports. Action is my favourite pastime! In my free time, I play football or tennis. I swim or skate at the club.

Answer key

Kyle cooks good cakes and biscuits, and cooks *pizza* for his friends.

Jeremy loves *sports*, he plays *football* or *tennis*, he swims or skates at the club.


Digital awareness

Students are nowadays totally familiarised with instant messaging communication. The positive aspect of this type of communication, apart from its immediateness, is the wide variety of participants that has adopted it. Notice there are chat groups among close friends of all ages, school partners or family members in which different generations (grandparents, sons and grandsons) interact and exchange thoughts, opinions, information and experiences all in all. Chat groups have even proved to be successful between teachers and students when they are created with a particular academic purpose.

- 3 Before introducing the third person singular of the present simple tense, students can have a chance to practise and to systematise *yes/no* questions and short answers. Give students a few minutes to answer the questions in their books.

Answer key

Students' own answers.

- 4  In pairs, students take turns to ask and answer the questions from the previous activity. Walk around and monitor students' interaction. Insist on them giving complete short answers, i.e.: *Yes, I do. / No, I don't.*



More practice
Practice Book, page 92, activities 1-4

Learner's Book, page 23


Grammar in use

- 5 Encourage students to go through Harriet's notes attentively to spot the missing verbs. Draw their attention to the endings of the verbs in the third person singular. Write the verbs on the board and highlight them. Explain there are some spelling rules for these verbs. Refer students to the 'Grammar reference' section on pages 70 and 71 of their *Learner's Books* for further explanation. Help students to notice that by the inclusion of the auxiliary verb ('doesn't' in this case) in the negative form, as well as in questions, the main verbs are not modified but they remain in their infinitive form.

Answer key

Present simple: He *watches* his favourite vloggers; She *does* her homework and *writes* in her diary; He *cooks* cakes, biscuits and pizza; He *loves* sports; He *plays* football or tennis. He *swims* or *skates*.

See more
Grammar reference, pages 70-71

- 6  Students work in pairs. Indicate Student A to work with the information given on page 23 and Student B to work with the information given on page 64. Give students a few minutes to go through the instructions and make sure they all understand what they have to do. Students take turns to ask and answer questions in

order to find out what each kid does after school. Walk around and monitor their work during the interaction. Although the information-gap activities in this book are mainly designed to focus students' attention on grammatical forms, their motivation will be otherwise enhanced because they will be communicating for a purpose, i.e.: to obtain missing information and to provide their partners with the information they need.

Answer key

Student B: Karen watches TV series, plays football, cooks and goes to photography lessons. Peter does homework, watches TV series and goes to music lessons.

Mixed-ability

- For reinforcement practice of the present simple in the third person singular, ask students to write sentences in their folders describing what each of the kids presented in the previous activity does after school. Write about Lorna on the board as an example, e.g.: *Lorna does her homework, watches TV series and goes to music lessons. She doesn't ride a bike or swims at the club.*
- 7** Ask students to read the instructions carefully. To solve this activity they need to refer to the chart in activity 6. All Students A will have the complete chart on page 23 of their books and all Students B will have it on page 64 of their books. The answers will be the same for all students. Check them orally.

Answer key

a. T; b. T; c. F; d. T; e. T



More practice
Practice Book, page 93, activities 5-8

Learner's Book, page 24

Integration

This section has been basically designed to integrate skills, and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

- 1** Make sure students understand what they have to do and how they have to read the chart. They walk around and ask their partners until they obtain an affirmative answer. Tell students to write the questions in advance in

their folders so that they do not have to think how to frame them during the interaction with their partners. Point to the example given based on the first item in the chart: *Find a friend who loves dancing.* Elicit the question to be asked from the class and write it on the board: *Do you love dancing?*

Mixed-ability

- If students find it too hard to frame the questions on their own, write them on the board with the help of the whole class.
- 2** The answers obtained in the previous activity may vary. Invite students to swap books with a partner and look at the answers in his/her chart for one or two minutes trying to memorise them. Then they close their partner's book and write sentences in their folders following the example given.
- 3** Now students will ask questions to their partner so as to confirm the information in their sentences.



More practice
Practice Book, page 94, activities 1-3

Learner's Book, page 25

Writing

Move onto

Tell students to keep their books closed. Write the words 'mandala' and 'jigsaw puzzle' on the board. See if students know what they mean.

- 1** Give students some minutes to read Samantha's posts describing her favourite pastimes. Then ask general questions to check comprehension, e.g.: *What does she love doing after a long school day? Does her brother like it? Where does she do that? What's her favourite pastime on Friday afternoons? Why does she like it?*

Note: Before moving into the individual writing process, provide students with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 95, activity 1

- 2** Ask students to work individually to write a short post

CLIL

Learner's Book, page 26

The CLIL section has been included to provide students with an opportunity to approach the foreign language throughout different subjects or areas of knowledge from different parts of the world. In this case, students are going to read and learn about one aspect of the Japanese culture.

GLOBETROTTERS in Japan

Move onto

Find out what students know about Japan. Locate the country on a world map. Ask about its capital city (*it's Tokyo*), and its population and area (*there are approximately 126 million inhabitants living in an area of 377,972 km²*). Suggest that they compare these figures to the ones corresponding to their own country. Ask questions to raise their curiosity, e.g.: *Do they have a president, an emperor or a king? (An emperor rules.) What's the Japanese currency? (Yen.)*

Invite students to go through the article in small groups. Encourage them to discuss and make comments. Ask them to copy the following chart in their folders and to complete it with information from the article.

Popular after-school activities	
Sports	Cultural

Then ask questions, such as: *Who is Eisuke? (A 13-year-old Japanese boy.) What does 'chado' mean? (It's the name of the popular Japanese tea ceremony.) Does he go to this ceremony alone? (No, he goes with his sister.) What's 'dorayaki'? (It's a small pancake with jam.) Does Eisuke like dorayaki? (Yes, he does.)*

Move forward


Tell students to look for information about typical after-school activities around the world so as to expand their knowledge. They can search on the web if they have access to the internet or they can grasp books and encyclopedias from the school library. Invite them to make a list and compare it with their partners'. Get students to prepare a comparative chart including differences and similarities among their findings.

Project

Learner's Book, page 27

The Project section has been included to provide students with an opportunity to experience, research and design their own individual production. In this case, students are going to work on their ideal after-school activities notice board.

Experience your notice board!

- 1 Students may resort to the information about typical after-school activities that they have collected in the CLIL section. Give students some minutes to go through the elements on the digital framework. Make sure they understand what they are supposed to do. Explain they should think of an encouraging message to call the viewers' attention, and include pictures or photos to represent the activities they have selected, as well as the days and times to attend them.
- 2  First, encourage students to talk about the activities on their notice board in pairs. Then invite volunteers to make an oral presentation of the suggested activities. Give them time to prepare it. Allow students to write some guidelines or any key information that might be useful during their presentation. Provide them with an example, e.g.: *Do you like sports? Taekwondo is a good option for you. It's on Mondays and Wednesdays at 4 pm. Don't miss it!*

OBJECTIVES

- Identify habits and daily activities.
- Read an e-mail about a family's typical daily activities, and get general and specific information.
- Recognise object pronouns and use adverbs of frequency to describe how often an action happens.
- Listen to a boy describing the activities he does on a typical Sunday, and get general and specific information.
- Use sequence words to organise events in chronological order.
- Ask about the frequency of activities and describe what people do on a typical day.
- Write an e-mail to describe the activities on a typical day.

VOCABULARY

- Daily routines and habits

GRAMMAR

- Object pronouns, adverbs of frequency, sequence words

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 28-29

Move onto

Revise vocabulary from the previous unit (pastimes and after-school activities).

Say sentences describing your favourite pastime but substitute the pastime for the word 'beep' or 'beeping' so that students guess it taking into account the information

given, e.g.: T: *I like 'beeping' with my family. We 'beep' at the weekend.* S1: *You like going to the park.* T: *No. We 'beep' in the evening.* S2: *You like watching TV series.* T: *Yes!* Encourage volunteers to come to the front to describe their favourite pastimes in the same way for the class to guess. Then students can play in pairs.

Digital awareness

Ask students to open their books on page 28 and give them some minutes to explore the boy's profile, and to comment with their partners. See if students are able to identify the profile with the ones on any social network, such as Facebook, Twitter or Snapchat. Point out some typical elements, e.g.: location, followers and following, account identification (@lucca06), etc., which can be easily identified with a Twitter account.

Safety warning! Ask students if they are always attentive to fake accounts and if they know how to recognise them. You can give them an example: If a Twitter user is following an unusually high number of accounts and has no followers, or just a few, in return, this could suggest that account is not to be trusted.

If appropriate at this stage, go through the 'Research Guide' section on page 67 of the *Learner's Book* with the whole class and direct a class discussion on safe sites and research sources on the internet.

- 1 Ask questions about Lucca's profile, e.g.: *Where is he from? (He's from Misiones, Argentina.) How old is he? (We don't know. But probably '06' indicates he was born in 2006.) How many followers has he got? (He's got 48.) How many users is he following? (He's following 53 users.)* Draw students' attention to the list of items describing what Lucca thinks followers should know about him. Read them aloud and ask students to tick the ones that, in their opinion, can be considered good habits.

Answer key

Students' own answers.



More practice
Practice Book, page 96, activities 1-4

- 2 **08 Track 9** Before listening and reading, students make predictions on the photo. Ask: *Where are the boy and the girl? What are they doing? Are they connected with Lucca?*

Play the audio and encourage students to follow the reading in their books while listening. Play the audio as many times as students require it. Then give them one or two minutes to answer the questions in their books and finally check with the whole class.


Answer key

- a. No, they aren't. They are cousins. b. He is from Argentina.
c. They are from Canada.

- 3** Personalisation plays an important role in the learning process, since content becomes more relevant, and it helps students to make language their own. First, allow students to talk about their own habits. Ask students at random, e.g.: *Do you clean your bedroom? Do you have a shower in the morning or in the evening? Do you have breakfast?* Then give them a few minutes to answer the questions in their books.

Answer key

Students' own answers.

- 4**  Students interact in pairs. First, ask them to write sentences describing their daily habits or activities in their folders, e.g.: *I have / don't have a shower in the morning.* Then they take turns to tell one another about their activities and to respond correspondingly using: *Me too / I don't* or *Me neither / I do.* If needed, model some interactions with volunteers at the front.

Mixed-ability

- More advanced students can use the information they have obtained in activity 4 to write sentences about his/her partner habits in their folders, e.g.: *Zarina has a shower in the evening. She doesn't have breakfast.*



More practice
Practice Book, page 97, activities 5-8

Learner's Book, page 30**Reading****Digital awareness**

Kids and teens are growing up in a text messaging and social media world, but how far are they acquainted with the e-mail format? Most teenagers create e-mail accounts just to register or to log in on a certain website or social network. However, some schools use e-mails as an easy way to communicate with families and some teachers use them to exchange assignments with their students. Let students inspect the text on page 30 of their books

and elicit the discourse genre (it's an e-mail). Ask students if they have ever written an e-mail, and if so, who to and what for.

- 1** Give students a few minutes to go through the e-mail so as to complete the required information. Check the answers with the whole class. Make sure students understand that Cata is a student in year 1 and she was asked to write a composition about her and her family in English.

Answer key

- a. 1D. b. English; c. her, her family

- 2** Allow students the necessary time to read Cata's English composition individually at their own pace. Explain that, at this stage, they should focus on general information and not worry about the meaning of isolated words. Get feedback from the class. See what students do to help at home.

Answer key

Students' own answers.

- 3** Ask students to read the e-mail once again so as to decide who does what in Cata's family. Check the answers orally by asking, e.g.: T: *Who works in Cata's family?* SS: *Cata's dad.* Encourage students to justify their answers with information from the e-mail.

Answer key

Dad: work; **Cata:** help at home, take care of pets; **Tomi:** help at home, wash the dishes; **Alex and Pedro:** help at home, do the shopping

- 4** Explain to students that they are going to read the e-mail once again in order to find out what each of the words in bold (object pronouns) replaces. Check the answers on the board. Explain that pronouns are usually used to avoid the repetition of subjects or objects.

Answer key

- a. my brothers and I; b. our pets; c. our pets; d. my grandparents



More practice
Practice Book, page 98, activities 1-3

Digital awareness

See how much students know about the skype experience. Do they use it? What for? Skype can be used for instant messaging, for video calls one-to-one or as a group, as well as for sharing files, such as documents or

photos, among other things. Lead students to reflect on the changes of communication throughout time and how technological advances have benefited all generations. Highlight the fact that Cata and her grandparents live very far away from each other, however, a simple video call can narrow the long distance among them.

Learner's Book, page 31

Grammar in use

- 5 Encourage students to go through the e-mail very attentively to spot the missing object pronouns. Direct them to the 'Grammar reference' section on page 71 of their books for further explanation and then ask them to complete activity 6, so as to have immediate practice. Check the answers on the board.

Answer key

Object pronouns: *We / us; They / them*

See more
Grammar reference, page 71

Then repeat the procedure and introduce the adverbs of frequency. Direct students to the 'Grammar reference' section on pages 71 and 72 of their books for further explanation and then tell them to complete the sentences in activity 7, so as to make sure they have understood. Check the answers on the board.

Answer key

Adverbs of frequency: Tomi *usually* washes the dishes.
I *often* take care of our pets. Alex and Pedro *sometimes* go to the market. We *never* visit our grandparents.

See more
Grammar reference, pages 71-72

- 6 Ensure that students are able to notice that object pronouns always go after a verb or a preposition. Write two examples on the board and highlight the position of the pronouns, e.g.: *I love them. / Come with me.*
Students read the sentences attentively and circle the correct option in each case. Check the answers orally and tell students to say the subject pronouns they replace in each case, e.g.: *Ms Freeland is great. I love her (I love Ms Freeland.).*

Answer key

a. her; b. them; c. him; d. them; e. us

- 7 Make sure students understand that they have to complete with the adverbs of frequency that correspond to the icons. Check the answers orally. Prompt students to say the complete sentences.


Answer key

a. always; b. sometimes; c. usually; d. never; e. often

- 8 Before students answer the questions, draw their attention to the 'Look' box. Introduce 'How often...?' to ask about the frequency of activities. Refer students to the chart on page 72 of the 'Grammar reference' section where they will find other expressions to describe frequency. Then they write true answers to the questions given.

Answer key

Students' own answers.

- 9  Now, students interact in pairs. Based on the answers given in activity 8, they take turns to give true or false information as regards the frequency in which they do the mentioned activities. In turns, in the same way, they guess whether their partner's information is true or false. Walk around the classroom and ensure that students interact in English.




More practice
Practice Book, page 99, activities 4-7

Learner's Book, page 32

Listening

Move onto

- Draw students' attention to the photo and the text at the top of the page. Ask a volunteer to read it aloud. Then ask the class, so as to check comprehension: *What's Aaron's favourite day of the week? (It's Sunday.) Why is Aaron's Sunday different? (Because it is a relaxing day.)* Ask students at random what they usually do on a typical Sunday, and what their favourite day is and why.


- 1**  **09** **Track 10** Before students listen to the audio, go through the given options aloud and get the class to predict what Aaron does on Sundays, taking into account that Sunday is his relaxation day. Then play the audio for students to listen and thus confirm their predictions.

Audioscript

Aaron I follow a very tiring routine from Mondays to Saturdays. I go to school, practise sports, study, do my homework and help at home. But Sunday is different. It is relaxing. Sunday is my favourite day of the week. I get up at about 10 am and I wear my pyjamas all day. First, I read the news on my social networks and then, I chat with friends if they are online. At midday, I make breakfast. My mum doesn't like that. After that, I watch series on TV all the afternoon. Later, I have a shower and finally, go to bed at about 10 pm.

Answer key

b. He stays at home.

- 2**  **09** **Track 10** Give students a few minutes to look at the pictures and read the captions. Explain to students that they are going to listen to the audio once again and number the pictures according to the sequence Aaron describes. Play the audio the times students need it. Do not check the answers at this stage. Students will do that in pairs in activity 3.

Answer key

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

- 3** Draw students' attention to the example given. Tell them they will check and compare their answers in activity 2. Then check the answers orally as a whole class.



More practice
Practice Book, page 100, activities 1-3

Learner's Book, page 33

Grammar in use

- 4** Encourage students to go through the pictures and captions on page 32 once again. Lead them to spot the missing connectors and to complete the timeline correspondingly. Draw the timeline on the board and ask volunteers to come to the front and take turns to complete it so as to check the answers. Refer students to the 'Grammar reference' section

on page 72 of their *Learner's Books* for further explanation.

Answer key


first; then; after that; later; finally

See more
Grammar reference, page 72

- 5** Based on the sequence of events described in the audio, students complete the description of Aaron's typical Sunday with the missing sequence words or connectors. Check the answers orally as a whole class. Get a volunteer to read the full passage aloud.

Answer key

First; then; after that; later; finally

- 6**  Students work in pairs. Ask Student A to work with the information given on page 33 of his/her book and ask Student B to work with the information given on pages 64 and 65 of his/her book. Give students a few minutes to go through the instructions and make sure they all understand what they have to do. If needed, exemplify with one student at the front of the class. Students take turns to describe a sequence of events in order and to number another sequence of events according to the one their partner describes. Walk around and monitor their work during the interaction.

