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2
ENGLISH
CHALLENGE
TEACHER'S BOOK

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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 teens 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*: students work in pairs or in teams to accomplish a common goal. The teacher works as facilitator and observer, while the students work on problems and projects sharing strengths, developing interpersonal skills and learning to deal with conflict.

All this enables students to acquire basic knowledge, skills and communication strategies. Furthermore, it presents 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; and
 - present key vocabulary through images, questions or short activities.

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

Reading

Reading texts expose learners to a rich and comprehensible input consisting of a wide range of text types like magazine 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 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 variety of types such as the completion of tables, matching, labelling, and sequencing of visuals, role-play and much more.

Speaking

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

They aim to:

- involve learners 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 emails, postcards, articles, leaflets, biographies, blog entries or advertisements.

Throughout the *Learner's Book* there are special boxes that draw students' attention to different aspects of the use of English.

Look!

Highlights key language and presents grammar briefly, clearly and through examples. It can provide a guide in context before the grammar topic is actually introduced and systematized. In this way, students learn how to use the structures before thinking about 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 different social behaviours. In each *CLIL* section, learners 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, learners 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 themselves, thus turning the activity into a really 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 a research and organise information.

Useful Websites

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

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 are presented when reaching level 2.

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 to 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.

Reading as they listen allows students to focus on specific vocabulary and provides a good pronunciation model.

The opening page lists the aims of the units.

It activates the learner's background knowledge through images.

4 A look at the past

- Describe past events.
- Express ability and inability in the past.
- Narrate anecdotes.
- Give opinion on past events.
- Write narrative paragraphs in the past.

1 Read the title of the unit, look at the pictures and discuss.

- What do they make you think of?
- Have you got any similar photos?
- Do you look at them often?
- What memories do they bring back?

Order the pictures chronologically.

3 Draw your own timeline. Place the following events in it and include some others of your own.

my birth my first day at primary school my brother/sister's birth I got my first bicycle
 my first holidays by the sea

4 **OR B** Read, listen and complete the dialogue with verbs in the past.

Steve How old * you in this photograph, Mark?

Mark I * three years old.

Steve * you ride a bicycle when you were three years old?

Mark Yes, I *

Steve Really? And you Tracy * you ride a bike when you were three?

No, I *

Tracy And how old * you in this photograph, Tracy?

Tracy I * one year old.

Steve Wow! Could you swim when you were one year old?

Tracy Yes, I could.

Steve And you, Mark, could you swim when you were one year old?

Mark No, I * But I * run.

Look!

Could you roller skate when you were four?
 Yes, I could. / No, I couldn't.

5 Ask your partner and record his/her answers and yours.

Example

Could you ride a bike when you were three years old?

	Yes	No
a. ride a bike / 3		
b. play an instrument / 7		
c. tie your shoe laces / 5		
d. make your bed / 4		
e. whistle / 6		

6 Look at Steve's photos and complete.

Helen * you play football when you were three, Steve?

Steve Yes, I *

Helen And * you went? No, I * in this photo. (Including an inflatable ring, full?)

Steve * skate back at this photo!

More practice on pages 404-405.

The 'Look' box presents rules of grammar with clear examples.

Activities that aim to make learners reflect on the language used in the reading text.

Wide range of text types like magazine and website articles, blog entries, advertisements, diaries, stories, surveys and more.

Reading

1 Look and answer.

- What type of bed is this?
- Where can you find it?
- Do you usually need this type of bed?
- Do you follow this kind of advice?

BENNY'S
 THE BEST CLOTHES STORE

Looking for the widest selection of clothes and the best range of styles? Do you want the best quality and prices? Then come to Benny's. Our highly trained staff provides the most professional service and our latest arrivals include the most fashionable and sporty clothes for all ages and sizes. We are the most convenient location in the city - right in the heart of town. Visit the best place to shop.

Now Benny's is near you! | Mondays - Saturdays 9 a.m. to 9 p.m. | www.bennysstore.com

2 Read the advertisement and complete.

Benny's offers

- the widest
- the biggest
- the lowest
- the most professional
- the most convenient

3 **OR D** Listen to an interview with a customer at Benny's. Tick the boxes according to the customer's opinion about the items.

	Good	OK	Bad
price			
quality			
selection			
service			
location			

4 Read these sentences from the advertisement and the interview. Underline the superlative adjectives and circle the comparative adjectives.

- Benny's is simply the best place to shop.
- Other stores are worse.
- They have the lowest prices.
- They offer the worst service of any store I know.
- Some things are better than others.
- It's the most convenient place to shop.

5 Write similar sentences about stores you frequently buy at.

The post-reading activities invite students to share ideas on the texts they have read.

Grammar in use

Read the advertisement and complete.

Adjectives	Comparative adjectives	Superlative adjectives
good	+	the best
bad	+	the worst
big	+	the biggest
low	+	the lowest
wide	+	the widest
professional	+	the most professional
convenient	+	the most convenient

7 Complete the e-mail with the superlative form of the adjectives.

To: kate@bennys.com
 From: lucy@bennys.com
 Subject: Hi there!

Hi Kate,

To answer your question there are three shopping centres around here to go shopping when you visit us. Woodlands, Valley Plaza and Riverside. Valley Plaza is the * largest, but it's not my favourite. In my opinion, the * (best) shopping centre is Riverside. It is also the * (wide) there. It doesn't have the * (big) number of stores, but it has the * (wide) variety of clothes stores and shoe shops. I also like Riverside because it's the * (quiet). The other centres are really noisy, especially the * (noisy) instead of all and it's also the * (cheap).

I am really happy you are visiting. See you soon!

Lucy

8 Work in pairs. Describe one of the shopping centres in your area. Say which one you prefer and why.

Grammar in use Activities meant to apply the grammar points introduced.

Activities that integrate speaking with the other skills.

The listening activities are varied and realistic.

Controlled practice of the structures introduced during the Listening activity.

The listening tasks cover a variety of types such as matching, completing, answering, labelling, sequencing and more.

Listening

1 Listen and number the pictures.

2 Listen again and complete the questions.

a. _____ the concert?
 b. _____ the play?
 c. _____ the artist?
 d. _____ for the whole performance?

Answer the questions in short form. Yes, I did. / No, I didn't.

Match the reasons to the answers in Exercise 3.

1. The performance lasted three hours.
 2. It was slow and boring.
 3. It was really interesting.
 4. I really liked the special effects.
 5. They played all the favourite songs.

More practice on page 107

Grammar in use

Did + subject + verb?

Did you enjoy the party?
 Yes, I did. It was great fun.

5 Nati is asking Dana about the birthday party she went to last Saturday. Imagine the dialogue. Use the prompts to ask questions, answer them in short form and give reasons for your answers.

a. enjoy / food? / Yes / delicious.
 Example: Did you enjoy the food?
 Yes, I did. It was delicious.
 b. dance? / Yes / danced / fantastic.
 c. friends / attend? / Yes / 750.
 d. arrive home / late? / No / 3 a.m.
 e. like / party room? / Yes / enormous.

6 Gary, Sue and Helen went to see 'Terror House'. What's their opinion on the film? Complete the chart below.

Opinion	Gary	Sue	Helen
boring			
funny			
interesting			
OK			
scary			

More practice on page 72-73

Integration of language and skills by means of varied activities

Integration

1 Read Tracy's diary. Write the past circles with was, wasn't, were, weren't. Complete the text.

May 2nd

Wednesday _____ a big day. The date of the concert was but first there _____ the history assignment. I _____ back to my assignment for a while but I didn't finish it. I don't eat anything. I don't have time. I _____ change my clothes. _____ out of the house and _____ back to Sue's house. She _____ that to the bus stop but too late. She _____ the bus luckily there _____ another one soon. We _____ at about 3.25. Just in time because the concert _____ at 3.30. Then, suddenly we _____ instead that we _____ alone. Helen _____ there. Something _____ wrong. So I _____ call Helen. She _____ at home. What are you going there? 'My history homework' she said. 'But what about the concert?' I _____ back. 'I'm here at the concert hall.' 'But the concert is next week.' She _____ (angry). What a silly mistake!

2 Pairwork: Student B goes to page 64. Ask student B the necessary questions to complete your fact file on a child prodigy.

Personal File	Personal File
John Wile Medical student	Rosa Kaplan Engineering student
Nationality: _____	Nationality: American
Special abilities at different ages: _____	Special abilities at different ages: _____
3 years old: _____	3 months: Read and talk
5 years old: _____	3 years old: Read, write
8 years old: _____	8 weeks old: Perform piano concerts

More practice on page 108-109

Writing

The boy in the pictures has a funny anecdote to tell you. Do you think he looks like somebody famous? Dark hair? Glasses?

1 Listen as you look at the pictures.

1 Write a strange, unusual or funny anecdote that happened to you.

2 Work in pairs. Exchange stories. Correct your partner's work and make suggestions on how to improve it.

Use David's anecdote and Tracy's anecdote on page 42 as models.

Include this information:
 Where were you?
 Who was with you?
 What happened?
 What happened at the end?

A useful 'Bank of ideas' assists students during the writing process.

More practice on page 74

Each **CLIL** section provides material which helps students acquire new knowledge using English. It also enhances understanding of other cultures as well as their own.

CUL UNITS 1 & 2

GLOBETROTTERS in Argentina

Yerba Mate

A healthy habit to share with friends

In Argentina and in other parts of South America, people drink a special type of beverage called mate. The tradition of drinking mate goes back hundreds of years. The leaves for the infusion come from the yerba mate plant. The scientific name of this plant is *Ilex paraguariensis*. The leaves from the yerba mate contain caffeine. So, like coffee, mate is an invigorating drink. Some people say it gives them energy. Others say that it helps their concentration. It is a healthy, nutritious drink. It does not produce side effects and it is not toxic.

People drink this infusion either as a hot drink or as a cold drink. As a hot drink, it is simply called mate and as a cold drink it is called *tereré*. Unlike tea or coffee, when mate is shared by a group of people, only one mate is prepared for all. People take turns to drink it, and the last person is usually in charge of pouring the water into it. This last action is known as "cebar". The traditional mate is prepared without sugar, but some people, especially the younger generation add sugar, honey, sometimes even part from an orange or lemon.

Mate is more than just a drink. It is part of the culture of South America. For many people, drinking mate with their friends and family members is a symbol of their union and their friendship.

Move forward

[www] Look for information about other infusions people enjoy around the world.

[i] Search for these traditional infusions and find out what they are and where people drink them.

southern beer mate tea pu-erh or butter tea matcha bubble tea mochi

UNITS 1 & 2 Project

Experience the country of your dreams!

Work in groups of four. You and your group are traveling with your imagination to a country of your choice. After deciding on a country, each of you chooses one of the four topics in the profile to research on. Collect pictures, maps and charts, to illustrate your work.

A profile of _____

- Traditional foods and drinks
- Culture and customs
- Famous sights
- Geography and wildlife

Each **Project** section offers a break from routine; a task that involves autonomous learning and the use of the four skills in an integrative way.

Practice of each macro skill

The **Practice Book** provides students with further practice of the contents presented in each unit.

4 Vocabulary and Grammar

Toba Indian Fair

From August 28th to September 10th

- Toba dance show
- Toba historical play
- Toba music band
- Traditional food stands
- Bow and arrow workshop
- Toba weaving stalls

1 Read the advertisement about the fair and complete with was or were.

- The tribal dance show _____ interesting.
- We _____ at the Toba historical play in the evening.
- The souvenirs _____ expensive.
- The concert _____ great.
- The bows and arrows _____ beautiful.
- The food _____ delicious.

2 You were at the Indian fair. What does your friend want to know about your visit?

- I was at the Toba fair on August 29th. _____
- The historical play was about the conflict with the Spaniards after their arrival. _____
- No, the food wasn't expensive. _____
- Yes, the bows and arrows were for sale, but they were very expensive. _____
- Delicious. _____

3 Tracy is telling Sue about her weekend at a farm in the countryside. Complete the dialogue with was, were, wasn't, weren't, could, or couldn't.

Sue Where _____ you last weekend? I phoned but I _____ find you. You _____ at home.

Tracy Yes, I _____ at home. I _____ at a farm in the countryside with my family. It _____ great fun. Look, this is the brochure.

Sue Wow! Cow milking?

Tracy Yes, it _____ very interesting! The instructors _____ very patient.

Sue Oh, and there _____ a folklore dancing show.

Tracy Yes, the dancers _____ great.

See What about the fishing trip?

Tracy It _____ a bit long so my brother and I _____ bored.







Sue What _____ the food like?

Tracy It _____ incredible! And it _____ expensive at all.

Sue And _____ the members of the staff good?

Tracy Yes, they _____ very efficient and kind. Our weekend _____ really excellent!

4 Look at the pictures and the prompts and write sentences about what these people could or couldn't do.

 Bobby / eat alone X / 1 year old	 Sam / use a computer ✓ / 2 years old	 Tony / watch show alone X / 3 years old
 Cindy / play the guitar ✓ / 4 years old	 Nicky / swim X / 2 years old	 Kevin / repair his bike ✓ / 9 years old

a. Bobby couldn't eat alone when he was one year old.

b. _____

c. _____

d. _____

e. _____

f. _____

	Vocabulary	Grammar	Reading
0 Personal Profiles pp. 4-9	Free time activities Jobs Personality adjectives Personal information	Verb <i>to be</i> Present simple <i>Good at + ing</i> <i>Like / Enjoy + ing</i>	A personal profile
1 What do they look like? pp. 10-17 Practice Book pp. 80-87	Physical description Personality description	Present simple Frequency adverbs Word order	An e-mail describing friends
2 At the cafeteria pp. 18-25 Practice Book pp. 88-95	Food items / meals Healthy food Junk food Ailments and illnesses	Verbs of the senses followed by adjectives Advice: <i>Should / Shouldn't</i> <i>Shall I... / Why don't you...</i>	A magazine article about the effects of junk food

CLIL: Globetrotters in Argentina, – Yerba Mate

p. 26

3 At the shopping centre pp. 28-35 Practice Book pp. 96-103	Clothes and accessories Descriptive adjectives Opinion adjectives	Comparatives Superlatives Verbs followed by gerunds Verbs followed by infinitives	A Clothes Store advertisement
4 A look at the past pp. 36-43 Practice Book pp. 104-111	Abilities Entertainment Opinion adjectives	Abilities in the past: <i>Could / Couldn't</i> Past tense of verb <i>to be</i>	A post: Description of past experiences posted on a social media platform

CLIL: Globetrotters in Indian lands – The Legend of the Sunflower

p. 44

5 Evening fun pp. 46-53 Practice Book pp. 112-119	Events and entertainment	Past tense of irregular verbs (affirmative, interrogative and negative) Question words	A biography
6 Holiday plans pp. 54-61 Practice Book pp. 120-127	Holiday places Measurements Food containers	Countable and uncountable nouns <i>How much / How many</i> <i>Going to future</i>	A recipe

CLIL: Globetrotters on Tour – Ecotourism is the choice

p. 62

Pairwork (Student B)

pp. 64-65

Research Guide

p. 67

Grammar Reference

pp. 69-74

Listening	Speaking	Writing
An interview: Listening to specific information	Interviewing partners to exchange personal information	A personal profile: Using the information obtained from their partner to write their profile.
A radio programme about local heroes	Describing famous people for others to guess who they are	A short article: Writing a short article for a magazine describing somebody who can be nominated as a local hero
Dialogue at the nurse's office: A teenager gets advice on how to improve her health	Giving advice to people with different health problems	A leaflet for a Health Campaign giving sound advice

Project: Experience the country of your dreams!

p. 27

A discussion about the advantages and disadvantages of online shopping	Describing and comparing shopping centres in their area	An advertisement describing a particular store comparing it to all the rest
Different speakers talking about their opinions on their outings	Asking for and giving information about what they could or couldn't do in the past	A description: Filling in a fact file and write a description of an animal in danger

Project: Experience your creativity!

p. 45

A TV programme about the life and work of famous singers	Asking for and giving information to fill in files about famous singers	A biography: Researching on a writer, singer, actor, etc. and writing his/her biography
A survey: Listening to a woman answering a questionnaire about holiday trends	Talking about people's future plans by consulting their planners	An e-mail: Writing to a friend describing their holiday plans

Project: Experience your past and your future

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Learning Tips

p. 66

Useful Websites

p. 68

Word Bank

pp. 75-78

Irregular Verbs

p. 79

0 Personal Profiles

OBJECTIVES

- Give and ask for personal information.
- Ask and talk about likes and dislikes.
- Talk about what people do in their jobs.
- Describe actions shown in photographs.
- Write personal profiles.

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

1

Move onto

This is a unit meant to break the ice. That means that students can go through it in a more relaxed way as it deals with topics and grammar items which have been learnt in previous courses. Encourage your students to talk about what they see on page 4 and guide them with questions such as *What type of text is this? Where can you read this type of text? Who are the two teenagers in the photo? What school do they go to?*

Answer key

a. They are Kelly and Carlos. **b.** They go to Southern Skies Secondary School. **c.** It's an interview. **d.** In web pages or magazines.

2

Ask students to read the interview in pairs. Warn them about the empty spaces they will find. Encourage them to think of what is missing and to guess what they should write in the blanks. Once they have finished reading, ask them to turn to activity 2 and read the answers that are missing. Encourage them to compare those answers with their guesses and to write them in the right gaps.

Mixed-ability

- If you notice that students are finding it difficult to fill in the blanks in the interview, ask for volunteers to role-play it, asking and answering themselves. In this way, the whole class will be able to grasp the meaning of each question and what should be answered.
- Check the answers with the whole class by asking other volunteers to read the interview aloud.

Answer key

a. C. **b.** D. **c.** B; **d.** A

3

This time, students have Carlos' answers to some of the questions Kelly was asked in the interview. Ask students to re-read the text and find the right questions for the given answers. Ask students to check their answers in pairs.

Answer key

a. Have you got a big family? **b.** Where do you live? **c.** What do you like doing at weekends?

4

Draw students' attention to the 'Look' box and revise the three different structures that require gerunds. Explain that *good at* has to do with their abilities, the things they do well, *like* and *enjoy* refer to what gives them pleasure, and *by + -ing* is a structure that we use to explain how things are done, e.g.: *He relaxes by reading a book*; or to state a reason, e.g.: *By creating that beautiful painting she shows that she is a talented artist*. Invite students to provide examples for each structure. Ask them to answer the personal questions in exercise 4 and check the answers with the whole class.

Answer key

Students' own answers.

5

Now that students have seen the personal questions from different perspectives (third person and first person) they are ready for a recognition of their parts. Ask them to put the scrambled questions in order and answer them. Encourage peer correction and then ask for volunteers to read them aloud.

Answer key

a. How old are you? **b.** Where are you from? **c.** What do you do? **d.** How big is your family?

Learner's Book, page 6

Move onto

Ask students to read the title of the text and ask them about the word *profile*.

Elicit the meaning from them. For example, they can think of their Facebook profiles.

Note

Profile: information about a person's life, work, interests, etc. (from Cambridge Dictionary Online)

- 1 Ask students to read all the way through. Walk around the classroom dealing with any vocabulary problems that might have arisen as they read silently. Ask them a few comprehension questions:

What's his name?

What does he do?

Which school does he work at? Does that school sound familiar? Why?

What does the term 'popular teacher' mean?

- 2 Now tell students to read a series of more detailed questions and ask them to go back to the text and match them to their answers. Conduct whole class feedback.

Answer key

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

- 3 Tell the students that the teenagers who wrote Mr. Bartok's profile for the school's web page made six mistakes that they have to detect and correct.

Mixed-ability

- Play the audio once to give faster students or those who attend private lessons and are a step ahead a chance to do the activity in a more challenging way.
- Tell the class that the audio will be played more times for those who need it.



01

Track 02 Tell the students to listen and write the correct information on their books. Once they finish, you can ask for volunteers to read out the correct version of Mr. Bartok's profile.

Audioscript

Track 2 | Listening 01 | Page 6. Activity 3.

Student Good morning, Mr. Bartok. Can we ask you some questions?

Mr. Bartok Is it for the school magazine?

Student It's for the school web page. We want to write your profile. You are quite a popular teacher!

Mr. Bartok Am I?

Student Yes, your students say you are good and friendly.

Mr. Bartok Well, thank you. What do you want to know?

Student Where are you from, Mr. Bartok?

Mr. Bartok I'm from Uruguay, but my parents are from Romania.

Student How old are you?

Mr. Bartok I'm 35. Is that too old?

Student Oh no. Is your family big?

Mr. Bartok Not very, my wife Dolly and two sons.

Student What is your favourite type of music?

Mr. Bartok I love Mozart, but I also enjoy pop music, singers like John Lennon and bands like Coldplay or Arcade Fire.

Student What does a teacher do, Mr. Bartok?

Mr. Bartok Well, lots of things! We plan lessons, correct papers, explain patiently... and we also have to study.

Student How do you relax?

Mr. Bartok Mostly by reading poetry and playing with my son.

Student What makes you happy, Mr. Bartok?

Mr. Bartok My work and my family!

Student Thanks a lot. It's been really interesting.

Answer key

- a. His parents aren't from England. They're from Romania.
- b. He isn't 32. He is 35.
- c. He hasn't got one son. He has two.
- d. His favourite composer isn't Beethoven. It's Mozart.
- e. He doesn't like pop singers like Ed Sheeran. He likes singers like John Lennon.



- 4 Ask students to go through the previous pages and write down all the personal questions they may find. With those questions, they will interview their partners and will keep that information in their folders for later use. Monitor them, clarify their doubts and make the necessary corrections as they are working.

Answer key

Students' own answers.

Learner's Book, page 7

Grammar in use

- 5 Focus the students' attention on the 'Look' box. Read it together and invite them to give more examples of the use of the simple present to talk about what people do in their jobs. Tell the students to go back to Mr. Bartok's profile and write what five things he does in his job. Ask for volunteers to read out the answers.

Answer key

a. He studies. b. He plans his lessons. c. He explains. d. He corrects. e. He helps his students to learn.

Move forward

You could provide your students with further practice by conducting this short activity. Prepare some slips of paper with names of occupations/jobs and put them in a bag or envelope. Ask a volunteer to come to the front and take out a slip from the bag. Tell him/her to read out the job and come up with an activity that the worker performs, for example: 'actor' - works in films and TV series. Then, the volunteer student invites his/her partners to add more activities related to the same job. Examples: answers interviews, signs autographs, participates in talk shows, appears in magazines, etc. After this, another student comes to the front and picks another slip. This activity may serve as a warm up for activity 6.

- 6** Ask students to look at the pictures individually and find the words they need to describe what the people in the photos do in their jobs. Tell them they need to pick two boxes for each sentence they will write: an occupation and a verb + noun. Monitor their work, guiding and clarifying doubts. Encourage peer correction.

Answer key

- a.** A farmer feeds the cows. **b.** A doctor works in hospitals. **c.** An engineer makes houses. **d.** A chef prepares meals. **e.** A vet cures animals. **f.** A police officer stops crime


- 7** Draw students' attention to the 'Look' box. Read it together to remind students that we use the present continuous when we describe what is happening in a picture. Revise with them the form of this tense, *i.e. is / are / am + verb with -ing*, as students tend to omit the first part of the tense. Tell them to describe what they see in pictures a-e. Correct the sentences with the whole class.

Answer key

- a.** They are having lunch. **b.** They are playing basketball. **c.** He is swimming. **d.** He is taking photos. **e.** They are watching TV.

Learner's Book, page 8**Reading**

The activities in this section will help students integrate and consolidate what they have seen in the current unit.

- 1**  Tell students that they will work cooperatively. One of them needs information which

the other will provide. First, they have to decide who will be Student A and who will be Student B.

Student B will go to page 64 and will provide the information that Student A requests.

The students will look at the files they have to complete and make the necessary questions to fill them in.

