

3
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*: 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 conflicts.
- 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;
 - 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, aiming at keeping 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, surveys and more.

Students are invited 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 activities are also varied and the tasks fall within a wide variety of types such as completion of tables, matching, labelling, and sequencing of visuals, role-play and more.

Speaking

Speaking tasks also cover a great variety in the *Learner's Book*. They aim to:

- involve learners in pair and group work as well as in class discussions;
- move gradually from controlled to freer practice;
- allow learners 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);
- integrate speaking with the other skills, (e.g. reading or listening can be used to prepare learners for the speaking activity).

The provision of a variety of activities will activate students' motivation to learn.

Writing

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

Look!

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

Look!

Presents grammar shortly, clearly and through examples. Provides 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 are free to exploit the resources listed as references to enhance understanding of other cultures as well as their own, and they are

encouraged to use technology, but they shouldn't 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 their 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

The suggested websites provide more information on each unit's main topic.

Grammar Reference

Grammar points are presented in detail.

Word Bank - Experience your Word Bank

Key words are accompanied by pictures, and a page for students to enlarge on their own is provided.

Irregular verbs list

Infinitives, past and participle forms are presented when reaching level 3.

Integrated Practice Book

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

Teacher's Book

It includes:

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

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

Assess your progress

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

Evaluation

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

Downloadable audios | www.sm-argentina.com

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

Opening page

Listening
Oral input and a variety of tasks.

Lead-in questions

5 Friends in need, friends indeed

- Describe changes in life.
- Talk about friendship.
- Discuss bullying.
- Write an opinion article.

1 Look at the life timeline and answer.

- How old is Laura now?
- Which events have a date and which ones don't?

2 Talk with a partner about differences and similarities between Laura's life and yours.

Listening

3 Listen to Laura speaking about her life timeline. Write T (true) or F (false).

- Laura spent more time in Bahia Blanca than in Tres Arroyos. _____
- Laura likes big cities more than small towns. _____
- Laura enjoys speaking English fluently. _____
- Laura has only learned English in the UK. _____
- Laura has been bullied at school. _____
- Laura thinks bullying exists because people don't value friendship. _____

4 Complete the sentences with the words in the box. Then, listen again and check.

I don't agree that. However, to sum up, to begin with, in other words, besides,

- _____ was born in 2003 in Bahia Blanca.
- _____ he teased me.
- _____ big cities are better than small towns.
- _____ people drive on the left here!
- _____ I find it hard because the city.
- _____ I'm making a big effort, you know.

5 Complete your own life timeline.

6 Describe the life timeline you drew in activity 5 to your partner.

Language in use
Connectors are words that link ideas with different purposes. For example, to contrast: The majority of people here in the UK probably think I learnt to ride my bike **despite** when I arrived here!

More practice on pages 12-13

Offers oral or written activities to put language into meaningful practice.

Look!
Presents grammar shortly, clearly and through examples.

Reading
Rich and comprehensible input through a variety of text types.

Reading

1 Look at the text and answer.

- What is the article about?
- Have you ever written an opinion article? What was it about?

2 What's the article's main point? Choose the best option.

- Bullying and cyberbullying can make people feel themselves.
- Bullying and cyberbullying are problems we created and we should solve.
- We should never hurt people's feelings.

3 Look at the words in bold in the article. What are they useful for?

Language in use
More practice on page 13

Grammar in use

4 Place the connectors under the right heading.

| | |
|-------------------------------------|-----------------|
| to offer an idea | Present a topic |
| because | Give opinion |
| to begin with | Give examples |
| on the one hand / on the other hand | Contrast |
| the majority of people | Present results |
| think / believe | Add information |
| I agree / don't agree that | Conclude |
| as a result | |
| for this reason | |
| for example / for instance | |
| to sum up | |
| in other words | |
| however | |
| from my point of view | |
| although | |
| in addition | |
| what is more | |
| in conclusion | |
| as a result | |
| in my opinion | |

5 Choose one connector of each type and write examples.

It is often said people make best friends at school. However, there are a lot of causes of bullying these days.

More practice on page 13

Grammar in use
Systematic and meaningful practice.

Speaking
From controlled to freer practice through a variety of dynamics.

Speaking

1 **Pairwork:** Student B goes to page 65. Talk about Natsuki and Lucia's lives.

A When was Natsuki born?
B In 2004.

| |
|--|
| Lucia |
| Born: 2004 |
| Family: Older sister and younger brother. Divorced parents. |
| Schools: One in Buenos Aires. |
| Trips: Mar del Plata - Misiones - Tandil. |
| Favorite restaurants: Home. |

Language in use

2 **Look at the pictures and describe Luca's life timeline.**

Language in use
Offers oral or written activities to put language into meaningful practice.

Grammar in use

3 Complete the article with connectors or with the correct form of the verbs in brackets.

Long-lasting Friendships
By Helen González

Many studies **a (show)** that nearly few relationships in the UK don't have real friends. I am lucky because I can say I have at least four friends, of both genders, who **b (always/be)** there for me in hard times.

c (connect/contrast) I have a lot of some friends. **d (connect/result)** I can say that friendships are difficult. This is also true of family relationships, but it's very hard to escape your family. On the other hand, with friends, if you have too many problems with them, the relationship can just be over. Friends are generous and empathetic, but they are also fragile.

e (have) moments of crisis with all my friends, but we make up every time by talking about our feelings.

f (connect/add information) we always change and our lives too, so we sometimes have more interests in common, and some other times we don't spend so much time together.