Answer key

Student B: **1.** has breakfast; **2.** has a shower; **3.** makes the bed; **4.** does the shopping; **5.** watches TV

Move forward


Ask students to describe Sam's or Lynn's typical Saturday morning using the corresponding connectors so as to show the sequence of the events.

Possible key: First, Sam makes the bed. Then, he has a shower and after that, he has breakfast. Later, he watches TV and finally, he does the shopping. First, Lynn has breakfast. Then, she has a shower and after that, she makes the bed. Later, she does the shopping and finally, she watches TV.

- 7** Direct students' attention to the sequence of activities in the box. Lead them to read about Agustín and to correct the sentences accordingly. Check the answers as a whole class. Finally, invite a volunteer to read the full corrected version.

Answer key

- a. Then, he has a shower. b. After that, he has breakfast.
c. Later, he does his homework. d. At midday, he has lunch.
e. And finally, he goes to school.

- 8  In most cases, speaking activities that are not guided involve great extra effort on part of the students, especially at this stage in which the language has not been acquired yet. They still need time to think and build up the language they need to express their ideas or thoughts. Be prepared to give students, at least the ones who might need it, the chance to write sentences describing their typical day and after that, encourage them to interact in pairs telling one another about their typical day.



More practice
Practice Book, page 101, activities 4-7

Learner's Book, page 34

Integration

This section has been basically designed to integrate skills, and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

Note: Before students play the game, provide them with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 102, activities 1-3

Game: Follow me!

Who play: Two players

What you need: One coin, two counters, two sheets of paper

Instructions:

- Each player places his/her counter on any square on the board.
- Players take turns to toss the coin and move their counters the corresponding number of squares in any direction: heads = move 2 squares, tails = move 1 square
- Every time a player lands on a square, he/she will have to:
 - a. complete a sentence with the missing object pronoun. (1 point)
 - b. use the given adverb of frequency or sequence word/s to write a sentence. (2 points)

c. frame a *How often...?* question and answer it. (4 points)

- Players write their answers on the sheet of paper. They keep their score as well. Answers must be grammatically and linguistically correct.
- Walk around while students are playing so as to assist them and to make sure they are following the instructions and respecting the rules.
- The winner is the first student to obtain 20 points.

Learner's Book, page 35

Writing

Move onto

Play a guessing game. Tell students that they have to ask you Yes/No questions in order to guess what you first do in the morning, e.g.: S1: *Do you get dressed?* T: *No.* S2: *Do you have breakfast?* T: *No.* Continue until they guess. Then ask a volunteer to come to the front and repeat the procedure.

- 1 Give students two or three minutes to read Lucía's composition about her typical day. Then write the following list of activities but in random order. Ask students to number the activities according to the sequence of events described on Lucía's e-mail.

gets up (1)
has a shower (2)
has breakfast (3)
brushes her teeth (4)
goes to school (5)
has lunch (6)
does her homework (7)
goes to the club (8)
has tea (9)
watches TV series (10)
has dinner (11)
goes to bed (12)

Mixed-ability

- Ask students to write about Lucía's typical day in their folders so as to give them a chance to practise the present simple tense furtherly.

Note: Before moving into the individual writing process, provide students with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 103, activities 1-2

OBJECTIVES

- Identify wild animals and their natural habitats.
- Read a web article about sea turtles and get general and specific information.
- Use *can / can't* to describe animals' abilities.
- Listen to part of an interview with a scientist and get general and specific information.
- Use *must / mustn't* to talk about duties and prohibitions as regards the environment.
- Exchange information about animals.
- Write about an animal in danger.

VOCABULARY

- Wild animals and natural habitats

GRAMMAR

- *Can* (for ability) and *Must*

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gov.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 36-37

Move onto

If possible, look for pictures of different natural environments (desert, rainforest, ice, ocean, etc.) in advance, and tape them on the board. If not, write the words into separate boxes on the board. Ask students to name all the animals they know that inhabit each of the mentioned natural environments. Write their ideas on the board. Elicit as much information as students know and/or can remember from previous years, i.e.: specific characteristics of each natural habitat, general location of them on a world map, parts of the animals' body, and so on.

Digital awareness

Ask students to open their books on page 36 and give them some minutes to explore or 'navigate' the website, and to comment with their partners. Draw their attention to the web address (www.animals-in-danger.com) and the labels. Make a list on the board and ask students to suggest what people are supposed to see when clicking each of the labels, e.g.: *Home* - to get general information; *Save animals* - to learn about animals that are in danger; *Animal facts* - to read about specific animals; *Photo gallery* - to see photographs of animals; *Videos* - to watch videos of animals in action.

Then ask students to mention the social networks linked to this website (*Facebook*, *YouTube* and *Instagram*). Ask the class: *Do you use them? If so, which do you use and what for?*

- 1 Ask students to match each of the animals to the corresponding natural habitat. Check the answers orally. Elicit full sentences while checking, e.g.: *The Grizzly bear lives in the mountain forest. The Emperor penguins live on the Antarctic ice.*

Explain that turtles are marine creatures (i.e., they live in the sea). The ones that live on land are called 'tortoises'.


Point out the use of prepositions of place. Draw students' attention to the 'Look' box on page 37.

Answer key

1. mountain forest; 2. desert; 3. sea/ocean; 4. Arctic/Antarctic ice (penguins only inhabit the Antarctic)



More practice
Practice Book, pages 104-105, activities 1-4

- 2  **Track 11** Before having students listen and read, introduce the new animals if needed. Notice that they are presented in the *Practice Book* by means of photos. Write their names on the board (*Grizzly bear, eagle, lemur, orang-utan, sea turtle* and *dolphin*). Highlight the spelling of the word 'orang-utan'. Play the audio and encourage students to follow the reading in their book while listening. Play the audio as many times as students demand it. Ask students to tick the correct options and check the answers orally.

Answer key

1. a (the Grizzly bear); 2. b (orang-utans); 3. a (the sea turtle)

Give students some minutes to read the passages at their own pace. Encourage them to infer the meaning of new words from the context. Tell students that they can refer to the 'Word bank' section on pages 75-78, and that they can write down words of their interest on the 'Experience your word bank' note pad.

Ask questions to check comprehension and to practise the present simple tense, e.g.: *What does the Grizzly bear eat? What do orang-utans like doing? Where do sea turtles lay eggs?*



More practice
Practice Book, page 105, activities 5-6


Mixed-ability

- As a challenge, tell students to listen to the audio with their books closed. Ask them to guess the animal being described in each case. Then they listen again as they follow the reading in their books and confirm their assumptions.
- For extra practice, invite volunteers to read the passages aloud. Praise and value their effort. In each case, consider if it is convenient to make corrections; some students may feel embarrassed.

- 3** Students use the cues to write a sentence to describe where the presented animals live. Lead them to notice that there is only one individual in the first photo (a camel) but that there are several individuals in the second photo (penguins). Make sure they use the correct form of the verb. Check the answers on the board. Highlight the difference of the verb form in the two sentences ('lives' vs 'live'), as well as the use of the different prepositions of place.

Answer key

a. The camel lives in the desert in Africa. **b.** Emperor penguins live on the ice in the Antarctic.

- 4**  Tell students to work in pairs. They take turns to ask and answer where the animals so far presented live. Walk around and monitor students' work during the interaction.

Mixed-ability

- If needed, give students some minutes to think and write their questions in advance so as to help them to gain confidence during the oral interaction.

Move forward

Describe animals, either orally or in the written form, and encourage students to guess them, e.g.:

- They are strong large birds. They live in the mountains. They are carnivores. (eagles)*
- It is a lovely small mammal. It lives in the rainforest. It has got a long tail. (the lemur)*
- It is a marine mammal. It is a carnivore. (the dolphin)*

4. *They are mammals that are adapted to swim in the sea. They live in the Arctic and in the Antarctic. (seals)*

Learner's Book, page 38

Reading

Move onto

Revise the vocabulary (names of animals) presented in the previous lesson. Write the names of animals in scrambled words and invite students to come to the board in turns and put the letters in order, e.g.: *GAONR-ANTU (orang-utan); GAEEL (eagle); NDLOIHP (dolphin); LCEAM (camel); REBA (bear); RLMUE (lemur); NPNEUGI (penguin).*

Display the pictures of two different animals on the board. Resort to students' background knowledge and guide the class to complete the following fact file on the board:

Animal name:

Habitat:

Diet:

Special features:

Digital awareness

Ask students to open their books on page 38 and give them some minutes to explore the website and to comment with their partners. Make sure they notice that it is the same website from page 36 but it is on a different label (*Animals facts*). Lead them to look at the photos and to read the captions, which also provide interesting extra information.

- 1** See if students know where they can easily get the required information without reading the whole article (from the fact file).

Explain that fact files provide key information that will then be expanded in a text, or the other way round, they summarise key information from a text. Give the class one or two minutes to answer the questions and then check the answers on the board. Ask students to write full sentences.

Answer key

a. They eat algae and sea grass. **b.** They live in tropical and subtropical seas.

- 2** Give students time to read the article at their own pace. Remind them to focus on general information at this stage and not to worry about the meaning of isolated words. If needed, make explicit that facts consist of information that is known or proved to be true.

Explain that by reading facts we can draw conclusions and elaborate a personal opinion as well. Once all students have finished reading the article, ask them to put up their hands if they think sea turtles are amazing animals. Get them to support their answers with information from the text, e.g.: *I think sea turtles are amazing animals because they can hold their breath underwater for 5 hours.*

- 3 Ask students to read the article once again so as to decide whether the given information is true or false. Check the answers orally and encourage students to justify their choices with information from the text.

Answer key

a. T; b. T; c. F. They are in danger because people are collecting their eggs from the nests. And they are destroying and contaminating the beach.

- 4 Explain to students that they are going to read the article once again in order to obtain more specific information. As a tip, tell them they should be able to replace the word they have selected by the definition itself, e.g.: *They eat algae and sea grass. / They eat plants that grow in the sea.* Check the answers orally.

Answer key

a. algae and sea grass; b. flippers; c. hatch; d. nest; e. shell



More practice
Practice Book, page 106, activities 1-3

Learner's Book, page 39

Grammar in use

- 5 Encourage students to go through the article and underline the sentences from the chart when they find them. Then they complete each sentence with the missing word/s. Elicit an explanation, e.g.: *We use can or can't to talk about abilities. We use can / can't + a verb in the infinitive form.* Check the answers on the board and highlight the grammar structure.

Answer key

Affirmative: They *can swim* long distances; They *can hold* their breath; They *can lay* 100-200 eggs. **Negative:** They *cannot (can't)* move fast on the beach.


See more
Grammar reference, pages 72-73

- 6 Give students a minute to look at the chart on animals' abilities. See whether they agree or not with the information on the chart. Ask volunteers to talk about animals' abilities based on the information given, e.g.: *Sea turtles, dolphins and penguins can swim fast.* Make sure students know the meaning of 'fast' and 'high'. If not, introduce them by presenting the opposites 'slowly' and 'low' with clarifying examples.

Remind students about the use of the connectors 'and' and 'but' to link ideas, either to add information or to contrast. Then students complete the sentences individually according to the information given in the chart. Check the answers orally.

Answer key

a. can; b. can; c. can; d. can, can't; e. can, can't

- 7  Ask students to look at the chart in 6 again. In pairs, they take turns to ask and answer about the animals' abilities. Walk around and monitor their work during the interaction.

Mixed-ability

- If needed, give students some minutes to think and write their questions in advance so as to help them to gain confidence during the oral interaction.
- 8 Draw students' attention to the 'Look' box. Explain that 'why?' is used when we want to ask about the cause of something and that we answer starting with 'Because...'. Read the questions aloud. Then point to the photos and tell students to use the cues to write the answers to these questions. Check the answers orally.

Answer key

a. Because people are collecting their eggs from the beach.
b. Because people are cutting down trees and destroying their habitat.



More practice
Practice Book, page 107, activities 4-7

Mixed-ability


- Focus on animals' abilities in connection with their adaptations, e.g.: *Why can sea turtles swim fast? (They can swim fast because they have got strong flippers.) Why can orang-utans climb trees? (Because they have got very long arms.)* If needed, write the questions on the board and encourage students to discuss and answer in pairs.

Learner's Book, page 40

Listening

Move onto

Draw students' attention to the photo and text at the top of the page. Read the text aloud and ask: *What does Henry do? What is he studying now?* Read Henry's words aloud. Encourage students to give their opinion. Do they agree with the scientist?


- 1**  **11** **Track 12** Tell students that they are going to listen to the first part of an interview with scientist Henry Morgan. Draw their attention to the photos and ask them to name the animals aloud. Play the audio, and tell students to listen and tick the animals that are mentioned. Check the answers orally.

Audioscript (1st part)

Scientist We, humans, are very special animals. We are the ONLY species that contaminates our big home, the Earth. Many animals are in danger of extinction today: polar bears, gorillas, pelicans, sea turtles, condors and jaguars, among others.

Answer key

Polar bears, pelicans and jaguars

- 2**  **12** **Track 13** Tell students that they are going to listen to the second part of the interview. Give them one minute to read the passages in silence. Then play the audio for students to complete each sentence. Check the answers orally.

Audioscript (2nd part)

Scientist Deforestation, climate change and contamination are three of the main causes. We, humans, must stop this! What must we do? Well, ... We mustn't cut down trees illegally because we are destroying the rainforests and the jaguar in South America is in serious danger! We must stop climate change because the Arctic ice is melting and polar bears are in serious danger. And we must keep oceans and beaches clean. We mustn't throw plastic on the beach because pelicans and other birds are eating plastic and dying.

Answer key

Deforestation: jaguars; Climate change: polar bears; Contamination: pelicans

- 3** Based on the information given by scientist Henry Morgan, students answer the questions. Check the answers orally. Then ask the class: *Why are pelicans in danger? (Because people are throwing plastic on the beach and they are eating the plastic and dying.)*

Answer key

a. Because we are destroying rainforests. **b.** Because the Arctic ice is melting.



More practice
Practice Book, page 108, activities 1-3

Learner's Book, page 41

Grammar in use

- 4** Encourage students to go through the chart in 2 and to underline the sentences when they find them. Then they complete each sentence with the missing word/s. Elicit an explanation, e.g.: *We use must or mustn't to talk about duties and prohibitions. We use must / mustn't + a verb in the infinitive form.* Check the answers on the board and highlight the grammar structure.

Answer key

Affirmative: We *must* stop climate change; We *must* keep oceans clean. **Negative:** We *mustn't* (*must not*) throw plastic on the beach.

See more
Grammar reference, page 73

- 5** Students complete the sentences individually. Encourage them to discuss the answers among partners so as to enrich the process. Check the answers orally or on the board.


Answer key

a. mustn't; **b.** must; **c.** mustn't; **d.** must; **e.** must

- 6** Introduce the word 'whale' by means of a picture. If students have access to the internet, they can search for images and share them with their partners. Elicit as much information as possible about whales.

Ask leading questions, e.g.: *Where do whales live? What do they eat? Are they mammals or fish?*

Where can they be seen in our country? When? Draw students' attention to the photo. Ask: *What are these people doing? (They're watching whales.) Where do you think they are? (Probably in Chubut.)* Ask students to choose one of the two statements and encourage them to justify their choice.

- 7  Students work in pairs. Ask Student A to work with the information given on page 41 and ask Student B to work with the information given on page 65. Give students a few minutes to go through the instructions and make sure they all understand what they have to do. If needed, exemplify with one student at the front of the class. Students take turns to ask and answer questions in order to find out the name of the animal in their partner's file. Walk around and monitor their work during the interaction.

Answer key

Student B: Arctic seal

Mixed-ability

- Invite quick finishers or more advanced learners to write sentences about the animals in the files, e.g.: *Eagles are in danger. We must stop deforestation.*



More practice
Practice Book, page 109, activities 4-6

Learner's Book, page 42

Integration

Remember this section has been basically designed to integrate skills, and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

Move onto

Resort to students' background knowledge and brainstorm all the information they know about the three bears. Write their ideas on the board or on a large sheet of paper to be displayed on a classroom wall. More conveniently, organise and classify the information students provide on a web divided into different sections, e.g.: size, habitat, diet, abilities, special features, etc. Keep this collective work aside. Once the lesson has finished, it can be compared with the information given in the quiz in their book.

- 1 Give students one or two minutes to answer the questions in the quiz individually. Once all students

have finished, tell them to compare their answers with a partner. Lead them to discuss if they have different answers.

Finally, ask students to check their answers by looking at the answer key at the bottom of the quiz. Get feedback from students' scores and see how many experts on bears there are in class. Generate a relaxing atmosphere. Remind students that they will have better results and learn more effectively if they have fun and laugh at it.

- 2 Tell students to write as many sentences as they can about the three types of bears in their folders. Set a time limit so as to give them a challenge. Then ask students to swap folders with a partner for them to read and correct their partner's sentences.