Go around the classroom monitoring their work.

Answer key**Personal File**

Full name: Billy Tyler

Nationality: British

Occupation: student and guitarist

Favourite music: jazz music

Favourite food: pizza, fish and fingers

Weekend activities: -

Personal File

Full name: Jackie Belmonte

Nationality: Spain

Occupation: student and baby sitter

Favourite music: salsa and flamenco

Favourite food: paella

Weekend activities: dancing salsa and flamenco

- 2** In this exercise, students will combine the uses of present simple and present continuous which were seen in this introductory unit. They will look at the images and read the information provided (name and job). With these facts, they will describe what the people usually do and what they are doing in the pictures. Ask volunteers to share their answers with the rest of the class.

Move forward

Students generally enjoy working with the celebrities they admire; they like sharing their idols and talking or writing about them. It might be a good idea to ask them to bring photographs of their idols (from magazines or from the Internet) doing something different from their usual activity. For example, they may look for a photo of Leo Messi on the beach. So when they share the photo and describe it they will say: *Leo Messi usually plays football but in this picture he is swimming in the sea.*

Answer key

Suggested answers.

- a.** Tomas usually works at court. In the picture, he's snowboarding. **b.** Kate teaches fourth form children. In the picture, she's washing her car. **c.** Samantha and Pablo play hockey. In the picture, they are taking a selfie. **d.** Nancy usually works in a bank. In the picture, she's talking on her phone.

1 What do they look like?

OBJECTIVES

- Tell the difference between characters and real people.
- Describe people's physical appearance.
- Describe people's personality.
- Read an e-mail where new friends are described.
- Listen to a radio programme about local heroes.
- Ask about physical appearance.
- Ask about personality.
- Talk about the frequency of actions.
- Write an article for a magazine.

VOCABULARY

- Physical characteristics, hair styles, personality adjectives

GRAMMAR

- Simple present tense, frequency adverbs, word order

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

Move onto

Give students a few minutes to look at the pictures and discuss them with their partners. Ask them whether they know the people in them. Discuss the difference between fictional characters and real people. Ask them to decide who is real and who is fictional.

Mixed-ability

- Students will match some short physical descriptions with the celebrities in the pictures. Explain that there may be many words they don't know in the descriptions but there will be one or two words that will be enough to allow them to do the activity. Tell them they should never be discouraged by the words they don't know. They should make use of those they do know, which are the ones that will make it possible to understand ideas and deduce meanings.

- 2 Ask students to match the descriptions with the pictures.

Answer key

a. Johnny Depp; b. Pocahontas; c. Batman; d. J. K. Rowling

- 3 In this activity, students will play with actors and characters from films they have probably seen or heard of. Ask them to classify the given names into *real* or *fictional* characters.

Answer key

Real: Robert Downey Jr., Jennifer Lawrence, Kristen Stuart, Rupert Grint
Character: Bella Swan, Tony Stark, Katniss Everdeen, Ron Weasley

Digital awareness

If appropriate, you could ask the students to extend the game to challenge their partners. They can use their mobile phones in class or they can ask their ICT teacher to spare a few minutes of his/her class to allow them to use the internet for research. If none of these options are possible, they can do it as homework.

Move onto

Introduce the characters that will appear in each one of the units: a group of friends who go to the same school, Tracy, Helen, Mark (Tracy's twin), Gary and Steve.

4



Track 3

Tell students they are going to listen to a group of friends. Ask them to follow the text in their books as they listen.

Mixed-ability

- If you feel that after the first time you play the audio there are students who seem to be at a loss, tell them that the words they should listen to are the names of the people and/or characters that appear on the previous page.

Audioscript

Track 3 | Listening 02 | Page 11, Activity 4.

Tracy Hi, everybody! Are you busy? Can you help me with my homework?

Gary Sure! What is it about?

Tracy I have to write 'real' or 'fictional' next to these pictures.

Gary Let's see. Oh! Batman! He's definitely fictional. He's so *strong!*

Mark Who is the Chinese girl with the sword?

Steve She's Mulan. The *beautiful, brave* soldier in Disney's film.

Helen I think there's a real Mulan, a Chinese warrior from the year 617.

Tracy Great! Real then.

Helen What about the lady with the *long, blonde hair*?

Gary She's J. K. Rowling, the *talented* author of the Harry Potter saga. She's real.

Mark And the *tall* girl with the *long, dark hair*?

Gary She's Pocahontas. There is a real Pocahontas, the *fearless* daughter of an American Indian Chief.

Tracy Thanks a lot! You're the best!

Answer key

a. Batman; **b.** Mulan; **c.** Mulan; **d.** J.K. Rowling; **e.** Harry Potter; **f.** Pocahontas; **g.** Pocahontas

- 5** Ask students to focus on the words in italics that appear in the dialogue. Some of them have to do with appearance, some others with personality. Students will have to identify and classify them into a chart.

Mixed-ability

- Ask students to read carefully. They should pay special attention to the context and to the similarity of some words to their Spanish translation. That will help them decide on the meaning of the words.

Answer key

Appearance: strong, beautiful, long blonde hair, tall, long dark hair; Personality: brave, talented, fearless

Move onto

Focus students' attention on the 'Look' box. Ask them to read the two questions and to tell the difference between them (one has the verb *to look* and the other one has the verb *to be*).

Now draw their attention to the answers to those questions (the one with the verb *to look* asks about physical appearance, the one with the verb *to be* asks about personality).

- 6** Ask them to try answering the questions about themselves. They will describe themselves physically and they will say something about their personality. Tell them to use some of the words in activity 5.

Answer key

Students' own answers.

- 7** Ask students to put into practice what they have learned from the 'Look' box by answering the questions about the different persons and characters on page 10.

Answer key

a. He's strong. **b.** She's beautiful. **c.** She is brave. **d.** She's got long, blond hair. **e.** She's talented. **f.** She's tall and has got long, dark hair. **g.** She is fearless.

Move forward

You can ask students to bring photographs from magazines or from the internet of fictional characters or real people (actors). They can take turns to show them and to ask their partners to identify the character or actor, to say which book, film, comic, anime or TV series he/she is from, and to describe him/her. It would be a good idea to stick the pictures to the board and, once the oral interchange is over, you can ask them to choose four people from the pictures and describe them in their folders.



More practice
Practice Book, pages 80-81, activities 1-5

Learner's Book, page 12

Reading 1

Move onto

Ask students to look at page 12 and discuss what type of text they can see, who wrote it and to whom it is directed.

Digital awareness

Ask students how often they communicate through emails and who they write to. Find out which media they use more often to communicate. Discuss the use of different

media to communicate with different people. Do they write e-mails to their grandparents? Do they send WhatsApp messages to their relatives? Do they use social media to communicate with their parents or teachers?

Answer key

a. It's an email. b. It is written to Andy. c. It is from Helen.

- 2** Give students a few minutes to play this guessing game. Without looking at the text, tell them to guess the names of the different teenagers in the illustration. Ask them to work in pairs, but each of them can make different choices. Then, they will see who was right or who had the most correct guesses.

Answer key

(From left to right)

Steve, Gary, Mark, Sue, Helen

- 3** Ask students to read the email paying special attention to the physical description of the teens. Once they identify them, they will write the corresponding number on their shirts. Ask volunteers to read out the answers so that everybody can check.

Mixed-ability

- Once again, advise students to stick to the words they know and to avoid being discouraged by any new vocabulary.

Answer key

(From left to right)

Steve - number 9; Gary - number 16; Mark - number 22; Sue - number 8; Helen - number 17

- 4** To reinforce the understanding of the descriptions in the text, ask students to match the questions to answers. Discuss the answers with the class.

Answer key

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

Move forward You may ask four of five students to come to the front and have their partners take turns to stand up and describe one of them. Tell them to try not to look at the person they are describing so as not to give away the identity of the one being described. The student who feels his/her partner is describing him/her should step forward. You may assign points to those whose description was successful.



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

Learner's Book, page 13

Grammar in use

- 5** Ask students to scan the text and underline all the words that are used to describe people.

Answer key

medium height; medium build; short, wavy, hazel hair; blue eyes; tall; thin; short, spiky, dark hair; brown eyes; heavy; short, straight, ginger hair; green eyes; short; long, straight, black hair

- 6** Once they have underlined all the words connected with description of people, they will classify the vocabulary items into the charts provided. Explain that the words related to hair are not written at random. They follow a specific order, which is stated in the second chart: length, style and colour.

Move forward

Draw the chart on the board and invite students to come to the front to complete it with the words they have found in the text. It would be a good idea to enrich the chart with a few more items of vocabulary which students can use to describe people later on. This is a good moment to refer them to the 'Word bank' section on page 77.

Answer key

Weight: medium build, thin, heavy; Height: medium height, tall, short; Hair length: short, long; Hair style: wavy, spiky, straight; Hair colour: hazel, dark, ginger, black

- 7** Students will practise the word order they have just learned by using the scrambled prompts to write sentences.

Answer key

a. Sue has got long straight, dark hair. b. Helen is tall and blonde. c. Steve is tall but heavy. d. Mark is medium height and of medium build.

- 8** Students will work in pairs in this gap-filling activity. Student A has to discover the identity of the three girls in the illustration by asking questions to Student B. Student B will be looking at page 64 where he/she will have the identity of each one of the girls, so he/she will answer Student A's questions and guide

him/her to identify the characters correctly.

Learner's Book, page 14

Listening

1

Move onto

Talk about the pictures with the students. Ask them what the people in them do, if they are important for their communities and why their occupations are necessary for the rest of the people. Ask if they know people who do similar activities in their neighbourhoods.



2 **Track 04** Students are going to listen to a radio programme. Four people phone to nominate somebody from their community who deserves to be called a Local Hero.

Tell students to relax and listen, ask them to leave their pens on the desks and just try to understand the general idea.

In this first activity, students just have to write the names of the people who phone.

Mixed-ability

- Some students may have problems with the spelling of the names. A good idea would be to write many names on the board among which you will write the answers to the activity, therefore students can listen, identify the names among the ones on the board and spell them correctly.

Audioscript

Track 4 | Listening 03 | Page 14, Activity 2.

- Good morning. I'm George from Manchester. My local hero is a firefighter called Jake Walsh. He's big and strong. He's brave and responsible. He sometimes visits schools and talks to children about fire prevention and safety. The kids like him because he's very friendly. He's a great guy!
- Hi. My name is Daniela, from York. I nominate Mrs. Collins as my local hero. She lives in my neighbourhood. She's not a veterinarian, but she knows how to cure sick animals. People always take sick animals to her house. She's a very gentle and helpful person and I admire her a lot.
- I'm Jeremy. I live in the suburbs of Brighton. I really admire my neighbour Julie Evans. She's a nurse at the County Hospital. She's hard-working, dedicated, and very kind. Every day after work, she visits her grandparents. They are very old. She never misses a day. To me, she is a hero.
- I'm Rachel from Liverpool. My neighbour Mr. Palmer is my hero. He's not a firefighter or a soldier or anything like that. He's a teacher. He is very dedicated and professional. And he's also very generous. He often donates his time to give extra classes to children from poor communities.

Answer key

a. George; b. Daniela; c. Jeremy; d. Rachel

3

Give students a few minutes to read the sentences before playing the audio for the second time. Tell them that the sentences describe what makes the different persons good candidates for the 'title' of Local Hero. They have to identify the names of the candidates mentioned in the sentences.

Answer key

a. Jake Walsh; b. Mr. Palmer; c. Julie Evans; d. Mrs. Collins

4

Draw students' attention to the words in bold in the previous activity. Ask them to place them on the line in order of frequency. Correct this as a class.

Answer key

always; often; sometimes; never

5

Allow students to work in pairs. They will look for the opposite of the adjectives describing the local heroes' qualities. If available, it would be a good idea to ask them to work with dictionaries.

Digital awareness

They could also use online dictionaries, either on their mobile phones or the school ICT classroom.

Ask volunteers to read the opposites and find out if there are other students who have found different words to share.

Answer key

a. brave - fearful; b. responsible - irresponsible; c. friendly - unfriendly; d. gentle - rude; e. helpful - unhelpful; f. hard-working - lazy; g. dedicated - inconstant / lazy; h. kind - unkind; i. professional - incompetent; j. generous - selfish



More practice
Practice Book, page 83, activities 1-3

Learner's Book, page 15

Grammar in use

6

Ask students to talk about themselves and their qualities. They have to explain why they chose a certain adjective to describe themselves and include a frequency adverb in that explanation. Read the example with the students so that they understand what they have to do.

Draw their attention to the 'Look' box and remind them of the position of frequency adverbs in the sentence: before the verb or after the verb *to be*. They will be using the adjectives from the listening activity and the opposites that they found. As there is not a single answer for this activity, ask volunteers to share their sentences with the class.

Answer key

Suggested answers

a. I'm helpful. I always help at home. **b.** I'm responsible. I always study and do my homework. **c.** I'm friendly. I often go out with friends. **d.** I'm lazy. I never help my mum with the washing up. **e.** I'm gentle. I often help senior citizens in the street. **f.** I'm generous. I always lend my books.

- 7** In this activity, students will use their creativity. Allow them to work cooperatively in the description of the two characters from films. Encourage them to go through the unit looking for vocabulary and structures to use in the descriptions. Ask volunteers to read their descriptions and suggest improvements on a general basis.

Answer key

Students' own answers.

- 8** This time, students will work individually. Using the descriptions they wrote in the previous activity and taking into account the suggestions for improvements you made, students will think of a character to describe. Explain that they will have to describe a character and not a real person because it is possible to know a character's personality through a film or a book, but we generally don't know an actor's real personality. Go around the classroom helping and guiding students as they write. Once their descriptions are ready, ask them to read them aloud to see if their partners can guess who they are describing.

Answer key

Students' own answers.

See more
Grammar reference, page 69

Learner's Book, page 16

Integration

- 1** The three personal files offer information for students to integrate what they have seen up to now

in units 0 and 1. They are going to use them to write down a seven-question interview for each one of the celebrities. The interview will cover the celebrities' personalities as well as their physical descriptions. Encourage students to include any other question they may want.

Monitor their work and offer guidance as you walk around the classroom.

Answer key

What is his/her name? What is his/her surname? What does he/she do?

What is his/her nationality? What colour are his/her eyes? What colour is his / her hair? How tall is he/she?

- 2** Give students some time to get together, choose the celebrity they like best and role-play the interviews. Ask volunteers to act out the dialogues in front of the class. Work on the pronunciation and intonation. Praise students' performance and encourage their participation.

Answer key

Students' own answers.

- 3** Tell students to revise the questions about appearance and personality. They will classify the vocabulary items according to what they describe. Correct it with the class.

Answer key

What is she like?

Friendly, hard-working, responsible, generous, gentle.

What does she look like?

Medium build, brown eyes, straight hair, medium height, brown hair.

Move forward

You can ask students to use the vocabulary in Activity 3 to write a descriptive paragraph about Patsy. If there isn't enough class time, you can set this as homework.

- 4** Individually, students place the frequency adverbs in the right place of the sentence.

Answer key

a. They often help their mother at home. **b.** Sam's teacher is always very patient with him. **c.** We sometimes have lunch at fast food restaurants. **d.** She's very nice. She never answers rudely. **e.** My friends are always ready to go out.



More practice
Practice Book, pages 84-86, activities 1-10

Writing



Remind students of the radio programme they listened to a few classes before. The programme was about people who were really valuable for their communities. Ask them whether they know somebody they could nominate as a local hero in their neighbourhood. Encourage them to share information with their partners and ask the class which adjectives they would use to describe those people. Brainstorm useful vocabulary. You can ask a volunteer to write it on the blackboard.

- Before students write their articles agree with them on what to include in each paragraph. For example, in the first paragraph they could include the name, where he/she lives and what he/she does. In the second paragraph, they could write what the person looks like and what he/she is like. In the last paragraph, they could explain why he/she is important for the community. Draw students' attention to the 'Bank of ideas' section and tell them to use it as a checklist of everything their pieces of writing should include.

Once students have finished their first draft, tell them to exchange their writing with a partner and encourage peer correction. Ask them to take spelling into account as well as grammar structures and the content. Finally, ask students to write the final copy in their books.



More practice
Practice Book, page 87, activity 1

Progress Test, Unit 1

Teacher's Book, page 76
(see Answer key on *Teacher's Book*, pages 86-87)



Teacher's Book, page 72

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 them before handing them back, such as: *Good job! Keep it up! Keep trying!*

Notes

2 At the cafeteria

OBJECTIVES

- Describe how things taste, feel, smell.
- Use *Why don't you... / Shall I...* to make suggestions and offers.
- Use imperatives for instructions and strong advice.
- Read an article about the effects of junk food on our bodies.
- Listen to a dialogue at the Nurse's office.
- Accept and/or refuse suggestions and offers.
- Use *should/shouldn't* to give advice.
- Discuss one's health.
- Write a leaflet for a health campaign.

VOCABULARY

- Food, illnesses and ailments, healthy and unhealthy habits

GRAMMAR

- Verbs of the senses (*feel, smell, taste, sound, look*). *Should/shouldn't*

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

Give students a few minutes to look at the pictures and to discuss them with their partners. Ask them about their tastes: which food item is their favourite, which one they order when they eat out, whether they prefer salty or sweet food, etc.

- 1 Check how much vocabulary on food items students remember by asking them to label the pictures.

Answer key

a. fruit salad; b. pizza; c. ice cream; d. sandwiches; e. salad; f. hamburger; g. fish and chips; h. chocolate cake

Move forward

Give students ten minutes to write an A-Z list of food items in pairs. When the ten minutes are up, elicit food nouns for each letter and write them on the board. Then you can ask the students to tell you which of these foods are healthy or unhealthy and why.

- 2 Ask students to forget about their likes and to focus on how healthy the food items in the pictures are. Once they have finished discussing, they should complete the grid on page 18.

Answer key

Suggested answer:



(from left to right)

fruit salad; salad; sandwiches; hamburger; pizza; fish and chips; ice cream; chocolate cake.

Move onto

Ask students to look at the photo next to the dialogue and tell you where the group of friends is.

Ask them to tell you whether they have lunch at school or not. They may describe the canteen or cafeteria and talk about the type of food they offer there. If there aren't any cafeterias at school, ask them to tell you how they go about their lunch when they have to stay at school until late.

- 3  **04**  **Track 05** Play the audio and tell students to follow the text in their books and to pay attention to the way in which Tracy, Steve, Helen and Gary describe their lunch. They have to complete the blanks with the adjectives they hear.

Mixed-ability

- If you feel that there are students who have problems with the spelling of the adjectives or who find it difficult to understand, you may write a list of adjectives on the board from which students will pick the ones they need.
- When students listen and read at the same time, they benefit in the sense that they are exposed to correct pronunciation, stress, accent and sentence rhythm.

Audioscript

Track 5 | Listening 04 | Page 19. Activity 3.

- Narrator** Steve, Gary, Helen and Tracy are at the school cafeteria picking their lunch.
- Tracy** Everything *looks delicious* today. I don't know what to choose.
- Steve** I'm so hungry. Mmm... Fish and chips! They *smell* great!
- Gary** That *looks* oily! You should eat something healthier. I think I'll have this sandwich.
- Helen** What about this salad?
- Tracy** Oh, this ice cream looks tempting... (she takes it from the counter) ...and feels cold too!
- Helen** Tracy! That's not lunch! You shouldn't eat a dessert, you should eat something nutritious.
- Gary** Where's Steve? He's already eating!
- Steve** Mmm... These chips *taste* wonderful!
- Helen** Uh Oh... I think some of us are asking for a visit to the Nurse's Office!

Answer key

a. delicious; b. great; c. oily; d. tempting; e. cold; f. wonderful

Move onto

Draw students' attention to the 'Look' box next to the dialogue. Read it together and guide students to relate the examples in the box to the way in which the teens describe their lunch.

- 4 Students do activity 4. Explain that the context will guide them into selecting the right verb of the senses to accompany the given adjectives. Ask a few volunteers to read out the answers for everybody to check.

Move forward

Write the five verbs of the senses on the board (*look, taste, feel, smell, sound*) and encourage students to think of adjectives they can use with each verb. Write them down in a chart under the corresponding verb and ask students to copy the chart in their folders. They will be using it later.

Answer key

a. smells; b. horrible; c. tastes; d. feels; e. beautiful

Move forward

Take three kerchiefs or pashminas and different objects for students to identify by using their senses (lemon, apple, a squeaky toy, a can of fizzy drink, a stuffed toy, etc.) Blindfold three volunteers and put different objects in their hands, ask them to touch them, squeeze them, listen to them, smell them, etc. Ask them to raise a hand when they think they have identified the object. Give points to those who guess correctly.

5



Track 05

Play the audio once more and ask students to pay attention to the way in which some of the teens give advice to their friends. Ask them to answer the questions in activity 5. Focus students' attention on the 'Look' box, read it together and make emphasis on the fact that we use *should* or *shouldn't* followed by a verb in the infinitive for all persons to give advice.

Answer key

a. You should eat something healthier. b. You shouldn't eat a dessert, you should eat something nutritious.

6

Ask students to read the problems and give advice using *should* or *shouldn't*. Walk around the classroom assisting them, especially as regards vocabulary they may need. Correct the activity with the whole class.

Answer key

Suggested answers

a. She should eat more. b. He should look for a different job. c. He should exercise more often. d. He should include more fruit and vegetables in his diet.



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

Learner's Book, page 20

Reading 1

Move onto

Ask students to have a look at the text, the image and the headline. Ask them what type of text they think it is, where they would find it and what they think it is about.

Answer key

a. It's an article. b. In a magazine or a web site.

2

Tell students to read the text individually but allow them to work cooperatively when dealing with the True/False activity.

Mixed-ability

The meaning of many words can often be deduced from the context without using the dictionary. Students need to develop this skill in order to cope with texts of increasing difficulty. The following ideas can help students develop the skill of contextual understanding. Find class time to guide them through them:

- decide if the unknown word is a verb, noun, adjective, preposition, etc.
- try to deduce the meaning by reading the words around it.
- check to see if the word is defined later in the text.

Remind students that they don't need to understand every word, and advise them not to translate the whole article into Spanish. They should get used to reading in English and understanding ideas.

Answer key

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

- 3** Once they finish deciding whether the sentences are True or False, ask them to take out their folders and write the correct version of the false statements. Correct both activities, 2 and 3 with the whole class.

Answer key

c. Eating junk food once a month doesn't ruin your health.
d. Fast food causes obesity. f. Junk food is deficient in fibre.
g. Grains, fish and vegetables contain fibre and nutrients.

- 4** Ask students to work cooperatively. Advise them to underline in the text the five words they have to include in the sentences. In this way, they will be able to refer back to the text more easily. Tell the students to read the sentences and complete them with the right words. Walk around the classroom monitoring and assisting. Ask volunteers to read the answers aloud for everybody to check.

Answer key

a. frequently; b. replace; c. chronic; d. nutritious; e. resist



More practice
Practice Book, page 90, activities 1-4

Learner's Book, page 21

Grammar in use

- 5** Students will scan the text looking for examples of

structures to give advice. They will complete the chart with the three structures (*should try + -ing* or imperative) and then they will write the negative versions of them.

Answer key

a. include; b. exercising; c. ask; d. shouldn't; e. exercise

- 6** Using the structures in the chart of activity 5, students will give advice to Gary, Helen, Sue and Steve, who are not feeling very well. Explain that they have to read the sentences carefully and decide whether the advice has to be affirmative or negative. Correct the sentences with the class.

Answer key

a. He shouldn't eat too much. b. She should take an aspirin.
c. She shouldn't play sports. d. He should take some cough medicine. e. They shouldn't go to school.

- 7** This time, students will have to give advice without the help of prompts. Ask them to refer back to the chart in activity 5.