Is there a secret to long friendships? I think a good recipe is absence of pride and lots of humility and comprehension. **g (connect/conclusion)** They are the heart and soul of friendship.

Compare your answers with a partner.
 Discuss with a partner.

a. Do you agree with the author's ideas? Why/why not?
b. What are the most important elements for a long-lasting friendship, in your opinion?
c. What good and bad experiences have you had with friends or partners? Share anecdotes.

More practice on pages 18-19

Grammar in use
Systematic and meaningful practice.

Integration
of language and skills through relaxed and fun activities.

Integration

1 **Play the Game of Life.**

How to play

- Play in pairs or groups of four.
- Roll the die and move the counter.
- Follow the instructions.
- If you land on a snake's head, put your counter where the snake's tail is.
- If you land at the bottom of a ladder, put your counter at the top of the ladder.

Writing

1 **Choose a title and write an opinion article.**

a. 'Friends will be friends.'
b. 'I cannot be what I am not.'
c. 'Social networks: good or evil.'
d. Other _____

Organise introduction, main body and conclusion. Use connectors. Give examples.

BANK of ideas

More practice on pages 18-19

Writing
Plenty of practice and Bank of ideas.

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

| | Vocabulary | Grammar | Reading |
|---|---|--|---|
| 0 Getting to know you pp. 4-9 | Everyday activities Adverbs of frequency | Present continuous Present simple | 'Different lives': people describe themselves |
| 1 Better safe than sorry pp. 10-17 Practice Book pp. 80-87 | Cycling items | <i>Must</i> <i>Have to</i> Imperatives | Information leaflet |
| 2 Earth to humans! pp. 18-25 Practice Book pp. 88-95 | Natural disasters and resources Recyclable materials | Past simple Past continuous | 'Earthquake Shakes Haiti': a news article |

CLIL: Globetrotters in Los Angeles – Air Pollution

p. 26

| | | | |
|---|---|---|---|
| 3 Every picture tells a story pp. 28-35 Practice Book pp. 96-103 | Literary genres Adjectives and adverbs | Narrative tenses Comparative and superlative adverbs | 'The Smiling Rabbit': a myth |
| 4 Chance of a lifetime pp. 36-43 Practice Book pp. 104-111 | Artistic expressions Sports | Present perfect: experiences <i>Ever, already, yet</i> | 'The Theory of Everything': a film review |

CLIL: Globetrotters in Berlin – Art Week

p. 44

| | | | |
|--|--|--|---|
| 5 Friends in need, friends indeed pp. 46-53 Practice Book pp. 112-119 | Connectors: introduction, opinion, example, contrast, result, addition, conclusion | Tenses review | 'The Bullying Syndrome': an opinion article |
| 6 Ahead of one's time pp. 54-61 Practice Book pp. 120-127 | Weather Transport | Future: <i>going to</i> and <i>will</i> First conditional | 'Cities of the future': an article |

CLIL: Globetrotters in Brasilia – What makes Brazil's capital futuristic? Its design!

p. 62

Pairwork

pp. 64-65

Research Guide

p. 67

Grammar Reference

pp. 69-74

| Listening | Speaking | Writing |
|---------------------------------------|---|--------------------|
| People introduce themselves | Informal dialogues about personal information | A blog entry |
| Informal dialogue about traffic signs | Informal dialogues about rules, obligations and responsibilities Describing daily routines | An informal e-mail |
| Informal dialogue about anecdotes | Sharing anecdotes | A news article |

Project: Experience your TV news report

p. 27

| | | |
|---|---|-------------------|
| The narration of a myth A Literature class | Analysing plot, character and setting of a story Telling a story | A fictional story |
| Informal dialogue about life experiences | Describing life experiences Describing people's career path | A film review |

Project: Experience your radio programme

p. 45

| | | |
|---|---|--------------------|
| Description of a life timeline | Describing people's life timelines | An opinion article |
| Informal dialogue about a trip Description of a trip | Describing a political candidate's plans and promises | A travel brochure |

Project: Experience your political party manifesto

p. 63

Learning

p. 66

Useful Websites

p. 68

Word Bank

pp. 75-78

0 Getting to know you

OBJECTIVES

- Listen to people talk about their lives.
- Read about different lifestyles.
- Ask and answer about personal information, likes and routines.
- Write a blog entry.

VOCABULARY

- Everyday activities; frequency adverbs

GRAMMAR

- Present continuous; present simple

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/la-institucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 4

Move onto

Show the students a variety of pictures of different people (different ages and appearance) or ask them to think of very different people they know.

Ask what the differences among those people are. Focus on their lifestyles, living contexts, habits and likes. Reflect together on the fact that we are all the same and different at the same time. Write useful language on the board to aid the discussion.

Digital awareness


Ask students if they run a personal blog, or if they keep a journal or diary. Discuss if they write on paper or on the computer, whether they share it online or not and what are the differences among all these alternatives. Discuss if they read other people's blogs, why they like them and what those blogs look like.

- 1 Ask students to look at the pictures on page 4 and describe them. Then, ask them to exchange information about their own everyday lives using the suggested questions. Encourage the use of questions in the present simple. Ask some students to report what they shared in order to practise the use of the 3rd person singular.
- 2 Ask students to write activities they do every day or during the weekend. Share as a class and look for coincidences.