Mixed-ability

- Write some guidelines on the board for students to refer to the animals while speaking, e.g.:
... live in the...
... can / can't...
... eat...
... are in danger because people...



- 3 Challenge students to close their books and take turns with a partner to describe the bears from the quiz. Walk around and take down notes on mistakes. Then write them on the board and ask the whole class to correct them.



More practice
Practice Book, page 110, activity 1

Move forward

Encourage students to compare the information they provided at the beginning of the lesson based on their previous knowledge with the information given in the quiz: Are there any coincidences or differences? Is there any information they would like to check in reference books or on the internet?

Mixed-ability

- Invite quick finishers or more advanced learners to create a new quiz based on two or three different animals of their choice. Allow them to decide whether they work individually, in pairs or in small groups.

Note: Ask students to look for information about animals that are in danger of extinction for the next class. Ask them to bring in pictures or photos as well.

Learner's Book, page 43

Writing

Move onto

Tell students to keep their books closed. Write 'the mountain gorilla' on the board. Encourage students to make predictions about this animal. Ask leading questions, e.g.: *Do they live in Asia or in Africa? Can they climb trees? Do they like playing? Are they in danger of extinction?*

- 1 Give students some minutes to read about the mountain gorillas. Check their predictions. Ask a volunteer to read the text aloud. Lead the class to infer the meaning of new words from the context. Tell students to work in pairs. Ask them to identify the following information in the text and to underline it with different colours: habitat, diet, abilities, special features, why they are in danger.

Note: Before moving into the individual writing process, provide students with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 111, activities 1-2

- 2 Students were previously asked (see note at the end of the previous lesson) to look for information about animals that are in danger of extinction. Invite them to show and share the information and pictures or photos they have collected. Explain to students that they are going to write about an animal of their choice using the text in 1 as a model. Draw their attention to the 'Bank of ideas' section in their books. Students write a first draft about the animal including factual information (habitat, diet, abilities, special features, reasons for which they are in danger) in their folders. Walk around while students are writing

and assist them by providing specific vocabulary they may require. Ensure students include all the required information and see if they are able to organise it in a clear and simple way.

Once students have finished their first draft, tell them to exchange their writing with a partner and invite them to correct their partner's work. Ask them to focus on the correct spelling of the words, on grammar structures as well as on the content. Finally, ask students to write the final copy in their books.

Mixed-ability

- Fluent writers may need more space to write. Tell them to write their final copy using a word processor and then print it. Optionally, they can also prepare a digital presentation by organising the information into different slides.
- Quick finishers may write their own riddles about animals and then read them aloud for the class to guess. Allow them to choose whether they do it in paper or if they use a word processor.

Progress Test, Unit 4

Teacher's Book, page 79

(see Answer key on Teacher's Book, pages 86-87)

Assess your Progress

Teacher's Book, page 73

Make one copy per student of the self-assessment card corresponding to this unit.

Remember these photocopiable cards will enable students to reflect upon their learning and to inform their teachers about those areas in which they are not yet confident enough. Students colour the stars correspondingly. Explain that '1' means they still need help and '5' means they already master that objective. Give them some minutes to complete the card in class. Then collect all the cards and go through them to keep a record of the students' self-assessment. Write a short comment on the cards before handing them back, such as: *Keep trying! Good job! Keep it up!*

CLIL

Learner's Book, page 44

The CLIL section has been included to provide students with an opportunity to approach the foreign language throughout different subjects or areas of knowledge from different parts of the world. In this case, students are going to read and learn about the Andean condor.

LOBETROTTERS in Argentina

Invite students to go through the article in small groups. Encourage them to discuss and make comments. Ask them to copy the following fact file in their folders and to complete it with information from the article.

Common name: *Andean condor*

Scientific name: *Vultur gryphus*

Type: *Birds*

Life span: *50 years*

Habitat: *The Andes in Argentina, Chile, Peru, Colombia and Venezuela*

Diet: *Dead animals (guanacos and other small mammals)*

Special features: *Huge and majestic, mostly black, males - white collar around neck, can fly 300 kilometres in one day, do not hunt for food*

Why in danger: *They reproduce very slowly (one chick at a time every two years)*

What scientists are doing: *They are studying chicks in captivity to see how to help*

Highlight the fact that although the Andean condor inhabits the mountainous region of the Andes in Argentina, it can also be found in northern Venezuela, Colombia, Peru and Chile. Encourage students to surf the net to look for this information and then ask them to locate the area on a map of South America.

Notice that students will have to infer the causes for which the Andean condor is in danger. Be attentive to that and lead students to deduce it.

Draw students' attention to the 'Do you know that...?' section which shares a curiosity about condors.

Move forward

Tell students to look for information about other species that are in danger in Argentina. They make a list and compare it with their partners'. Get students to locate the areas where each of these animals inhabits on a map. Encourage them to find out why they are in danger and what is being done to help.


Project

Learner's Book, page 45

The Project section has been included to provide students with an opportunity to experience, research and design their own individual production. In this case, students are going to work on an online poster about animals that are in danger.

Experience your poster!

1 Students may resort to the information about animals that they have collected in previous lessons. Give students some minutes to go through the elements on the website frame. Make sure they understand what they are supposed to do. Explain that they should think of an address for the website, and include pictures or photos of the animals and their habitats, as well as basic information. Point out the space called 'Do you know that...?' where they will have to include a curiosity.

2  Ask students to make an oral presentation of their posters. Give them time to prepare it. Allow them to write some guidelines or key information that might be useful during their presentation. Some students may realise that they can wisely finish their presentation by saying, 'You can visit us on...', by referring to the social networks icons at the bottom of the website.

5 Click on it!

OBJECTIVES

- Identify food and drinks, and meals of the day.
- Read posts on a discussion forum about online shopping, and get general and specific information.
- Use *there is / there are* to talk about food.
- Listen to audio messages on a chat, and get general and specific information.
- Use *there is / there are* to ask about food.
- Exchange information to find out what there is/are in a shopping cart.
- Write a post to describe the usual way of shopping.

VOCABULARY

- Food and drinks, and meals of the day

GRAMMAR

- *There is / There are* (all forms), quantifiers (*some, any, a lot of, much, many*)

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 46-47

Move onto

In advance, look for leaflets of different well-known supermarkets containing the offers and special discounts of the week. You can also ask students to bring them.

Distribute the leaflets among the class and allow students to go through them. Use the leaflets to activate students' previous knowledge of the topic (they should know some words related to food from previous years) and to introduce specific vocabulary, e.g.: *price, discount, offer*, etc.

Write the phrase 'online shopping' on the board. See what students know and want to know about the topic (probably, what they know is mainly focused on vocabulary). Draw a 'KWL' chart on a large sheet of poster paper and complete the first two columns with the information and ideas that students suggest. Accept L1 if needed and provide the English terms. Lead students to complete the last column of the chart by the end of the unit.

Topic: Online shopping		
What I know	What I want to know	What I've learnt

Digital awareness

Ask students to open their books on page 46 and give them some minutes to explore or 'navigate' the website, and to comment with their partners. Draw their attention to the web address (www.click-on-it.com) and make sure they understand that *Click on it!* is the name of the supermarket. Find out if students have ever bought something online; if so, ask what they have bought and see if they can explain how online shopping works, e.g.: *First, you select the items you want to buy and they are sometimes automatically added to the virtual shopping cart or you add them yourself. Then, once the selection of products is finished, the payment process and delivery arrangements are carried out.* If appropriate at this stage, go through the 'Research Guide' section on page 67 of the *Learner's Book* with the whole class and direct a class discussion on safe sites and research sources on the internet.

- 1 Go through the food items on the website with the whole class. Read the words aloud and encourage the class to repeat them chorally. Explain how prices are said in English, e.g.: \$11 (*eleven pesos*) and \$1.5 (*one peso fifty*). Introduce the question that is used to ask for prices, and ask students at random about the price of each of the products so that they can get familiarised with the presented vocabulary, e.g.: T: *How much is one kilo of flour (at Click on it)?* S1: *It's one peso fifty.* Then students write a list of the selected products in the cart section. Tell them to include the name of each product as well as its price. Finally, ask the class about the total price to be payed (*it's \$39.25*).

Answer key


My cart: flour \$1.5, oil \$11, broccoli \$1.95, tomato \$2.5, eggs \$ 5.8, onion \$1.5, pepper \$3, cheese \$12

Mixed-ability

- Be ready to revise the numbers from 20 to 90 in case the class demand it. Write them with mixed-up letters on the board and get students to come to the front in turns to put the words in order. Check the spelling of the words as a whole class.



More practice
Practice Book, pages 112-113, activities 1-5

- 2  **13** **Track 14** Remember that all the situations in the 'listen and read' section have been included to present language in context and to provide students with comprehensible input that will, little by little, pave their way towards more confident output. Before having students listen and read, invite them to make predictions on the given situation. Direct their attention to the photo and to the shopping list. Ask: *What's the relationship between the boy and the old man? Where are they? What are they doing?* Accept L1 if needed and write their ideas in English on the board. Play the audio and encourage students to follow the reading in their books while listening. Play the audio as many times as students require it. Then give them one or two minutes to answer the questions in their books and finally check with the whole class.

Answer key

a. They are sending an online order. / They are buying online. **b.** *Click on it!* **c.** Broccoli and cheese.

Draw students' attention to the 'Look' box and highlight the presented plural forms. Students can look for further examples in the conversation and underline them. Notice that there is more practice on singular vs plural forms as well as countable vs uncountable in the *Practice Book*. You can also find further exploitation of the conversation.



More practice
Practice Book, page 113, activities 6-7

- 3 Ask students what they think Kevin and his grandpa are going to cook. (*They are going to cook pizza.*) Find out if any of the students in the class know how to prepare home-made pizza. Then give them some minutes to go through the recipe in pairs and try to complete it with the provided information.

Remind students that they can always refer to the 'Word bank' section on pages 75-77 of their book to see if they find a photo that represents a word they do not know, and that they can also write down words of their interest on the 'Experience your word bank' note pad on page 78. Check the answers on the board as a whole class. Write the complete recipe.

Answer key

1. Mix the flour, oil and yeast. **2.** cook the pizza; **3.** put some tomato and cheese; **4.** eat your pizza

Learner's Book, page 48

Reading

Digital awareness

Give students some minutes to explore the website and to identify it as a discussion forum, also known as discussion group, message board or discussion board. See if students know what a discussion forum is. If not, see if they can deduce what people do on it. Explain that users participate in discussion forums to exchange information or opinions on a specific topic and that those are mainly based on their personal experiences. Participants do not need to be online simultaneously.

- 1 Ask students to scan the website searching for the required information: the topic of this forum in particular and the number of participants shown. Check the answers as a whole class. Draw students' attention to the photos at the top and read the questions aloud: *Past and Gone? Are these objects in danger of extinction?* Allow the class to discuss about it.

Answer key

a. online shopping; **b.** Five

Ask students if other topics could be a point of discussion on this forum and if so, why they think so (probably because of the address of the website: *www.all-discussions-welcome.com*). Then get students to identify the participants by mentioning their usernames. Can they recognise any of the users on this forum? (Lucca06 was already introduced in Unit 3.)

Remind students about the concept of 'usernames' as a combination of characters (letters, numbers and/or symbols) that people create, or are assigned to, in order to access a computer, an account or a social network. The username and the password will enable users to have a personal setting and identification with a particular site on the web.

- 2** Allow students to read the posts at their own pace. At this stage, they should not worry about the meaning of isolated words but focus on general ideas. Encourage students to say whether they participate in forums or not. And if so, what for?
- 3** Students read again and write the usernames according to the ideas and opinions that each of them expresses. Allow them to discuss the answers in pairs so as to enrich the process, and encourage them to underline the pieces of the text that support their answers. Check orally with the whole class.

Answer key

a. Elliotness; b. Lucca06; c. Lina999; d. Logan_log in

- 4** Explain to students that they are going to read the posts once again so as to find words that match the given definitions. As a tip, tell them that they can try replacing the word they have selected by the definition itself, e.g.: *I think it's awesome. / I think it's very good, great.* However, they should know that sometimes this strategy may not work, and that is the case with 'free-shipping'. Check orally.

Answer key

a. awesome; b. free-shipping; c. price; d. credit card

Mixed-ability

- If most students find it too difficult to identify the required words in context, list them on the board for students to match them with the definitions.



More practice
Practice Book, page 114, activities 1-3

Move forward

Students gather in groups of four to talk about the advantages and disadvantages of online shopping. Tell them they should come to an agreement and define their opinion about the topic, which can be positive, negative or undefined. Each group writes a short post to describe it.

Learner's Book, page 49**Grammar in use**

- 5** Ask students to go through the posts to spot and underline the given sentences as they find them.

Then they complete each sentence with the missing word/s.

Check the answers on the board and highlight the grammar structure.

Answer key

Singular: There *isn't* any person to help you. There *isn't* much security on the internet. **Plural:** There *are* a lot of convenient prices, offers and discounts.

Elicit an explanation from students or explain that we use *there is / there are* to talk about the existence of something. *There is* describes singular forms and *there are* describes plural forms. Direct them to the 'Grammar reference' section for further explanation and examples.

See more
Grammar reference, page 73

Draw students' attention to the 'Look' box and highlight the presented quantifiers. Students can look for further examples in the conversation and underline them. Notice that there is further explanation and practice on quantifiers as well as on countable vs uncountable nouns in the *Practice Book*.



More practice
Practice Book, page 115, activities 4-7

- 6** Individually or in pairs, students read the sentences paying close attention so as to identify singular and plural forms as well as countable or uncountable items. This will enable them to choose the correct options. Check the answers on the board and clarify any doubts students may have as regards the use of *there is* or *there are*.

Answer key

a. There isn't; b. There are; c. There is; d. there are; e. there isn't; f. There aren't

- 7** This activity is intended to get students to write on the basis of an image, using the concepts provided in the Reading section. Accept different answers as far as students can support them.

Answer key

Possible answer: In a traditional shop, there is always a person to help you.

- 8** In this activity, students will be able to see how an uncountable item can be turned into countable by adding a word that allows us to measure it, e.g.:

milk vs a litre of milk. Also, how a plural form can be turned into a singular form by replacing a number with a unit of measurement, e.g.: *twelve eggs vs a dozen of eggs.*

Once students have finished, check the answers on the board and guide them to compare and describe the differences.

Answer key

a. There are; b. There is; c. There is; d. There are; e. There is; f. There are

Learner's Book, page 50


Listening

Move onto

Draw students' attention to the photos and the text at the top of the page. Ask a volunteer to read it aloud. Then ask the class: *What is the relation between Maggie and Leena? (They're sisters.) Have you got brothers or sisters? How do you communicate? Do you help at home? What do you do to help at home?*

Digital awareness

In case you have not talked about instant messaging communication in Unit 2, here is a new opportunity. Get students to reflect on how familiarised they are with this type of communication. Highlight its positive aspects: first of all, its immediateness and secondly, the wide variety of participants that has adopted it. Point out that there are chat groups among close friends of all ages, school partners or family members in which different generations (grandparents, sons and grandsons) interact and exchange thoughts, opinions, information and experiences all in all. Chat groups have even proved to be successful between teachers and students when they are created with a particular academic purpose.

- 1**  **14** **Track 15** Draw students' attention to the messages on the mobile phone. Make sure they understand that Maggie, the eldest sister, is doing the shopping at the supermarket and Leena, the youngest sister, is at home. Give students one or two minutes to inspect the chat conversation and to predict what Maggie is asking about. Then explain that they are going to listen to Maggie's voice messages and complete the questions with the given words. Play the audio and pause it after each message is finished so as to give students time to complete the question correspondingly.

Once they have listened to all the messages, check the answers orally.

Audioscript

(message 1)

Maggie: Little sister,... where are you? Well, I need your help. I'm at the supermarket doing the shopping for tonight. There are many things in my cart already: two kilos of flour, one litre of oil, two kilos of fresh tomatoes... Now, please go to the kitchen and check this out. Are there any onions and peppers? (message 2)

Maggie: Super! Are there any brown eggs? They must be in the fridge! (message 3)

Maggie: Ok. So, one dozen of brown eggs added to the cart, carefully... Is there any fresh milk? (message 4)

Maggie: No milk? And where's the milk in this supermarket? Oh gosh! Well, let's move forward. Is there any broccoli?

Answer key

a. onions and peppers; b. brown eggs; c. fresh milk; d. broccoli

Mixed-ability

- More advanced students can listen to Maggie's voice messages to obtain further specific information, for example, ask the class: *What has Maggie already got in her shopping cart?* Play the audio and get students to write the answer in their folders.

Move forward

If students are allowed to use their phones in class, you may invite them to have a conversation similar to the one between Maggie and her sister on their phones. They gather in pairs. One student will send the voice messages and the other student will respond with a written message. Students will surely get involved with this activity. Allow them to play and have fun. The use of emoji has to be permitted!

- 2** Find out if students are used to cooking. If so, ask them what they can cook. Then ask a volunteer to read the passage aloud. Students look at the dishes in the photos and decide which they are likely to prepare with the described ingredients. Check the answer with the whole class and get volunteers to support their answer, e.g.: *There aren't any green leaves or ham in the first photo.*

Answer key

b.