Mixed-ability

- If you notice that there are students who are having problems to complete the table, guide them with questions like *How many hours a day does a person sleep? Do you have to exercise to be healthy? Who do you have to visit to have healthy teeth? How should your diet be?*

Answer key

Suggested answers

SLEEP: You should sleep at least eight hours a day.

EXERCISE: You should exercise every day.

HEALTHY TEETH: You should visit your dentist regularly to have healthy teeth.

DIET: You should have a balanced diet.

Learner's Book, page 22

Listening

1

Move onto


Always give students a clear purpose for listening in order to motivate them.

Describe the situation and topic and encourage students to predict content from key words in the questions, visual clues, etc.

In this case, draw students' attention to the picture and ask them where Tracy is, who she is talking to and why they think Tracy is there. Tell students to remember what Tracy was doing the last time they heard of her.

Answer key

- a. She's at the nurse's office. b. She is talking to the nurse.
c. She is ill/She's not feeling well.

- 2**  **05** **Track 06** Students will have to listen in order to complete a table with details about Tracy's conversation with the nurse. They must identify what Tracy wants and what she doesn't want.

Mixed-ability

- Before playing the audio, read the options which are below the table with the students so that they find it easier to identify them when they hear them.

Audioscript

Track 6 | Listening 05 | Page 22. Activity 2.

Nurse You don't look well, Tracy.

Tracy I don't feel well. I had ice cream for lunch and now I have a bad stomachache.

Nurse Shall I check your temperature?

Tracy No, thanks. I don't think that's necessary.

Nurse Do you want me to call your parents?

Tracy That's a good idea.

Nurse Why don't you sit down and relax?

Tracy Sure, thank you.

Nurse Shall I get you some water?

Tracy That's very kind of you. Thanks.

Answer key

Tracy wants: ...the nurse to call her parents.

...to sit down and relax.

...the nurse to get her some water.

Tracy doesn't want: ...the nurse to check her temperature.

- 3** The students will listen to the dialogue again paying attention to the nurse this time. They will complete the sentences with the structures the nurse uses to offer help.

Answer key

- a. Shall I; b. Do you want me to; c. Why don't you; d. Shall I

- 4** In this activity, the students will focus on how Tracy responds to the nurse's offers. If necessary, play the audio once more so that they can match the responses to the offers.

Answer key

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

Move forward

Prepare slips of paper with statements like: *I'm cold. This bag is too heavy. This pen is out of ink. I haven't got an umbrella and it's raining. I'd like to drink something hot. I'm hungry*, etc. and put them in a bag or envelope.

Ask a volunteer to pick a slip at random and read it out loud. Then have another student offer help using any of the three structures. The first student accepts or refuses it. The dialogues would be similar to this:

A *I'm cold.*

B *Do you want me to close the window?*

A *That's a good idea.*

- 5** Have students get together to write a dialogue between patient and doctor. Walk around monitoring their work. Once the dialogues are ready, invite them to role-play them for the rest of the class. Work on pronunciation and intonation.

Mixed-ability

- In order to help students build confidence in speaking, allow them to prepare speaking activities by writing notes beforehand. They can refer to their notes if they need them. This helps with their confidence and enables them to speak for longer. If there is time, ask students to swap pairs and perform the same, or a similar task again without their notes.

Answer key

Students' own answers.



More practice
Practice Book, page 91, activities 1-5

Learner's Book, page 23

Grammar in use

- 6** This activity provides more practice for offering help. Tell students to look at the pictures and offer help to the people in them.

Answer key

Suggested answers

- a. Shall I get you more tissues? b. Do you want me to make you some hot tea? c. Why don't you have some cough medicine? d. Shall I bring you an aspirin? e. Do you want me to call the doctor? f. Why don't you put some ice on that knee?

- 7** Students will give advice to the people in the pictures using imperatives. Explain that they have to choose the right option to complete the sentence to give positive and negative advice to each person.

Answer key

a. Apply; **b.** Don't apply; **c.** elevate; **d.** exercise; **e.** hold; **f.** Don't

Move forward

Divide the class into two teams. Draw a three by three grid on the board and write the following prompts on each of the boxes of the grid: *Why don't you...? Shall I...? Don't ... Do you want me to...? You should... You shouldn't... Ask...Apply... Don't go...* To win a box, the teams have to take turns to choose a prompt and make a correct sentence with it. In order to win the game, one of the teams must win three boxes in a horizontal, diagonal or vertical row.

See more
Grammar reference, page 70

Learner's Book, page 24

Integration

- 1** Students will give advice and offer help with more freedom to choose the structure they consider best.

Mixed-ability

- Those students who need more guidance can match the two halves of the suggestions in the chart.

Answer key

a. They should stay in bed. **b.** Take him to the hospital. **c.** Why doesn't she go to the dentist? **d.** Do you want me to take it to the vet? **e.** Shall I make you some hot tea?

- 2** Students will put their creativity into practice. Give them some time to look at the illustrations. In pairs, they will comment and write notes imagining the possible dialogue between the twins Tracy and Mark.

Answer key

Students' own answers.

- 3** Encourage students to act out the dialogue for the class. You can take advantage of this to work on sounds and intonation.

Mixed-ability

- Roleplay enables students to pretend they are someone else, to play and to have fun using language. The aim of these activities is acquiring more fluency, and the focus is on allowing students to speak freely. Before starting, make sure students have clear instructions (demonstrate the activity if necessary) and give them time to think about what they are going to say.

Unlike accuracy activities, fluency-based activities require less error correction. Correcting individual errors on the spot may discourage students and inhibit them, so it is preferable to carry out correction at the end of the activity.



More practice
Practice Book, pages 92-94, activities 1-9

Learner's Book, page 25

Writing

- 1** Students are going to write a leaflet with different sections for a health campaign. Read the instructions with the students and clarify all doubts. Analyze the format and elicit the kind of content each section is going to have. For example, for the Unhealthy Food section, students should go back to pages 20-21, make notes about junk food and all its consequences. For the Sound Advice section, they should go through the unit making notes on the different ways to give advice, offer help, suggest, etc. For the Yes-Yes list, they could write recommendations using imperatives (Do this, do that), and for the No-No list they could do the same but using the negative form (Don't do...)
- With all these notes in front of them, students can write their first draft of the leaflet. When their first draft has been checked, they write their final drafts in their books and illustrate them.
- You can ask volunteers to pass their leaflets on to soft cardboard paper. It would be a great idea to put them up in the classroom or in the Hall notice board for other people to see them.

Mixed-ability

- It is important to monitor students while they are working in order to answer any language queries, give advice on how to structure sentences in a more natural way, provide vocabulary that students may need, and deal with individual doubts. This close contact will allow you to note common problem areas, therefore it is advisable to walk around observing and intervening only when required. Make sure you have a paper and pen to write down recurrent mistakes so that at the end of the lesson you can discuss them with the class.
- Don't forget to praise students who demonstrate effort and good use of the language.



More practice
Practice Book, page 95, activity 1

Progress Test, Unit 2

Teacher's Book, page 77

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

Assess your Progress

Teacher's Book, page 72

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 them before handing them back, such as: *Good job! Keep it up! Keep trying!*

Notes

GLOBETROTTERS in Argentina

This section provides material which will allow students to develop other areas of knowledge using English. The aim of these pages is to offer attention-grabbing material that will take them on a cultural tour to different places.

In this case, students are going to learn about mate, a healthy, traditional drink of Argentina, Uruguay and Paraguay.

The idea is for students to be able to read in a relaxed way and enjoy what they are learning instead of worrying about the activity that comes after the text.

Reading is a skill that improves with practice. Reading for the sake of reading is a practice that will help students become fluent speakers and a habit required not only for classroom activities but also for everyday life. Some of the benefits students will get from reading for pleasure include:

- an increasing sense of achievement, confidence, and self-awareness;
- broader horizons;
- development of relationships and inclusion through sharing opinions and ideas and
- acquisition of vocabulary that will help them to express feelings and emotions.

The information that students acquire by reading should trigger their curiosity and motivate them to learn more about the subject. For that purpose, they have the 'Move Forward' section.

Move forward

This section takes students to other countries to learn more about the topic.

In this case, after reading the information about *yerba mate*, they are invited to research on infusions from Mongolia, India, Tibet, Japan, Taiwan and South Africa. If appropriate at this stage, go to 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.

Project

Experience the country of your dreams!

This section will enable students to put into practice all the knowledge they have acquired up to now. Students will be able to use their creativity and imagination, to analyze critically the information they collect and to develop presentation skills by exploring exciting and motivating topics.

1 Students know what a profile is because it was seen at the beginning of the course. In this project, they are going to design the profile of a country. They will work in fours: each group will pick one of the four sections of the profile, research about it and look for pictures. With all the information, they will write their first drafts.

In their paragraphs, they can describe, suggest and recommend places to visit, dishes to try, etc. Once you have checked the first draft, they can write their final text in their books.

Note

It would be a good idea to ask students to make a bigger, poster-like version of their work so they can include pictures, maps, charts, etc. and put it up in the classroom.

Digital awareness

These activities involve the use of the internet to collect information. Remember to go over the 'Research guide' section on page 67.

2 The groups will take turns to show their posters and give their oral presentations. Encourage all the students in the group to make contributions. As the students are presenting their work, make notes to provide some useful feedback at the end.

Mixed-ability

- During the presentation, offer help by providing useful words and expressions, and by asking questions, especially to those students who seem to be struggling with vocabulary. You may also ask the rest of the class to ask questions.

At the shopping centre 3

OBJECTIVES

- Make comparisons.
- Read an advertisement.
- Listen to a dialogue between girls discussing online shopping.
- Use the comparative and superlative form of adjectives to express degrees of difference.
- Express opinions and preferences.
- Write an advertisement.

VOCABULARY

- Items of clothing and accessories, descriptive adjectives

GRAMMAR

- Regular and irregular comparatives and superlatives; verbs followed by infinitives or gerunds.

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

1

Move onto

Ask students to look at the online shopping website and think of their own experience as regards shopping centres. Encourage class discussion. Ask them if they buy items like the ones on the page, how often they buy them, where they buy them (online, at stores, at shopping centres), which their favourite shopping centre is, who they go with and whether they go exclusively to shop or also to hang out.

Mixed-ability

- Some students may still be reluctant to speak in front of their mates. Their reason is usually fear of being laughed at if they make mistakes. At this stage it is advisable to make clear to the class that the focus of the speaking activities is on communication, not on correctness. Students often ask: *Am I doing it OK?* when they should be asking: *Do you understand what I'm saying?* It would be a good idea to emphasize that it is not a matter of being 'right' but of whether their classmates can understand and respond to them or not.

2



Track 7 Tell students they are going to read about the twins Mark and Tracy who want to go to a shopping centre but can't agree on which one is the best.

Explain that the descriptions of the shopping centres are missing from the dialogue. They will listen as they read and complete it.

Play the audio as many times as students need.

Ask volunteers to read out the dialogue. In this way, you can correct the activity and work on pronunciation and intonation.

Audioscript

Track 7 | Listening 06 | Page 29, Activity 2

Tracy Mum, can you take us to the shopping centre this afternoon?

Mother Sure. Which one?

Tracy *Megastore!*

Mark No! That's too big. I get lost in it. Let's go to *Kent Cross*.

Tracy No way. That one has no variety of stores.

Mark You mean clothes stores! Let's go to *Bussring Centre*, then. I can find the latest cell phones and tablets there!

Tracy Mum, *Bussring* is awful! It's always crowded and it's very noisy!

Mar It's not!

Tracy Which shopping centre do you prefer, Mum?

Mother I don't like *Kent Cross* or *Bussring*. I prefer *Greenwater Centre*.

Tracy Are you kidding? *Greenwater* is boring.

Mother But it has a very big parking lot. It's not very near but it's easy to get to.

And... it's so green. There are plants everywhere.

Tracy Mum, is that all you think about? What about the stores?

Answer key

a. big; **b.** no variety; **c.** crowded; **d.** noisy; **e.** boring; **f.** near; **g.** easy to get; **h.** green

3

Tell students that the shopping centres that they can see in the pictures are the ones mentioned by Tracy, Mark and their mother in the dialogue.

Ask them to re-read the text, pay attention to the description of the shopping centres and decide which one is shown in each picture.

Mixed-ability

- Ask students to circle the names of the shopping centres and to underline the characteristics of each one so that they have a clearer idea when they try to identify the pictures.

Answer key

(from top to bottom) **a.** Kent Cross; **b.** Megastore;
c. Greenwater; **d.** Bussring

4

Move onto

Draw students' attention to the 'Look' box and read it with them. Write both adjectives (*big* and *crowded*) on the board and tell them to pay attention to the length of the words. Elicit the rule and ask them to give you more examples. Ask students to compare the shopping centres in the dialogue. Correct as a class. Clarify doubts.

Note

Usually, when the teacher hands back corrected exercises, students rarely go through the comments or suggestions. Therefore, it is advisable to carry out corrections in class and make students responsible of correcting their own work. Correction should be a class activity as important as the rest. Realising their mistakes will make students more independent and will give them motivation and confidence.

Answer key

a. Megastore is bigger than Bussring Centre. **b.** Bussring is more varied than Kent Cross. **c.** Bussring is more crowded than Kent Cross. **d.** Greenwater is greener than Megastore.



More practice
Practice Book, pages 96-97, activities 1-6

Learner's Book, page 30

Reading

1

Move onto

Talk with students about the text. Ask them to look at it and tell you what type of text they think it is and where they can find it. Ask them if they

are used to reading this type of texts and if they pay attention to what they say.

Answer key

a. selection of clothes; **b.** range of styles; **c.** prices;
d. service; **e.** location

2

Move onto

Ask students to read the advertisement paying attention to the form of the adjectives (widest, biggest, lowest). Focus their attention on the words that precede the adjectives and elicit the rule. Remind students that they have a summary of this grammar rule in the 'Grammar Reference' section, page 70.

Note

You may read the Grammar Reference together in class so that students get used to consulting this section, especially before tests.

Have students scan the text looking for the information they need to complete the sentences. Ask volunteers to read the answers for the rest of the class to check.

Answer key

	Good	OK	Bad
price	✓		
quality	✓		
selection	✓		
service		✓	
location	✓		

Move forward

You may want to bring (or ask students to bring) a few advertisements from British magazines or from the internet to analyse in class. Students may form groups of four and compare the real ads with the ones in the book. Help them with vocabulary and tell them to write down the phrases that caught their attention (attention-grabbing headlines, catchy phrases, play on words, etc.) Tell them to pay attention to the use of colours, pictures, fonts and sizes of letters. They will be using all this notes later on in the unit.

3



07

Track 8

Students will listen to one of Benny's customers. She gives her opinion on different aspects of the store. Play the audio and ask students to tick the right column in the chart.

Audioscript

Track 8 | Listening 07 | Page 30. Activity 3.

- Interviewer** Excuse me, madam. Can I ask you a few questions about clothes stores in this city?
- Woman** Sure. What do you want to know?
- Interviewer** Do you know Benny's store?
- Woman** Yes, I do. I go there quite often.
- Interviewer** What do you think of the store?
- Woman** Well, the clothes are really cheap. They definitely have the lowest prices.
- Interviewer** I see. And what about the quality?
- Woman** Well, the quality is not the best, but it's quite good, I guess. Some things are better than others. And they have quite a good selection of clothes. There are other stores that are worse.
- Interviewer** Is the service good?
- Woman** It's OK, but the best thing is its location. It's very near my house.


- 4 This activity offers examples of superlative and comparative structures together. Students will identify adjectives in both their comparative and their superlative forms .
You may need to explain that there are irregular adjectives (good-bad).
Write examples on the board so that students can identify them in the exercise.

Answer key

Superlative adjectives: **a.** the best; **c.** the lowest; **d.** the worst; **f.** the most convenient
Comparative adjectives: **b.** worse; **e.** better than

Move forward

According to activity 4, the advertisement uses only superlative forms, while the comparative forms appear in the interview to the customer. See if students can tell you why that is so. Answer: because ads are designed on the idea that there is no comparison to the product's quality, it is 'the most everything'.

- 5  Ask students to write sentences to describe and compare the different shopping centres where they generally buy and exchange information with their partners.

Answer key

Students' own answer.



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

Learner's Book, page 31

Grammar in use

- 6 Students have to complete the chart with comparative and superlative forms.
Go over the answers with the class.

Answer key

a. better than; **b.** worse than; **c.** bigger than; **d.** lower than;
e. wider than; **f.** more professional than;
g. more convenient than

- 7 Explain to students that they have to complete the email with the superlative form of the adjectives between brackets. Remind them to consider the length of the adjective.

Answer key

a. biggest; **b.** nicest; **c.** newest; **d.** largest; **e.** widest;
f. quietest; **g.** noisiest; **h.** dirtiest

Move forward

Once they have finished completing the e-mail you can exploit the text in different ways. You can ask students to work in pairs and write five questions to ask another group. Asking questions is one of the activities that students find most difficult, therefore, it is advisable to take advantage of each opportunity to practise this task.

- 8 Give students a few minutes to write notes about the characteristics of shopping centres in their neighbourhoods. Then, ask volunteers to share their descriptions and comparisons with the rest of the class. Work on pronunciation and intonation.

Note

Remember to make the corrections in pronunciation and intonation once students have finished their contributions. You may take down notes as they are speaking and correct after they have finished.

Mixed-ability

- Some students tend to use their mother tongue too often and to translate everything word for word before attempting to speak in order to make sure that they have understood the task. In these cases, you will have to be patient. Their confidence when speaking English will gradually grow as they practise and their dependence on their mother tongue will begin to disappear.

Answer key

Students' own answers.

Move forward

This activity can be used either for listening or speaking practice. You will need a poster with a picture to display on the board. Draw different clothing items on the poster, or use cut outs from magazines or catalogues, for example, a short dress and a longer one, two pairs of high heel shoes, one higher than the other and such. Do not show the poster to the students until they have sat back to back with a partner, one of them facing the board, the other facing the classroom's back wall.

Tell students facing backwards that they are not allowed to look, and stick the poster to the board.

Both students in the pair must have paper and pencil.

The students who can see the poster, have to draw what they see on their folders. While they do this, they describe the picture so that their partner can draw the same thing without looking at the poster. The pair whose drawings are most similar is the winner.

Learner's Book, page 32**Listening****Move onto**

Lead students to infer what the people in the pictures are doing and what the connection between the two actions is.

Digital awareness

Ask students to tell you about their experience with online shopping. What benefits do they find in the use of technology applied to shopping?

Remind them of the section 'Useful Websites' on page 68 of their book. There they will find two articles about the topic. You may ask them to read them at home and make notes to share the following class.

Answer key

Students' own answers.

2



Track 9 Tell students they are going to hear Sue and Tracy discussing the advantages and disadvantages of online shopping.

Play the audio. Tell students to listen to it in a relaxed way. This first time they will just have to identify the type of shopping each girl prefers.

Mixed-ability

- Bear in mind that listening in a foreign language is a difficult task. Students have to deal with the speed of the speakers and with unfamiliar words, structures and sounds. This is even more difficult if they are not familiar with the topic or the speakers. It is also hard for students to concentrate on listening if they are not interested in the topic or situation. It is advisable to give students enough time to read the task beforehand. In this way, they will know what the context of the conversation is and to what words/phrases they should pay attention. They may even try to predict answers before listening.

Audioscript

Track 9 | Listening 08 | Page 32 | Activity 2.

Tracy Is that a new jacket, Sue?

Sue Yes, it is.

Tracy I like it. Is it from Wazz?

Sue No, I don't buy my clothes at the shopping centre. I prefer to buy online.

Tracy Really? Why?

Sue Well, for one thing, it's really convenient. Online stores are open 24 hours a day, seven days a week. You can choose to shop at two in the afternoon or at two in the morning! I really enjoy buying things online because there are more products than in traditional stores.

Tracy Yes, I can see the advantage of that. And I guess online shopping is really useful for people who can't get out easily and for those who don't have stores nearby.

Sue That's right. And I dislike going out when it's raining or snowing, so I can shop from home.

Tracy But I try to leave home and interact with real people in the real world.

Sue I see what you mean.

Tracy It's more natural to talk to someone face to face. Isn't it difficult to buy clothes online?

Sue Sometimes it can be a problem because you can't try things on.

Tracy I think it's better to buy clothes and shoes at a regular store. But I can try to buy things online.

Answer key

Tracy prefers shopping at stores. Sue prefers shopping online.

3



Track 9 This time students will have to listen to more detailed information. Go over the chart with the students. Ask them to read the advantages and clarify any doubts as regards vocabulary. Once you have made sure they have understood, play the audio and tell them to tick the type of shopping each advantage refers to. Play the audio as many times as they need. Correct it as a class.

Answer key

a. At stores; b. Online; c. Online; d. At stores; e. At stores; f. Online

- 4 Challenge students to recall which of the two girls said the statements in the activity. Once they have matched the statements to the speakers, play the audio for the last time so that they can check the answers.
Ask them to tell the class how successful they were.

Answer key

a. Sue; b. Sue; c. Sue; d. Sue; e. Tracy; f. Tracy; g. Tracy



More practice
Practice Book, page 99, activities 1-4

Learner's Book, page 33

Grammar in use

- 5 Ask students to complete the chart with the examples from the previous activity. Focus their attention on the fact that there are verbs in English that are followed by infinitives and others that are followed by gerunds.

Answer key

a. dislike going out; b. choose to shop; c. try to leave; d. try to buy

- 6 They have a diagram which gives them examples of verbs followed by gerunds, by infinitives or both. Ask them to consult the diagram in order to check the structure they need to complete the sentences.

Answer key

a. to eat/eating; b. to pay; c. to go; d. getting up; e. to buy; f. making

- 7 Refer students to the 'Look' box. Focus their attention on the adjectives followed by *to infinitive* that Tracy and Sue used in the dialogue they listened to (*it's natural to, it's difficult to, it's better to*). See if they can remember the context in which they were used: *It's more natural to talk to someone face to face. It's difficult to buy clothes online. It's better to buy clothes and shoes at a regular store.*
Tell students they have to decide which adjective is

more suitable for the sentences in activity 7.
Ask volunteers to read out the answers.

Answer key

a. easy; b. happy; c. difficult; d. impossible; e. wonderful

See more
Grammar reference, pages 70-71

Learner's Book, page 34

Integration

- 1 Tell students they will help Sue and her mother compare the items in their catalogues. They will look at the picture and use the comparative and superlative forms of the adjectives as appropriate.

Answer key

a. longer; b. more elegant; c. more comfortable; d. more fashionable; e. higher; f. more expensive

- 2 This time, students will read a consumer report on rollerblades and will complete the comparison by looking at the information about the products.

Answer key

a. cheapest; b. most expensive; c. bigger; d. better; e. biggest; f. most comfortable; g. more durable; h. most durable

Move forward

If you have some extra time, this activity might prove useful and fun.

Ask students to sit in pairs and give each pair a secret sentence. For example, *Rollerblades are the silliest invention* or *My father works at the best pencil company in the country.*

Students have to make up a dialogue in which they must include the secret sentence. Allow them to write it down if they want, but give them a limited amount of time (10-15 minutes). After they have prepared their dialogue, each group will act it out and the rest of the class will listen carefully to detect the secret sentence. If they do, they get a point.



More practice
Practice Book, pages 100-102, activities 4-7

A look at the past 4

OBJECTIVES

- Describe past events.
- Express ability and inability in the past.
- Read a social network post describing a visit to an 'estancia'.
- Listen to people giving different opinions on cultural events.
- Use *could* or *couldn't* to express ability in the past.
- Narrate anecdotes.
- Give opinion on past events.
- Write a funny anecdote (narrative paragraphs).

VOCABULARY

- Opinion adjectives; cultural events.