Answer key

Students' own answers.

Learner's Book, page 5

- 3  **01 Track 2** Tell students that the people in the pictures they described are students and that they will listen to them speaking about their lives. As they listen, students will number the pictures on page 4.

Audioscript

Narrator: Unit 0. Page 5. Activity 2. Listen to students speaking about their lives and number the pictures.

1. Hello! I'm Francisco. I'm wearing a yellow T-shirt in the picture. I'm in third year of secondary school. In the picture, my classmates and I are studying in the school library. We often go to the library because it's a quiet place. We usually read or do assignments, and we sometimes work in groups and discuss topics. My best friend is wearing a pink T-shirt in the picture. He's very concentrated because he's studying for an important History test.

2. Hi! My name is Cynthia. I'm fifteen years old and I love training! In the picture I'm stretching. It feels really good when I stretch all my body after running. I go running twice a week and it's really energising. I also go to the gym once a week. It's near my house so it doesn't take me long to get there after school. I often get there on foot. My gym teacher says I should run a marathon, but I really don't like competitions.

3. Good afternoon. I'm Paulo. I'm from Brazil but I live in Argentina. I can speak Portuguese and Spanish. I am listening to music in the picture because I just love music! In fact, I listen to music all the time. I sometimes choose Brazilian music, but I also enjoy Argentinian rock and roll and reggaeton. I have got a sister and she also likes music. She prefers Latin pop. And she can play the guitar!

4. Hello! My name is Javier. In the picture I'm putting my wardrobe in order. I do it sometimes, when my mother asks me or when I cannot find anything because of the mess! I don't like doing it but I like the results. When it is in order I can choose my clothes more easily. I like clothes and fashion. My father is a graphic designer and my mother is an illustrator. Colours are very important for the family!

5. Good morning! I'm Sheila, the girl on the left of the picture. My friend Caroline is on the right. I'm teaching her how to make a fruit

cake. I love cooking! I always prepare my lunch and make dinner for the family on Sundays. Caroline doesn't cook very often, but she wants to learn. My mother also enjoys cooking; she makes a delicious bread and her birthday cakes are the best.

Now she's preparing her boyfriend's birthday cake and I want to learn the recipe. It's a chocolate and vanilla cake.

6. Hi! My name is Brian. In the picture I'm chatting with a friend. I'm waiting for him so we can go to the cinema together. I think chatting is wonderful because you communicate immediately and you can use emojis and also record voice messages. I use it every day with my friends and my family. My mother says it's good to know where I am and if I'm ok. I think it's very useful.

Answer key

3; 4; 6; 1; 2; 5

Tell students to read the sentences (a-f). Then, they listen again and write the correct names.

Answer key

a. Sheila; b. Javier; c. Brian; d. Francisco; e. Cynthia; f. Paulo

Ask students to tick the activities that the students in the recording mentioned. This can be done in pairs and then checked as a whole class.

Answer key

study; listen to music; stretch; cook; go to the library

- 4 Discuss what the students in the class and the students in the pictures have in common. Ask them to write about themselves. Have them exchange their paragraphs and work on peer correction.

Mixed-ability

- For extra practice, invite volunteers to read their paragraphs aloud. Praise and value their effort. In each case, consider if it is convenient to make corrections; some students may feel embarrassed.

Move forward

Describe someone famous and guess who she/he is.

Learner's Book, page 6

Reading

Move onto

Ask students to make three groups. Tell them that you will assign a certain amount of time for them to list some words. Ask group A to list members of the family, group B occupations and

professions, and group C everyday activities. When time is up, share the lists.

Digital awareness


Remind students of the discussion you held about blogs. Continue the analysis of blogs in terms of language and design; e.g.: *Do people write blogs in the 1st or 3rd person singular or plural? How do they organize the information they write? Do they include pictures? Where are those pictures from?*

- 1 Ask students to look at the pictures on Page 6. Discuss question a as a whole class. Ask students to discuss question b in pairs. Then, ask volunteers to report their discussion.

- 2 Read aloud the sentences (a-e) for the class and make sure everybody understands them. Allow students the necessary time to read the texts individually at their own pace. At this stage, remind them to focus on the general information and on the facts they need to find out to solve the task. Tell them not to worry about the meaning of isolated words. Once all students have finished reading the article, ask them who they think has the most exciting life. Give them time to solve the task. Ask them to underline the answers in the text. Check as a whole class.

Answer key

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

- 3  Tell students to discuss the questions in pairs. Encourage them to ask and answer questions and write useful language on the board if necessary. Then, ask volunteers to report their discussion.

- 4 Explain to students that they will be given time to read the article once again. Tell them to focus on the words in bold. Then, ask them if they know the words or if they can guess the meaning from the context. Provide time for students to match the words to the definitions. Check as a whole class.

Answer key

1. b; 2. a; 3. c

Mixed-ability

- If students find it too difficult to work out the meanings of these new words from the context, allow them to work in pairs or in small groups and to use dictionaries.

Learner's Book, page 7

Grammar in use

Draw students' attention to the grammar boxes. Read them together and ask students to provide more examples. Devote time to explanations, clarifications or to answer questions that may arise.

- 5** Allow time for students to complete the dialogue. Tell them to read it all first, incomplete as it is, and then try to complete the blanks. Check as a whole class.