Draw students' attention to the 'Look' box and highlight the given example. Students will find further explanation

and practice on *some* and *any* as well as on other quantifiers in the *Practice Book*.



More practice
Practice Book, page 116, activities 1-3

Learner's Book, page 51

Grammar in use

- 3** Encourage students to go through the questions and chat once again in order to complete the given questions with the missing word/s. Check the answers on the board and highlight the grammar structure. Point out the inversion of the verb *to be* in the interrogative form.

Answer key

Singular: Is there any fresh milk? No, there *isn't*. Is there any broccoli? Yes, *there is*. **Plural:** Are there any onions and peppers? Yes, there *are*. Are there any brown eggs? No, *there aren't*.

See more
Grammar reference, page 73

- 4** Students look at the labels indicating what there is in the fridge and write sentences using *there is* or *there are* correspondingly. Check the answers on the board so as to encourage the whole class to correct the sentences.

Answer key

a. There is one kilo of dough. **b.** There are (some) green leaves. **c.** There is (some) ham and cheese. **d.** There is one litre of milk. **e.** There are four apples. **f.** There is a dozen eggs.

- 5** Students work in pairs. Indicate Student A to work with the information given on page 51 of his/her book and Student B to work with the information given on page 65 of his/her book. Give students a few minutes to go through the instructions and make sure they all understand what they have to do. If needed, exemplify with one student at the front of the class. Finally, students take turns to ask and answer questions in order to find out what there is in their partner's shopping cart.

Answer key

Student B: There aren't any yellow peppers. There aren't any fresh brown eggs. There isn't any oil.



More practice
Practice Book, page 117, activities 4-6

Learner's Book, page 52

Integration

Remember this section has been basically designed to integrate skills, and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

- 1** Make sure students understand the *All on One* website is a site for online purchases. People are able to buy 'all' kinds of products 'on one' single site. Give students some minutes to inspect the website and the products on it. Then, individually, students classify the products in the chart. Check the answers on the board and clarify any doubts students may have as regards the formation of plural forms.

Answer key

Singular: smartphone, guitar, bicycle, skateboard, tennis racquet; **Plural:** trainers, watches, (old) magazines

- 2** Students select six products of their own choice to add them to their virtual shopping cart.

Answer key

Students' own answers.

- 3** In pairs, students take turns to ask each other questions so as to find out the items in their partner's cart.

Move forward

List the products on the *All on One* website on the board. Ask students about the six products they have selected and keep a record of their choices in the following way so as to find out the most popular product in the class, e.g.:

smartphone | | | | | | | | | | (9 students)

guitar

bicycle

skateboard | | | | | (5 students)

tennis racquet | (one student)

trainers

watches

magazines



More practice
Practice Book, page 118, activities 1-2

Writing

1 Give students a minute to inspect the discussion forum and to go through the items describing the pros and cons of traditional shopping vs online shopping. Then ask students at random about their own choice, e.g.: *Which do you prefer, traditional shopping or online shopping? Why?*
Lead students to support their answer with ideas from the discussion forum.

Note: Before moving into the individual writing process, provide students with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 119, activity 1

Mixed-ability

- Some classes may profit from group discussion. In that case, allow students to gather in small groups to talk about the advantages and disadvantages of buying products online or in traditional shops. This pre-stage of peer interaction and exchange of opinions can help them to express their ideas more clearly when they have to write about the topic itself.
- 2** Ask students to work individually to write a short post describing how they (or their family) usually buy, either in traditional shops or online. Tell them they can use the posts on page 48 of the *Learner’s Book* as models. Encourage students to write a first draft in their folders. Walk around while they are writing and assist them by providing specific vocabulary they may require. Refer them to the ‘Bank of ideas’ section as usual. Once all first drafts are finished, tell students to exchange their writings with a partner and invite them to carry out peer correction. Ask them to focus on the correct spelling of the words and on grammar structures. Finally, ask students to write the final copy in their books.

Assess your Progress

Make one copy per student of the self-assessment card corresponding to this unit.

These photocopiable cards will enable students to reflect upon their learning and to inform their teachers about those areas in which they are not yet confident enough. Students colour the stars correspondingly. Explain that ‘1’ means they still need help and ‘5’ means they already mastered that objective. Give them some minutes to complete the card in class. Then collect all the cards and keep a record of the students’ self-assessment. Write a short comment on the cards before handing them back, such as: *Good job! Keep it up! Keep trying!*

Notes

Progress Test, Unit 5
Teacher’s Book, page 80
(see Answer key on Teacher’s Book, pages 86-87)

6 Hang out!

OBJECTIVES

- Identify local places in town and favourite places to hang out.
- Read posts on a teens website, and get general and specific information.
- Use the past simple tense of the verb *to be* to describe where someone was and how it was.
- Listen to a family conversation, and get general and specific information.
- Use *let's* and *want to* to give suggestions and to express desires.
- Exchange information to find out where people were.
- Write posts to describe where people were, when and who with.

VOCABULARY

- Hangout places

GRAMMAR

- Past simple - verb *to be*, *Let's* / *Want to*

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 30-36.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 99-110, 201-206.

Foreign Language Guidelines of Province of Buenos Aires

<http://servicios2.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/secundaria1.pdf>
Pages 155-168.

Learner's Book, pages 54-55

Move onto

Maths! At this level, students should be acquainted with the notion of percentage. However, they may need some reinforcement. Explain that when we say 'percent', we mean 'per 100'. If possible, draw a 10 x 8 grid on a large sheet of paper in advance, display it on the board and use it to exemplify.

1																			
																			40
																			80

$$50\% \text{ of } 80 = 40$$

Make sure students notice this grid is divided in 80 equal parts (80 squares). Follow these steps:

- Shade the first square and write '1%'.
- Shade the first half of the grid and write '50%'.
- Shade the whole grid and write '100%'.

Write:

'100%' means 'all', in this case, 100% = the 80 squares in the grid

'50%' means 'half', in this case, 50% = 40 of the squares in the grid

Tell students there is a formula to calculate percentage.

Give one example, e.g.:

$$50\% \text{ of } 80 = 50 / 100 \times 80 = 40$$

Then get students to calculate these percentages so that they can put the formula into practice: 75% of 80, 25% of 80, 15% of 80 and 10% of 80. Finally provide a familiar context, e.g.: You like a sweater that costs \$400, but there is 40% discount if you pay in cash. How much does the sweater cost if you pay in cash? (40% of 400 = 160; so \$400 - \$160 = \$240- If you pay in cash, the sweater costs \$240).

- 1 Explain to students that this school has carried a survey to know the students' choice as regards the most popular hangout spots. Give them some minutes to go through the survey and try to deduce the meaning of 'hangout spots'. The photos can give them a hint. Check the answer as a whole class.

Answer key

a.

Ask students to mention the four most popular hangout spots according to the survey results: *local park*, *coffee house*, *shopping centre* and *fast food restaurant*.

Lead students to give the names of popular hangout spots in their local area or neighbourhood, e.g.:

Mc Donald's, Starbucks, Plaza Perito Moreno, etc. Then help students to read the results of the survey more in detail. Draw their attention to the horizontal axis at the top of the chart and ask, e.g.: *How many students choose the local park? (180 students) How many students choose the coffee house? (45 students).* See if students are able to deduce the total number of students in that school taking into account that the total number of students has participated in the survey. By adding the number of students who has chosen each of the places, they will be able to obtain the total number, which is 300.

Finally, challenge students to explain the relation between the bar chart and the pie chart on the right-bottom corner: Both charts show the same results, the former in figures and the latter in percentages. The colours will help them to associate the results, i.e.: *180 students / 60% of the students choose/s the local park as their favourite hangout spot.*

Move forward

Maths challenge! Write this on the board: 180 is 60% of 300. Then say: *According to the survey, we know that 180 students is 60% of the total number of students. How can you check that?* Students are intended to use the formula presented in the 'Move onto' section.

Answer: 60% of 300 = 60 / 100 x 300 = 180



More practice
Practice Book, page 120, activities 1-4

Digital awareness

Video calls are getting more and more popular nowadays. Why? Because it is simple, fun, visual and real-time communication. Any group of people or just two individuals who have access to a computer (or smartphone), the appropriate software or program (Skype, WhatsApp, FaceTime, etc.) and an internet connection will be able to communicate via a video call.



2 Track 16 Ask students to open their books on page 55 and give them some minutes to go through the photo and the conversation quickly. Play the audio and encourage students to follow the reading in their books while listening. Play the audio as many times as students require it. Then give them one or two minutes to decide how the two girls are communicating. Check the answer with the whole class.

Answer key
c.

Check general comprehension. Ask, e.g.: *What are the girls talking about? (They are talking about the results on the school survey.) Have they participated? (Yes.)*

Draw students' attention to the 'Look' box and highlight the presented language. Ask students to look for the given examples in the conversation and underline them. See if they are able to deduce the meaning from the context and if they can find a similar form in L1. Refer students to the *Practice Book* for further exploitation of the conversation.



More practice
Practice Book, page 121, activities 5-7

3 Go through the list of hangout spots with the whole class. Then let students number them according to their own preferences. Get feedback from students' answers and make a ranked list to find out the most voted place as number 1.

Answer key

Students' own answers.

Note: Ordinal numbers from 1st to 5th have been introduced in the conversation. However, it would be convenient to systematise them on the board before students work in activity 4. Write them on the board and make sure students understand the concept. Introduce the rest of the numbers if students require it.



4 Students refer to their answers in activity 3 and interact in pairs so as to compare their choices. If needed, rank the places yourself and tell about your choices to the whole class so as to model, e.g.: *In the fifth place, it's the club. In the fourth place, it's the shopping centre. In the third place, it's a coffee house. In the second place, it's my bedroom. And in the first place, it's the park.*

Answer key

Students' own answers.

5 Give students one or two minutes to answer the question in their books and then ask students at random so as to share with the rest of the class.

Answer key

Students' own answers.

Learner's Book, page 56

Reading

- 1** Ask students to inspect the website searching for the required information. Let them complete the information individually and then check the answers as a whole class. Get students to support their answers, e.g.: The content is for teenagers because the name of the site is 'About 100 Entertaining Ideas 4teensXteens'. If needed, explain that the content is for teens (*4teens*) and it is written by teens (*Xteens*).

Answer key

a. teenagers; b. upload

- 2** Allow students to read the posts at their own pace. Tell them not to worry about the meaning of isolated words at this stage but to focus on general ideas. Encourage students to say whether they write on these types of websites or not. And if so, can they mention any?

Answer key

Students' own answers.

- 3** Students read the posts more in detail so as to decide whether the statements are true, false or uncertain, because that is not mentioned in the text. Challenge students to support their answers.

Answer key

a. F; b. T; c. F; d. DS

- 4** Draw students' attention to the words in bold. Give them a few minutes to classify them as time or place references. Check the answers on the board.

Answer key

Time: yesterday, yesterday afternoon, last weekend, four days ago; **Place:** near, in front of, by

Mixed-ability

- The context should allow students to make the corresponding inferences, however if they find it too difficult, let them work in pairs or in small groups so as to enrich and facilitate the process.



More practice
Practice Book, page 122, activities 1-4

Learner's Book, page 57

Grammar in use

- 5** Encourage students to go through the posts attentively to spot and underline the sentences when they find them. Then they complete each sentence with the missing word/s. Check the answers on the board and highlight the structure.

Answer key

Affirmative: The outing *was* great; Mum *was* very worried; We *were* about 24 hours in front of a screen; My two little brothers and I *were* at home. **Negative:** My friends *weren't* there.

Lead students to give an explanation or explain that we use the past simple tense of the verb *to be* to describe a situation or a state that started and finished at a specific moment in the past. Past time expressions help to define that specific moment in the past. Direct them to the 'Grammar reference' section for complete tables.

See more
Grammar reference, page 74

Draw students' attention to the 'Look' box and highlight the presented past time expressions. Students can look for other examples in the posts and underline them. Notice that there is further practice with past time expressions in the *Practice Book*.



More practice
Practice Book, page 123, activities 5-8

- 6** Students read the posts once again attentively and answer the questions. Check the answers on the board as a whole class so as to help students systematise the past simple form of the verb *to be*.

Answer key

a. He was at the cinema yesterday. b. She was at the students' parade yesterday afternoon. c. He was at the skate park last Saturday. d. She was by the river four days ago.

Mixed-ability

- Some students may find it too difficult to answer the questions in activity 6 because they have to include the verb *to be* in its correct past time form and they have to read the posts attentively so as to infer the answers. Allow those students who have difficulties to work in pairs or in small groups and lead the class to answer the questions on the board all together.

- 7 This activity appears to be quite simple because students have to choose between two given options. However, the choice doesn't have to do with grammar rules that students can take automatically from a chart. They will have to read the posts from the 'Reading' section very carefully so as to choose the correct option. Solve the first item with the whole class and lead students to understand how to approach the activity. Read Phil's post aloud and then ask: T: *When did he write the post?* Do not worry about the use of 'did', it is just meant for exposure. SS: *Last Wednesday*. T: *Phill says he was at the cinema yesterday. In this context, 'yesterday' is 'last Tuesday'.* Read the first sentence in activity 7 and challenge students to choose the correct option. T: *Were or weren't Phill and his friends at the cinema last Tuesday?* SS: *They were at the cinema last Tuesday.* Students follow the same procedure to go about the rest of the statements.

Answer key

a. were; b. wasn't; c. was; d. weren't

- 8 Students will focus on the form of the verb *to be*. They choose the form that agrees with the subject and they decide whether to choose the affirmative or the negative form according to the content on the posts. Check the answers as a whole class.

Answer key

a. was, wasn't; b. were; c. was, were; d. wasn't, was; e. weren't, were

- 9 Now students personalise the exercise. They use the cues given to write true sentences about them. Get feedback from students' answers orally.

Answer key


Students' own answers.

Learner's Book, page 58

Listening

Move onto

Draw students' attention to the photo and the passage at the top of the page. Ask a volunteer to read it aloud. Then ask the class: *Where is the family from? (They're from Sydney, Australia.) What are they doing? (They're on holidays in Europe.) Can you name any European countries?*

- 1  **16** **Track 17** Draw students' attention to the photos, which show typical tourist spots in three different cities of Europe. Ask questions to the class so as to elicit the names of the countries, e.g.: *Where is Paris?* Then explain to students that they are going to listen to the family talking and try to deduce, by resorting to their general knowledge, the place where the family is on holidays. Play the audio as many times as students need it. Check the answer orally.

Answer key


b

Audioscript

Dad Sara, I think we are lost. Check out the gps please.
Mum Sorry, my phone is at the hotel.
Dad Oh, no! Well, let's look at the map. I hate maps!
Mum It's hot. Let's sit under a tree for some minutes.
Girl Dad, I want to go to Madame Tussauds Museum. Can we go?
Dad Emm... We were near the museum yesterday.
Mum Were we near the museum?
Dad Yes, we were. Look at the map... Today, we are here. So, we can visit...
Mum The Tower of London!
Girl Yes! Let's go there. I want to see the Bloody Tower.
Dad Oh, that sounds scary.

Mixed-ability

- More advanced students may listen to the conversation once again before doing activity 2 and write down all the information they can hear. Then they can compare their notes in pairs.

- 2  **16** **Track 17** Tell students that they are going to listen to the family conversation once again in order to identify the missing words. Give them a few minutes to look at the words and read part of the conversation in their books. Decide if students attempt to complete the conversation and then

they listen and check their answers or if they listen first and then complete the conversation according to what they have heard. Consider pausing the audio if students need a few seconds to complete the blank spaces or better, play the audio several times. Invite two volunteers to read the complete conversation aloud so as to check the answers orally with the whole class.

Answer key

a. the gps; **b.** my phone; **c.** the map; **d.** a tree; **e.** the museum; **f.** the map

- 3** Students match the sentences with the photos. They check the answers in pairs.

Answer key

a. b; **b.** a



More practice
Practice Book, page 124, activities 1-3

Learner's Book, page 59

Grammar in use

- 4** Encourage students to go through the conversation once again and to complete the sentences with the missing words. Check the answers on the board and highlight the grammar structure. Refer them to the 'Grammar reference' section for further explanation.

Answer key

Suggestion: *Let's sit under a tree; Let's go to the Tower of London.* **Desire:** *I want to see the Bloody Tower.*

See more
Grammar reference, page 74

- 5** Challenge students to solve the activity individually. Then get them to check the answers in pairs.

Answer key

a. I want to go to the cinema next week. **b.** Let's study together at home. **c.** Let's have a coffee on Saturday afternoon. **d.** I want to go to the river with my friends.

- 6** This activity is intended to activate students' emotions. They look at the photo and write the first desire or suggestion that comes to their minds. Get feedback from students' answers orally.

Answer key

Some possible answers: Let's ride our bikes in the park.
I want to swim in the sea.

- 7** Students work in pairs. Indicate Student A to work with the chart on page 59 and Student B to work with the chart on page 65. Give each student one minute to decide on the place he/she supposedly was last Saturday at 5 pm by ticking the item in the corresponding column (A or B). Students should keep their choice secret. Then they take turns to ask and answer questions in order to find out the place where his/her partner was. As a follow-up activity, encourage students to write sentences describing where their partner wasn't.