GRAMMAR

- *Could/couldn't*; Past tense of the verb *to be*; Past simple tense of regular verbs, affirmative, interrogative and negative 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 36-37

Move onto

Ask students to read the title of the unit and look at the pictures. Ask them what they have in common. Encourage them to talk about any similar photos they may have, what memories they bring back and how those pictures make them feel.

- 2 Ask students to order the pictures chronologically on the time line. Make it clear that the order may vary according to each student's experience and what

stage of their lives each picture makes them think of.

Answer key

Suggested answers
5; 1; 3; 6; 4; 2


- 3 Invite students to place personal events/moments that were important to them in the timeline. They can use the ones provided by the exercise.

Answer key

Students' own answers.

Move forward

Ask students to bring and share photographs from their past with the class. You may even take a few pictures of your own childhood to exemplify the way in which they can describe them. Example: *This was me when I was...years old. I could.../ I couldn't...*
Encourage students to do the same as they show their pictures.

- 4  **Track 10** Mark and Tracy show their own photos. Students will listen to them as they read the dialogue and complete it with the missing words. Ask three volunteers to act out the dialogue. Work on pronunciation and intonation as they correct the activity.

Audioscript

Track 10 | Listening 09 | Page 37. Activity 4.

Steve How old were you in this photograph, Mark?

Mark I was three years old.

Steve Could you ride a bicycle when you were three years old?

Mark Yes, I could.

Steve Really? And you Tracy, could you ride a bike when you were three?

Tracy No, I couldn't.

Steve And how old were you in this photograph, Tracy?

Tracy I was one year old.

Steve Wow! Could you swim when you were one year old?

Tracy Yes, I could.

Steve And you, Mark, could you swim when you were one year old?

Mark No, I couldn't. But I could run.

Answer key

a. were; b. was; c. Could; d. could; e. could; f. couldn't; g. were; h. was; i. couldn't; j. couldn't

Move onto

Draw students' attention to the 'Look' box which reminds them of the interrogative use of *could* and the short answers.

You can ask students about the things they could do when they were little children as preparation for activity 5. You may ask them if they could play in the street, if they could be alone in the pool, if they could wash their hair alone, if they could cut their hair themselves, and ask them to tell you how old they were when they managed to do those activities.

- 5** Now it is their time to ask. Using your questions as models, students will ask their partners what the things they could/couldn't do were when they were a certain age. Refer them to the example and remind them they have a chart to complete. They will write ticks or crosses in the chart depending on whether their partner's answers were affirmative or negative. When they finish, and once they have answered their partner's questions, they will complete the 'you' column of the chart.

Answer key

- a.** Could you ride a bike when you were three years old? **b.** Could you play an instrument when you were seven years old? **c.** Could you tie your shoelaces when you were five years old? **d.** Could you make your breakfast when you were ten years old? **e.** Could you make your bed when you were four years old? **f.** Could you whistle when you were six years old?

Move forward

You can ask students to write a short report on activity 5. Ask them to write a paragraph describing what they and their partners could or couldn't do when they were younger.

For example: *I couldn't ride a bike when I was three and my partner couldn't either. I could play the guitar when I was seven and my partner could play the drums. I couldn't tie my shoe laces when I was five but my partner could.*

Have volunteers read out their paragraphs and emphasise that there is no change in the form of the verb: in both the first and third persons the verb takes the same form.

- 5** Ask students to look at Steve's childhood photos and complete the dialogue where he tells Helen what he could or couldn't do.

Answer key

- a.** Could; **b.** could; **c.** could; **d.** couldn't; **e.** could



More practice
Practice Book, pages 104-105, activities 1-6

Learner's Book, page 38

Reading

Digital awareness

Draw students' attention to the post on page 38 and ask them to which social media platform it belongs (Tumblr). Discuss with students how many different social media platforms there are, which ones they use, if some of them are better than others, what the advantages and disadvantages of each one are, if there are platforms which are more suitable for certain uses (for example, posting photos and videos) and less suitable for others. This is a topic that students may like to discuss.

Move onto

Ask students if the social media platform that Toto chose to describe his weekend is the one people usually choose (No, it isn't). Comment on the reasons why (for long descriptions people prefer Facebook, Tumblr is generally preferred to post photos with comments).

- 1** Tell students to read the post. You could ask volunteers to read a paragraph each in a loud voice. Ask the rest of the class to ask any questions on vocabulary or content after each stop. Work on pronunciation. Help with sounds when students read and ask them to repeat rhythm and stress.
- 2** Ask students to read the post again, this time individually, and answer the questions. Encourage peer correction.

Answer key

- a.** He was at an estancia in Santa Fe. **b.** He enjoyed typical Argentinian dishes, meat and empanadas. **c.** They walked to the farm. **d.** Seb milked a cow. **e.** Toto was at estancia San José. **f.** They competed in a folklore dancing contest.



More practice
Practice Book, page 106, activities 1-4

Grammar in use

Move onto

The aim of this activity is to help students become aware of the changes of the verb *to be* according to the subject pronoun it accompanies. Refer students to the 'Grammar Reference' section on page 72, read the chart together and advise students to resort to this section of the book whenever they need to revise a grammar item.

- 3** Have students complete the chart with the correct past form of the verb *to be*. Correct it as a class..

Answer key

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

- 4** Ask students to go through the text again and underline all the verbs in the past form, leaving out the verb *to be*. Tell them to write the verbs on the lines provided by the book. Once they have finished, their lists will include: *enjoyed, exercised, walked, milked, visited, asked, discovered, competed, laughed and returned.*

Ask them what they notice about the verbs in the list and explain that they are regular verbs because their past forms are the same: *-ed*. However, the way in which the ending *-ed* is pronounced is not the same. Explain that the *-ed* ending is pronounced:

- /t/ after unvoiced consonant sounds (*sh/s/ch/p/k/f*)
Examples: *parked, matched, pushed*
- /d/ after vowels and voiced consonant sounds.
Examples: *cried, followed, returned*
- /id/ after /t/ and /d/ sounds. Examples: *started, sounded*

Note

You will need to explain the difference between voiced and unvoiced sounds. Tell students to put their hands lightly on their throats and ask them to produce a /t/ sound, then ask them to produce a /d/ sound and to tell you what they felt on their hands (vibration).

Tell students they will find this explanation and other examples in the 'Grammar Reference' section page 72.

Answer key

They end in *-ed*. They are regular verbs.

Move forward

After going over the differences in pronunciation, draw a three-column chart

on the board. First practise the verb endings for the past simple of regular verbs. Place each sound at the top of each column. Say a verb and ask a volunteer to conjugate it in the past. Ask the student which column the verb belongs to. Then invite other students to come to the front and participate as well.

- 5** In this activity, students will practise the interrogative form of the past tense. Introduce the auxiliary verb *did*. Explain its use in the interrogative and negative forms of the past simple.

Ask students to correct the wrong information in the sentences about Toto's post.

Ask volunteers to read the answers for the rest of the class to check..

Answer key

a. Toto didn't milk a cow. Seb milked a cow. **b.** They didn't compete in a karaoke. They competed in a folklore dancing contest. **c.** They didn't enjoy typical Argentinian wines. They enjoyed typical Argentinian dishes. **d.** They didn't walk to the farm to buy vegetables. They walked to the farm to see the animals. **e.** Toto didn't discover he could dance folklore. He discovered he could ride a horse. **f.** Toto didn't recommend the empanadas. He recommended the visits to our estancias.

- 6** Have students write the past tense of these regular verbs.

Explain that there are certain rules regarding the spelling of the *-ed* ending of regular verbs.

It is advised to ask students to write down the rules on their folders to consult them whenever they need to.

- We double the consonant after a short, stressed vowel at the end of the word. Examples: stop - stopped, rob - robbed, shop - shopped, plan - planned;
- We do not double the consonant if the vowel is not stressed. Examples: benefit - benefited, enter - entered;
- In verbs ending in *-l*, the consonant is always doubled after a single vowel. Example: travel - travelled, cancel - cancelled, control - controlled;
- We add only *-d* when the word ends in *-e*. Examples: love - loved, save - saved, change - changed, bake - baked, phone - phoned;
- Verbs ending in *-y*. After a consonant, we change *-y* to *-i*. Then add *-ed*. Examples: worry - worried, carry - carried, apply - applied, identify - identified;
- With verbs ending in *-y* preceded by a vowel (a, e, i, o, u) we add *-ed*. Examples: play - played, delay - delayed, destroy - destroyed, enjoy - enjoyed.

Answer key


phone - phoned; try - tried; appear - appeared; stop - stopped; finish - finished; marry - married; die - died; watch - watched; visit - visited; stay - stayed; study - studied; close - closed; destroy - destroyed; miss - missed; repair - repaired

Learner's Book, page 40**Listening****Move onto**

Before you play the audio, draw students' attention to the photos and talk about what they can see in each one of them. Ask questions like *What do they have in common?* (They all show events/ places where people go for entertainment) *What different events do they show?* (cinema, opera, concert/ gig, art gallery/exhibition, theatre/play) *Do you often go to these places? Which event is your favourite? Why?*

Note

Remember that it is important for students to know what they are going to listen to before the audio is played. This assists understanding.

- 1**  **10** **Track 11** Play the audio straight through the first time, for general understanding, and to give those students who are a step ahead the chance of a more challenging activity. Play it once more and ask the class to number the pictures in the order in which the events are mentioned.

Mixed-ability

- If necessary, play the audio once more, stopping it after every event. There may be students who need more time. Explain that they must pay attention to key words that reveal the place/event and that they should not try to understand every single word they hear. Correct the activity as a class.

Answer key

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

Audioscript

Track 11 | Listening 10 | Page 40. Activity 1.

Narrator Number 1

Boy Did you enjoy the concert?

Steve Yes, I did. It was awesome! They played all my favourite songs.

Narrator Number 2

Boy Did you like the play?

Sue No, I didn't. It was really slow and boring. I didn't understand anything. Some people walked out half way through the play!

Narrator Number 3

Boy Did you go to the art exhibition?

Mark Yes, I did. I expected it to be boring, but it was really interesting. I learned a lot about painting.

Narrator Number 4


Boy Did you watch the film?

Matt Yes, I did. I didn't like the story, it was really strange. But I really liked the special effects. They were amazing!

Narrator Number 5

Boy Did you stay for the whole performance?

Tracy No, I didn't. I don't really like opera. In fact, I wanted to leave after thirty minutes. But the performance lasted three hours!

- 2**  **10** **Track 11** Tell students that this time they have to focus and pay attention to specific words. Now that they know what the questions are about, they will have to listen carefully to the first three words of each question and write them down..

Answer key

a. Did you enjoy; b. Did you like; c. Did you go; d. Did you watch; e. Did you stay

- 3** In this activity, students will practise giving short answers in the past simple by answering the questions in activity 2. For activities 3 and 4 students have to recall what they have listened to. You can play the audio one last time if you consider it necessary.

Answer key

a. Yes, I did. b. No, I didn't. c. Yes, I did. d. Yes, I did. e. No, I didn't.

- 4** Read the rubric with the students and ask them to recall the dialogues and assign one reason to each short answer.

Answer key

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

**More practice**

Practice Book, page 107, activities 1-3

Grammar in use

5 Students will practise asking questions in the past simple, giving short answers and explaining the reasons for their answers. Read the example together and ask them to use the prompts. Invite volunteers to read out the dialogues for the rest of the class to check.

Answer key

a. Did you enjoy the food? Yes, I did. It was delicious. **b.** Did you dance? Yes, I did. The band was fantastic. **c.** Did your friends attend? Yes, they did. There were 150 persons. **d.** Did you arrive home late? No, I didn't. I arrived home at 3 a.m. **e.** Did you like the party room? Yes, I did. It was enormous.

Move forward

Prepare some cards like these ones:

concert

A: like sound?
B: awesome

zoo

A: enjoy the outing?
B: animals in cages

fun park

A: like the rides?
B: exciting

planetarium

A: see the universe?
B: fabulous

lake

A: swim?
B: contaminated

river

A: fish?
B: enormous

Have pairs of students come up to the front and take one card at random. They read the prompts and act out the dialogues.


Example:

A: *You were at the concert. Did you like the sound?*

B: *Yes, I did. It was awesome.*

Move onto

Draw students' attention to the 'Look' box. Read the adjectives together with them and clarify any doubts related to meaning. Ask volunteers to make sentences giving opinions on films or TV series using those adjectives.

6  **Track 12** Tell students they are going to listen to Matt asking his friends Gary, Sue and Helen about the film they have just seen. Ask them to concentrate on the adjectives the teens use to give their opinions of the film and to tick those opinions in the grid. Play the audio as many times as necessary. Correct as a class.

Audioscript

Track 12 | Listening 11 | Page 41. Activity 2.

Matt Hi guys! How was your weekend?

Gary Great! I went to the cinema with Sue and Helen.

Matt What was the film about?

Gary It was about some kids who were on holidays in a big, old house. But there were zombies nearby.

Sue It was boring!

Gary No, it wasn't, Sue!

Matt Was it scary, Helen?

Helen Yes, it was. But it was OK.

Gary It was funny. It wasn't scary... the zombies were ridiculous! But it was an interesting film. Go and see it!

Matt Maybe next weekend.

Answer key

Opinion	Gary	Sue	Helen
boring		✓	
funny	✓		
interesting	✓		
OK			✓
scary			✓

See more
Grammar reference, pages 72-73


Integration

1 Explain to students that they have to read Tracy's anecdote and complete it with the verbs that are missing. Ask a volunteer to read the rubric in order to make clear that they have to circle the verb *to be* and write the correct past form of the regular verbs on the lines.

This activity is suitable for peer correction..

Answer key

1. was; **2.** was; **3.** worked; **4.** changed; **5.** rushed; **6.** raced; **7.** hurried; **8.** missed; **9.** was; **10.** arrived; **11.** started; **12.** noticed; **13.** were; **14.** wasn't; **15.** was; **16.** called; **17.** was; **18.** asked; **19.** explained

- 2**  Have students work in pairs. Student A has to complete the file about John Rice on page 42 while Student B has to go to page 64 and give him/her the information he/she needs. Once student A finishes, Student B will ask Student A the necessary questions to complete the file about Rose Kaplan. 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 will take turns to ask and answer questions in order to complete the task. Walk around and monitor their work during the interaction. Take down notes on grammar and pronunciation.

Note

Information gap activities make the classroom more interactive. They can be used to practise almost any target language in a more meaningful, authentic way.

Answer key

John Rice

Medical Student

Nationality: Canadian

Born: August 1997

Special abilities at different ages

2 years old: Write

3 years old: Read, play the piano

5 years old: Speak French, English, Italian and Spanish

Rose Kaplan

Engineering student

Nationality: American

Born: February 1998

Special abilities at different ages

11 months: Read and talk

2 years old: Read novels, write

8 years old: Perform piano concerts



More practice
Practice Book, pages 108-110, activities 1-10

Learner's Book, page 43

Writing

- 1** Talk with students about the pictures. Tell them that the boy with the glasses is going to tell them a funny anecdote. Ask them if they can guess what the story could be about.



Track 13 Tell the students to pay attention to the anecdote because, together with

Tracy's anecdote on page 42, it will serve as a model for the story they have to write.

Audioscript

Track 13 | Listening 12 | Page 43.

David Hi! I'm back from my holidays! A really funny thing happened to me when I was in Los Angeles. One morning I was on Hollywood Boulevard. I wanted to see all the handprints of the famous film stars. This young girl walked up to me and she asked 'Are you Daniel Radcliffe?' - you know, the boy who plays Harry Potter in the films!

I pretended I was, and she believed me! She called her friends and introduced me to them. They asked for my autograph. I was famous! But then my mum shouted from across the street, 'David, let's go for some lunch.' They discovered I wasn't Daniel Radcliffe after all. They laughed but they weren't very happy. Do you want my autograph? Ha ha.

- 1** Students write their stories. Although the work is individual at this stage, allow them to work cooperatively. Draw their attention to the 'Bank of ideas' as it will guide them through their writing. Walk around the classroom assisting them and suggesting ways to improve.
- 2** Once they have finished their first drafts, encourage them to exchange stories with their partners and work on peer correction.



More practice
Practice Book, page 111, activity 1

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 them before handing them back, such as: *Good job! Keep it up! Keep trying!*

CLIL

Learner's Book, page 44

GLOBETROTTERS in Indian Lands

This section includes material that students can read for pleasure. Reading for pleasure is not only closely connected to educational outcomes but it also is a necessary part of everyday life. Therefore, the aim of this section is to provide the students with interesting and pleasant reading material, and to encourage them to become frequent readers.

In this case, students are going to read an Indian legend. After the white man invaded their territories, Indigenous peoples struggled to survive and keep their culture alive. In spite of having been forcefully removed from their lands, in spite of suffering diseases, wars and starvation, these strong and spiritual peoples managed to keep their many legends and stories alive. Passed down from generation to generation, these legends carry messages of peace, life and communion with nature.

You may invite students to demonstrate their understanding of the story by proposing several activities and let them choose one of their liking or they can think of an activity themselves:

- they can act out the legend;
- they can draw that part that called their attention;
- they can imagine that the legend is a book and that they are in charge of designing its cover;
- they can transform the legend into a children's story, simplifying it accordingly.

The information they acquire by reading the texts should trigger their curiosity and make them want to know more about the topic. For that purpose, they have the 'Move Forward' section.

Move forward

This section takes students far away (to other countries) to learn more about the topic. In this case, after reading the Guaraní legend, they are invited to do research on different material of the same kind, i.e. more aboriginal legends, African legends, Brazilian legends, Celtic fairy tales, Greek and Roman myths, Dutch fairy tales, Indian folk tales, Japanese fairy tales, Russian folk tales or Tibetan folk tales.

You can recommend the following web site www.whisperingbooks.com. It is an online library of classic legends, myths and tales gathered from throughout the world.

Project

Learner's Book, page 45

Experience your Creativity!

This section will enable students to put into practice all the knowledge they have acquired up to now. Students will be able to use their creativity and imagination, to analyse critically the information they collected and to develop presentation skills by exploring exciting and motivating topics.

- 1 Students know what an advertisement is because it was seen in unit 3, where they designed an ad for a store. In this project, they are going to 'advertise' something of their choice; it can be a trip, a book shop, a theatre play, a concert, a film, etc. They will work in fours and go over the rubrics together, take down notes, research on vocabulary and look for images to illustrate it. In their paragraphs they can compare, contrast and recommend places to visit, dishes to try, films or plays to see, etc. Once you have checked the first draft, they can write their final project in their books.

Note

It would be a good idea to ask students to make a bigger, poster-like version of their work where they can include pictures, cuttings, graphs, etc. and display it in the classroom.

Digital awareness

These activities involve the use of the internet to collect information. Remember to go over the 'Research guide' section on page 67.

- 2 The groups will take turns to show their posters and give their oral presentations. Encourage all the students in the group to make contributions. While the students are presenting their work, make notes to provide useful feedback at the end.

Mixed-ability

- During the presentation, offer help by providing words and expressions and by asking questions, especially to those students who seem to be struggling with vocabulary.

5 Evening fun

OBJECTIVES

- Ask for and give information about past events.
- Describe actions that happened in the past.
- Read a biography.
- Listen to a TV programme about famous singers.
- Describe how things were done.
- Use of the affirmative, interrogative and negative forms of the past simple.
- Write a biography.

VOCABULARY

- Outings and events.

GRAMMAR

- Past simple of irregular verbs; adverbs of manner; question 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 46-47

1

Move onto

Discuss with the students what 'evening fun' means to them. Refer them to the pictures and ask them if they see any activities they generally do on Friday or Saturday evenings. Encourage them to describe their last 'evening outing'; where they went, what they did and with whom they went out.

2

Ask students to label the pictures with the names of the different activities teenagers do for fun.

Answer key

- a. teen club; b. wedding party; c. cinema; d. concert;
e. friends and pizza at home

3

Move onto

Draw students' attention to the picture on the right. Tell them to look at it and tell you who Tracy and Mark are talking to and what they are talking about. Ask them to look at the thought bubbles and to describe what the guests did during the party. Encourage them to guess whose wedding it is.

4



13

Track 14 Tell students that they are going to listen to Mark and Tracy telling Helen about the wedding party they went to. Students will read as they listen, paying special attention to the missing words. Play the audio as many times as needed.

Move forward

Ask volunteers to read the dialogue. Correct the activity together and work on pronunciation and intonation.

Intonation assists communication. Many times, incorrect intonation can lead to misunderstandings or even offences.

Demonstrate this to your students saying, for example, 'He came home'.

Then, change the intonation to change the meaning of the phrase. You could say it to mean 'What a surprise!', or 'How annoying!', or 'That's great!'. There are many possibilities. Changing the intonation can completely change the meaning.

Sometimes, students concentrate only in correct pronunciation and forget about intonation, therefore, they may read or speak in a boring mono tone.

Some intonation patterns can be associated with certain grammar structures. For example, Wh-questions are said with a falling intonation, Yes/No questions with a rising intonation, statements with a falling intonation and lists with a rising, rising, rising, falling pattern.

These are not rules but they can be a way to start working on intonation.

Audioscript

Track 14 | Listening 13 | Page 47. Activity 4.

Helen How was your weekend?

Tracy It was great! Last Saturday we went to our uncle's wedding.

Helen Really? That sounds fun.

Tracy We had a great time

Mark Yes, a band sang songs of the 90's. R.E.M's Losing my Religion, Ricky Martin's Living la Vida Loca, Britney's Baby one more Time...

Tracy My uncle chose the music.

Helen I love those songs! Did you dance?

Tracy Sure! A lot!

Mark And we ate a lot too!

Tracy The cake was awesome!

Answer key

a. was; b. Last; c. wedding; d. sounds; e. band; f. music; g. dance; h. cake

- 5 Have students listen to or read the dialogue again (although it is always useful to expose students to correct pronunciation and intonation) and decide whether the sentences are true or false. Correct as a class.

Mixed-ability

- Read the sentences with the students and make sure they understand them before they do the activity.

Answer key

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

- 6 Once students have checked their answers, ask them to correct the false statements. Ask volunteers to read the answers aloud for their partners to check.

Answer key

c. A band played songs of the 90's. e. Helen liked the music of the 90's. f. Mark and Tracy danced and ate.

- 7 Draw students' attention to the 'Look' box and focus on the change of form of irregular verbs in the past tense. Refer students back to the dialogue and ask them to underline all the verbs in the past. Then, instruct them to write each one of the verbs next to its corresponding infinitive form. Ask volunteers to read out the answers.

Answer key

a. went; b. had; c. sang; d. chose; e. ate

Move forward

Write a list of 15 verbs on the infinitive form on the board and refer students to page 79 of their books. Give them ten minutes to find and write down the past tense forms of the given verbs. The first student to finish gets a point.


Note

It may be a good idea to have a chart on one of the classroom walls where you could record the winners of the different games. At the end of the year, the student/s who got the most points can win a prize (may be a pen, a reader, pins or similar).

- 8 Refer students to the 'Language in use' box and ask them to work in pairs. They will think of a party they went to and will write down notes about it. They should mention the name of the host, the reason of the party, the quality of the music played, a short description of the food and drink offered, an account of who attended the event, and the description of the place where it was held.

Answer key

Students' own answers.

- 9  Once both partners have their notes, they will follow the dialogue in activity 4 and talk about their parties.

Mixed-ability

- You could allow those students who still don't feel comfortable speaking or are not fluent enough to write down the complete version of the dialogue and read it afterwards for the rest of the class.

Move forward

When you consider it suitable, you could introduce the practice of 'skeleton dialogues' in your lessons, especially for those students who are reluctant to speak because of shyness or insecurities as regards the language. With these 'skeleton dialogues' students get only the part they are going to roleplay and do not know how their partners are going to respond. This creates an information gap, requiring students to communicate with one another to find out the rest of the 'story'.