Answer key

I am watering; Are you having (coffee)?; How often do you drink mate?; am preparing/making

Provide more time for students to continue the dialogue. Tell them to imagine how the conversation can end in a coherent way.

Answer key

Students' own answers.

Mixed-ability

- Students can work in pairs or groups to complete the dialogue and write it.
- Have students read the dialogue aloud to focus on intonation and pronunciation.

Learner's Book, page 8

Speaking

Move onto

Introduce the concept of *frequency* and elicit some adverbs students may already know. As a whole class, provide examples of activities you always, usually, sometimes or never do. Draw students' attention to the 'Look!' box.

- 1** Tell students that they will work in pairs. Read together the example questions and the chart. Make sure everybody understands the activities in the chart and what they have to do. Allow time for students to interact and complete the chart.
- 2** Tell the class that they will report the results in the chart. Ask them to answer questions *a* and *b* aloud. E.g: *My classmate is now sitting next to the window.*

She/He plays sports twice a week but never does the housework.

Answer key

Students' own answers.

Mixed-ability

- Activity 2 may be very demanding for shy students. Build a safe environment where everybody feels confident to speak, but do not push anybody to do so if they refuse. You may want to invite those students to write instead and hand out the papers for you to read and give feedback.

Learner's Book, page 9

Writing

Move onto

Remind students of the discussions they held about blogs, their content, style and design. Give them some time to look at page 9 and notice the blog elements. Discuss the elements, e.g.: *What do the icons below 'Follow' refer to?*

- 1** Read the instructions aloud for the class. Ask students to carefully read the notes and make sure everybody understands them. Read together the beginning of the entry. Then, discuss how the entry could continue. Write students ideas on the board. Allow time for them to complete the task.

Answer key

Students' own answers.

Mixed-ability

- Fluent writers may need more space to write. Tell them to write their final copy using a word processor and then print it, or to write on their folders, on a bigger sheet of paper.

Move forward

Encourage students to really start a blog online. You may want to work closely with the Computing teacher.

1 Better safe than sorry

OBJECTIVES

- Read an information leaflet.
- Listen to an informal dialogue.
- Exchange information about rules, obligations and responsibilities.
- Describe daily routines.
- Write an informal e-mail.

VOCABULARY

- Cycling items

GRAMMAR

- *Must; have to; imperatives*

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/ainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 10

Move onto

Write the following questions on the board and ask students to discuss them in groups:

*Do you usually use public transport, walk or ride a bike?
What are the advantages and disadvantages of each option?
What precautions do you take in each case?*

Allow some time for students to discuss. Then, ask each group to choose a spokesperson to report the comments.

Digital awareness

If appropriate at this stage, tell students to explore the websites suggested for Unit 1 in the section 'Useful websites' on page 68 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet.

1 Ask students to look at the image on page 10. Play hangman on the board to elicit the word *leaflet*. Tell students the material on page 10 is called a *leaflet* and ask them if they have ever seen one and what it was about.

Answers questions *a* and *b* as a whole class. Reflect on what a leaflet should look like, i.e.: colourful, attractive, clear, practical, etc.

Answer key

Students' own answers.

2 Tell students to look at the pictures on page 10 and ask them if they have ever seen those objects and if they know what they are called in their mother tongue. Allow time for students to read the names in English and match them to the pictures. Check as a whole class.

Answer key

Helmet: a usually strong and hard covering worn on the head for protection.

Front light: a device to use at night so as to be able to see.
Kneepads: pads of leather, foam rubber, etc., used to protect the knee.

Padlock: a small lock made of a U-shaped bar that can be opened and swung away.



Ask students to discuss the questions in pairs. Then, ask volunteers to report their answers.

Mixed-ability

- If students find it hard to guess the meanings of the words, encourage the use of dictionaries to solve activity 2.

Learner's Book, page 11

Reading

Move onto

Read the title and the introduction of the leaflet on page 10 aloud for the class. Explain that below each picture there is a rule or a warning for cyclists. Ask students to predict those rules and warnings. Elicit the useful language to express them; i.e. imperative forms, *must, have to*. Write what students say on the board.

3 Allow time for students to read the leaflet carefully and solve the task in pairs. Ask them to complete the blanks with the correct number and the spaces in the leaflet with the correct letter. Check as a whole class.


Answer key

a. 2, 5; b. 1; c. 3, 4

- 4** Draw students' attention to the girl's picture. Ask them to describe what she is doing, what she is wearing and what she looks like. Read questions *a* and *b* aloud and ask them to predict the answers. Write their ideas on the board to compare afterwards. Allow time for students to read the dialogue carefully. Then, ask volunteers to read it aloud. Ideally, a boy and a girl. Check the answers to the questions as a whole class and compare them to the students' predictions. Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as they need for explanations and clarifications.

Answer key

a. red and white lights; b. motorbikes

- 5**  Read the questions aloud for the class and make sure everybody understands them. Allow time for students to discuss the questions in pairs. Remind them to use the appropriate target language. Then, ask pairs to report their opinions.

Answer key

Students' own answers.

Mixed-ability

- For extra practice, invite students to prepare posters with their answers to Activity 5. The posters could be hung on a classroom's wall and serve as reminders of the target language.

Move forward Invite students to investigate about cycling or driving rules in other countries and to prepare a presentation about their research.