Answer key

Students' own answers.



More practice
Practice Book, page 125, activities 4-6

Move forward

If students are allowed to use their phones in class, you may invite them to send their partners outing suggestions and desires they may have. Allow them to play and have fun. The use of emojis has to be permitted!

Learner's Book, page 60

Integration

Remember this section has been basically designed to integrate skills, and to consolidate contents, vocabulary and structures presented in the unit in a more relaxed way.

Note: Before students play the game, provide them with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 126, activity 1

Game: Hang out!

Who play: Two players

What you need: One coin, two counters, two sheets of paper

Instructions:

- Each player places his/her counter on any square on the board.

- Players take turns to toss the coin and move their counters the corresponding number of squares in any direction: heads = move 2 squares, tails = move 1 square
- Every time a player lands on a square, he/she will have to:
 - a. give a suggestion or express a desire. (1 point)
 - b. use the given past time expression to write a sentence. (2 points)
 - c. use the given past form of the verb *to be* to write an affirmative and a negative sentences. (3 points)
 - d. complete a question and answer it. (4 points)
- Players write their answers on the sheet of paper. They keep their score as well. Answers must be grammatically and linguistically correct.
- Walk around while students are playing so as to assist them and to make sure they are following the instructions and respecting the rules.
- The winner is the first student to obtain 30 points or more.

Learner's Book, page 61

Writing

- 1 Draw student's attention to the photo that accompanies the post on the teens website. Lead the class to make predictions by asking, e.g.: *In your opinion, what's the relationship between the boy and the girl? Are they brother and sister, friends, school partners? Where do you think they are? Is it a school day?* Then give students some minutes to read the post and check their predictions.

Note: Before moving into the individual writing process, provide students with further input and extra practice from their *Practice Book*.



More practice
Practice Book, page 127, activities 1-2

- 2 Ask students to work individually to write their own posts using Alex's post as a model. They can also refer to the posts on page 56 of the Learner's Book. Encourage students to write a first draft in their folders. Walk around while they are writing and assist them by providing specific vocabulary they may require. Refer them to the 'Bank of ideas' section as usual. Once all first drafts are finished, tell students to exchange their writings with a partner and invite them to carry out peer correction.

Ask them to focus on the correct spelling of the words and on grammar structures. Finally, ask students to write the final copy in their books.

Progress Test, Unit 6

Teacher's Book, page 81
(see Answer key on Teacher's Book, pages 86-87)

Final-Term Test, Units 4-6

Teacher's Book, pages 84-85
(see Answer key on Teacher's Book, pages 86-87)

Assess your Progress

Teacher's Book, page 74

Make one copy per student of the self-assessment card corresponding to this unit.

These photocopiable cards will enable students to reflect upon their learning and to inform their teachers about those areas in which they are not yet confident enough. Students colour the stars correspondingly. Explain that '1' means they still need help and '5' means they already mastered that objective. Give them some minutes to complete the card in class. Then collect all the cards and keep a record of the students' self-assessment. Write a short comment on the cards before handing them back, such as: *Good job! Keep it up! Keep trying!*

Notes

CLIL

Learner's Book, page 62

The CLIL section has been included to provide students with an opportunity to approach the foreign language throughout different subjects or areas of knowledge from different parts of the world. In this case, students are going to read and learn about Great Britain.

GLOBETROTTERS in Great Britain

Move onto

Find out what students know about Great Britain. Locate the island on a world map.

Explain that Great Britain consists of: England (London as its capital city), Scotland (Edinburgh as its capital city) and Wales (Cardiff as its capital city). Great Britain comprises the main territory of the United Kingdom (U.K.), which includes Great Britain and Northern Ireland. Great Britain is the largest island of the British Isles.

Ask students to look for the names of very famous Brits (James Bond, The Beatles, J.K. Rowling, Sting, Daniel Radcliffe, David Beckham, among many others) and for typical British traditions (eating fish and chips, going to the pub, having 5-o'clock tea), as well as symbols (black cabs, red double-decker buses or the tube).

Invite students to go through the article in small groups. Encourage them to discuss and make comments. Ask them to copy the following chart in their folders. They complete it with information from the article and look for further information so as to expand their knowledge (see suggested information in the chart below).

Hang out in London			
Museums	Palaces	Parks and Gardens	Other features
Science and Natural History Museum	Buckingham Palace	Hyde Park	River Thames
British Museum	Kensington Palace	Regent's Park	London Eye
Madame Tussaud's	The Tower of London	Royal Botanic Gardens	The Big Ben
National Gallery		Kensington Gardens	The Tower Bridge
			The Houses of Parliament
			Westminster Abbey

Move forward

Tell students to look for information about a touristic spot in Argentina. They make a list of things to do and places to visit. Get students to locate the area on a map of Argentina and then on a map of the province where the touristic area is located. Encourage students to share their findings with their partners.

Project

Learner's Book, page 63

The Project section has been included to provide students with an opportunity to experience, research and design their own individual production. In this case, students are going to carry out a class survey to find out the favourite spots to hang out.

Experience your class survey!

- Students may refer to the school survey presented at the beginning of the unit (see Learner's Book, page 54) to see what they are expected to do. Depending on your students' autonomy, you can either choose to carry out the survey with the whole class or ask students to carry out their own survey individually. In the first case, brainstorm popular spots that students often frequent and make a list on the board. Lead the class to vote and choose the three most voted. Then, in turns, students vote for one of the three chosen places and as they do so, keep a record of their votes on the board. Indicate students to complete the horizontal axis at the top of the chart with the missing numbers (they should start at '0' and jump 2 in 2 or 10 in 10 every time, depending on the number of students in class) and then colour the bars according to the number of votes for each place. Optionally, you can instruct students to use the results from the bar chart and calculate the corresponding percentages to be showed in the pie chart on the right-bottom corner (see further explanation on how to calculate percentages in the 'Move onto' section at the beginning of the unit).
- Notice that if you have decided to carry out the survey as a whole class, students will not be able to compare and share results. They will only follow the instructions in activity 2 if they have carried out the survey individually.



1

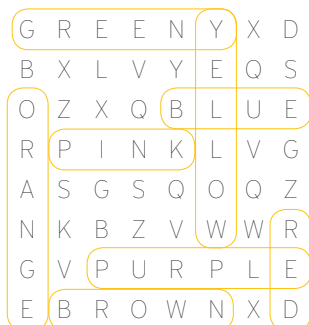
**ENGLISH
CHALLENGE**

PRACTICE BOOK
ANSWER KEY

Practice Book, pages 80-81

1.

Across: green, blue, pink, purple, brown; **Down:** orange, yellow, red



2.

a. jacket; **b.** sweater; **c.** trainers; **d.** gloves

3.

a. T; **b.** F. Mr Farrel has got a yellow umbrella. **c.** Lisa has got new gloves. They are purple. **d.** T; **e.** F. Liam has got red trainers.

4.

Singular: sweater, school bag, dress, umbrella, shirt, jacket; **Plural:** trainers, gloves, jeans, socks

5.

a. It's purple. **b.** They're blue and yellow.

6.

a. This is; **b.** That is; **c.** Those; **d.** These; **e.** That is; **f.** those

7.

A Good morning / afternoon. I'm looking for my new (shirt / trainers).

B Is this / Are these your (shirt / trainers)?

A No, my (shirt / trainers) isn't / aren't (blue). It is / They are (red) and (green).

B Oh! So, this is / these are your (shirt / trainers).

8.

a. This is my new blue jacket. **b.** These are Leo's red socks. **c.** Those pink trainers are cool. **d.** That black dress is beautiful. **e.** This isn't/is not Alan's umbrella. That is his umbrella.

Practice Book, pages 82-83

1.

a. busy; **b.** tropical; **c.** best; **d.** hot, sunny; **e.** Instagram; **f.** Sarah, Kelly

2.

a. fun; **b.** selfies; **c.** photos; **d.** music; **e.** the city; **f.** volleyball

3.

a. beach; **b.** dog; **c.** sunny; **d.** happy; **e.** playing; **f.** running

4.

Students' own answers.

5.

a. looking; **b.** walking; **c.** having; **d.** taking; **e.** uploading; **f.** listening; **g.** filming; **h.** playing; **i.** chatting; **j.** swimming; **k.** wearing

6.

a. My friends *aren't* playing football now. **b.** I'm not studying at school at this moment. I'm studying at home. **c.** Lisa's taking photos and her brother's uploading them. **d.** The boys *aren't* chatting with friends. They're studying. **e.** Henry and Juliet *aren't* doing their homework right now. He's listening to music and she's playing volleyball at the club.

7.

a. is; **b.** aren't; **c.** is; **d.** isn't; **e.** am; **f.** is not

8.

a. running; **b.** giving; **c.** reading; **d.** writing

9.

a. Lucy is filming a video right now. **b.** I am not wearing my new trainers at the moment. **c.** What are you listening to on the radio? **d.** Josh is not walking in the park. **e.** The girls are not swimming in the sea. **f.** Where are you uploading the information?

Practice Book, pages 84-85

1.

a. clean the bedroom; **b.** do homework; **c.** cook a cake



2.

a. It's Sunday (morning). **b.** The family is at home.

Audioscript

Ms Kendall It's Sunday morning and the whole family is at home. Alan is cooking a cake. He wants to be a chef in the future. Lorna is not doing her homework but she is cleaning her bedroom. Tim is cleaning his bedroom too. And Jackie is studying. She has an English exam on Monday.

3. Alan is cooking a cake. Lorna is cleaning the bedroom. Tim is cleaning the bedroom (too). Jackie is studying.

4. a. No, he isn't. / He's cooking a cake. b. No, they aren't. / They're cleaning their bedroom. c. No, she isn't. / She's studying.

5. Students' own answers.

6. a. cleaning; b. doing; c. talking; d. cooking; e. studying

7. a. Are the kids filming a video? Yes, they are. b. Is the boy doing his homework? No, he isn't. c. Are Tyler and Josh cleaning their bedroom? No, they aren't.

8. a. Ms Lester isn't *running in the park / cooking pizza*. b. Ken is *cooking pizza*. c. Lisa isn't *taking a nap / cooking pizza*. She is *running in the park*. d. Mr Newton is *swimming at the club*. e. Oscar and Rose aren't *swimming at the club*. Oscar is *chatting with friends* and Rose is *playing volleyball*. f. The Lesters aren't (*playing volleyball*) all together. g. The Newtons aren't (*running in the park*) all together.

Practice Book, page 86

1. a. A; b. B; c. A; d. A, e. A and B; f. B, g. B

2. a. Yes, she is. b. Yes, they are. c. No, he isn't. d. Yes, he is. e. No, he isn't.

Practice Book, page 87

1. Some possible answers: a. Tommy is at home. He is cleaning the bathroom. b. Sonia is in her bedroom. She is doing her homework. c. Jacqueline and her father are in the sea. They are having fun. d. The kids are at school. Laura is chatting with her friends. Lucas is studying and Brenda is playing the guitar.

Notes

Horizontal lines for taking notes.

Practice Book, pages 88-89

1.
a. chess; **b.** painting; **c.** football; **d.** writing; **e.** Science lab;
f. vlogging; **g.** school of rock

2.
a. It's on *Tuesday*. It's from 5 pm to 7 pm. **b.** It's on Thursday. It's from 5 pm to 7 pm.

3.
a. playing, lessons; **b.** playing, practice

4.
a. I love playing football. I have football practice at 11 am.
b. I love playing the guitar. I have guitar lessons at 6.30 pm.

5.
on: Wednesdays, Saturdays, Fridays, Sundays; **in:** the afternoon, the morning, the evening; **at:** midday, night, 4 am, the weekend, 11.30 pm; **from... to:** 8.30 pm-10 pm, 9 am-11 am

6.
Some possible answers:
a. Mondays, Wednesdays; **b.** morning, 9 am, 10.30 am;
c. weekend, Saturdays; **d.** afternoon

7.
a. Lara; **b.** Nicky; **c.** Lara; **d.** Lara

8.
A Let's look at the notice board. The after-school activities are ready.
B All the activities are on *Mondays* and *Wednesdays* from 6 pm to 8.30 pm.
A That's good for me.
B Look! *Guitar lessons* on Wednesdays. Sounds fun! I love music.
A Too boring for me. I hate music.
B Do you like sports? Rugby or hockey practice is on Mondays.
A Yes, I love sports. That's a good choice for me.

Practice Book, pages 90-91

1.
a. Sheila; **b.** Karen; **c.** Rob

2.
a. school, dance lessons, photography lessons; **b.** a photo;
c. a photo, photography lessons; **d.** a blog; **e.** a comment;
f. TV series; **g.** online games; **h.** the news

3.
 Students' own answers.

4.
a. lovely; **b.** boring; **c.** intense; **d.** exhausting; **e.** excellent;
f. tiring; **g.** exciting

5.
Some possible answers: a boring film; an excellent camera; an exciting online game; a boring social network; an exhausting lesson

6.
a. like; **b.** go; **c.** watch; **d.** play; **e.** photos; **f.** read

7.
a. We don't go to school in the morning. **b.** My two dogs, Hellen and Ricky, don't play in the park every afternoon.
c. The cameras on smartphones don't take excellent photos.

8.
a. Do the kids write comments on Facebook? Yes, they do.
b. Do you go to dance lessons every afternoon? Yes, I do.
c. Do your friends like chess? Yes, they do.

9.
a. am going, go; **b.** are watching, watch; **c.** is not cleaning, is reading

Practice Book, pages 92-93

  **02** Track 19

1.
Sammy: (tennis and swimming); **Meg:** (volleyball and football); **Bob:** (swimming and basketball); **Paul:** (swimming and tennis)

Audioscript

Tom My friends and I do many activities after-school. We especially like sports. Sammy goes to tennis lessons on Mondays and swims at the club on Saturday mornings. Meg doesn't like tennis. She thinks it's boring. She plays volleyball on Tuesdays and Thursdays and football on Saturdays. Bob and Paul swim at the club together every Friday evening. Bob also plays basketball on Wednesdays after school and Paul has tennis practice on Thursdays and Saturdays.

  **02** Track 19

2.
Sammy: Mondays and Saturdays; **Meg:** Tuesdays,

Thursdays and Saturdays; **Bob:** Fridays and Wednesdays;
Paul: Fridays, Thursdays and Saturdays

3.
a. Tom, Sammy, Meg, Bob and Paul; **b.** Paul; **c.** Sammy;
d. Bob and Paul; **e.** Meg; **f.** Sammy; **g.** Bob

4.
a. Yes, I do. **b.** No, I don't. **c.** Yes, we do. **d.** No, I don't.
e. No, I don't. **f.** Yes, I do.

5.
go / goes; take / takes; visit / visits; make / makes; like / likes; hate / hates; love / loves; watch / watches; play / plays; study / studies; do / does; ride / rides; cook / cooks; write / writes; listen / listens

6.
a. rides; **b.** takes; **c.** cook; **d.** don't do; **e.** watches, play;
f. Do

7.
a. Alex doesn't go to school in the morning. **b.** Henry and his brother don't study together at the weekend. **c.** Liz doesn't write in her diary every day before dinner. **d.** My friends don't like watching vloggers on YouTube.

8.
a. go, goes; **b.** watch, loves, likes; **c.** visit, cooks; **d.** doesn't do, studies, does

Practice Book, page 94

1.
Students' own answers.

2.
Some possible answers: (Lucas) likes taking a nap; hates using social networks; doesn't like making comments

Practice Book, page 95

1.
Some possible answers: **a.** My sister's favourite pastime is reading. Every evening, she reads her favourite stories on her e-book reader. **b.** Henry loves going to the cinema with his family. Every weekend, they watch a 3D film at the local cinema and have lots of fun! **c.** Emily's favourite pastime is cooking with her mum and dad. They don't cook every day. They cook delicious cakes, biscuits and pizza at the weekend. **d.** The Evans' favourite pastime is karaoke. Every Friday or Saturday night, they sit in the living-room at home and sing their favourite songs. They have fun!

Notes

Practice Book, pages 96-97

1.

have: a shower, breakfast, fun; **play:** sports, an instrument, games

2.

Students' own answers.

3.

Possible answers: **a.** *Volleyball* is not an instrument. **b.** *Breakfast* is not a part of the day. **c.** *Midday* is not a sport. **d.** *Shower* is not a meal. **e.** *Bike* is not an action.

4.

a. T; **b.** DS; **c.** F; **d.** F; **e.** DS; **f.** T

5.

a. friends; **b.** Canada; **c.** doesn't follow; **d.** has; **e.** doesn't like; **f.** doesn't have

6.

Students' own answers.

7.

Possible answers: Lucca is from Argentina. He has a shower in the morning. He doesn't have breakfast. He plays the piano. He doesn't wear black clothes.

8.

Students' own answers.

Practice Book, pages 98-99

1.

a. make the bed; **b.** wash the dishes; **c.** take the dog for a walk; **d.** give the dog food

2.

a. Cata and her family don't live in a big house. They live in a small flat in Jujuy. **b.** Cata hasn't got two brothers and one sister. She has got three brothers. **c.** Cata's grandparents don't live in Jujuy. They live in Ushuaia. **d.** Cata doesn't visit her grandparents every Sunday. She skypes them.