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

Learner's Book, page 48

Reading 1

Move onto

Discuss the title and the photograph in the biography with the students. Ask them what they know about the group in the picture. Draw their attention to the title, ask what a biography is. Tell them to point at John Lennon and to say what they know about him.

Digital awareness

There may be students who don't know who the Beatles or John Lennon were or what their music was like. It could be a good idea to ask them to use the internet in their mobile phones to find a song to share with the class.

If this is not possible for any reason (internal school regulations, etc.) you can always bring it from home and share it with the students.

2

Move onto

Read the label with the students and ask them what they would expect to read in a paragraph that followed each of them. Once they have given their opinions, ask them to read each paragraph in the biography and assign the corresponding labels. Allow them to work in pairs and tell them to be ready to account for their answers with words from the text.

Walk around the classroom clarifying doubts if necessary, but remember that it is important that students are able to deduce the meaning of words from the context rather than getting them translated by the teacher.

Answer key

- a. First years, first influences. b. Inspiration from the King. c. The end of a stage. d. Close to the end.



More practice
Practice Book, page 114, activities 1-2

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

Study the chart with the students. Focus on the importance of following the chart closely in order to ask correct questions in English. Students tend to ask questions as they would do it in their own language, so emphasise the use of auxiliary verbs, the order of words in the question and the fact that the verb in the past goes back to its infinitive form when the auxiliary verb *did* is present.

- 3** Tell students to read the biography again looking for the information in the sentences. This will enable them to know what they have to ask. Remind them to use the chart to follow the right word order in questions.
Ask volunteers to read out their questions. Correct as a class.

Answer key

- a. How old was John Lennon when his parents separated? b. Where did he go when his parents separated? c. What did his mother teach him? d. When did he invite Paul McCartney to join the group? e. What did John and Yoko do in 1971? f. How did he die?

4

At this stage, it is necessary to revise question words and their meanings. Students have learnt them in previous courses, however they might have forgotten those which they don't use too often. Ask them to match the question words with the word that represents the information they ask for.

Answer key

- a. a place; e. an age; d. a date / a time; b. a thing / an action; c. a reason; f. a person

5

In this activity, students will show they have understood the use of question words by completing the questions according to the answers given.

Answer key

- a. Who; b. Why; c. When; d. Where; e. When; f. How old

Learner's Book, page 50**Listening**

1

Move onto

Draw students' attention to the picture and ask them who the people in the picture are, who they are talking about and what they know about that celebrity.

Digital awareness

You may ask students to look for Michael Jackson's biography in the internet. They can work in pairs and make notes on the most important aspects of it. Sharing the information with their partners will help everybody understand the listening activity more easily.

2

Move onto

Tell students they are going to listen to a TV programme about famous singers. It is a quiz show in which contestants answer questions on the life and work of their favourite singers. Ask students if they watch any similar programme. Encourage them to tell you which singer they would choose if they were asked to participate in a programme like this.

Play the audio and tell students to listen to it in a relaxed way. Advise them to leave their pencils on the desk and just try to understand the general idea of the recorded text. The second time that students listen to the audio, tell them to pay special attention to the questions that the presenter asks and complete the missing words. Play the audio as many times as necessary. Then, correct as a class.

Audioscript

Track 15 | Listening 14 | Page 50. Activity 2

Sue	Did you see yesterday's programme of My Favourite Singers?
Matt	Yes, I loved that contestant who answered questions about Freddie Mercury.
Gary	He was great! He's appearing again tonight to answer about Michael Jackson.
Helen	Hey! Come! The programme is starting!
Presenter	Welcome to My Favourite Singers! John is coming back tonight to show us how much he knows about The King of Pop, Michael Jackson. Why did you choose him?
John	Because he had a very special voice. He sang beautifully.
Presenter	What types of songs did he sing?
John	He was very versatile. He could softly sing romantic ballads or vigorously interpret powerful disco songs.
Presenter	When was he born?
John	He was born in 1958 in Indiana, the U.S.A.
Presenter	What was his early life like?
John	He did not live quietly. As a musical prodigy, Michael could sing and dance amazingly, so he soon was the dominant voice of the Jackson 5, the group his elder brothers formed. And after a few years he was infinitely more popular than his brothers.
Presenter	When did he make his solo debut?
John	In 1971 he started to record as a solo artist.
Presenter	When did he die?
John	He died in 2009 in Los Angeles, California.
Presenter	Thank you, John.

Answer key

a. Why did you; b. What types of songs; c. When was; d. What was; e. When did he make; f. When did he

- 3** The contestant in the listening activity describes how Michael Jackson did many of the actions related to his work. Draw students' attention to the 'Look' box and ask a volunteer to read the example. Lead them to deduce that by adding the suffix *-ly* to an adjective they get an adverb of manner which helps them describe the way in which people do things.

Have students listen to the programme once more and match the adverbs to the actions they describe. Ask volunteers to read the answers for the rest of the class to check.

Answer key

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

- 4** Tell the students that for this activity they will have to rely on their memory because the audio won't be played again. They have to answer the same questions that were asked during the programme. Tell them to refer back to activity 2 where they have the list of questions.

Answer key

Suggested answers

a. Because he had a beautiful voice. b. He sang pop songs, disco songs and ballads. c. He was born in 1958. d. It was not quiet because he became very popular when he was still a child. e. He made his solo debut in 1971. f. He died in 2009.

- 5** Encourage students to talk about their favourite singers using adverbs of manner to describe how they did things.

Mixed-ability

- Allow those students who don't speak fluently and spontaneously yet to write down notes before they start describing.

Answer key

Students' own answers.



More practice
Practice Book, page 115, activities 1-2

Learner's Book, page 51

Grammar in use

- 6** Tell students to complete the chart transforming adjectives into adverbs of manner by adding a suffix. If necessary, students can consult the 'Look' box on the previous page. Draw students' attention to this page's 'Look' box and remind them that not all adverbs of manner are formed by adding *-ly*. The exceptions are these three adverbs that have the same form as the adjective. Ask volunteers to read the examples in the box and to tell you how we differentiate them. If they cannot produce an answer, help them by focusing their attention on the place each of them occupies in the sentence.

Answer key

sudden / suddenly; bad / badly; careful / carefully; slow / slowly; quick / quickly; quiet / quietly; rude / rudely

- 7** In this activity students will put into practice what they have learnt about adverbs. Encourage them to read the sentences carefully and to pay attention to the meaning in order to solve the exercise correctly. Walk around the classroom helping them with any vocabulary problems they may have. Correct as a class.

Answer key

a. slowly; **b.** hard; **c.** badly; **d.** carefully; **e.** quickly; **f.** slowly; **g.** rudely; **h.** fast

- 8** Ask students if they know who Cortázar was, or if they have ever read anything by him. Tell them that the sentences in the activity are part of his biography. Ask them to write questions about him that can be answered with the words in bold. Remind students that they can consult the chart on page 49 to remember the word order in questions with auxiliary verbs. Ask volunteers to read their questions. Tell the rest of the class to pay attention and suggest any improvements if necessary.

Answer key

a. Where did Cortázar spend most of his childhood? **b.** Who did he admire? **c.** What did he become in 1944? **d.** When did he emigrate to France? **e.** Where did he die?

See more
Grammar reference, page 73

Learner's Book, page 52**Integration**

- 1** **a.** Students are going to do a class survey. The survey is about abilities in the past and involves asking three different partners five questions and then recording their answers on the survey chart. Have students compare the things they could or couldn't do when they were little children. The activity gives them the chance to practise the target language in context.
b. Once they finish collecting the information, they will exchange their findings with the rest of the groups.

Note

Surveys offer students a good way to practise the interrogative form of the verb they are studying, to interact with their partners and to collect and analyse real information.

Answer key

Could you ride a bicycle when you were six? Could you swim when you were six? Could you run when you were six? Could you play a sport when you were six? Could you play an instrument when you were six?

Students' own answers



- 2** Ask students to get in pairs and decide who will be Student A and who will be Student B. Student B will go to page 64 to fill in his/her file on a famous singer by asking his partner what he/she needs to know. Then, Student A will go to page 52 and fill his/her file by asking Student B the right questions.

Answer key

Suggested questions

What is the singer's name? When was he/she born? When did he/she start to record music? What was he/she famous for?

Singer: Madonna

Born: August 16th, 1958

Nickname: The Queen of Pop

Started to record music: 1981

Famous for: her scandalous behaviour

Singer: Bob Marley

Born: 1945

Nickname: Tuff Gong

Started to record music: 1963

Famous for: his music, his rasta headwear and his dreadlocks.

- 3** This activity revises the use of adverbs of manner. Students will have to transform the adjectives into adverbs to answer the questions. Refer students back to the 'Look' box on page 50 if they don't remember how to transform the adjectives.

Answer key

a. He danced well. **b.** Ms. Stevens played the piano beautifully. **c.** They acted rudely. **d.** He appeared suddenly.



More practice
Practice Book, pages 116-118, Activities 1-7



Notes

Writing

1 Ask students to choose a celebrity they would like to write about. They should do some research on his/her life and use the biography on page 48 as a model to write their own.

Encourage students to exchange their biographies and suggest improvements to one another. Once they finish, they can illustrate them with photographs.

Walk around the classroom while they work and make suggestions on their first drafts.

Once their final copies are ready, it would be a good idea to compile all the texts in a 'book of biographies'.



If your students need inspiration and information on famous people's lives they can, of course, consult the internet. This is one of the suggested sites where they can find useful information:

<http://www.famouspeoplelessons.com>.

For more useful websites, remember to refer students to page 68 where they will find the 'Useful websites' section.



More practice
Practice Book, page 119, activity 1

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



Teacher's Book, page 74

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 them before handing them back, such as: *Good job! Keep it up! Keep trying!*

6 Holidays plans

OBJECTIVES

- Describe future plans and intentions.
- Describe future arrangements and appointments.
- Read a recipe.
- Listen to people doing a survey.
- Exchange information about travel.
- Exchange information about quantities and measurements.
- Write an email describing plans.

VOCABULARY

- Holiday places; measurements; containers

GRAMMAR

- *Going to* future; present continuous with future meaning; countable and uncountable nouns

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 54-55

Move onto

Draw students' attention to the pictures and talk with them about their preferences as regards holiday places. Ask them about their favourite destinations and also about those places they try to avoid. Encourage them to talk about the destinations that their families generally choose and what their reasons are.

- 1 In this activity students are asked to rank the pictures according to their preferences. They can write the numbers 1 to 6 in the circles under the pictures. Then, ask them to write the number they wrote, next to the names of the destinations.

Discuss with the students their favourite places and count the number of 'votes' each one receives to see which are the most and the least popular ones.

Answer key

Students' own answers.

Move onto

Ask students to look at the picture next to the dialogue and tell you where the group of friends is and whether they think it is school time or they are just hanging out.

Ask them what they think they are talking about.

3



Track 16 Play the audio and tell students to follow the text in their books. Explain that, since this is the last unit in the book and they have had plenty of practice, this activity offers them an extra challenge: the blanks contain more than one word. They will complete the blanks with the missing words. Play the audio as many times as they need. Ask volunteers to choose one of the characters and to read the complete dialogue so that the rest of the class can check their answers.

Mixed-ability

- It would be a good idea to pause the audio after each blank in the text so that students have time to write the words. Tell them not to worry about spelling at this stage, you can work on that later.

Audioscript

Track 16 | Listening 15 | Page 55. Activity 3.

Helen Classes are finishing?

Sue Yes, we had a good year.

Gary It's true. What are you going to do this summer?

Steve I'm going to visit my uncle in London.

Gary Oh, that's great! I'm staying at home this year.

Helen Well, but you can rest.

Gary Sure! But I'm going to go out every weekend! What about you, girls?

Sue We are going to travel to some snow-covered destination. My family are still trying to decide.

Helen I don't know what I am going to do yet. But I'm organizing a farewell party! We have to celebrate the end of our second year!

Steve Great girls! You can cook something!

Helen I'm going to make an apple pie. Do you want to help, Sue?

Sue Of course.

Gary Great idea. Are we going to meet at my place?

Sue, Steve, Helen Settled!

Answer key

a. a good year; **b.** summer; **c.** visit my uncle; **d.** at home; **e.** every weekend; **f.** snow-covered destination; **g.** the end of our second year; **h.** an apple pie

Move forward

Draw students' attention to the 'Look' box. Go through the structures we use to talk about plans and ask a volunteer to read the examples. Have the class provide more examples by talking about their plans for the evening. You may start by talking about your own plans, for example: *This evening I'm going to buy a pizza and watch my favourite TV series. I'm going to go to bed early because I have to get up at 6.*

Once students have corrected the activity, ask them to underline all the plans (sentences in the future and in the present continuous they can find in the dialogue). Focus their attention on the only part of the conjugations that changes: the verb *to be*.

Make clear that we use *going to* future for plans and for intentions (E.g. *I'm going to study Law*) and we use present continuous to talk about future arrangements and appointments. (E.g. *I'm meeting my personal trainer at 7 tomorrow morning.*)

- 4 Students will look at the pictures and write about the holiday plans of the protagonists. Tell them to choose the activities from the boxes and complete the sentences with the verbs in the future tense.

Answer key

a. Susie and Tom are going to play on the beach. **b.** Carlos is going to watch a 3 D film. **c.** The Jacksons are going to go camping. **d.** Lola is going to visit the park. **e.** The Smiths and the Martins are going to have a picnic lunch. **f.** I am going to go round the zoo.

Move forward

Prepare some sets of words or phrases and ask students to take turns to come to the front and make sentences about their 'plans'. This may be a useful and fun activity to practise *going to* future. Give volunteers a card in which they will have words or phrases like *next July* and *drawing lessons*. They will show their cards to their partners and will make a sentence in the affirmative or in the negative form (*I'm going to take drawing lessons next July* or *I'm not going to take drawing lessons next July*). Then, their partners can guess whether the plans are real or not.



More practice
Practice Book, pages 120-121, activities 1-5

Learner's Book, page 56

Reading 1

Move onto

Talk with students about their cooking abilities. Ask them if they know how to cook, and if they do, what they specialise in. Tell them that they are going to read the recipe that Sue and Helen are going to use to make the apple pie for their end-of-the-year party.

Give them a few minutes to read the recipe and assist them on any vocabulary items that may cause problems with understanding. Once they have finished, focus their attention on the verbs used in the recipe. Ask them what structure learnt in unit 2, is used (imperatives).

- 2 Students answer Helen's questions about the quantities she needs to make the apple pie.

Answer key

a. You need 255 g of flour. **b.** Add 140 g of butter. **c.** It needs six tablespoons of cold water. **d.** We need three apples for the filling. **e.** Add half a cup of sugar.

Move forward

It would be a good idea to ask students to write the recipe for their favourite dish. Remind them that when writing a recipe or any other set of instructions we use numbers (or bullet points) to separate the different steps and we use the infinitive of the verb (imperative) to give the instruction. Advise them on the use of commas between the items in a list and to use 'and' between the last two items.

Note

This type of writing is called *procedural writing* and it is very important for everyday life. As we all know, there is nothing more frustrating than instructions that are confusing or badly written. This activity helps students understand what procedural writing is and how to read it. It also lets them choose what they want to give instructions about, what makes it more motivating. This demonstrates real-life uses for this kind of writing and shows why it is so important.

Digital awareness

Advise students to read different recipes to get ideas, to pick useful vocabulary and to use as model for their own writing. For this purpose, the internet is the most useful tool. You can recommend them to start with this useful website: <https://www.bbcgoodfood.com/recipes/collection/kids-cooking>.

- 3** This activity focuses on the different measurements which are suitable for specific food items. Ask students to refer back to the text and match the different ingredients to the correct measurements.

Answer key

a. grams; b. grams / a cup; c. a tablespoon / a cup;
d. grams / a cup; e. a pinch; f. three



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

Learner's Book, page 57

Grammar in use

- 4** Refer students back to Exercise 2 and elicit from them the rule for the use of the question words *how much* and *how many*. Focus their attention on the chart on page 57 where they have the rule and examples. Advise them to have a look at it when in doubt.

Have students complete the activity with *how much* or *how many*. Tell them to pay attention to the nouns and to decide whether they are countable or uncountable before completing the questions.

Answer key

a. How much; b. How many; c. How many; d. How much;
e. How much; f. How many

Move forward

Prepare cards with countable and uncountable nouns and put them upside down in a pile on your desk. On the other corner of the desk, place two cards facing down, one saying MUCH and one saying MANY.

Ask two volunteers to come and stand by each pile. Tell them to pick up a card from their sets and show it to the class. The class will decide whether there is a match or not. If there is, the card holders will look at their cards and make a sentence using both words (e.g. sugar - much: *He doesn't take much sugar with his coffee*). Then, it is another pair of volunteers' turn.

5

Move onto

Draw students' attention to the 'Look' box. Read it together with them and emphasize the idea that there is a way to transform uncountable nouns into countable ones: the use of quantifiers. We can

use two different types of quantifiers: measurements (grams, tablespoons, kilos, litres, etc.) and containers (bottles, packets, glasses, tubes, etc.)

Have students match the items to the correct quantifiers.

Answer key

a. a bar of chocolate; b. a can of beans; c. two loaves of bread; d. a packet of biscuits; e. a tube of toothpaste;
f. a slice of pizza; g. three bags of tea


Move forward

If you have some minutes to spare, you can draw a three by three grid on the board and conduct a game of noughts and crosses. Write names of containers in each of the boxes (sachet, can, bottle, packet, jar, tube, bag, tin, carton) and ask students to name at least two products that come in each container. If they succeed, they will be able to draw their nought or cross in the chosen box. Otherwise, they will miss a turn. The winner is the student who gets three noughts or three crosses in a straight line.

Learner's Book, page 58

Listening

- 1** Talk with the students about the type of text they can find on the page. Ask them if they have ever answered a questionnaire like this and whether they think it is useful or not and why.

- 2**  **16** **Track 17** Tell students they are going to listen to Laura, a 36-year-old woman, mother of two sons who is answering some questions about their family plans for the holidays. They will have to listen and tick the survey form, the same one that the woman in charge of asking the question used to record Laura's answers.

Give students a few minutes to read the survey form before playing the audio so that they know what they have to listen to. Make sure they understand all the questions.

Play the audio as many times as necessary.

Note

Explain to students that it is important to be aware of the purpose of the listening activity. In that way, it will be easier for them to focus on the important points and reach their goal.

Advise them not to pay attention to words which they think are less important. The key words are the ones

which carry the general meaning. If there are words they don't understand, they should use their general knowledge as well as the context to find out the meaning. Also advise them to take notes to support their memory. Tell them to bear in mind that the intonation and stress of the speakers can also help them to understand what they hear.

Audioscript

Track 17 | Listening 16 | Page 58. Activity 2.

Woman Good morning. My name is Nancy and I'd like to ask you some questions. Do you have five minutes?

Laura Sure.

Woman First, what's your name and how old are you?

Laura My name is Laura and I'm 36 years old.

Woman When are you going on holidays this year?

Laura In January.

Woman What are you going to do?

Laura We are going to visit our family in Uruguay.

Woman Right. That sounds nice! How are you going to get there?

Laura We are going to drive to the harbour and we are going to board the ferry with our car to cross the river.

Woman Who are you going to go with?

Laura The whole family is going. My husband and my two sons.

Woman Where are you going to stay?

Laura Well, we are staying with our family for fifteen days. Then we are going to travel to Maceio in Brazil and there we are going to stay at a hotel.

Woman How long are you going to be away for?

Laura About a month.

Woman Thank you very much and have a great holiday.

Laura Thank you. Bye.

Answer key

1. Other: In January; 2. Visit a friend or relative; 3. By car / By ferry; 4. Family; 5. With a friend or relative / In a hotel; 6. More than three weeks



More practice
Practice Book, page 123, activities 1-4

Learner's Book, page 59

Grammar in use

Draw students' attention to the chart on page 59 and tell them to refer to it whenever they need to remember how to form the interrogative and negative sentences in *going to future*.

- 3 The purpose of this activity is to help students improve their writing skills by analysing sentence structure and reorganising the words into a correct sentence.

In this case, students are asked to unscramble questions so that they make sense grammatically. Once they finish putting the questions in order, they will answer them by themselves.

Ask a few volunteers to ask questions to their partners so that everybody can check.

Answer key

- a.** What are you going to do in the summer? **b.** Who are you going to go with?
c. How long are you going to stay? **d.** Are you going to go by plane? **e.** Where are you going to stay?
Students' own answers.

Move forward

This Story Puzzle Game could be useful and fun to practise unscrambling sentences.

Print a short story in big print and cut out the sentences. Before putting the different sentences in different envelopes, cut the words of each sentence and paper clip the words belonging to a sentence together. Divide the class into as many groups as envelopes you have. Get them to work in groups unscrambling the sentences in their envelopes. Once they have finished, they will have to get together with the rest of the groups to put the story in order.

Note

Adapt the activity according to the number of students in your class.

- 4 For this activity, students are given a situation to which they have to react and plan accordingly. Have students match the pairs of sentences. Advise them to read all the sentences before attempting to match them because there may be more than one possible match. You can tell your students to work in pairs or groups of no more than four people.

Note

Each activity has characteristics that makes it suitable for pair work or group work. There are several differences between both ways of working: the amount of speaking time each individual student has during pair work is bigger than in group work.

Groups give students the opportunity to create more complex dialogues and have a more social learning environment. Additionally, there is a better chance for self-correction or peer correction and for a wider discussion.

On the other hand, individual speaking time is limited when working in groups. You can control the amount of speaking time students have by changing the size of groups to three or four people. If you are in a large class

and want all the groups to present material at the end of the lesson, larger groups may be necessary but six would be a good limit.

Answer key

a. 3; b. 1; c. 6; d. 5; e. 7; f. 4; g. 2

See more
Grammar reference, page 74

Learner's Book, page 60

Integration

Move onto

Pairwork gives students the chance to engage in enriching speaking activities, to practise a range of vocabulary and to build confidence participating in conversations. This activity requires students to open their books at different pages and to exchange the information they find.

- 1 Students get into pairs and decide who will be Student A and who will be Student B. Each student will have a list belonging to either Mary or Brian and a planner belonging to his/her partner's character. They will ask questions of each other to find out if their character is or isn't planning to do those activities in the list. As they get their answers, the students will tick or cross the items in their lists.

Answer key

Mary

X Go to the hairdresser's; ✓ Visit her grandmother; ✓ Buy dog's food; X Go to shopping mall (to change T-shirt)

Brian

X Go to bookstore; ✓ Send uncle Sean a birthday card; ✓ Play volleyball; X Buy new trainers

2

Move onto

Draw students' attention to the 'Look' box. We use the present continuous to talk about future arrangements. A future arrangement is something that you have decided and organised with another person (e.g. *I'm meeting my friend Stella this afternoon*) or with a group of people or company (e.g. *We are working late today - arrangement between the company and the workers.*)

Tell students that in this activity they have to read the

arrangements on the left column (sentences a-f) and find the explanation of how those arrangements were made (sentences 1-6).

Note

Remember that in speaking activities there is some criteria for dealing with errors. Sometimes teachers prefer to let an error go. You should consider:

- whether the mistake affects communication;
- whether it is the right moment in the lesson to pay attention to accuracy;
- if for that particular student participating in class is a real effort;
- if it is a mistake that many students are making, and many reasons more.

Some teachers correct every mistake their students make. Other teachers rarely or never correct their students' mistakes. Both extremes are weak. If you over correct, your student will feel nervous, therefore fluency will be affected.

As teachers, we need to choose the right time to correct and the right time to let students speak freely. Corrections should only be made when it is best for students to receive them.

But how should we correct?

Never correct a mistake without explaining why it is a mistake.

Always provide students with examples/correct versions.