More practice
Practice Book, pages 80-81, activities 1-6

Listening

Move onto Show students pictures of different traffic signs and check if they know their meanings. Do the same with various icons and signs, e.g.: 'toilets'; 'fasten your seatbelt'; 'beware of the dog'; 'parking not allowed'. Elicit more examples from the class. Analyse

what all signs have in common: a clear design that communicates a short message, usually a prohibition, a rule or a warning. Reflect on the importance of the signs for a peaceful living together.

- 1** Ask students to look at the illustration on page 11. Read the instruction aloud for the class and ask students to discuss the question in pairs. Tell them to think of the places they regularly go to and to remember if they have seen these signs there.
- 2**  **02 Track 3** Tell students that the people on the illustration are Meg and Luis and explain that they will hear a conversation between them. Read the instruction aloud for the class. Make sure students understand the task. Review the signs on the illustration before listening. Have students listen and write the numbers. Allow time for them to check in pairs. Then check as a whole class.

Audioscript

Narrator: Unit 1. Page 12. Activity 2. Listen to the dialogue between Meg and Luis. Number the signs in the order they mention them.

Meg: Do you understand those signs, Luis?

Luis: Yes, some are similar in my country.

Meg: What does that sign mean in your country?

Luis: It means 'You must wear a seat belt' and that one means 'Remain seated.'

Meg: What about those signs?

Luis: That one means 'Dangerous curve ahead' and that other one means 'Be careful, there's an intersection ahead.'

Meg: Look at that sign. It means that the road or lane is for bicycles only. The other sign means that a U-turn is prohibited.

Luis: You have to be really careful when you drive a car. I would like to learn how to drive.

Meg: I prefer riding my bike. I have to be careful too! But I don't have to pay for fuel or wear a seat belt.

Luis: That's true. But you must wear a helmet! Pedestrians also must be careful.

Meg: Yes, we all have to take care of each other.

Answer key

1. You must wear a seat belt; **2.** Remain seated; **3.** Dangerous curve ahead; **4.** Be careful, there's an intersection ahead; **5.** The road or lane is for bicycles only

Allow time for students to read the meanings of the signs and match them to the images in pairs. Have them listen again and check their answers. Check as a whole class.

Answer key

a. Passengers must remain seated; **b.** Lane reserved for cyclists; **c.** Passengers must wear a seat belt; **d.** Dangerous curve ahead

Mixed-ability

- Play the recording a third time if necessary. You may want to let students read the meanings of the signs in Activity 2 even before listening for the first time, so that they familiarise with the vocabulary. This can be useful for visual learners who find listening especially challenging.

Move forward

Ask students to make groups and prepare useful signs with rules and warnings for the classroom, the playground and the school building. E.g.: 'toilets', 'fire extinguishers', 'stairs', 'little children playing', 'silence in the library'. You may want to work together with the Computing or the Arts teacher. Once they are ready, tell students to place the signs where appropriate.

Learner's Book, page 13

Grammar in use

Move onto

At this point in the unit, students have been exposed to the target language and have also used it in oral and written ways. This is the time to make the teaching points explicit so as to systematise the practice. To achieve this, it is useful to relate the teaching point with students' lives as close as possible. Therefore, you may want to ask them about their personal responsibilities and rules at home and school, or within any other community they are part of.

- 3 Ask students to look at the pictures on page 13 and describe what they see. Read the instruction for the class. Allow time for students to read the sentences and do the matching. Ask them to correct in pairs. Then check as a whole class. Allow time for students to decide where to copy each sentence. Ask them to work individually on this task. Check as a whole class. At this point, take the time needed for explanations or clarifications.

Answer key

a. Students have to do lots of projects. **b.** A taxi driver mustn't park on the cycle path. **c.** A doctor doesn't have to visit patients.

- 4 Explain what a planner is and ask students if they use one. Go through the planners on page 13 with the class and comment on the activities that are crossed out and the ones that are not. Elicit full sentences from students to describe the planners.

E.g.: *Luis must wash the dog on Monday. He doesn't have to study Math on Tuesday.*

Allow time for students to read the sentences (a-d) and choose the correct option. Ask them to correct in pairs. Then check as a whole class.

Answer key

a. mustn't; **b.** doesn't have to; **c.** don't have to; **d.** mustn't

- 5 Tell students about your obligations as a teacher and ask them what other obligations come to their minds for different professions or occupations. Read the instruction aloud for the class. Allow time for students to write. Ask them to exchange books and do peer correction. Monitor everybody's written answers. Ask volunteers to read their answers aloud.

Mixed-ability

- Invite quick finishers or more fluent writers to continue writing on their folders or to help their partners out.

Move forward

Invite students to write rules and obligations and read them aloud so that the listeners guess what profession they refer to. E.g.: *She/he must help in emergencies but doesn't have to take people to hospital (Firefighters).*

Allow students to decide whether they work individually, in pairs or in small groups.

See more Grammar reference, page 69


Learner's Book, page 14


Speaking

The Speaking section aims at increasing oral fluency and accuracy. Speaking involves a high degree of exposure, especially when the tasks are more open than guided. Open speaking tasks in a foreign language can be very demanding. Make sure students feel in a safe and relaxed environment. Otherwise, they won't make the most of the activities but will go through frustration and reluctance instead. You may want to devote time to implement humanistic techniques that empower the group and reinforce the relationships among the classmates before going over the Speaking sections. For this you may also want to resort to the class tutors or other teachers and work as a team.