3.

a. makes; **b.** doesn't wash, takes; **c.** don't give, do

4.

a. them; **b.** me; **c.** it; **d.** her; **e.** him; **f.** us

5.

a. always; **b.** usually; **c.** often; **d.** sometimes; **e.** never

6.

a. My family and I always go to the cinema at the weekend. **b.** Cindy never uploads her photos on the internet. **c.** We are usually at the club after school. We always play football or cards.

7.

a. She does homework every day. **b.** She plays tennis three times a week. **c.** She visits her grandmother twice a week. **d.** She goes to guitar lessons once a week.

Practice Book, pages 100-101

1.

a. the dishes, the car; **b.** lunch; **c.** to the market; **d.** the bathroom; **e.** the shopping



2.

a. 3; **b.** 5; **c.** 1; **d.** 4; **e.** 2

Audioscript

Every Saturday, Ms and Mr Henson take their kids to the club early in the morning and start their day. First, they wash their car. Then, they clean the bathroom. Later, they go to the market and do the shopping. After that, they cook their lunch and finally wash the dishes. By 4 pm, they go to the club to pick up their kids.

3.

Students' own answers.

4.

1. first; 2. Then; 3. after that; 4. Later; 5. finally

5.

Possible answer: Every Saturday, Ms and Mr Henson take their kids to the club early in the morning and start their day. First, they wash their car. Then, they clean the bathroom. Later, they go to the market and do the shopping. After that, they cook their lunch and finally wash the dishes.

6.

1. get up; 2. have a shower; 3. get dressed; 4. have breakfast; 5. wash the dishes; 6. brush teeth; 7. go to school; 8. have lunch; 9. go home; 10. study / do homework; 11. go to the club; 12. have dinner; 13. go to bed

7.

Students' own answers.

Practice Book, pages 104-105

1.

Animals: penguin, camel, bear, turtle; **Habitats:** ice, desert, forest, ocean



2.

Sea/Ocean: turtle, dolphin, shark; **Mountain forest:** bear, eagle, squirrel; **Desert:** camel, porcupine; **Arctic/ Antarctic ice:** penguin, seal; **Rainforest:** lemur, tiger

3.

a. They live in the desert. **b.** It lives in the forest. **c.** They live in the rainforest. **d.** They live in the sea / ocean. **e.** They live in the mountain forest.

4.

a. These, penguins, They live; **b.** This, a, tiger, It lives; **c.** This, a, seal, It lives, **d.** These, dolphins, They live

5.

a. dig on the ground; **b.** escape from predators; **c.** hibernate; **d.** eat leaves from the trees

6.

a. DS; **b.** F. Orang-utans' favourite food are fruits. **c.** T; **d.** F. Grizzly bears hibernate in winter.

Practice Book, pages 106-107

1.

a. shell; **b.** head; **c.** flippers

2.

a. up to 1.5 metres; **b.** algae and sea grass; **c.** long distances, underwater; **d.** their breath; **e.** their head; **f.** eggs

3.

Size: 1 metre tall

Habitat: forest in North America, in the USA and Canada

Diet: carnivore, fish, small birds and rodents

Special features: brown body with a white head and tail, strong talons, make nest at top of the trees, lay 1 to 2 eggs

4.

a. dolphin; **b.** the Grizzly bear; **c.** penguins; **d.** eagles

5.

Students' own answers.

6.

a. Can penguins fly? No, they can't. **b.** Can the Bald eagle fish with its strong talons? Yes, it can. **c.** Can sea turtles walk long distances? No, they can't. **d.** Can dolphins hold their breath underwater? Yes, they can.

7.

a. Because they have got strong flippers. **b.** Because they are adapted to live in the water. **c.** Because it has got strong claws.

Practice Book, pages 108-109



1.

Bengal tiger and Golden eagle

Audioscript

Scientist

Tigers are very large mammals, members of the cat family. They can live from 8 to 10 years in the wild. Bengal tigers live in the forest in India. They are powerful predators. They can walk long distances looking for their food. They usually hunt at night. Their favourite preys are buffalos and other large mammals. Tigers are excellent swimmers. Bengal tigers are in danger because people are destroying their habitat and they cannot find their food.

Eagles are powerful birds of prey. They can live up to 30 years! Golden eagles live in the west part of North America, from Mexico to Alaska. Some live in Asia and Europe too. Golden eagles can fly very fast towards the ground and use their strong talons to catch rabbits and squirrels, their favourite preys. They make their nest high at the top of the trees or buildings. Females lay from 1 to 4 eggs every year.

Today, Golden eagles are not in danger. They are protected by law.

2.

a. Tigers; **b.** mammals; **c.** forest; **d.** predators; **e.** preys; **f.** Eagles; **g.** birds; **h.** talons; **i.** nest; **j.** eggs

3.

Scientific name: *Panthera tigris tigris*

Life span: 8 to 10 years

Habitat: forest in India

Diet: buffalos and other large mammals

Special features: hunt at night, excellent swimmers

Scientific name: *Aquila chrysaetos*

Life span: 30 years

Habitat: west of North America, from Mexico to Alaska

Diet: rabbits and squirrels

Special features: fly fast, make nest at the top of trees or buildings, lay 1 to 4 eggs

4.

a. climate change; b. contamination; c. deforestation

5.

a. must, mustn't; b. must; c. must; d. mustn't, must

6.

Students' own answers.

Practice Book, page 110

1.

Polar bears: They are carnivores. Seals are their favourite food. They can swim very long distances looking for food. We must stop climate change to protect their habitat. They don't have natural predators. They live on the ice in the Arctic. They hibernate in winter. They have got strong claws.

Panda bears: They are herbivores. They can't swim but they can climb trees. They are black and white but their babies are pink. They don't live in Africa; they live in Asia. Bamboo leaves are their favourite food. They are not in serious danger because environmental organisations protect them. They have got soft paws.

Grizzly bears: They are omnivores. They can fish in rivers but they can't swim. They live in the forest in North America. Fish and fruits are their favourite food. They are not in danger of extinction. They hibernate in winter. They have got strong claws.

Practice Book, page 111

1.

a. koalas, small mammals; b. forest and grasslands in Australia; c. herbivores, eucalyptus leaves; d. sleep for 18 hours, climb high, mothers carry baby on their back; e. people are interfering with and destroying their habitat

2.

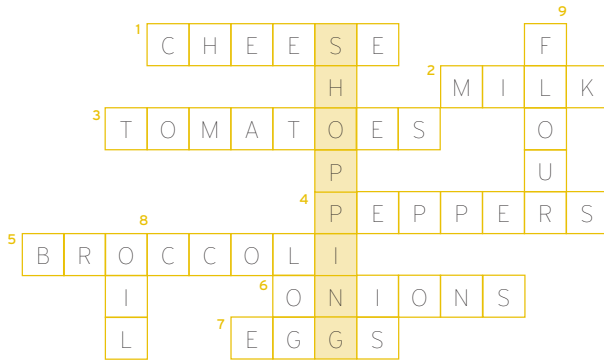
Students' own answer.

Notes

Practice Book, pages 112-113

1.

Across: 1. cheese; 2. milk; 3. tomatoes; 4. peppers; 5. broccoli; 6. onions; 7. eggs; **Down:** 8. oil; 9. flour
The clue word is **shopping**



2.

a. onions; b. tomatoes; c. -; d. peppers; e. -; f. -; g. -

3.

a. U; b. C; c. U; d. C; e. U; f. C; g. C; h. U

4.

Kilo: cheese, tomato, pepper, broccoli, onion, flour, banana, pineapple; **Litre:** water, milk, juice, oil;
Unit: tomato, pepper, onion, egg, banana, pineapple

5.

Some possible answers: fresh eggs, fresh water, fresh broccoli, red peppers, green peppers, big eggs, big peppers, big grapes, brown / white eggs

6.

a. Kevin and his grandfather are doing the shopping online. b. They are at home right now. c. They are ordering broccoli because it is fresh and has a special discount. d. They are cheese for the pizza.

7.

Students' own answers.

Practice Book, pages 114-115

1.

a. *Lina999* thinks online shopping is great because there are a lot of products on one site. b. *SonnyBGood* buys online because there aren't many shops near his house. c. *Logan_log in* thinks online shopping is a very good option because it's simple and easy. d. *Elliottness* never buys online because she cannot pay. Her parents buy online. e. *Lucca06* doesn't like online shopping because adult people must help you.

2. and 3.

Positive: Lina999, SonnyBGood, Logan_log in, Hahaha;
Negative: Lucca06, AndyG, ItsMeI; **Undefined:** Elliottness

4.

a. jackets; b. apples; c. -; d. shops; e. -; f. products; g. umbrellas; h. -

5.

a. U; b. C; c. C; d. C; e. U; f. C; g. C; h. U

6.

a. We use *there are* or *there aren't* with countable plural forms. b. We use *there is* or *there isn't* with singular or uncountable forms.

7.

a. much; b. a lot of; c. many; d. much; e. many; f. a lot of; g. a lot of

Practice Book, pages 116-117



1.

a. Leena; b. cook; c. making a list of

Audioscript (1st part)

Girl Mum, I'm hungry. Can we cook pizza or make some sandwiches?

Mum Of course! What do we need? Let's make a list.

Girl For the sandwiches, we need... tomatoes, green leaves, ham, cheese and bread. And for the pizza, we need tomatoes, oil, ham, cheese and flour.

Mum Correct, Sweetie.

(2nd part)

Mum So, let's see what there is at home. Are there any tomatoes?

Girl Yes, Mum. There are... one, two, three, four big tomatoes. There is one litre of oil and there are some green leaves.

Mum Perfect! Is there any ham?

Girl Oh, no. There isn't any ham!

Mum Don't worry. We can make pizza or sandwiches with no ham. Is there any cheese?

Girl Yes, there is a lot of cheese.

Mum Great. Is there any bread?

Girl Yes! There is some bread. Now... wait a minute. Oh, there isn't any flour.

Mum So, what can we finally prepare?

PB **05** **Track 22**

- | | | |
|----|----------------|------------|
| 2. | tomatoes ✓ | tomatoes ✓ |
| | green leaves ✓ | oil ✓ |
| | ham ✗ | ham ✗ |
| | cheese ✓ | cheese ✓ |
| | bread ✓ | flour ✗ |

b. (sandwiches)

PB **05** **Track 22**

- 3.
- a. Yes, there are four. b. No, there isn't. c. Yes, there is a lot. d. Yes, there is some.
- 4.
- a. Are there any oranges? Yes, there are. b. Are there any bananas? Yes, there are. c. Is there any water? Yes, there is. d. Are there any pineapples? No, there aren't. e. Is there any cheese? Yes, there is. f. Is there any flour? No, there isn't. g. Are there any white eggs? Yes, there are. h. Is there any bread? Yes, there is.

5.
some water; any flour; some white eggs

6.
a. any, some; b. any, any; c. a lot of; d. much, a lot; e. many

Practice Book, page 118

1.
Students' own answers.
2.
a. many; b. many; c. much; d. much
Students' own answers.

Practice Book, page 119

1.
Students' own answers.

Notes

Practice Book, pages 120-121

1.

a. bedroom; **b.** club; **c.** coffee house; **d.** shopping centre;
e. park; **f.** fast food restaurant

2.

Possible answers: Indoors: coffee house, bedroom,
fast food restaurant, club, shopping centre; **Outdoors:**
swimming pool, fast food restaurant, park, house garden,
street, skate park

3.

Students' own answers.

4.

a. F; **b.** T; **c.** DS; **d.** T; **e.** T

5.

a. a video conference; **b.** the evening; **c.** Sophie, the
school website; **d.** Sophie, students'; **e.** Starbucks; **f.** in the
park; **g.** the local park

6.

Students' own answers.

7.

Students' own answers.

Practice Book, pages 122-123

1.

a. Katy; **b.** Amanda

2.

Phill: -; **Sally:** +; **Leo:** +; **Amanda:** +; **Katy:** +

3.

Family relations: cousin, sister, brothers, mum; **Places:**
cinema, streets, skate park, home, river

4.

a. doesn't recommend; **b.** has got; **c.** can, a sister; **d.** love
e. likes

5.

yesterday morning / afternoon / evening; last Saturday
/ night / weekend / summer / month / year / week; two
days / some minutes / one month / five years / three
weeks ago

6.

a. morning; **b.** night; **c.** Students' own answer. **d.** Students'
own answer.

7.

was, was not; weren't

8.

a. It was on your bed some minutes ago. **b.** She wasn't
at school yesterday. **c.** Last Saturday I wasn't at home. I
was in the swimming pool at the club all day. **d.** Yesterday
morning, my friends and I weren't indoors. We were in the
park because it was a beautiful day.

Practice Book, pages 124-125

 **06** Track 23

1.

a. Valley of the Moon, San Juan; **b.** Aconcagua Mountain,
Mendoza; **c.** Iguazu Falls, Misiones; **d.** Hill of Seven Colours,
Jujuy; **e.** Perito Moreno Glacier, Santa Cruz

Audioscript

a. Valley of the Moon in San Juan
b. Aconcagua Mountain in Mendoza
c. Iguazu Falls in Misiones
d. Hill of Seven Colours in Jujuy
e. Perito Moreno Glacier in Santa Cruz

 **07** Track 24

2.

a. last month; **b.** with her family; **c.** four weeks

Audioscript

Last month, I was four weeks in Argentina with my family.
It was an amazing trip. I visited a lot of beautiful places.
But there are many places we still want to know.
In the first week, we visited Perito Moreno Glacier. It was
awesome but it was very cold. In the second week, we
travelled from Mendoza to San Juan. Trekking in the
Aconcagua was exciting. Then, we visited the Valley of the
Moon on a jeep. That was great fun! In the third week, we
were in Jujuy. I loved the Hill of Seven Colours. Every day,
it was sunny and hot. The trip was a bit tiring but beautiful.
In the fourth week, we were in Misiones. The Iguazu
Falls were majestic! I was amazed by the colours of the
butterflies and the lovely coats.

 **07** Track 24

3.

a. 2; **b.** 4; **c.** 3; **d.** 1

4.

a. She was in Santa Cruz. **b.** They were in Mendoza and
San Juan. **c.** Yes, she was. **d.** No, they weren't.

5. **a.** Was Anne in Argentina last year? No, she wasn't. **b.** When was she in Argentina? She was in Argentina last month. **c.** Were Anne and her family in Mendoza? Yes, they were. **d.** When were they in the Aconcagua? They were in the Aconcagua in the second week.

6. **a.** wasn't; **b.** was; **c.** was; **d.** was; **e.** were; **f.** were; **g.** was; **h.** were; **i.** were; **j.** was; **k.** were

Practice Book, page 126

1. **a. Possible answers:** club, shopping centre, park, house, garden, bedroom, coffee house; **b.** first, second, third, fourth, fifth; **c.** were, was; **d.** weren't, wasn't; **e. Possible answers:** last night, yesterday morning, last weekend, three weeks ago, last year, last Monday; **f. Possible answers:** Yes, I was. / No, I wasn't. **g.** Let's (students' own answer). **h.** I want to (students' own answer).

Practice Book, page 127

1. **a.** My sister was in Bariloche with her school partners last month. It was an exhausting trip but they were very happy. They recommend it! **b.** My family and I were on the beach last holidays. Hundreds of people were on that beach too. It was very hot but the sea was full of people. I don't recommend it! **c.** Yesterday, I was in the swimming pool at the club. The day was beautiful and the water was cool but it was boring because my friends weren't there. I recommend it but go with your friends! **d.** Two days ago, I was in the park with my two best friends after school. The park is our favourite place to hang out. Oscar and Phillip were in the park too. It was great fun! I want to go again today.

Notes

Unit 0

We use the verb *to be* to give information about people or things.

Verb to be		
+ Affirmative and - Negative		
I	'm (am) 'm not (am not)	from Argentina. 12 years old. in year 1.
She He It	's (is) isn't (is not)	
You We They	're (are) aren't (are not)	

Remember we use an apostrophe (') in short forms (contractions).

I am twelve. = I'm twelve.

Possessive Adjectives

We use possessive adjectives before nouns to indicate a form of possession or a relationship.

My brother is 17 years old. His bedroom is big.

We can also use the possessive case or 's.

My brother's bedroom is big.

Remember we use 's with singular nouns and only the apostrophe (') with plural nouns.

My brothers' bedroom is big.

Unit 1

Present Continuous

We use the present continuous to describe actions in progress at the moment of speaking. We use the verb *to be* + *-ing* forms.

Present Continuous			
+ Affirmative and - Negative			
I	'm (am) 'm not (am not)	taking photos playing football swimming	now. right now. at the moment.
She He It	's (is) isn't (is not)		
You We They	're (are) aren't (are not)		

There are some rules for *-ing* forms.

1. For the verbs ending in a consonant - vowel - consonant (**swim**), double the final consonant:

swim - swimming / run - running / chat - chatting

2. For the verbs ending in *-e* (*write*), remove the *-e* and add *-ing*:

write - writing / have - having / take - taking

3. For the rest of the verbs, add simply *-ing*:

walk - walking / listen - listening / play - playing

In the interrogative form, we do not use contractions. In short answers, only in the negative form.