Answer key

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



More practice
Practice Book, pages 124-126, activities 1-9

Learner's Book, page 61

Writing

Tell students to get into pairs and to brainstorm the description of their future holidays. They can start by deciding on a place, a way to travel there, a time to set off and a place to accommodate when they arrive. Then, they can make notes on how the place looks like, what is special about it and what they are going to do there. Advise them to resort to the internet to look for interesting information and pictures to illustrate their work.

Once they have all their notes and material, they can start writing their e-mails.

Once their first drafts are ready, encourage them to exchange them with their partner's so that they can share suggestions and corrections.

Mixed-ability

- It is important to monitor students while they are working in order to answer any language queries, give advice on how to structure sentences in a more natural way, provide vocabulary that they may need and deal with individual doubts.
- Close contact will allow you to note common problem areas, therefore, it is advisable to walk around, observing and intervening only when required. Make sure you have a paper and pen to write down recurrent mistakes so that at the end of the lesson you can discuss them with the class.
- Don't forget to praise students who demonstrate effort and good use of the language.

Note

Encourage students to self-correct their work. Sometimes they rush through the writing activity without reading it twice.

Self-correcting helps them to take responsibility for their learning, to gain awareness of the language, to improve their autonomy at learning and to increase their self-confidence.

Self-correcting allows students to discover what their own problem areas are. Some may realise they always make verb tense mistakes, others may see they need to improve their vocabulary and word order.

Reading one's piece of writing in a loud voice or pretending to be their intended audience are good pieces of advice for your students.



More practice
Practice Book, page 127, activity 1

Progress Test, Unit 6

Teacher's Book, page 81

(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.

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 them before handing them back, such as: *Good job! Keep it up! Keep trying!*

Notes

Learner's Book, page 62**GLOBETROTTERS on Tour**

The aim of this page is to offer attention-grabbing material that will take students on a cultural tour to different places. In this case, students are going on an enriching tour through the most beautiful eco destinations in Argentina. Invite them to read about the different places, their characteristics and the wonderful activities you can do in each of them.

Talk with them about what ecotourism means. Thanks to globalization and technology, the most remote places on Earth are at hand. People want to experience nature, however, that should be done in a respectful, careful pace so as not to impact the natural environment.

What is interesting to note is that ecotourism has been mistaken by many other types like adventure tourism, cultural tourism, nature tourism, green tourism or responsible tourism. The main difference is that ecotourism is not centrally controlled by a large corporation, therefore it really does benefit the host's destination and it focuses on conservation awareness or the preservation of wildlife. The same cannot be said of the other types of tourism.

Encourage debate after the students finish reading and devote some time to sharing their findings after they have visited the suggested websites.

Ask if any of them has visited any of those places. If so, ask them to tell the class about it. If not, ask them which place they would visit first and why or which their favourite activities are.

The information they get by reading should trigger their curiosity and make them want to learn more about the subject. For that purpose, the book provides the 'Move Forward' section.

Move forward

This section takes students further away to learn more about the topic.

In this case, after reading the information about the eco destinations located in the south and the north of Argentina, they are invited to research on other places suitable for ecotourism that can be found in the centre of the country.

If appropriate at this stage, go to 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.

Project**Learner's Book, page 63****Experience your past and your future.**

This section will enable students to put into practice all the knowledge they have acquired up to now. Students will be able to use their creativity and imagination, to analyze critically the information they have collected and to develop presentation skills by exploring exciting and motivating topics.

- 1 Students have read several biographies throughout the unit. In this project, they are going to write a very unusual biography which will include their plans for the future.

Note

Explain that a biography is the story of a person's life written by another person. The writer of a biography is called a *biographer* while the person written about is known as the subject or *biographee*.

Biographies are usually a chronological narrative which tells more than just the facts about a person's life, studies, works or relationships. It includes some analysis of the biographee's personality or how he/she reacted to the different events in his/her life.

Students will work individually. Each student will write chronological notes on the most important events of their lives. Once they get to the present, they will think of what their plans for the future are and will end their biographies by writing them down to share them with their partners. You can ask them to make copies of family pictures to illustrate their texts.

With all this material they will set down to writing. Tell them they can refer back to Lennon's biography on page 48 to get ideas on how to organise their paragraphs. They exchange drafts with their peers and make suggestions on how to improve them.

Let pairs take turns to show and read their biographies.

Mixed-ability

- Before the presentation, offer help by modelling pronunciation of new words and expressions, so that there are no students who feel shy to read aloud.
- You may encourage the rest of the class to ask questions or make comments after they listen to their partners' presentations.



2

ENGLISH CHALLENGE

PRACTICE BOOK
ANSWER KEY

Vocabulary and grammar, Pages 80-81

1

a. from; **b.** does she look like; **c.** Has she got; **d.** hasn't got; **e.** is she like

2

What is she like? honest, friendly, generous, clever, talented, brave; **What does she look like?** blonde, blue eyes, tall, brown hair, strong, good-looking

3

a. Ian has got short, curly, brown hair. **b.** Erica's got big, round, green eyes. **c.** My sisters have got long, red hair. **d.** Sandra has got middle length, wavy, light brown hair. **e.** Ned's hair is short, wavy and brown. **f.** My hair is long, straight and fair.

4

Pablo sometimes helps at home. He is often/usually late for school. He always goes out with friends.
Sam always helps at home. He is never late for school. He often/usually gives extra classes to classmates.
Betty often/usually helps at home. She sometimes goes out with friends. She always gives extra classes to classmates.
Julie is sometimes late for school. She often/usually goes out with friends. She never gives extra classes to classmates.

5

a. The children tidy their room on Saturday. **b.** She is always friendly with strangers. **c.** They often help Carol with the housework. **d.** He always takes the dog for a walk on Fridays.

Reading Practice, Page 82

1

a. 2; **b.** 1

2

b. Origins; **d.** Appearance and clothes; **a.** Handicrafts; **c.** Language

3

a. In some parts of Paraguay, Argentina, Bolivia, Brazil and Uruguay. **b.** They are quite short and they have dark hair and brown eyes. **c.** They are hard-working and artistic. **d.** Because they can make baskets, ceramics, cloth, necklaces and musical instruments. **e.** They speak two languages, Spanish and Guaraní. **f.** In some remote areas, they don't wear clothes.

4

a. indigenous; **b.** traditional; **c.** remote; **d.** necklace; **e.** bilingual

Listening Practice, Page 83

Audioscript

Listening PB 01. Track 18.

Narrator: Practice Book Unit 1. Page 83. Activity 1. Two teenagers are taking part in a Quiz Show about sport stars. Listen to the dialogue and complete the information about these famous sportspeople.

Presenter Welcome back to Sport Stars. And now, it's time to play 'Identify the Mystery Star'. Alan and Diana, you go first.

Alan Well, this sportsman has got short, brown hair.

Diana Ah, I think it's Roger Federer, the Swiss tennis player.

Alan No, he's from Argentina. He's really famous!

Diana Messi!

Presenter Correct! OK, here's the next photograph for you, Diana.

Diana Let's see... he has got short, black hair. And he has got brown eyes.

Alan Is he Carlos Tevez?

Diana No, he's from Portugal.

Alan I know. It's easy. Cristiano Ronaldo.

Presenter Right again! Let's look at the final photograph.

Alan Ok, mmm... Well, it's a woman... and she has got blond hair.

Diana Has she got big, green eyes?

Alan Yes, she does.

Diana Ah, yes! Is it Maria Sharapova.

Presenter Yes, you're right! The beautiful Russian tennis player! Good job, people. You go straight to the second round!

1

Name: Lionel Messi

Sport: football

Nationality: Argentinian

Hair: short, brown

Eyes: brown

Name: María Sharapova

Sport: tennis

Nationality: Russian

Hair: blond

Eyes: green

Name: Cristiano Ronaldo

Sport: football

Nationality: Portuguese

Hair: short, black

Eyes: brown

2

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

3

Students' own answers.

Integration, Pages 84-86

1

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

2

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

3

Students' own answers.

4

a. often / usually, never; b. always, never;
c. often / usually; d. always, often / usually, never

5

Students' own answers.

6

Suggested answers.

a. She's got long, dark hair. She's slim and tall. b. He's got short, curly, brown hair and dark eyes. c. She's got long, straight, blond hair. d. He's got short, blond hair. He wears glasses. She's got short, curly, dark hair.

7

Students' own answers.

8

Megan: tall, green, beautiful, long, straight, brown, happy;
Lily: clever, active, friendly, long, curly, brown, beautiful

9

Students' own answers.

10

Students' own answers.

Notes

Vocabulary and Grammar, Pages 88-89

1

Suggested answers.

Sight: good-looking, beautiful; **Hearing:** low, high; **Touch:** hard, cold; **Smell:** horrible, sweet; **Taste:** sweet; salty

2

a. looks; **b.** smells; **c.** sounds; **d.** looks; **e.** taste; **f.** feels

3

a. shouldn't; **b.** should; **c.** should; **d.** should; **e.** shouldn't; **f.** should

4

Suggested answers.

a. You should rest. **b.** You shouldn't wear light clothes. **c.** You should call the police. **d.** You should wait until it stops. **e.** You shouldn't go in. **f.** You should study harder.

5

Suggested answers.

a. A glass with ice feels cold / wet / hard. **b.** A spider looks frightening / horrible. **c.** A cupcake tastes delicious / great. **d.** Fish smells horrible. **e.** The loudspeakers sound loud / great. **f.** A rabbit feels soft / warm.

6

a. Dan shouldn't be rude with his sister. **b.** Should we take the bus here? **c.** I should go to the dentist because my tooth hurts. **d.** You shouldn't eat so much junk food. **e.** You should send messages because it's cheap. **f.** Should I call Pat to invite her home?

Reading Practice, Page 90

1

a. It's a magazine article. **b.** It's about healthy food.

2

First paragraph: Nutrients; Second paragraph: Calcium; Third paragraph: Vitamins; Fourth paragraph: Energy

3

a. T, **b.** T, **c.** T, **d.** T, **e.** F, **f.** F

4

Product	Benefits	Picture
Dairy product	make your bones and teeth strong;	a.
Fruit and vegetables	protect the body from illnesses;	c.
Bread and cereals	give you energy and provide fibre;	b.

Listening Practice, Page 91

1

a. She's at home / She's in bed. **b.** She's ill. **c.** She's talking to the doctor.

2

Audioscript

Listening PB 02. Track 19.

Narrator: Practice Book Unit 2. Page 91. Activity 2. Listen to the first part of the dialogue and tick Tracy and Mark's health problems.

Narrator Part 1
Twins' mother Hello Dr. Smith. The twins are ill...
Dr. Smith What's the matter?
Twins' mother They have itchy spots on their bodies. Tracy has a temperature and Mark has a headache.
Dr. Smith They probably have chicken pox.

Narrator Part 2
Dr. Smith They have chicken pox. They shouldn't go to school and they should stay in bed.
Twins' mother Do you think I should give them an aspirin?
Dr. Smith No, you shouldn't give them an aspirin. You should put calamine lotion on the spots.
Twins' mother OK.
Dr. Smith And they shouldn't go outside in the sun. And they shouldn't scratch the spots!
Twins' mother Ok, thank you, doctor.

Health problem	Tracy	Mark
cough	-	-
headache	-	✓
itchy spots	✓	✓
fever	✓	-
sore throat	-	-

3

a. shouldn't; **b.** should; **c.** shouldn't; **d.** should; **e.** shouldn't; **f.** shouldn't

5

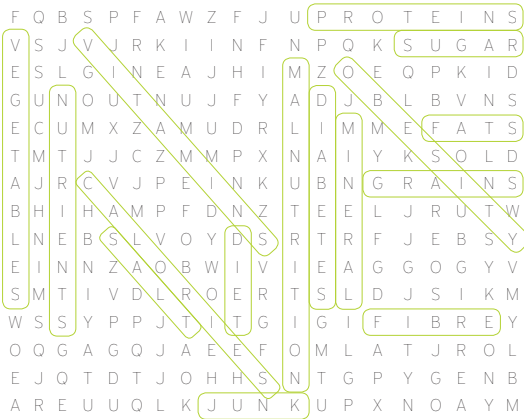
Suggested answers.

a. Why don't you take an aspirin? / You should take an aspirin. **b.** He should take some cough medicine. **c.** They should call the doctor. **d.** She should go to the dentist. **e.** She should use disinfectant and a band aid. **f.** He should eat healthily.

Integration, Pages 92-94

1

Healthy food: vitamins, vegetables, proteins, nutrients, mineral, fibre, grains, diet; Junk food: malnutrition, diabetes, salt, sugar, fats, obesity, calories, junk



2

Suggested answers.

a. You should introduce yourself and talk to the other students. b. Why don't you see your doctor? c. Tell her what you prefer and explain her your reasons. d. Why don't you ask your hair-dresser for advice? e. You should look for information at school and then you can decide.

3

Suggested answers.

a. Do you want me to recommend you a technician? b. Shall I turn the air conditioning on? c. Do you want me to lend you some? d. Shall I open the windows? e. Do you want me to order a pizza?

4

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

5

a. Sure, here you are. b. No, thanks. I don't think it's necessary. c. That's very kind of you. d. Of course.

6

a. should; b. eat; c. should; d. drink; e. shouldn't; f. drink; g. should; h. come

7

Suggested answers.

a. You shouldn't use your mobile phone when you drive. b. You shouldn't wear jeans. c. You shouldn't ask Ethan any exam questions. d. You should see a doctor. e. You shouldn't go out in your car.

8

Suggested answers.

a. You should study two pages every day. b. Why don't you get more sleep every night? c. Shall we ask our teacher for help? d. You should take longer holidays. e. Apologize for your rude answer.

9

Suggested answers.

a. You should ask for street directions. b. You should consult maps. c. You should buy postcards to send to your friends. d. You should take photos to remember your trip.

Notes

Vocabulary and Grammar, Pages 96-97

1

Suggested answers

a. The turtleneck sweater is warmer than the crew neck sweater. **b.** The high heel shoes are more expensive than the flats. **c.** The cloth dress is more elegant than the hand-woven dress. **d.** The blue and pink socks are longer than the sock for little children. **e.** The red sunglasses are more fashionable than the green ones.

2

Clothes: comfortable, stylish, trendy, loose, tasty, stripy, tight; Food: delicious, juicy, fast, hot, crispy, chewy, spicy, sweet, healthy; Intersection (Clothes and Food): horrible, cheap, plain, warm, boring, colourful

3

Suggested answers.

a. Vegetable soup is cheaper than sushi. **b.** Cockroaches are more horrible than spiders. **c.** Biographies are more boring than novels. **d.** The woollen jacket is warmer than the leather jacket. **e.** A fruit salad is more colourful than a vegetable soup.

4.

a. the biggest; **b.** the fastest; **c.** the highest; **d.** the longest; **e.** the widest; **f.** the biggest

5

Suggested answers

a. more dangerous - O; **b.** more comfortable - O; **c.** more difficult, more interesting - O; **d.** most popular - F; **e.** more stressful - F; **f.** more crowded - F

6

Students' own answers

Reading Practice, Page 98

1

a. 2; **b.** 1

2

a. helmet; **b.** reflective strips; **c.** knee pads; **d.** trainers; **e.** boots; **f.** jacket

3

a. ✓; **b.** x; **c.** ✓; **d.** x; **e.** x; **f.** ✓

Listening Practice, Page 99

1

Audioscript

Listening PB 03. Track 20.

Narrator: Practice Book Unit 3. Page 99. Activity 1. Listen and tick the adjectives you hear.

Mother What do you think of this red dress?**Sue** Hmm...I don't like it very much.**Mother** You don't?**Sue** No. I prefer this black one. It's nicer than the red one.**Mother** Really?**Sue** Yes. It's shorter and it's more fashionable than the red one.**Mother** Well, yes, the red one is more traditional than the black one.**Sue** You mean it's more old-fashioned!**Mother** No, I mean it has a more classic design.**Sue** Hmm...well. I still think the black one is more beautiful. And look at the price.**Mother** Is it cheaper than the red one?**Sue** Yes.**Mother** Really? The red one is more expensive. Well, I suppose the black one is quite attractive.

a. nice; **c.** short; **d.** fashionable; **e.** traditional; **g.** old-fashioned; **h.** beautiful; **i.** cheap; **k.** expensive; **l.** attractive

2

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

3

Suggested answers

a. The red dress is longer than the black one. **b.** The red dress is plainer than the black one. **c.** The black dress is more original than the red dress. **d.** The black dress is more formal than the red dress. **e.** The red dress is more comfortable than the black dress.

4

Adjectives	Comparative forms
nice	nicer
short	shorter
fashionable	more fashionable
traditional	more traditional
old-fashioned	more old-fashioned
beautiful	more beautiful
cheap	cheaper
expensive	more expensive
attractive	more attractive

Integration, Pages 100-102

1

a. newer; **b.** bigger; **c.** larger; **d.** nearer; **e.** more convenient; **f.** widest; **g.** the best; **h.** easiest; **i.** most exclusive; **j.** most expensive

2

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

3

Suggested answers

a. Tiffany coat; **b.** Meredith jacket; **c.** Rayburn coat;

d. Tiffany coat; **e.** Meredith jacket; **f.** Tiffany coat

4

a. 2; **b.** 2; **c.** 2; **d.** 1; **e.** 3; **f.** 1

5

Suggested answers

a. difficult; **b.** impossible; **c.** wonderful; **d.** happy; **e.** easy

6

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

7

Suggested answers

a. Athetix is better than Norstrum. **b.** Norstrum is worse than Olympia. **c.** Athetix and Olympia are more comfortable than Norstrum. **d.** Olympia is more durable than Norstrum. **e.** Norstrum is cheaper than Athetix. **f.** Olympia is more expensive than Athetix.

Notes

Vocabulary and Grammar, Pages 104-105

1

a. was; b. were; c. were; d. was; e. were; f. was

2

a. Where were you on August 29th? / When were you at the Toba fair? b. What was the historical play about? c. Was the food expensive? d. Were the bows and arrows for sale? e. What was the food like?

3

a. were; b. couldn't; c. weren't; d. wasn't; e. was; f. was; g. was; h. were; i. was; j. were; k. was; l. were; m. was; n. was; o. wasn't; p. were; q. were; r. was

4

a. Bobby couldn't eat alone when he was one year old. b. Sam could use a computer when he was two years old. c. Tony couldn't tie his shoe laces when he was three years old. d. Cindy couldn't play the guitar when she was four years old. e. Nicky couldn't swim when he was two years old. f. Kevin could repair his bike when he was nine years old.

Reading Practice, Page 106

2

a. They travelled by ferry. b. They learned a lot about the history of the place. c. It was as if they were in a European town. d. They relaxed, enjoyed local delicacies and visited the Dairy School.

3

a. They didn't visit Montevideo. They visited Colonia. b. The journey didn't start on Friday. It started on Saturday. c. They didn't travel to Uruguay by bus. They travelled by ferry. d. They didn't stay at the Colonial Hotel. They stayed at the Unique Luxury Colony Hotel. e. The service wasn't bad. It was of great quality.

4

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

Listening Practice, Page 107

1

Suggested answers

a. A very old story from ancient times, not always true, that people tell about a famous event or person. b. They are from the U.S.A (North and South Carolina, southeast Tennessee). c. Students' own answers.

2

Audioscript

Listening PB 04. Track 21

Narrator: Practice Book Unit 4. Page 107. Activity 2. Listen and sequence the pictures.

The Call of the Owl

[Cherokee Legend]

Long ago in the tribe of the Cherokees there was a widow who lived with her beautiful daughter. It was difficult for the woman to find food because there wasn't a husband to go hunting. When her daughter was old enough to marry, she explained: 'It's time, my child, to find yourself a husband. Your father was a famous hunter. Only another man like him is good enough for you.'

The girl was difficult, temperamental, and none of the young men of the tribe was good for her. One was too small, the other was too ugly, another was too poor and so on. But one day a very handsome young man appeared at the widow's wigwam.

'I am U-gu-ku,' he said. 'I want to marry your daughter. My daughter needs a good hunter so that she is never hungry.'

'I'm a very good hunter,' answered U-gu-ku.

He was a pleasant young man and the girl liked him, and so there was a wedding.

The next week, there was no food in the house.

'Don't worry. I'm going hunting,' said U-gu-ku. But when his wife returned from the river, there were three fish by the fire.

'I'm sorry,' said U-gu-ku. 'I wasn't lucky hunting today, so I decided to go fishing.'

The following day, there were three lizards by the fire.

'Don't worry. Tomorrow we are having meat.'

His wife and her mother could not understand it. Was U-gu-ku a liar?

'He told me he was a good hunter,' said the mother, 'but there's no meat at home. Don't you think you should follow him secretly and see what he's doing?'

The girl agreed, and she followed her husband into the forest, hiding behind the trees. When they arrived at the river, to her surprise and horror, U-gu-ku turned into an owl.

The young woman was horrified to think her husband was an owl. She returned home as fast as she could, crying. That evening, when U-gu-ku returned, his wife was furious. 'You are an owl! You lied to me, you tricked me, and what's more you're a very bad hunter!'

'No, I'm not,' protested U-gu-ku. 'I am a bad hunter for a man, but for an owl I'm a very good one.'

'Get out of my sight!' shouted his wife. 'I never want to see you again.'

So, U-gu-ku went away. He was terribly unhappy, for he loved his wife with all his heart.

And every night since then, we can hear the owl's lament for his lost love, 'U-gu-ku - oooooo - oooooo - oooooo.'

Order of pictures: 5; 1; 7; 4; 6; 3; 2

- 3
 a. 3; b. 6; c. 7; d. 4; e. 2; f. 5; g. 1

Integration, Pages 108-110

- 1
 a. was; b. showed; c. studied; d. exhibited; e. was; f. didn't graduate; g. declared; h. weren't; i. visited; j. joined; k. didn't produce; l. contributed

- 2
 a. did he exhibit his; b. didn't he graduate; c. did he visit; d. did he do; e. did he contribute

- 3
 a. was - T; b. Was - (Students' answers); c. was - T; d. was - T; e. was - F; f. were - T; g. Was - F

4.
-d
 phoned, hated, lived, arrived, liked, decided

- ed**
 repeated, finished, started, called, missed, enjoyed
 visited, listened, played, washed, limbed, talked, looked,
 stayed, asked, cleaned, opened, walked
 mixed, decided

- consonant + y = -ied**
 worried, married, cried, carried, tidied

- double consonant = -ed**
 travelled, stopped, planned

- 5
 a. escaped; b. showed; c. tried; d. enjoyed; e. stopped;
 f. carried; g. passed

6.
 a. didn't offer; b. didn't study; c. didn't finish; d. didn't show; e. didn't prepare

7
 Students' own answers

- 8
 a. Did you wash your face yesterday? Yes, I did / No, I didn't.

- b. Did you help at home yesterday? Yes, I did / No, I didn't. c. Did you watch a TV series yesterday? Yes, I did / No, I didn't. d. Did you study Language yesterday? Yes, I did / No, I didn't. e. Did you listen to music yesterday? Yes, I did / No, I didn't. f. Did you phone a friend yesterday? Yes, I did / No, I didn't. g. Did you use a computer yesterday? Yes, I did / No, I didn't.

- 9
 a. When did Matt play basketball? b. What did Dr. Stevens discover? c. Where do the children study? d. What did Kenny cook? e. Who did Steve visit? f. Why did Laura visit her friend Luján?

- 10
 a. Steve could play baseball when he was eight years old.
 b. Sue and Di could cook when they were three years old.
 c. Tommy could play tennis when he was five years old.
 d. Victoria could swim when she was two years old.
 e. Daniel could whistle when he was six years old. f. Milton could walk when he was eleven months old. g. Sophie could play the piano when he was seven years old.