Move onto

Ask students to tell you what their school planner is like and the changes they would introduce. E.g.: *I would like to have more hours of Art and less hours of Math.*

1  Explain to students that pairworks are information-gap activities that need to be done in pairs because one student has a part of the information and the other student has another part of the information. They need each other to get the information as a whole. Read the instruction aloud for the class and make sure all students understand the task. Ask volunteers to read the sample dialogue. Divide the class into students A and students B. Ask students B to go to page 64 in the *Learner's Book* and look at the information provided. Tell students to pair up and find out about Leslie's planner. Walk around to monitor the dialogues among the students.

2  Read the instruction aloud for the class. Tell students that they have to complete the planner with their real activities for each day. Tell them to include both school and extra school activities. Allow time for students to write and provide help when necessary. As they finish writing, ask students to pair up and share the information on their planners. When all the pairs have finished, ask volunteers to report what their partners told them about the activities during the week.

Mixed-ability

- Write a model dialogue on the board for students to resort to when doing activity 2. E.g.:

A *Every Thursday afternoon I must play hockey for two hours.*

B *Do you like it?*

A *No!*

B *Well, I have to play volleyball... but I enjoy sports.*

3 Read the instruction aloud for the class. Make sure all students understand the words involved and what they have to do. Allow time for them to solve the task individually or in pairs. Ask them to correct with a partner. Then check as a whole class. Encourage students to make complete sentences. E.g.: *I must do the dishes at home.*

Answer key

School: study History, do homework;

Friends & family: help with homework, do the dishes;

Free time: play sports, take a nap

Move forward

Invite students to design their ideal planner. Allow them to decide if they want to work individually, in pairs or in groups. Tell them to include activities they enjoy and also responsibilities they find reasonable, useful and self-directed. Once they have finished, ask them to share their ideal planners. Find coincidences and differences among them.

Learner's Book, page 15

Grammar in use

Move onto

Discuss with students the fact that there are rules everywhere we go and that we may find some of them reasonable and some others not. Elicit examples of both of them. Distinguish among security rules and rules that are arbitrary or imposed by someone else, sometimes for his/her own convenience. E.g.: *We must sit for tests at school vs. We mustn't eat in the lab.* You may also want to mention that there are exceptions to the rules and that common sense is always a priority. Reflect on the fact that we can always freely express our opinions and suggestions for change, and highlight the advantages of doing it respectfully and clearly, supporting our viewpoints.

4 Ask the class to recall the rules they must follow in their daily lives as students. Allow time for students to write the list. Then share as a whole class.

Mixed-ability

- Allow students to make the list in pairs or groups. Provide written examples on the board first.
- Invite fast finishers to check if their partners need help with vocabulary, spelling or grammar. They may also want to analyse which are the rules and obligations that are mentioned more times, or less.



Ask students to exchange their lists and discuss their opinions. Write useful language on the board. E.g.: *In my opinion this rule is useful because...; I think this rule is ridiculous because...*

Answer key

Students' own answers.

5 Read the instruction aloud for the class. Invite the class to think and suggest ideas for the posters. Ask them to consider suggestions that are possible to

carry out. Ask students to make groups of four and allow time for them to discuss their opinions, agree and complete the posters in their books.

Answer key

Students' own answers.

Move forward

You may want to come to an agreement with your students in order to implement some of their suggestions during the English classes. If so, have them prepare the posters on big cardboard and hang them on a classroom wall.

- 6 Ask students to look at the illustrations on page 15 and describe them. Read the instruction aloud for the class and make sure everybody understands what to do. Allow time for students to complete the sentences individually. Ask them to check in pairs. Then check as a whole class.



More practice
Practice Book, pages 84-85, activities 1-4

Move forward

Encourage students to compare the rules they made up in activity 6. Invite them to think of other special places and make up rules to move around them safely. E.g.: a hospital; a spaceship; an atelier.

Learner's Book, page 16

Integration

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

Move onto

Ask students to recall everything they feel they have learnt, discovered or reflected along the unit. You may want to write their comments on the board. Ask them to go back to the opening page of the unit and read the objectives. Ask them if they think they have achieved them or not and to what extent.

- 1 Read the instructions aloud for the class and make sure everybody understands what to do. Allow time for students to prepare the questions. Then check the questions as a whole class and write them on the board. Tell students that they will walk

along, so desks need to be moved to make room for circulating. Allow students to move freely around the classroom to talk and complete the chart. Although this may be noisy and messy, it is fun and worth doing. Once students have finished, ask them to put the desks in order and go back to their places. Finally, ask volunteers to report the results in their charts.

Answer key

Students' own answers.

- 2 Ask students to look at the picture on page 16 and describe it. Elicit from them the place and the situation. Read the instruction aloud for the class. Allow time for students to solve the task individually or in pairs. Then check as a whole class.

Answer key

Students' own answers.

Read the instruction aloud for the class. Tell them to imagine a conversation first orally, and ask volunteers to act it out. Then, allow time for students to write the conversation. When they have finished, tell them to exchange books and do peer correction. Ask volunteers to read aloud their written dialogues. Check out everybody's writings.

Answer key

Students' own answers.

Mixed-ability

- Have fluent writers go on writing in their folders.
- Remind students of the dialogue they listened to between Meg and Luis in the Listening section. Have them listen again if necessary.