Present Continuous		
Yes / No questions		
Is	she he it	taking photos? playing football?
Are	you we they	swimming?

Present Continuous	
Short answers	
+ Affirmative	- Negative
Yes, I am.	No, I'm not (am not).
Yes, she is. Yes, he is. Yes, it is.	No, she isn't (is not). No, he isn't (is not). No, it isn't (is not).
Yes, you are Yes, we are. Yes, they are.	No, you aren't (are not). No, we aren't (are not). No, they aren't (are not).

Unit 2

Present Simple

We use the present simple to talk about likes and dislikes, routines or activities that happen with a certain regularity.

I **love** football. (+ a noun)

I **love** playing football. (+ *-ing*)

We **go** to school in the morning.

My friends **play** video games after school.

Present Simple (I, you, we, they)		
+ Affirmative and - Negative		
I You We They	play football / don't (do not) play football study English / don't (do not) study English dance / don't (do not) dance	every day. on Tuesdays. in the afternoon. at 7 am.

Present Simple (I, you, we, they)			
Yes / No questions			
Do	I you we they	play football study English dance	every day? on Tuesdays? in the afternoon? at 7 am?

Present Simple (I, you, we, they)	
Short answers	
+ Affirmative	- Negative
Yes, I do. Yes, you do. Yes, we do. Yes, they do.	No, I don't (do not). No, you don't (do not). No, we don't (do not). No, they don't (do not).

Remember we use different prepositions to indicate time.

at + time: **at 5 am**

in + parts of the day: **in the morning / afternoon / evening**

exception: **at midday / night**

on + days of the week: **on Fridays / Sundays**

The present simple form changes with the third person singular (she, he, it).

She loves football. (+ a noun)

He goes to school in the morning.

She loves playing football. (+ -ing)

My friend plays video games after school.

There are some spelling rules.

1. For the verbs ending with a consonant + -y (study), remove the -y and add -ies:

study - studies

2. For the verbs ending in o, s, sh, ch, x or z, add -es:

do - does / go - goes / watch - watches

3. For the rest of the verbs, add simply -s:

write - writes / take - takes / walk - walks / listen - listens / play - plays

Present Simple (she, he, it)		
+ Affirmative and - Negative		
She He	plays football / doesn't (does not) play football studies English / doesn't (does not) study English dances / doesn't (does not) dance	every day. on Tuesdays. in the afternoon. at 7 am.

Present Simple (she, he, it)			
Yes / No questions			
Does	she he	play football study English dance	every day? on Tuesdays? in the afternoon? at 7 am?

Present Simple (she, he, it)	
Short answers	
+ Affirmative	- Negative
Yes, she does. Yes, he does.	No, she doesn't (does not). No, he doesn't (does not).

Unit 3






Object Pronouns

We use object pronouns after verbs to replace people or objects.

The students are doing their homework in class. The teacher is helping them.

Adverbs of Frequency

We use frequency adverbs to indicate the frequency of an activity. To ask about frequency we use *How often*.

How often...?	
always	
usually	
often	
sometimes	
never	
Other expressions	
once	a week
twice	a month
three times	a year

We use frequency adverbs after the verb *to be* and before the rest of the verbs.

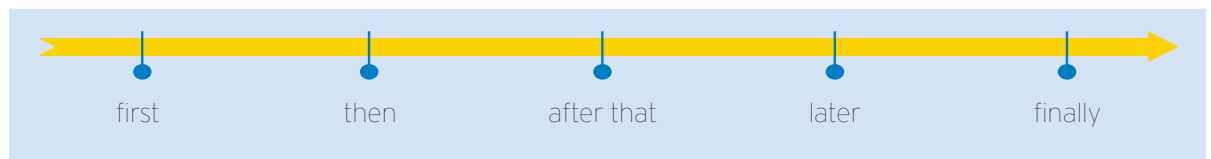
We are always at the club after school.
We always go to the club after school.

How often do you go to the club?
Never. But I **always** go to the park.
How often do you go to the cinema?
Twice a month.

Sequence Words

We use sequence words to indicate the order of events. Sequence words also help to organise and link ideas. They are useful to describe everyday routines, recipes or stories.

- | | |
|--------------------|-----------------|
| 1. First, ... | 4. Later, ... |
| 2. Then, ... | 5. Finally, ... |
| 3. After that, ... | |



Unit 4

Can for Ability

We use *can* + an infinitive verb to talk about the abilities of a person or an animal. The form does not change; it is the same with all pronouns.

Can for Ability		
+ Affirmative and - Negative		
I	can can't (cannot)	jump.
She		swim.
He		fly.
It		speak English.
You		ride a bike.
We		take good photos.
They		cook pizza.

Can for Ability		
Yes / No questions		
Can	I she he it you we they	jump? swim? fly? speak English? ride a bike? take good photos? cook pizza?

Can for Ability	
Short answers	
+ Affirmative	- Negative
Yes, I can. Yes, she can. Yes, he can. Yes, it can. Yes, you can. Yes, we can. Yes, they can.	No, I can't (cannot). No, she can't (cannot). No, he can't (cannot). No, it can't (cannot). No, you can't (cannot). No, we can't (cannot). No, they can't (cannot).

Must

We use *must* + an infinitive verb to talk about duties and prohibitions. The form does not change; it is the same with all pronouns.

Unit 5

There is - There are

We use *there is* or *there are* to talk about the existence of something. *There is* describes singular forms and *there are* describes plural forms.

There is a red apple. / **There are** three red apples.

Quantifiers help to describe the amount or quantity.

Quantifiers			
Definite		Indefinite	
Singular	Plural	Uncountable	Countable
one a kilo of a litre of	two two kilos of four litres of	much	many
		some / any a lot of	

There is one red apple. / **There is a kilo of** red apples

There are two red apples. / **There are three kilos of** red apples.

There is a lot of / some milk. (Uncountable)

There are a lot of / some **litres** of milk. (Countable)

Is there any milk? **There isn't** much / any milk. (Uncountable)

Are there any apples? **There aren't** many / any apples. (Countable)

Unit 6

Past Simple - Verb to be

We use the verb *to be* in the past simple to describe a situation or a state that started and finished at a certain moment in the past.

Past Simple - Verb to be		
+ Affirmative and - Negative		
She He It	was wasn't (was not)	happy. at school. in the park. in front of a screen.
You We They	were weren't (were not)	

Past time expressions	
yesterday	morning / afternoon evening
last	night Friday weekend month year
two days five years some minutes	ago

Past Simple - Verb to be		
Yes / No questions		
Was	I she he it	happy? at school? in the park? in front of a screen?
Were	you we they	

Past Simple - Verb to be	
Short answers	
+ Affirmative	- Negative
Yes, I was. Yes, she was. Yes, he was. Yes, it was.	No, I wasn't (was not). No, she wasn't (was not). No, he wasn't (was not). No, it wasn't (was not).
Yes, you were. Yes, we were. Yes, they were.	No, you weren't (were not). No, we weren't (were not). No, they weren't (were not).

Desire and Suggestion

We use *want to* + an infinitive verb to express a desire and *Let's...* + an infinitive verb to make a suggestion.

I want to go to the cinema. **Let's go to the cinema!**

Name: _____

Unit 1 Assess your progress



I can...

identify colours and clothes.



ask about belongings.



describe photos.



Teacher's comment: _____

Name: _____

Unit 2 Assess your progress



I can...

identify after-school activities and pastimes.



ask and talk about after-school activities and pastimes.



describe your favourite pastimes.



Teacher's comment: _____

Name: _____

Unit 3 Assess your progress



I can...

identify habits and daily activities.



ask and talk about frequency.



describe a typical day.



Teacher's comment: _____

Name: _____

Unit 4 Assess your progress



I can...

identify wild animals and natural habitats.



ask and talk about ability.



describe wild animals.



Teacher's comment: _____

Name: _____

Unit 5 Assess your progress



I can...

identify items of food.



ask and talk about food and shopping.



describe the process of shopping.



Teacher's comment: _____

Name: _____

Unit 6 Assess your progress



I can...

identify local places in town.



ask and talk about entertainment activities.



describe where you were.



Teacher's comment: _____



1

ENGLISH
CHALLENGE

TESTS

1 Progress test

1 Put the letters in order to find out the colours and write.

a.



a blue sweater

b.



a _____

c.



a _____

d.



a _____

e.



white and grey

f.



white, _____
and _____

_____/10

2 Circle the correct option.

- Are **this** / **those** jeans Jackie's?
- This is** / **These are** my new school bag. I love it!
- Those are** / **That is** a beautiful umbrella. Do you like it?
- Those** / **That** pink and brown gloves are cool!
- This** / **These** jeans are perfect for me!

_____/5

3 Write the *-ing* form of these verbs.

- listen _____
- wear _____
- have _____
- run _____
- look _____
- take _____
- chat _____
- play _____
- swim _____
- give _____

_____/10

4 Complete with *is*, *are* or *am*. Then, write the sentences in the negative form. Use short forms.

- Our sisters _____ playing volleyball on the beach.

- My brother _____ chatting with his friends right now.

- The dogs _____ having fun in the park.

- I _____ uploading photos on Instagram.

- Nicholas _____ listening to music in his bedroom.

_____/10

5 Complete with *Who*, *What* or *Where*.

- _____ are you cooking?
A cake.
- _____ are you swimming?
At the club.
- _____ is Sarah playing?
Volleyball.
- _____ is Sam playing with?
With his sister.
- _____ are the boys playing?
In the park.

_____/5

Total score: ____/40

1 Complete with the correct preposition: *in, on, at* or *from-to*.

- a. _____ Wednesdays
- b. _____ night
- c. _____ the afternoon
- d. _____ 11.30 am
- e. _____ 5 pm _____ 6 pm
- f. _____ midday
- g. _____ the morning
- h. _____ Sundays
- i. _____ the weekend
- j. _____ Thursdays

_____ /5

2 Write the present simple form of the third person singular.

I, we, you, they	she, he, it
do	
listen	
hate	
watch	
like	
visit	
love	
make	
play	
study	
go	
write	
cook	
ride	
take	

_____ /15

3 Circle the correct option.

- a. Alice **do / does / don't do** her homework at the weekend.
- b. Sonia and Ron **doesn't watch / watches / watch** films every Saturday night.
- c. My friend's cat **don't take / take / takes** a nap on the sofa every day.
- d. I **rides / don't ride / doesn't ride** my bike every day after school.
- e. Alex **don't play / plays / play** computer games with his friends on Fridays.

_____ /5

4 Write these sentences in the negative form.

- a. I go to school in the morning.

- b. My dad reads the news on Twitter every night.

- c. My friends watch vloggers every day after school.

- d. Kate and Andy upload photos on social networks.

- e. Mat listens to music in his bedroom all the time.

_____ /10

5 Put the verbs into the correct present simple form.

- a. Peter (not do) _____ his homework after school. He (do) _____ it at the weekend.
- b. My brother and sister (go) _____ to the club every Saturday. My sister (love) _____ swimming and my brother (like) _____ playing tennis.

_____ /5

Total score: _____ /40

3 Progress test

1 Match these phrases.

- | | |
|----------|--------------------|
| a. do | to the market |
| b. wash | dressed |
| c. go | the bed |
| d. brush | the dishes |
| e. have | your teeth |
| f. get | a shower |
| g. take | the dog for a walk |
| h. make | the shopping |

_____ /8

2 Complete with the correct object pronoun.

- Look at my new **school bag**. Do you like _____?
- We** live in a small house near the school. Visit _____ at the weekend!
- Liza has got two big **dogs**. She takes _____ to the park every day.
- I have got a new computer game. Come and play with _____!
- Greg** uploads lovely photos on all social networks. Do you follow _____?
- Harriet** is going to the market. Help _____ to do the shopping, please.

_____ /12

3 Re-write these sentences. Write the corresponding adverb of frequency in the correct position.

- Sammy has a quick shower in the morning.



- The boys help their parents at home.



- My mum takes me to school. I ride my bike or walk with my brothers.



- Karen listens to music before going to bed.



_____ /10

4 Complete the sentences with these words. Then, re-write them in a paragraph and replace the asterisks * with the corresponding sequence words.

lunch - teeth - breakfast - shower - bikes

- Cindy gets up at 6 am every morning. * She has a _____ * She has _____ with her family in the kitchen. She often helps her dad.

- * She brushes her _____ and * she goes to school. Her dad always takes her to school. They usually walk but they sometimes ride their _____.

- * She goes home at midday and has _____ with her brothers.

_____ /10

Total score: _____ /40

1 Read. Then, put the letters in order and write the names of the animals.

- a. These majestic birds of prey live in the mountain forest. They are _____.
GELASE
 - b. This amazing marine creature is not a fish. It is a reptile adapted to live in the sea. It is the _____.
ESA UTTREL
 - c. These big mammals live in the desert in Africa. They can walk long distances. They are _____.
MCELAS
 - d. These lovely large mammals have got very long arms and live in the rainforest. They are _____.
RAGNO-TUNSA
 - e. This bear is a wonderful predator that lives in the Arctic. It is the _____.
OPLRA RABE
- _____ /5

2 Use these words to write complete answers. There is one extra option.

- the ocean all around the world
- the forest in China
- the Arctic ice
- the mountain forest in North America
- the Antarctic
- tropical seas

- a. Where do sharks live?

 - b. Where does the green sea turtle live?

 - c. Where do panda bears live?

 - d. Where does the Grizzly bear live?

 - e. Where do penguins live?

- _____ /10

3 Read about animals' abilities and circle the correct option.

- a. Whales **can / can't** hold their breath underwater. They can swim fast **and / but** jump high.
- b. Sea turtles **can / can't** swim fast **and / but** they **can / can't** move fast on the beach. They **can / can't** retract their head into their shell.
- c. Bald eagles **can / can't** fly fast **and / but** for long distances looking for food.
- d. Gorillas **can / can't** walk in two legs **and / but** they **can / can't** walk for a long distance.
- e. Bengal tigers **can / can't** swim very well **and / but** they **can / can't** walk for hours looking for food.

_____ /14

4 Use the cues to write questions. Then, circle the correct answer.

- a. _____?
the Emperor penguin / fly
Yes, it can. / No, it can't.
- b. _____?
the Grizzly bear / fish / with its strong claws
Yes, it can. / No, it can't.
- c. _____?
sea turtles / move fast / on the beach
Yes, they can. / No, they can't.
- d. _____?
polar bears / swim / long distances
Yes, they can. / No, they can't.
- e. _____?
condors / fly / long distances
Yes, they can. / No, they can't.

_____ /15

5 Match the questions with the answers.

- a. Why must we protect the Bengal tigers' habitat?
- b. Why are condors in danger?
- c. Why must sea turtles' babies walk fast to get to water?

- Because they can only have one chick at a time every two years.
- Because they must escape from predators.
- Because they cannot find their preys, their food.

_____ /6

Total score: _____ /50

5 Progress test

1 Write the plural forms of these nouns. Write a dash (-) when there is no plural form.

- a. egg _____
- b. umbrella _____
- c. onion _____
- d. flour _____
- e. apple _____
- f. cheese _____
- g. broccoli _____
- h. shop _____
- i. shirt _____
- j. banana _____
- k. security _____
- l. water _____
- m. shipping _____
- n. product _____
- o. tomato _____
- p. shopping _____

_____/16

2 Write C (countable) or U (uncountable).

- a. oil _____
- b. apple juice _____
- c. tomatoes _____
- d. an umbrella _____
- e. green grapes _____
- f. one kilo of flour _____
- g. flour _____
- h. milk _____
- i. red apples _____
- j. broccoli _____

_____/10

3 Complete with *There is* or *There are*.

- a. _____ four litres of pineapple juice.
- b. _____ a lot of fresh milk.
- c. _____ one kilo of green apples.
- d. _____ three big tomatoes.
- e. _____ twelve brown eggs.
- f. _____ one white egg in the fridge.

_____/6

4 Look at the list. Use the cues to write questions and then, circle the correct answer.

<input checked="" type="checkbox"/> 10 litres of water	<input type="checkbox"/> popcorn
<input checked="" type="checkbox"/> chocolate cake	<input checked="" type="checkbox"/> orange juice
<input checked="" type="checkbox"/> 20 sandwiches	<input type="checkbox"/> 1 apple
	<input type="checkbox"/> green grapes

- a. _____?
there / water
Yes, there is a lot. / No, there isn't.
- b. _____?
there / popcorn
Yes, there is. / No, there isn't.
- c. _____?
there / grapes
No, there aren't. / Yes, there are.
- d. _____?
there / sandwiches
No, there aren't. / Yes, there are a lot.

_____/8

5 Look at the list again and complete with *some*, *any*, *much*, *many* or *a lot (of)*.

- a. Is there _____ juice?
Yes, there is _____ orange juice.
- b. There are _____ sandwiches. There are twenty!
- c. Is there _____ water?
Yes, there is _____!
How _____ water is there?
There are 10 litres.
- d. There isn't _____ popcorn and there aren't _____ grapes.
- e. There aren't _____ apples. But there is _____ chocolate cake.