Notes

Vocabulary and Grammar, Pages 112-113

1.

caught - catch; broke - break; thought - think; bought - buy; did - do; made - make; met - meet; went - go; got - get; left - leave; flew - fly; put - put; gave - give; brought - bring; had - have; took - take; knew - know; saw - see; drank - drink; ate - eat; began - begin



2

a. Where did you go last Saturday? / When did you go to the shopping centre? **b.** What was the shopping centre like? **c.** What did you buy? **d.** What time did you leave? **e.** Where did you have tea?

3

a. Where; **b.** What; **c.** Who; **d.** Why; **e.** Where; **f.** How old; **g.** When

4

a. Did you finish your History homework last night? **b.** Sally never arrived late for school this year. **c.** Martin didn't go to school because he was ill yesterday. **d.** Where were you yesterday at one o'clock? **e.** He bought a big TV set for his bedroom. **f.** He went on holidays to Perú two years ago.

5

a. got up; **b.** had; **c.** had; **d.** ate; **e.** watched

Reading Practice, Page 114

1

a. Gena's dog name was Spock. **b.** Gena took her dog for a walk on Friday. **c.** Gena had cereals with milk and orange juice. **d.** She put on a jumper and went out. **e.** She took Spock to walk in the park. **f.** Gena was cold and wanted to go home.

2

a. He ran and jumped. **b.** She sat and watched her dog. **c.** He jumped on Gena's bed for his nap. **d.** Yes, she did.

Listening Practice, Page 115

1

Audioscript

Listening PB 05. Track 22

Narrator: Practice Book Unit 5. Page 115. Activity 1. Listen and discuss.

Zack Uhhh... Are you OK? Did you hurt yourself?

Mandy I think I'm OK, but this leg hurts.

Zack You should go to a hospital and have an X-ray plate taken.

Mandy It's just a bump. I'm OK.

Zack Are you Mandy? Toby's sister?

Mandy That's right. Oh, you're Zack! Toby's friend. I didn't recognize you in your helmet.

Zack I had a serious accident last year, so now I wear a helmet and knee pads every time I go cycling.

Mandy Really? What happened?

Zack A careless driver, who didn't respect the traffic lights, ran over me. What about you?

Mandy A girl in roller skates came directly towards me and when I tried to avoid her I lost my balance.

Zack Oh! Look at your knee. You should wear kneepads.

Mandy I didn't expect to have an accident.

Zack Nobody ever does. But we should prevent them!

Suggested answers

a. Probably in a park or in the street. **b.** Yes, they did.

c. Mandy had an accident that day. Zack had an accident last year.

2

a. 3; **b.** 2; **c.** 3; **d.** 1; **e.** 3; **f.** 2

3

Students' own answers.

Integration, Pages 116-118

1

was born -1940; went to live with Mimi - 1944; Elvis inspired him - 1956; met McCartney - 1957; married Yoko Ono - 1968; moved to U.S.A - 1971; died - 1980

2

a. When; **b.** were; **c.** 1940; **d.** did; **e.** do; **f.** went; **g.** to; **h.** live; **i.** did; **j.** inspire; **k.** 1956; **l.** did; **m.** meet; **n.** Paul McCartney; **o.** did; **p.** marry; **q.** 1968; **r.** What; **s.** did; **t.** do; **u.** moved; **v.** died; **w.** 1980

3

a. didn't eat; **b.** didn't drink; **c.** didn't study; **d.** didn't buy; **e.** didn't teach; **f.** didn't go

4

Suggested answers

a. Why did Bill and Tommy argue? They argued because both of them wanted the crisps bowl. **b.** Who did Cata do her homework with? Cata did her homework with her friend. **c.** Who did Susie teach? She taught her grandfather. **d.** What did Sammy give Sam? Sammy gave Dan his popsicle. **e.** When did Kevin learn how to ride a bike? He learned how to ride a bike when he was a child.

5

a. beautifully; **b.** terribly; **c.** terrible; **d.** slowly; **e.** slow; **f.** carefully

6

a. Did the Oteros live in Buenos Aires? Yes, they did. They lived in Villa Urquiza. **b.** Did they study History? No, they didn't. They studied ICT. **c.** Did he go surfing last summer? Yes, he did. He went surfing in Brazil. **d.** Did they play in their bedroom? No, they didn't. They played in the garden. **e.** Did she watch TV yesterday? No, she didn't. She did her homework.

7

Suggested answers

I studied History at school.
He ate salad yesterday.
It rained in Uruguay on Friday.
She cooked meat after school.

Notes

Vocabulary and Grammar, Pages 120-121

1

a. am going to tidy; **b.** is going to buy; **c.** is going to hang; **d.** are going to train; **e.** is going to resign; **f.** am going to study

2

a. She's seeing the dentist on Tuesday morning. **b.** She's going to the gym three times this week. **c.** She's having lunch with her granny on Monday. **d.** She is meeting her boss. **e.** She's having dinner with Mark. **f.** She's taking her clothes to the laundry. **g.** She's taking the dog for a walk on Thursday morning.

3

Students' own answers.

4

a. How are you going to travel? **b.** Where are you going to stay? **c.** Are you going to take any exams? **d.** Are you going to take days off? **e.** What are you going to do in the evenings? **f.** When are you going to come back?

5

She's going to help others.
She's going to spend less time in front of a screen.
She's going to eat healthily.
She's going to say no to things that aren't good for her.
She's going to be more responsible at school.

Reading Practice, Page 122

2

a. It's about a future holiday. **b.** Los Angeles. **c.** Lisa. **d.** Paul. **e.** Los Angeles. **f.** He's in New York. **g.** Tina's grandparents.

3

a. Mora, Tina and Lisa. **b.** Hollywood Walk of Fame. **c.** Rodeo Drive. **d.** Paul.

4

Hollywood Walk of Fame; Wax Museum; Beverly Hills; Third Street Promenade; Griffith Park Planetarium; Rodeo Drive; Santa Monica Beach

Listening Practice, Page 123

1

Audioscript

Listening PB 06. Track 23

Narrator: Practice Book Unit 6. Page 123. Activity 1. Listen to Millie talking to her mum about her plans for next Saturday. Write the day of the week when she is going to do these activities.

Millie Mum?

Mum Yes?

Millie Guess what? Kiara and Anna are going to Shakira's concert on Saturday. Can I go with them?

Mum Don't you have a long list of things to do on Saturday? I don't think you can go.

Millie Yes, I have lots of things to do. But I'm sure I can do everything and go to the concert as well.

Mum Are you going to see the dentist?

Millie Yes, I am. I have an appointment with her on Saturday at 9.00 in the morning.

Mum Are you going to buy the materials for your school project?

Millie No, I'm not. I'm going to do that next Monday.

Mum Remember you have to present your project on Wednesday.

Millie Yes, mum. It's not difficult. I am going to work on the project on Tuesday.

Mum Is Anna's mother going to the concert?

Millie No, she isn't.

Mum Hmm... Is she going to take you to the concert and bring you back home?

Millie Yes, she is.

Mum Ok, you can go.

Millie Thanks mum, you're great!

Go to the dentist's - Saturday (9 a.m.)

Buy the materials for the school project - Monday

Work on the project - Tuesday

Present project - Wednesday

Go to the concert - Saturday

2

a. Millie is going to go to the dentist's on Saturday morning. **b.** She's going to buy the materials for the school project on Monday. **c.** She's going to work on the project on Tuesday. **d.** She's going to present her project on Wednesday. **e.** She's going to go to the concert on Saturday.

3

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

4

a. Yes, she is. **b.** Anna's mother is going to take them. **c.** Anna's mother is going to bring them back.

Integration, Pages 124-126

1

a. What is she going to buy? **b.** What is she going to see? **c.** Where is she going to hang it? **d.** When are we going to eat them? **e.** What are they going to buy?

Practice Book • Answer key

- 2
a. How many; **b.** How many; **c.** How many; **d.** How much;
e. How many; **f.** How many; **g.** How much

3
 Students' own answers.

- 4
 Suggested answers
 Packet: crackers, biscuits, crisps, gum, flour, dry pasta;
 Can: fizzy drinks, beer, tuna, paint; Bag: bread, tea, candies,
 marshmallows; Box: powdered milk, pasta, doughnuts,
 cereal, rice; Carton: milk, juice, wine, yoghurt; Tube:
 toothpaste, glue, acrylic paint, sunscreen

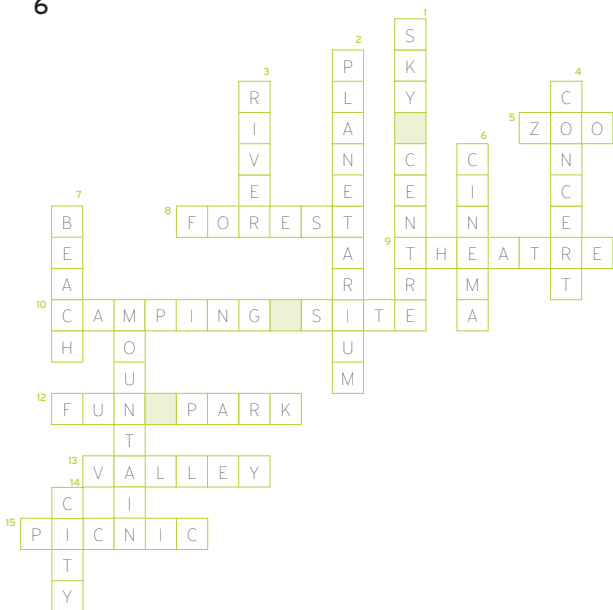
5
Across

5. zoo
 8. forest
 9. theatre
 10. camping site
 12. fun park
 13. valley
 15. picnic

Down

1. ski centre
 2. planetarium
 3. river
 4. concert
 6. cinema
 7. beach
 11. mountain
 14. city

6



- 6
 When are they going to go on holidays? Tomorrow.
 Where are they going to go on holidays? Villa Gesell.
 How are they going to travel? By car.
 Who is going to go with them? Patsy.
 What are they going to play? Tennis and volleyball.
 What are they going to take? A lot of pictures.

- 7
a. I am going to swim every day. **b.** I am going to get a sun tan.
c. I am going to take photos during the trip. **d.** We are going to play board games on rainy days. **e.** We are going to go trekking through the forests.

8
 Students' own answers.

9
 Students' own answers.

Notes

Unit 1

Asking about personal appearance

What do you look like?	<i>You're tall. You've got brown hair and blue eyes.</i>
What does he/she/it look like?	<i>He/She is tall. He/She has got brown hair and blue eyes.</i>
What do they look like?	<i>They are tall. They've got brown hair and blue eyes.</i>

Asking about personality

What are you like?	<i>You're friendly and hard working.</i>
What is he/she/it like?	<i>He/She is friendly and hard working.</i>
What are they like?	<i>They are friendly and hard working.</i>

Adjective order

size	colour	noun
<i>The girl has got long, dark hair.</i>		
<i>She's got big, brown eyes.</i>		

Remember

Hair style comes between length and colour.

He's got short, **straight**, blonde hair.

Frequency adverbs come before action verbs and after the verb *to be*.

He **often** eats pizza on Fridays. She is **never** late for school.

Adverbs of frequency

never	0% of the time
sometimes	40% - 50% of the time
usually / often	60% - 90% of the time
always	100% of the time

Present simple tense

We use the present simple tense to express general truths and things that happen with a certain frequency. The form only changes in the third person singular.

Affirmative and negative

I	live / don't live	in Spain.
You	live / don't live	
He/She/It	lives / doesn't live	
We	live / don't live	
You	live / don't live	
They	live / don't live	

Yes / No questions

Do	I	live in Spain?
Do	you	
Does	he/she/it	
Do	we	
Do	you	
Do	they	

Short answers

+ Affirmative	? Negative
Yes, I do.	No, I don't.
Yes, you do.	No, you don't.
Yes, he/she/it does.	No, he/she/it doesn't.
Yes, we do.	No, we don't.
Yes, you do.	No, you don't.
Yes, they do.	No, they don't.

Unit 2

Verbs of the senses + adjective for descriptions

feel sound look taste smell	+ adjective	<i>The pet rabbit feels soft.</i> <i>Jack's new band sounds great.</i> <i>You look wonderful in that blue dress.</i> <i>The cakes you bake taste delicious.</i> <i>This rose smells so sweet.</i>
---	-------------	--

Giving advice

We use **should / shouldn't + verb in the infinitive** to give advice. The form **should** does not change for singular or plural subjects.

Affirmative and negative

I You He/She/It We You They	should shouldn't	stay in bed.
--	---------------------	--------------

Remember

We can use **imperatives** to give **strong advice** or **instructions**.

Put warmer clothes on, it's really cold outside.

Shake the medicine before you drink it.

Offers and suggestions

Shall I...	verb (Ø infinitive) <i>Shall I help you with those heavy bags?</i>
Why don't you...	verb (Ø infinitive) <i>Why don't you invite Julie to the party?</i>
Do you want me to...	verb (Ø infinitive) <i>Do you want me to lend you some books?</i>

Unit 3

Comparative adjectives

We use them to compare two persons, places or things.

To form comparative adjectives, we:

- Add **-er** at the end of adjectives with one or two syllables.
- Change the y for **-ier** in words that end in y.
- Double the last consonant and add **-er** in adjectives that end in consonant-vowel-consonant.
- Use the word **more** before adjectives that have three or more syllables.
- Use the connector **than** after the comparative adjectives.

Superlative adjectives

We use them to compare three or more persons, places or things.

To form superlative adjectives, we:

- Add **-est** at the end of adjectives with one or two syllables.
- Change the y for **-iest** in words that end in y.
- Double the last consonant and add **-est** in adjectives that end in consonant-vowel-consonant.
- Use the word **most** before adjectives that have three or more syllables.
- Use the word **the** before superlative adjectives.

Some adjectives have regular forms.

Regular adjectives		
Adjectives	Comparative	Superlative
short pretty big expensive	shorter (than) prettier (than) bigger (than) more expensive (than)	(the) shortest (the) prettiest (the) biggest (the) most expensive

Pablo's hair is shorter than Mariano's.
Wear's Shopping Centre is bigger than Lacy's.
Lacy's is the most expensive shopping centre in town.
Lorna is the prettiest girl in our class.

Other adjectives have irregular forms.

Irregular adjectives		
Adjectives	Comparative	Superlative
good bad	better (than) worse (than)	(the) best (the) worst

Ford is a good car, but BMW is better.
Sleeping long hours is a bad habit but smoking is worse.
My mother makes the best pizza!

Gerunds and infinitives		
Verbs followed by gerunds	Verbs followed by infinitives	Verbs followed by infinitives or gerunds
imagine enjoy dislike practise stop	ask decide hope want	like try prefer love hate

Imagine living in Miami. Sun and shopping every day!
We hope to pass all the final exams.
My sister prefers shopping / to shop online.

Unit 4

Could and couldn't

We use *could* to express ability in the past. Its negative form is *couldn't*.
 The form of *could* does not change for singular or plural subjects.

Affirmative and negative		
I You He/She/It We You They	could couldn't	play an instrument.

Yes / No questions		
Could	I you he/she/it we you they	ride a bike?

Short answers	
+ Affirmative	? Negative
Yes, I could.	No, I couldn't.
Yes, you could.	No, you couldn't.
Yes, he/she/it could.	No, he/she/it couldn't.
Yes, we could.	No, we couldn't.
Yes, you could.	No, you couldn't.
Yes, they could.	No, they couldn't.

Past simple verb *to be*

We use the verb *to be* in the past simple to describe situations that started and finished at a certain moment in the past.

Affirmative		
I	was	four years old in 2007.
You	were	
He/She/It	was	
We	were	
You	were	
They	were	

Negative		
I	wasn't	four years old in 2007.
You	weren't	
He/She/It	wasn't	
We	weren't	
You	weren't	
They	weren't	

Yes / No questions		
Was	I	four years old in 2007?
Were	you	
Was	he/she/it	
Were	we	
Were	you	
Were	they	

Short answers	
+ Affirmative	? Negative
Yes, I was.	No, I wasn't.
Yes, you were.	No, you weren't.
Yes, he/she/it was.	No, he/she/it wasn't.
Yes, we were.	No, we weren't.
Yes, you were.	No, you weren't.
Yes, they were.	No, they weren't.

Past simple of regular verbs

We use the past simple to describe actions that started and finished at a certain moment in the past.

- Add **-ed** to the base form of most verbs to make the past simple.
appear - appeared
- Add **-d** to the base form of verbs ending in e.
phone - phoned
- Change the y for **-ied** in verbs ending in consonant + y
try - tried
- Double the consonant and add **-ed** in verbs ending in vowel + consonant
stop - stopped

Pronunciation of the final consonant sound of the affirmative of regular verbs in the past simple

- Pronounce the **-ed** ending **/t/** after unvoiced consonant sounds (sh/s/ch/p/k/f).
liked, watched, washed
- Pronounce the **-ed** ending **/d/** after vowels and voiced consonant sounds.
played, followed, phoned
- Pronounce the **-ed** ending **/id/** after **/t/** and **/d/** sounds.
visited, started, needed

We use the auxiliary verb **didn't** before the main verb to form the negative in the past tense. The main verb does not change.

We didn't visit our cousins last weekend.

We use the auxiliary verb **did** in questions and short answers. The form of the main verb does not change.

Did you phone your friend Patricio yesterday?

Affirmative		
I You He/She/It We You They	played	tennis yesterday.

Negative		
I You He/She/It We You They	didn't play	tennis yesterday.

Yes / No questions			
Did	I you he/she/it we you they	play	tennis yesterday?

Short answers	
+ Affirmative	? Negative
Yes, I did.	No, I didn't.
Yes, you did.	No, you didn't.
Yes, he/she/it did.	No, he/she/it didn't.
Yes, we did.	No, we didn't.
Yes, you did.	No, you didn't.
Yes, they did.	No, they didn't.

Unit 5

WH- QUESTIONS IN THE PAST			
WH	AUXILIARY VERB	SUBJECT	MAIN VERB
Where	did	they	go last summer?
What	did	she	eat for lunch?

Adverbs of manner

Adverbs of manner are usually formed from adjectives by adding **-ly**.

bad - badly; quiet - quietly; recent - recently; sudden - suddenly

But sometimes, there are changes in spelling:

easy - easily; gentle - gently

A few adverbs of manner have the same form as the adjective:

They all worked *hard*.

She usually arrives *late*.

I hate driving *fast*.

Unit 6

Asking about quantities

For countable nouns	For uncountable nouns
HOW MANY? <i>How many apples do we need?</i>	HOW MUCH? <i>How much milk have we got?</i>

We use quantifiers (measurements and containers) to be able to count uncountable items.

a bottle of milk - a litre of milk - a carton of milk - a glass of milk

Future

- We use **going to future** for *plans* and for *intentions*.
I'm going to study Medicine.
- We use **present continuous** to talk about future *arrangements* and *appointments*.
I'm meeting my personal trainer at 7 tomorrow morning.

Going to future

We form this tense with the verb *to be* + *going to* + the base form of the main verb.

Affirmative and negative

I	am / am not	going to	visit Hanna.
You	are / are not (aren't)		
He/She/It	is / is not (isn't)		
We	are / are not (aren't)		
You	are / are not (aren't)		
They	are / are not (aren't)		

Yes / No questions

Am	I you he/she/it we you they	going to	visit Hanna?
Are			
Is			
Are			
Are			
Are			

Short answers: negative

No,	I you he/she/it we you they	am not ('m not)
		are not (aren't)
		is not (isn't)
		is not (isn't)
		are not (aren't)
		are not (aren't)

Name _____

Unit 1 Assess your progress

I can...

describe physical appearance.



describe personality.



talk about the frequency of actions.



Teacher's comment: _____

Name _____

Unit 2 Assess your progress

I can...

describe how things taste, feel, smell.



suggest, offer, accept or refuse suggestions and offers.



give advice.



Teacher's comment: _____

Name _____

Unit 3 Assess your progress

I can...

make comparisons.



express degrees of difference.



express opinions and preferences.



Teacher's comment: _____

Name _____

Unit 4 Assess your progress

I can...

describe past events.



express ability and inability in the past.



narrate anecdotes.




Teacher's comment: _____






Name _____

Unit 5 Assess your progress

I can...

ask for and give information about past events.     

describe actions that happened in the past.     






describe how things were done.     

Teacher's comment: _____



Name _____

Unit 6 Assess your progress

I can...

describe future plans and intentions.     

describe future arrangements and appointments.     

exchange information about quantities and measurements.     

Teacher's comment: _____

2

**ENGLISH
CHALLENGE**
TESTS

1

Progress test

1 Rewrite these sentences including the frequency adverb in the right place.

- a. Simon is at home. (never)

- b. I have breakfast at 7.00 a.m. (usually)

- c. She goes to school by bus. (always)

- d. They go out with their friends in the evening. (sometimes)

- e. The firemen are on time. (always)

- f. She studies in the kitchen. (never)

_____/6

2 Read the following information and describe Nancy and Ted.

- a.
Name: Nancy Logan
Hair length: medium length
Hair style: straight
Hair colour: light brown
Eyes: green/big/round
Height: tall
Build: medium build

- b.
Name: Ted Render
Hair length: long
Hair style: wavy
Hair colour: red
Eyes: small/blue/round
Height: medium height
Build: thin

_____/14

3 Read the information paying special attention to the frequency adverbs or phrases and answer the questions.

- a. Sam often works hard. Gena usually works hard. Jim always works hard. Who is the best worker?

- b. Cassie's grandpa reads the newspaper every Sunday. Cassie's dad usually reads a chapter of a novel before going to sleep. Cassie reads e-books two hours a day. Who probably reads more? _____
- c. The weather in Jujuy is never very cold. It is sometimes cold in Córdoba. It is usually cold in Rio Negro. If you hate cold weather, which province is a good place for you to live in? _____
- d. Diana doesn't like English movies. Gustavo prefers to talk to his friends in his native language. Laura watches British TV series in their original language. Who hears the most English? _____

_____/4

4 Complete the sentences with a personality adjective.

friendly	helpful	brave	talented
	generous	clever	

- a. My sister is really _____. She gets excellent marks at school.
- b. Carla always does the shopping for her 80-year old neighbour. She's very _____.
- c. Of all the Avengers I prefer Thor, he is so strong and _____!
- d. Julie loves meeting her friends, she has lots of them! She's a _____ girl.
- e. Adele is a really _____ singer. I enjoy her songs a lot!
- f. My little sister is _____. She shares everything with her friends.

_____/6
Total score: ____/30

1 All these persons have problems and need help. Choose 5 problems and give advice.

should shouldn't Why don't you

- a. I am always late for school.
- b. I have to find a job.
- c. I want to stop eating junk food.
- d. I have a terrible headache.
- e. My son doesn't want to go to school.
- f. I always lose my Sube card.
- g. I don't like cooking and my husband likes home-made meals.
- h. My little son sleeps during the day so he doesn't want to go to bed at night.
- i. I want to travel but I don't have money.
- j. My husband doesn't help me with the housework.

_____ /10

2 Offer your help.

Do you want me to...? Shall I...?

- a. It's too hot in this room.

- b. My mobile phone's battery is empty.

- c. I'm awfully tired!

- d. I don't want to invite Karen to my party.

- e. I can't find my wallet.

_____ /7.5

3 Accept offers a, b and c. Refuse offers d and e.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

_____ /7.5

4 Complete the chart.

Aliments	Medical advice
I have a headache.	You should take an aspirin.
My knee hurts.	a. _____
I have a b. _____	You should drink some cough medicine.
I am dizzy.	c. _____
I have a d. _____	You shouldn't eat junk food.
I have a e. _____	You should go to the dentist.
I have a black eye.	f. _____

_____ /6
Total score: _____ /30

3

Progress test

1 Complete the sentences with the comparative form of these adjectives.

important crowded heavy expensive cold

- In Argentina, July is _____ than February.
- I think that friendship is _____ money.
- I can't pick up your rucksack. It's much _____ than my bag. What have you got in it?
- I want to buy a car, but I don't have enough money. A car is _____ than a bike. I'll buy a bike instead.
- I couldn't pay the bill. The bank was _____ than usual.