Move forward

Invite students to prepare a summary of the unit in any way they want: a written paragraph, a drawing, a collage, a presentation. Allow them to decide if they want to work individually, in pairs or in groups. Share the productions as a whole class.

Learner's Book, page 17

Writing

Move onto

The writing sections explore various text types. Students learn to write by reading, therefore, you should provide models of text types.

2 Earth to humans!

OBJECTIVES

- Read a news article.
- Listen to an informal dialogue.
- Share anecdotes.
- Talk about the environment.
- Write a news article.

VOCABULARY

- Natural disasters and resources; recyclable materials

GRAMMAR

- Past simple; past continuous

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gov.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/la-institucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 18

Move onto

Discuss the title of the unit with the class.

Write the following questions on the board:

What do you think the title refers to?

What is the relation between Earth and humans?

What do you think this unit is about?

Elicit from students words such as environment, planet, recycling, natural disasters and related vocabulary.

Explain to students that the expression 'earth to someone' means trying to get the attention of someone who is lost in their own thoughts and not paying attention to the person speaking to them. Because the person is said to be 'spacing out', they are being contacted by earth. Ask students how they think this meaning relates to the ideas expressed before. Ask if they believe we are aware enough of our planet's situation.

Then read the objectives of the unit together.

Digital awareness

If appropriate at this stage, tell students to explore the websites suggested for Unit 2 in the section 'Useful websites' on page 68 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet. You may also want to look up words related to the unit or vocabulary students are curious about.

- 1 Ask students to look at the pictures on page 18 of their *Learner's Book* and read the descriptions. Tell them that some pictures represent what humans can do for the environment and other represent what humans can do against the environment. Allow time for students to classify the pictures in pairs. Then check as a whole class.



Ask students to discuss their own actions in pairs. Then ask a pair to report what they said.

- 2 Write three headings on the board: *natural disasters*, *natural resources* and *recyclable materials*. Ask students to brainstorm words to place under each heading. Write everything they say on the board under the right heading. Read the instruction aloud and ask a volunteer to read the words. Allow time for students to solve the activity on their own. Then check as a whole class.

Answer key

ND: forest fire, avalanche, hurricane; NR: gas, coal, oil; RM: batteries, cardboard, glass

Mixed-ability

- Allow students to work in pairs or groups if needed. Encourage the use of dictionaries.
- Ask fast finishers to enlarge the lists of examples and to discuss:
Which natural disaster do you fear the most? Why?
What natural resources does your country produce?
What recyclable material do you usually use? Do you recycle them? Why (not)? How?
Then ask them to pair up with a different partner and share ideas with him/her. Finally, run the discussion as a whole class and draw conclusions.

Move forward

Ask students to work in groups on a plan of action to recycle materials at school. The plan should include: analysis of the situation, objectives, course of action, participants and expected results.

Learner's Book, page 19

Reading

Move onto

Ask students if they usually read newspapers on paper or online, which ones and which sections they are most interested in and why. Ask them to provide examples. Ask if they have ever been in touch with foreign media (TV, radio, newspapers, news sites) and if they know what the current news are in other parts of the world.


Digital awareness

You may want to visit well-known newspapers online or news sites like the BBC, NYT, etc. and analyse how they provide the information in a different way from the traditional printed newspapers. This can be an opportunity to discuss various ways of reading different formats. Ask students which they prefer and why.

- 3 Ask students to look at the text on page 19 of their *Learner's Book* and discuss the questions as a whole class. Focus on the text format and design to answer the questions. Describe the picture you see on the text. Elicit the parts of the text from students (these will be tackled in the Writing section).

Answer key

a. We know it's an informative text because of the section, the headline, the lead, the photograph. **b.** News article

- 4  Read the instruction for the class. Then read the questions and make sure everybody understands. Allow time for students to read the article carefully and individually. Once they have finished reading ask them to underline the answers in the text. Then ask them to share answers with a partner. Finally, ask pairs to report their answers to the class. Encourage students to use their own words to answer instead of reading directly from the article.

Answer key

a. The earthquake happened on May 6. **b.** Fritzie and Stefanie are students. **c.** Mr Cupit stopped giving a lecture because the room began to shake. **d.** Mr Cupit was calling the roll when the students told him Fritzie and Stefanie were hurt. **e.** Students' own answers.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications.

Mixed-ability

- Ask students to write the answers to the questions on their folders. Then, ask them to exchange folders and do peer correction.
- Ask students to underline the past simple and the past continuous in questions and answers with different colours.

Move forward

Write these sentences on the board and ask students to complete them according to their own experiences:

When I heard the terrible news...

I was listening to the radio when...

My family and I were walking home when...

When my partners and I entered the classroom...

We were studying at the library with friends when...



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

Learner's Book, page 20

Listening

Move onto

Play hangman on the board to elicit the word *anecdotes*. Ask students if they like sharing anecdotes, with whom and when. Ask them if they like hearing other people's anecdotes, why or why not. Ask what kind of anecdotes they prefer sharing: funny, scary, etc.

- 1 Ask students to look at the illustration on page 20 of their *Learner's Book*. Ask volunteers to describe the picture in detail. Read the instruction for the class and solve the activity together. Tell students that they will listen to the dialogue to check their predictions. Play the audio and check answers again after listening.

Audioscript

Narrator: Unit 2. Page 20. Activity 1. Listen to the dialogue and check your answer.

Nick Did the power go out in your house last night?