_____/10

Total score: ____/50

1 Write 8 popular hangout spots.

_____/8

2 Complete the chart with these words or phrases.

three days - Sunday - ten years - weekend -
two months - summer - evening - month -
one week - year

Past time expressions	
yesterday	morning _____
last	night _____ _____ _____ _____
	ago _____ _____ _____ _____
	a minute _____ _____ _____ _____

_____/10

3 Complete with *was* / *wasn't* or *were* / *weren't*.

- Our holiday in Madrid _____ great fun, but the museums _____ very boring!
- Zoe and Marco _____ excited at the concert.
- Henry _____ at school yesterday. Is there any problem with him?
- Last Sunday, it _____ a beautiful day. The boys _____ in the park all day.
- Kelly and her family _____ at home. They _____ by the river because it _____ a sunny day.

_____/9

4 Put the words in order to make questions. Then, circle the correct answer.

a. _____?

Sandy - Was - France - last - in - year
Yes, she was. / No, they weren't.

b. _____?

she - with - Was - family - her
Yes, they were. / Yes, she was.

c. _____?

When - in - family - Sandy - France - were - her - and
They were in October. / She was in September.

d. _____?

they - happy - Were - France - in
Yes, they were. / No, she wasn't.

e. _____?

Was - awesome - France - the - for - family
No, they weren't. / Yes, it was.

_____/15

5 Read and use the cues to write a suggestion or a desire.

a. It is a beautiful sunny day.

go / park (suggestion)

b. I'm exhausted.

I / be / on holiday (desire)

c. There is a new cinema at the shopping centre.

see / Johnny Depp's new film (suggestion)

d. There are a lot of tourist attractions in Great Britain.

visit / London (desire)

_____/8

Total score: _____/50

Mid-term test • Units 1-3

1 Read about Danny and complete the passage with these words. Then, number the pictures.

to - at (x2) - on - in (x2) - from (x2)

Danny is 13 years old and he is from Japan. He has a very tiring routine **a** _____ Mondays to Fridays. But **b** _____ Tuesdays, he has an exhausting day! He gets up **c** _____ 6 am. First, he has a quick shower and gets dressed. Then, he has breakfast with his mum and brother and he rides his bike to school. **d** _____ midday, Danny's mother always works. So Danny goes home and he usually cooks lunch for himself and his brother. **e** _____ the afternoon, he does his homework and he studies English and Spanish. After that, he has basketball practice from 3 **f** _____ 4 and guitar lessons **g** _____ 5 to 6. Later, he does karate at the club near his house. Finally, he always watches his favourite TV series **h** _____ the evening before dinner.



_____/14

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

- a. Danny is Japanese. _____
- b. He is a very happy boy. _____
- c. He has breakfast and then he has a shower. _____
- d. He usually cooks lunch on Tuesdays. _____
- e. Danny's mum is not at home at midday. _____
- f. On Tuesdays, Danny has dinner and then watches TV. _____

_____/6

3 Read again and answer. What does Danny do on Tuesdays?

- a. Does he have breakfast?

- b. Does he walk to school?

- c. How often does he cook lunch?

- d. Do Danny and his mum have lunch together?

- e. What time does he have guitar lessons?

_____/10

4 Present continuous. Use the cues to write affirmative or negative sentences.

- a. _____
Lizzie / not do / the shopping / right now
- b. _____

- c. _____
the students / not write / a composition / at the moment
- d. _____

- e. _____
Amy / listen to music / bedroom / and / I / cook
- d. _____

- e. _____
my grandpa / and / I / not watch / TV series
- e. _____
Lillian and Sam / clean / bedroom

_____/10

5 Present simple. Circle the correct option.

- a. Samantha usually **have** / **has** / **don't have** breakfast.
- b. Nicholas **like** / **don't like** / **loves** rugby and hockey.
- c. **Do** / **Does** / **Don't** Regina follow Lucca on Twitter?
No, she **don't** / **doesn't** / **does**.
- d. What time **does** / **doesn't** / **do** you get up?
I **gets up** / **doesn't get up** / **get up** at 6.30.
- e. **Do** / **Does** / **Don't** the boys have a shower every day?
Yes, they **don't** / **does** / **do**.
- f. I always **write** / **writes** / **doesn't write** in my diary in the evening.
- g. How often **do** / **does** / **don't** Gregory go to the cinema?
Once a month.

_____/10

6 Now, use these notes to write about Ximena's day. Include frequency adverbs and sequence words to organise the events.

- Ximena (12), Argentina
- get up 6.30
- have breakfast with family, brush teeth
- not have shower
- walk to school or ride bike
- have lunch at home, wash the dishes
- watch favourite vloggers, do homework
- visit friends or grandparents or go to the park
- have a shower, dinner
- go to bed

_____/30

Total score: ____/80

Final-term test • Units 4-6

1 Read and complete the report. Then, fill in the animal fact file.

nest - walk - a lot of - because - 200 - a month - legs - love - or - tarantulas

Last summer, scientist Henry Morgan was in Mexico to study local spiders. Read his report: There are **a** _____ different types of tarantulas in Mexico (approximately 66 different species). The red knee tarantula (*Brachypelma Smithi*) is a large and solitary tarantula that inhabits the deserts and forests in the west of Mexico. It grows up to 20 cm and females can live between 25-30 years. Red knee **b** _____ are black with red knees. They use their two front **c** _____ to hold the prey and the other six legs to **d** _____ (as all arachnids, they have got eight legs). These tarantulas **e** _____ eating insects, but they sometimes eat small mammals, birds **f** _____ reptiles. They dig a burrow on the ground and make their **g** _____. They are nocturnal; they hunt at night and sleep during the day. They usually eat once **h** _____, especially when they have a big dinner. Females lay from **i** _____ to 400 eggs every year, between June and August. Babies hatch after one month. They are in danger **j** _____ people capture them illegally and keep them as pets.



Name: _____

Scientific name: _____

Size: _____

Life span: _____

Habitat: _____

Diet: _____

Special features: _____

Why in danger: _____

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_____/20

2 Read again and write *T* (true) or *F* (false). Correct false sentences.

- There aren't many different tarantulas in Mexico. _____

- Red knee tarantulas are very big. _____

- They live in small groups. _____

- They have got six legs. _____

- Their favourite food is insects. _____

- They lay eggs in Mexican winter (December-February). _____

_____/10

3 *There is / There are.* Put the words in order to write questions, or affirmative or negative sentences. There is one extra word in each case!

- _____?
much - How - milk - is - breakfast - for - are - there
- _____
There - the - much - isn't - juice - in - fridge - many - orange
- _____?
leaves - Are - any - there - green - for - much - our - pizza
- _____
can't - there - make - We - a - because - cake - aren't - eggs - some - any
- _____
water - isn't - There - any - but - there - sandwiches - a lot of - many - are

_____/10

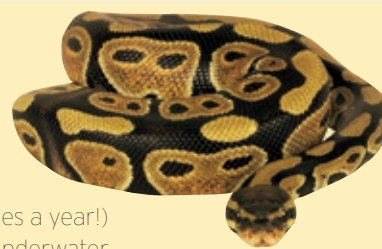
4 Past simple. Circle the correct option.

- a. Mandy was in her bedroom **last** / **two minutes** / **yesterday** ago.
- b. Where **was** / **wasn't** / **were** the Lesters on their holiday?
- c. I **was** / **weren't** / **wasn't** at home last night. But my parents **was** / **were** / **wasn't** there.
- d. Were you at the shopping centre yesterday **Sunday** / **afternoon** / **week**?
Yes, I **wasn't** / **were** / **was**.
- e. **Was** / **Were** / **Wasn't** Annie and her friends in the park?
No, they **was** / **were** / **weren't**.
- f. Last **weekend** / **a month** / **four days**, it was sunny and hot. We **wasn't** / **were** / **was** on the beach all the time.

_____/10

5 Use the information in the fact file to write a report. Organise the information in different paragraphs.

Name: Burmese python
Scientific name: *Python bivittatus*
Type: reptile, snake
Size: very large, up to 7 metres
Life span: 20-25 years
Habitat: forests near water, in the south of Asia
Diet: carnivore, small mammals and birds (usually eat three or four times a year!)
Special features: solitary, strong, excellent swimmer, can hold breath underwater for 30 minutes, hunt at night, lay 100 eggs once a year (in March or April)
Why in danger: people capture them illegally and keep them as exotic pets



Blank lined area for writing a report.

_____/30

Total score: ____/80

Tests • Answer key

PROGRESS TEST • UNIT 1

1. **a.** a blue sweater; **b.** a purple shirt; **c.** a green dress; **d.** a red jacket; **e.** white and grey socks; **f.** white, pink and red trainers

2. **a.** those; **b.** This is; **c.** That is; **d.** Those; **e.** These

3. **a.** listening; **b.** wearing; **c.** having; **d.** running; **e.** looking; **f.** taking; **g.** chatting; **h.** playing; **i.** swimming; **j.** giving

4. **a.** are; Our sisters aren't playing volleyball on the beach. **b.** is; My brother isn't chatting with his friends right now. **c.** are; The dogs aren't having fun in the park. **d.** am; I'm not uploading photos on Instagram. **e.** is; Nicholas isn't listening to music in his bedroom.

5. **a.** What; **b.** Where; **c.** What; **d.** Who; **e.** Where

PROGRESS TEST • UNIT 2

1. **a.** on; **b.** at; **c.** in; **d.** at; **e.** from, to; **f.** at; **g.** in; **h.** on; **i.** at; **j.** on

2. do, does; listen, listens; hate, hates; watch, watches; like, likes; visit, visits; love, loves; make, makes; play, plays; study, studies; go, goes; write, writes; cook, cooks; ride, rides; take, takes

3. **a.** does; **b.** watch; **c.** takes; **d.** don't ride; **e.** plays

4. **a.** I don't go to school in the morning. **b.** My dad doesn't read the news on Twitter every night. **c.** My friends don't watch vloggers every day after school.

d. Kate and Andy don't upload photos on social networks. **e.** Mat doesn't listen to music in his bedroom all the time.

5. **a.** doesn't do, does; **b.** go, loves, likes

PROGRESS TEST • UNIT 3

1. **a.** the shopping; **b.** the dishes; **c.** to the market; **d.** your teeth; **e.** a shower; **f.** dressed; **g.** the dog for a walk; **h.** the bed

2. **a.** it; **b.** us; **c.** them; **d.** me; **e.** him; **f.** her

3. **a.** always; **b.** usually; **c.** never, often; **d.** sometimes

4. **a.** shower, breakfast; **b.** teeth, bikes; **c.** lunch
Cindy gets up at 6 am every morning. *First*, she has a shower. *Then*, she has breakfast with her family in the kitchen. She often helps her dad. *After that*, she brushes her teeth and *later*, she goes to school. Her dad always takes her to school. They usually walk but they sometimes ride their bikes. *Finally*, she goes home at midday and has lunch with her brothers.

PROGRESS TEST • UNIT 4

1. **a.** eagles; **b.** sea turtle; **c.** camels; **d.** orang-utans; **e.** polar bear

2. **a.** They live in the ocean all around the world. **b.** It lives in tropical seas. **c.** They live in the forest in China. **d.** It lives in the mountain forest in North America. **e.** They live in the Antarctic.

3. **a.** can, and; **b.** can, but, can't, can't;

c. can, and; **d.** can, but, can't; **e.** can, and, can

4. **a.** Can the Emperor penguin fly? No, it can't. **b.** Can the Grizzly bear fish with its strong claws? Yes, it can. **c.** Can sea turtles move fast on the beach? No, they can't. **d.** Can polar bears swim long distances? Yes, they can. **e.** Can condors fly long distances? Yes, they can.

5. **a.** Because they cannot find their preys, their food. **b.** Because they can only have one chick at a time every two years. **c.** Because they must escape from predators.

PROGRESS TEST • UNIT 5

1. **a.** eggs; **b.** umbrellas; **c.** onions; **d.** -; **e.** apples; **f.** -; **g.** -; **h.** shops; **i.** shirts; **j.** bananas; **k.** -; **l.** -; **m.** -; **n.** products; **o.** tomatoes; **p.** -

2. **a.** U; **b.** U; **c.** C; **d.** C; **e.** C; **f.** C; **g.** U; **h.** U; **i.** C; **j.** U

3. **a.** There are; **b.** There is; **c.** There is; **d.** There are; **e.** There are; **f.** There is

4. **a.** Is there any water? Yes, there is a lot. **b.** Is there any popcorn? No, there isn't. **c.** Are there any grapes? No, there aren't. **d.** Are there any sandwiches? Yes, there are a lot.

5. **a.** any, some; **b.** a lot of; **c.** any, a lot, much; **d.** any, any; **e.** many, some

PROGRESS TEST • UNIT 6

1. **Some possible answers:** coffee house, bedroom, swimming pool, fast food restaurant, park, house garden, club, street, skate park, shopping centre

2.
yesterday evening; last Sunday /
weekend / summer / month / year;
three days / ten years / two months
/ one week ago

3.
a. was, were; b. were; c. wasn't;
d. was, were; e. weren't, were, was

4.
a. Was Sandy in France last year?
Yes, she was. b. Was she with her
family? Yes, she was. c. When were
Sandy and her family in France?
They were in October. d. Were they
happy in France? Yes, they were.
e. Was France awesome for the
family? Yes, it was.

5.
a. Let's go to the park. b. I want to
be on holiday. c. Let's see Johnny
Depp's new film. d. I want to visit
London.

MID-TERM TEST • UNITS 1-3

1.
a. from; b. On; c. at; d. At; e. In; f. to;
g. from; h. in; i. 6; j. 4; k. 3; l. 1; m. 5;
n. 2

2.
a. T; b. DS; c. F; d. T; e. T; f. F

3.
a. Yes, he does. b. No, he doesn't.
c. He usually cooks lunch. d. No, they
don't. e. He has guitar lessons from
5 to 6.

4.
a. Lizzie is not doing the shopping
right now. b. The students are
not writing a composition at the
moment. c. Amy is listening to music
in her bedroom and I am cooking.
d. My grandpa and I are not watching
TV series. e. Lillian and Sam are
cleaning their bedroom.

5.
a. has; b. loves; c. Does, doesn't;
d. do, get up; e. Do, do;

f. write; g. does

6.
Students' own answers.

FINAL-TERM TEST • UNITS 4-6

1.
a. a lot of; b. tarantulas; c. legs;
d. walk; e. love; f. or; g. nest; h. a
month; i. 200; j. because

Note: Some answers may vary
Scientific name: Red knee tarantula
Scientific name: *Brachypelma*
Smithi

Size: 20 cm

Life span: females, 25-30 years

Habitat: deserts and forests in the
west of Mexico

Diet: insects, sometimes small
mammals, birds or reptiles

Special features: black with red
knees, nocturnal (hunt at night and
sleep during the day), lay 200-400
eggs (/2)

Why in danger: people capture
them illegally and keep them as pets

2.
a. F. There are a lot of different types
of tarantulas. b. T; c. F. They are
solitary tarantulas. d. F. They have
got eight legs. e. T; f. F. They lay eggs
between June and August.

3.
a. How much milk is there for
breakfast? (are); b. There isn't much
orange juice in the fridge. (many);
c. Are there any green leaves for
our pizza? (much); d. We can't make
a cake because there aren't any
eggs. (some); e. There are a lot of
sandwiches but there isn't any water.
/ There isn't any water but there are
a lot of sandwiches. (many)

4.
a. two minutes; b. were; c. wasn't,
were; d. afternoon, was; e. Were,
weren't; f. weekend, were

5.
Students' own answers.

Useful Websites

Unit 1

Help at home

Get creative ideas to organise your help at home!

Visit: <https://ar.pinterest.com/>
Search: 'daily chore list for kids'

Unit 2

After school

Watch some episodes of this Japanese live interactive show and have fun!

Visit: <https://www.youtube.com/>
Search: 'after school club'

Unit 3

Who do you follow?

Do you follow people you do not know on the internet? Be careful. Learn, watch and put into practice!

Visit: <http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>
Visit: <https://www.youtube.com/watch?v=hqezbib5qpQ>

Unit 4

Animals in danger

Learn more and more about your favourite animals. Find out which of them are in danger!

Visit: <http://www.nationalgeographic.com/>
Search 1: 'animals' Search 2: 'animals in danger'

Unit 5

Online shopping

Online shopping is simple and easy. Just pay close attention to how each website works: payment, shipping cost, security policy, etc.

Visit well-known online shopping sites in your country. Compare them.

Unit 6

Hangout spots

Get creative ideas to turn a place into your favourite hangout spot!

Visit: <https://ar.pinterest.com/>
Search: 'teen favourite hangout spots'

Common European Framework

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages.

Table 1. *Common Reference Levels: global scale*

Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Common European Framework

Common European Framework of Reference for Languages: learning, teaching, assessment

Table 2. *Common Reference Levels: self-assessment grid*

		A1	A2	B1
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2	C1	C2	
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	UNDERSTANDING
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.	
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar context, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	SPEAKING
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.	WRITING



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