_____ /5

2 Complete the sentences with the superlative form of these adjectives.

funny lucky clever dirty valuable

- Jennifer is the _____ student in our class. She gets top grades in every subject.
- Bob tells the _____ stories. I can't stop laughing.
- Marcos is the _____ person I know. He won the lottery four times!
- Dolly hates to clean. She has the _____ bedroom in the city!
- That is the _____ painting in the art gallery. It's worth a million dollars.

_____ /5

3 Use your ideas to compare the following items. Write three sentences for each set, two using the comparative, one using the superlative.

- tiger / rabbit / mouse (big - dangerous)
The rabbit is bigger than the mouse. _____
The tiger is more dangerous than the rabbit. _____
The tiger is the biggest animal. _____
- feather / book / pencil (light - useful)

- running shoes / flip flops / high heeled shoes (comfortable - high)

- bicycles / motorcycles / cars (fast - expensive)

- Villa Gesell / Hawaii / Rio de Janeiro (hot - beautiful)

- salad / pancake / hamburger (tasty - nutritious)

- February / June / December (long - festive)

_____ /9

4 To-infinitive or gerund? Complete the sentences.

- I hope _____ (see) you at my birthday party.
- My granny enjoys _____ (sit) in her garden with a good book.
- My mum always tries _____ (have) dinner ready before 8.00 p.m.
- Our dad doesn't want _____ (travel) to the U.S.A for Christmas.
- She hates _____ (go out) when it rains.
- Stop _____ (make) that noise!

_____ /6

5 Unscramble and write the sentences.

- music / I / downloading / love

- discounts / I / at / looking / like / shopping centres / for

- online / things / I / to / like / don't / buy

- to / I / bookstores / second-hand / love / going

- shopping / I / big stores / the / prefer / at

_____ /5

Total score: _____ /30

1 Write conversations with these prompts.

a.
winter holidays? What were your winter holidays like?
great They were great.
hotel/crowded? Was the hotel crowded??
excellent No, it wasn't. It was excellent.

b.
English test? _____?
OK _____
teacher/strict? _____?
friendly _____.

c.
film? _____?
very good _____
special effects/good? _____?
awesome _____.

d.
tour through Europe? _____?
very long _____
the tour guides/helpful? _____?
inefficient _____.

e.
new pizza house? _____?
OK _____
food/expensive? _____
cheap _____?

f.
the wedding party? _____?
unforgettable _____
the bride/happy? _____?
radiant _____.

_____/10

2 Complete the sentences with *could* or *couldn't*.

- _____ you play any instruments when you were six?
- They _____ open the gate because it was locked.
- My grandmother was bilingual, so she _____ speak French and German.
- When I was a baby, I _____ put my toe in my mouth.
- Two hundred years ago, women _____ vote in many countries.

f. Children _____ play in the streets years ago. _____/6

3 Choose the correct verb to complete each sentence in the past tense.

tidy live move play work cry carry

- My two brothers _____ football yesterday afternoon.
- My mother was a doctor. She _____ in the local hospital.
- I _____ in a small house when I was a child.
- He _____ his heavy suitcase all day long.
- My baby sister _____ almost all day yesterday.
- I _____ my room yesterday. It took me four hours!
- The Flints _____ to Brazil two years ago. Now they live in a beautiful house in Rio.

_____/7

4 Write what Jenny *did* or *didn't* do yesterday.

- play tennis (-)

- clean her house (+)

- wash the car (+)

- telephone Mary (-)

- watch a film on TV (-)

- visit her grandparents (+)

- bake a cake (+)

_____/7

Total score: ____/30

5

Progress test

1 Last summer, the Mitchells went to France for their holidays. Write about them.

- a. first / go to Niza
First, they went to Niza. _____
- b. Mrs. Mitchell / pack all the suitcases

- c. leave / early in the morning

- d. family / stay at a traditional hotel

- e. they / have breakfast together

- f. everyone / go into the sea

- g. they all / have a great time

_____ /6

2 Write the correct question word.

What Where When How many Who Which

- a. _____ is your favourite singer?
- b. _____ did you go for your last holidays?
- c. _____ is your birthday?
- d. _____ is your favourite colour?
- e. _____ brothers or sisters have you got?
- f. _____ was the last movie you saw?
- g. _____ are you from?
- h. _____ is your godmother?
- i. _____ do you live?
- j. _____ is your favourite type of music?

_____ /5

3 Answer the questions in 2 about you.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

_____ /5

4 Complete with adjectives or adverbs.

- a. Julie is _____ sad about losing her job. (terrible/terribly)
- b. A black cat _____ appeared in front of our car. (sudden/suddenly)
- c. Everybody at the party wore _____ outfits. (colorful/colorfully)
- d. Everybody was asleep. There was _____ silence. (complete/completely)
- e. She fell off her bike and hurt herself quite _____. (bad/badly)
- f. Do you usually feel _____ before exams? (nervous/nervously)

_____ /6

5 Complete the text with the verbs in the simple past tense.

Last Saturday Mandy _____ (decide) to tidy her bedroom. She _____ (not/want) to, but her mother _____ (tell) her that her friends _____ (can) come if she _____ (help) with the cleaning. Mandy's mum _____ (go) to the supermarket and when she _____ (come back) she _____ (be) shocked. The house was amazingly clean!

_____ /8

Total score: _____ /30

1 What is going to happen? Complete.

- Take an umbrella. It _____ (rain)
- Your attention, please! The next train _____ at 9.30. (leave)
- I _____ to the Arctic Monkeys' concert tomorrow. I bought my ticket this morning. (go)
- Why are you going out? Your work is not finished! - No, I am not, I _____ rest. (have)
- Josie is learning French. She _____ to France next April. (travel)
- Fasten your seatbelts, please. The plane _____ in five minutes. (take off)

_____/6

2 Read the comment and ask about the people's plans.

- I learnt you are travelling to Europe. When _____ (you/leave)?
- I have to pick up Mary at the bus terminal. What time _____ (she/arrive)?
- Jordan's train leaves at 12, but what time _____ (it/arrive)?
- You have lots of apples! What _____ (you/do) with them?
- Look, Peter is carrying a hammer. What _____ (he/repair)?
- Why are you up so early? Where _____ (you/go) at this time?

_____/6

3 General knowledge quiz. Complete with how much or how many. (Can you answer any of them?)

- _____ ships did Columbus bring to America?
- _____ meters are there in one kilometer?
- _____ blood is there in a person's body?
- _____ water does a camel drink a month?
- _____ cents are there in a dollar?

_____/5

4 Jen wants to share her plans with her friend. Complete the e-mail with a suitable verb from the box in the future tense.

tell change move visit be

Hi, Susie! Guess what? I _____ to Mar del Plata. Yes! I got a job there. Everything _____ in my life. We want to live in a house near the sea. Please, promise that you _____ me every summer. My sister doesn't know about it, but I _____ her soon. I'm sure she _____ very happy for me! She knows I love the sea!
Please, write back soon.
Bye for now,
Jen

_____/5

5 Use the following sentences a-h to respond to situations in 1-8.

- They are going to win.
 - She is going to fail her test.
 - I'm going to have a nap.
 - It isn't going to rain.
 - I'm not going to be ill.
 - I'm not going to fail the test.
 - It's going to rain.
 - He isn't going to win.
- There are too many black clouds. _____
 - Why don't you help your little sister with her Maths homework? _____
 - I'm so tired. _____
 - There's not a cloud in the sky. _____
 - Thanks for helping me with that difficult school subject. _____
 - I'm OK. _____
 - Manchester United are playing very well. _____
 - He is the worst singer in 'The X Factor'. _____

_____/8

Total score: ____/30

Mid-term test • Units 1-3

1 Look at the pictures, read the information and choose the best option.



Name: Raul
Age: 69
Height: 195 cm
Weight: 79 kg

Raul is a **young man / senior citizen**. He doesn't work. He is **retired / a worker**. He is **tall / of medium height**. He has got **short / long, straight / wavy, brown / white** hair and **small / big** eyes. He wears **glasses / a hat**.

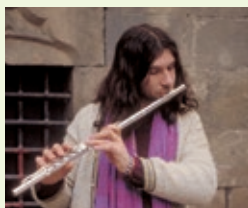


Name: Brisa
Age: 13
Height: 168 cm
Weight: 44 kg

Brisa is a secondary school **student / teacher**. She is **young / old**. She is **short / tall** and **slim / plump**. She has got **short / long, straight / wavy, brown / black** hair and **blue/ brown** eyes.

_____/16

2 Look at the picture, read the information and describe the person.



Name: Marvin
Age: 23
Occupation: musician in a rock group
Height: 156 cm
Weight: 69 kg

_____/5

3 Read the article and decide whether the sentences are *T* (true) or *F* (false).

Is Consumerism ruling our lives?



There are people who need to have the latest technology, the best cars, the goods that everybody else has. Most people think this means to have a better life. They do everything and buy everything they need to have a more comfortable life. They eat a wider variety of food and eat out more often. In general, they buy more than they need. Products such as TVs, cell phones, and computers are the most popular among consumers. They need to buy bigger, newer, more advanced products than the ones they have. This is what we call a consumer society. All this creates a lot of waste which is not good for the environment. We should try to become more responsible consumers.



- a. Everyone thinks that consumerism improves their lives. _____
- b. High consumers eat at restaurants more often than the rest. _____
- c. TV sets and cars are the most popular items among consumers. _____
- d. Consumer societies need to buy newer, more advanced products. _____
- e. Consumerism helps the environment. _____

_____/5

4 Look at the chart and compare the two types of holidays.

Camping holiday	All inclusive holiday
cheap	expensive
hard bed	comfortable bed
fun	relaxing
simple food	elaborate food
close to nature	close to city centres
free from timetables	restricted timetables

_____/6

5 Re-read the text on consumerism and extract 3 examples of superlative adjectives and 7 examples of comparative adjectives.

Superlatives

Comparatives

_____/5

6 Match and give advice. Use *should/shouldn't*, *Why don't you...* or *imperatives*.

Problems

- I love hamburgers! I eat them for breakfast, lunch and dinner.
- I can't stop playing. I'm addicted to the Play Station.
- My schoolmates laugh at me when I make mistakes.
- My friend tells my secrets to the rest!
- My little sister sings wonderfully. I want her to be

famous.

- My parents don't let me go to the concert.
- Sometimes I feel my mum doesn't understand me.

Advice

- _____ talk to her about how you feel.
- _____ tell them we learn by making mistakes.
- _____ take her to a talent show.
- _____ not tell him/her any more secrets.
- _____ not worry. They are showing it on TV.
- _____ try to play only two hours a day.
- _____ not eat so much junk food. It's not good for your health.

_____/14

7 Look at the task and write the email.

You have got a new e-pal. Write an email giving him/her information about yourself.

Include:

- basic personal information about yourself and your family (including physical descriptions);
- information about your hobbies, favourite subjects at school, favourite music and other things you want to share.

_____/30

Total score: _____/80

Final-term test • Units 4-6

1 Match these sentences' halves. There is an extra ending!

- a. Last week, ...
- b. Did your friend ...
- c. Are there ...
- d. How old ...
- e. Who ...
- f. In this photo, ...
- g. Physics ...

- 1. ... is more difficult than History.
- 2. ... we had a wedding party.
- 3. ... go to the club last Saturday?
- 4. ... are your twin brothers?
- 5. ... any new students in your class?
- 6. ... did you invite to your party?
- 7. ... have some cough medicine?
- 8. ... we are practising for our talent show.

_____ /7

2 Choose the correct option

Mr. Lawrence is the local librarian. He is British but he **live / lives** two blocks from my house here in Buenos Aires. He **came / comes** from Manchester twelve years ago. He **started / starts** working in our Library four years ago.

I **always go / go always** to the library on Fridays. I **love / loves** going to libraries. My friends tell me I'm **fashionable / old fashioned** because people **don't go / didn't go** to libraries these days. Mr. Lawrence is the **better / best** librarian I know. He is **kinder / kindest** than the previous woman in charge of the library and he is **most efficient / more efficient**.

There are rumors that the mayor **is going to close / closes** the library. My friends and I **am going to / are going to** protest in front of the Town Hall. They **should / shouldn't** close a place which is a synonym of culture. **Why don't you join us? / Do you want me to join us?** You **could / couldn't** help us save our library.

_____ /15

3 Put these sentences in order to reconstruct the dialogue. There is an extra word in each line!

- A. time / you / are / usually / get up / on / Sunday / What / do / ?
- B. sometimes / I / up / very / early / get / morning / .
- A. Does / friend / your / up / get / early / too / you / ?

B. doesn't / . / she / . / gets / She / up / very / late / early / No

_____ /8

4 Read the brochure.



Welcome to Buenos Aires

Buenos Aires combines **varied** experiences and this variety satisfies **all tastes**. Multiple means of transport can take you around the city: five lines of underground (*subtes*), more than one hundred lines of buses (*colectivos*) and interurban railways. Taxis are a good **choice** in the city. **Tourists** say they are safer and **more economical** than in other cities.

Some interesting places to visit.



- In downtown Buenos Aires, you can walk along Florida Street, a road **exclusively** for **pedestrians** with elegant stores and shopping centres. Corrientes Avenue is famous for its theatres, bookshops, pizza houses and cafés.
- Puerto Madero combines the **tranquility** of the river with the glamour of a fashionable word with **first class** restaurants and beautiful glass towers.
- Palermo is the favourite area of artists and **intellectuals**. It's the centre of fashion and design. Lots of bars and cafes offer cultural activities: jazz, tango, rock and folklore *peñas*.

5 Look at the brochure again and match the words and phrases in bold with their meanings.

- a. **good quality** _____
- b. **different** _____
- c. **what all people like** _____
- d. **peace** _____
- e. **only** _____
- f. **people who walk** _____
- g. **people who visit places** _____
- h. **option** _____
- i. **cheaper** _____
- j. **persons who think and understand complex things** _____

_____ /10

6 Read the text again and complete these sentences.

- a. In Buenos Aires you can travel by _____ and _____
- b. Tourists prefer to travel by _____ because _____
- c. Florida Street is for _____ and it has got _____
- d. Puerto Madero combines _____ with _____
- e. Palermo is the favourite area of _____ and its pubs offer _____

_____ /10

_____ /30
Total score: _____ /80

7 Write an email to a friend telling him/her about last year's experience and also share your plans for next summer with him/her.

Last year you had a nice holiday but there were activities you found boring and some of the hotel services were not as you expected. This year you are planning to have the best holidays ever.

- Include:
- those things you disliked from last year's holidays.
 - information about this year's plans: way of travelling, accommodation, places to visit, activities to do.

Progress Tests • Answer key

PROGRESS TEST • UNIT 1

1.

- a. Simon is never at home.
- b. I usually have breakfast at 7.00 a.m.
- c. She always goes to school by bus.
- d. They sometimes go out with their friends in the evening.
- e. The firemen are always on time.
- f. She never studies in the kitchen.

2.

Suggested answers

a. Her name is Nancy Logan. She has got medium-length, straight, light brown hair and big, round, green eyes. She is tall and of medium build.

b. Ted Render has got long, wavy, red hair. His eyes are small, round and blue. He is of medium height and thin.

3.

a. Jim; b. Cassie; c. Jujuy; d. Laura

4.

a. clever; b. helpful; c. brave;
d. friendly; e. talented; f. generous

PROGRESS TEST • UNIT 2

1.

Suggested answers

- a. You should get up earlier.
- b. Why don't you look at the newspaper?
- c. You shouldn't go to the fast food restaurant so often.
- d. Why don't you take an aspirin?
- e. You should speak to him.
- f. You should put it in your key ring.

2.

Suggested answers

a. Do you want me to open the window? b. Shall I lend you my phone? c. Shall I help you with your work? d. Do you want me to tell her? e. Shall I help you to look for it?

3.

a. Sure. Thank you; b. That's a good idea. Thanks; c. That's very kind of you; d. No, thanks; e. I don't think it's necessary. Thanks.

4.

Suggested answers

a. You shouldn't go on playing football; b. cough; c. You should sit down; d. stomachache; e. toothache; f. You should put some ice on it.

PROGRESS TEST • UNIT 3

1.

a. colder; b. more important;
c. heavier; d. more expensive; e. more crowded

2.

a. cleverest; b. funniest; c. luckiest;
d. dirtiest; e. most valuable

3.

Suggested answers

b. The feather is lighter than the book. The pencil is more useful than the feather. The book is the most useful element.

c. Running shoes are more comfortable than high heeled shoes. High heeled shoes are higher than flip flops. Flip flops are the most comfortable ones.

d. Motorcycles are faster than bicycles. Cars are more expensive than motorcycles. Cars are the fastest vehicles.

e. Hawaii is hotter than Villa Gesell. Rio de Janeiro is more beautiful than Villa Gesell. Hawaii is the most beautiful place.

f. A salad is more nutritious than a pancake. A hamburger is tastier than a salad. Salad is the most nutritious dish.

g. June is longer than February. December is more festive than June. December is the most festive month.

4.

a. to see; b. sitting; c. to have; d. to travel; e. going out; f. making

5.

a. I love downloading music.
b. I like looking for discounts at shopping centres.
c. I don't like to buy things online.
d. I love going to second-hand bookstores.

e. I prefer shopping at big stores.

PROGRESS TEST • UNIT 4

1.

b. What was your English test like? It was OK. Was the teacher strict? No, she wasn't. She was very friendly.

c. What was the film like?

It was very good. Were the special effects good? Yes, they were. They were awesome.

d. What was the tour through Europe like?

It was very long. Were the tour guides helpful? No, they weren't. They were inefficient.

e. What was the new pizza house like?

It was OK. Was the food expensive? No, it wasn't. It was cheap.

f. What was the wedding party like?

It was unforgettable. Was the bride happy? Yes, she was. She was radiant.

2.

a. Could; b. couldn't; c. could; d. could;
e. couldn't; f. couldn't

3.

a. played; b. worked; c. lived; d. carried;
e. cried; f. tidied; g. moved

4.

a. Jenny didn't play tennis yesterday.
b. Jenny cleaned the house yesterday.
c. Jenny washed the car yesterday.
d. Jenny didn't telephone Mary yesterday.
e. Jenny didn't watch a film on TV yesterday.
f. Jenny visited her grandparents yesterday.
g. Jenny baked a cake yesterday.

PROGRESS TEST • UNIT 5

- b.** Mrs Mitchell packed all the suitcases.
c. They left early in the morning.
d. The family stayed at a traditional hotel.
e. They had breakfast together.
f. Everyone went into the sea.
g. They all had a great time.
- a.** Who; **b.** Where; **c.** When; **d.** What;
e. How many; **f.** Which; **g.** Where;
h. Who; **i.** Where; **j.** What
- Students' own answers.
- a.** terribly; **b.** suddenly; **c.** colourful;
d. complete; **e.** badly; **f.** nervous

- decided; didn't want; told; could;
helped; went; came back; was

PROGRESS TEST • UNIT 6

- a.** is going to rain; **b.** is going to leave;
c. am going to go; **d.** am going to
have; **e.** is going to travel; **f.** is going
to take off
- a.** are you going to leave?
b. is she going to arrive?
c. is it going to arrive?
d. are you going to do...?
e. is he going to repair?
f. are you going to go...?
- a.** How many; **b.** How many; **c.** How
much; **d.** How much; **e.** How many
- am going to move; is going to change;
are going to visit; am going to tell; is
going to be
1. g; 2. b; 3. c; 4. d; 5. f; 6. e; 7. a; 8. h

MID-TERM TESTS • UNITS 1-3

- Raul
senior citizen; retired; tall; short; wavy;
white; small; glasses
Brisa
student; young; tall; slim; long; wavy;
brown; brown
- Marvin is a musician in a rock group.
He is short and he is thin. He has got
long, straight, brown hair. He's young.
- a.** F; **b.** T; **c.** F; **d.** T; **e.** F

4. Suggested answers

Camping holidays are cheaper than all
inclusive holidays.
In camping holidays beds are harder
than in all inclusive holidays.
All inclusive holidays are more relaxing
than camping holidays.
In camping holidays food is simpler
than in all inclusive holidays.
In camping holidays you are closer to
nature than in all inclusive holidays.
In all inclusive holidays you've got
more restricted timetables than in
camping holidays.

- Superlatives:
the latest, the best, the most popular;
Comparatives:
better, more comfortable, wider,
bigger, newer, more advanced, more
responsible

6. Suggested answers

- You shouldn't eat so much junk
food. It's not good for your health.
- Why don't you try to play only two
hours a day?
- You should tell them we learn by
making mistakes.
- Don't tell him/her any more
secrets.
- Why don't you take her to a talent
show?
- Don't worry. They are showing it
on TV.

- You should talk to her about how
you feel.

- Students' own answers.

FINAL-TERM TESTS • UNITS 4-6

- a.** 2; **b.** 3; **c.** 5; **d.** 4; **e.** 6; **f.** 8; **g.** 1
Extra ending: have some cough
medicine?
- lives; came; started; always go; love;
old fashioned; don't go; best; kinder;
more efficient; is going to close; are
going to; shouldn't; Why don't you join
us?; could
- A:** What time do you usually get up on
Sunday? Extra word: are
B: I sometimes get up very early.
Extra word: morning
A: Does your friend get up early too?
Extra word: you
B: No, she doesn't. She gets up very
late. Extra word: early
- a.** first class; **b.** varied; **c.** all tastes;
d. tranquility; **e.** exclusively; **f.**
pedestrians; **g.** tourists; **h.** choice; **i.**
more economical; **j.** intellectuals
- Suggested answers.
a. Underground (subte) and buses
(colectivos);
b. Taxi, because they are safer and
more economical than in other cities.
c. Pedestrians and it has got elegant
stores and shopping centres.
d. The tranquility of the river with the
glamour of a fashionable world.
e. Artists and intellectuals and its pubs
offer cultural activities.

Useful Websites

Unit 1

Fictional characters based on real people

<http://listverse.com/2013/02/19/10-fictional-characters-based-on-real-people/>

People's appearance

<https://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/appearance>

Unit 2

Healthy eating

<http://www.nhs.uk/Livewell/Goodfood/Pages/eight-tips-healthy-eating.aspx>

<http://www.livestrong.com/article/365455-healthy-living-tips-for-teenagers/>

<http://www.selfgrowth.com/articles/junk-food-and-its-harmful-effects>

Unit 3

How to be a better shopper

<http://www.teenvogue.com/story/shopping-tips>

Online shopping

<https://www.thebalance.com/the-pros-and-cons-of-online-shopping-939775>

<https://learnenglishteens.britishcouncil.org/magazine/fashion/pros-and-cons-online-shopping>

Comparatives and superlatives

<https://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/comparative-and-superlative-adjectives>

Unit 4

Holidays at estancias

<https://www.equus-journeys.com/id/60020/riding-holidays-argentina-los-potreros-estancia/ch/voyage/47454?currency=EUR>

<http://www.estancialospotreros.com>

<https://puestoviejoestancia.com.ar>

Legends and stories

<http://www.mrdonn.org/stories.html>

Unit 5

Interesting biographies for teens

<https://www.theguardian.com/childrens-books-site/2015/jul/06/malala-bear-grylls-autobiographies-for-children-and-teenagers>

Unit 6

Easy recipes

<http://www.teen-recipes.com/desserts.html>

Ecotourism

<http://www.ecotourism.org/what-is-ecotourism>

<https://www.tripping.com/explore/8-best-ecotourism-destinations-in-the-world>

<https://greenglobaltravel.com/argentina-eco-activities-top-5/>

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 1. 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	
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>UNDERSTANDING</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>SPEAKING</p>
<p>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.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>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.</p>	
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>WRITING</p>



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