Meg Yes, it did. It went out all over town.

Leslie What were you doing when it went out?

Meg I was taking a shower when it went dark. It was awful, I slipped on the soap and I fell down.

Brian What were you doing, Nick?

Nick At home the power went out while I was doing my homework on my computer. I lost all my work!

Meg What were you doing when the power went out, Leslie?

Leslie I was watching a film on TV. It was really interesting and now I don't know what happened. How about you Brian?

Brian I was sleeping when it went out. I didn't notice!

- 2 Tell students that they will listen again to complete the conversation between the friends. Allow time for students to read the dialogue first. Encourage them to complete it with what they remember from the first listening or with what they think is the correct form of the verb. Discuss possibilities with the class. Then play the recording again.

Answer key


a. did-go; b. went; c. was taking; d. fell; e. was doing; f. lost;
g. was watching; h. happened; i. was sleeping; j. didn't notice

Mixed-ability

- Play the recording a third time if necessary. Stop the audio in between so as to provide time for students to write at their own pace.

Move forward

Ask students to write a short anecdote on a paper. Once they have finished, collect and mix the papers. Read aloud each anecdote and ask students to guess who wrote it.

- 3  Read the instruction aloud for the class. Tell students that they will share their experiences in pairs and then each one will report what her/his partner said. Allow time for students to pair up, remember their personal anecdote and get ready to share. Help them with words they may need or write useful vocabulary on the board. Allow time for students to share orally. Then ask volunteers to talk about their partners.

- 4 Read the instruction for the class. Encourage students to imagine the situation and predict the answer to question a. Then play the recording.

04 Track 5

Audioscript

Narrator: Unit 2. Page 20. Activity 4. Listen to Leslie telling the beginning of the film she was watching when the power went out. Answer.

I was watching this great film when the power suddenly went out! I couldn't believe it! It was a fantastic scene because the protagonists were about to meet again after such a long time and some many problems. He was walking slowly towards her and she was crying, sitting on a bench. What were they thinking? I don't know, I missed their conversation! My sister was with me and she felt very angry when everything got dark. We have to get that film again and watch it from the beginning.

Answer key

a. It was a romantic film. b. Students' own answers.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications.



More practice
Practice Book, pages 90-91, activities 1-6

Learner's Book, page 21

Grammar in use

Move onto

At this point in the unit, students have been exposed to the target language and have also used it in oral and written ways.

This is the time to make the teaching points explicit in order to systematize the practice. To achieve this, it is useful to relate the teaching point with students' lives as close as possible and encourage them to provide personal examples.

- 5 Ask students to look at the pictures on page 21 of their *Learner's Book*. Read the instruction for the class. Allow time for students to write the answers to the questions individually. Then, tell them to exchange books and do peer correction. Finally, check as a whole class.

Answer key

a. Ken was doing homework when the power went out. b. Nick's brothers were watching TV when the power went out. c. Lisa was reading when the power went out.

- 6 Read the instruction for the class and read the text aloud too. Allow time for students to solve the task. Then ask students to exchange books and do peer correction. Tell them to compare their answers and discuss the differences. Finally, check as a whole class.

Answer key

a. started; b. were celebrating; c. were shouting; d. arrived;
e. were putting out; f. ran

- 7 Read the instruction for the class. Ask students to do the activity in pairs. Then, ask volunteers to read their dialogue aloud. Monitor everybody's writing.

Answer key

Students' own answers.

Mixed-ability

- Let students choose if they want to work individually, in pairs or groups. Allow time for them to think of and plan the dialogue before actually writing it. Encourage the use of dictionaries if needed.
- Invite quick finishers or more fluent writers to continue writing on their folders or to help their partners out.

Move forward

Invite students to choose a current piece of news and make up more conversations taking the role of journalists. They may want to write the interviews down to publish them in a 'Classroom News Report'.

See more
Grammar reference, page 70


Learner's Book, page 22


Speaking

The Speaking section aims at increasing oral fluency and accuracy. Speaking involves a high degree of exposure, especially when the tasks are more open than guided. Open speaking tasks in a foreign language can be very demanding. Make sure students feel in a safe and relaxed environment. Otherwise, they won't make the most of the activities but will go through frustration and reluctance instead. You may want to devote time to implement humanistic techniques that empower the group and reinforce the relationships among the classmates before going over the Speaking sections. For this you may also want to resort to the class tutors or other teachers and work as a team.

Move onto


Ask students to remember a domestic anecdote and ask volunteers to share it with the class. Provide examples such as: *when I burnt my hand with the oven; when I left the keys inside; when I forgot to close the faucet.*

- 1  Read the instruction aloud for the class and make sure everybody understands what to do. Allow time for students to make groups of four and assign the roles. Walk around and monitor the interactions. Write useful vocabulary on the board when needed. Once students have finished, ask volunteers to act out their conversation.

- 2  Explain to students that pairworks are information-gap activities that need to be done in pairs because one student has a part of the information and the other student has another part of the information. They need each other to get the information as a whole. Read the instruction aloud for the class and make sure all students understand what they have to do. Ask volunteers to read the sample dialogue. Divide the class into students A and students B. Ask students B to go to page 64 in the *Learner's Book* and look at the information provided. Tell students to pair up and find out about Leslie's planner. Walk around to monitor the dialogues among the students.

Mixed-ability

- For both activities 1 and 2 you may want to make the groups or pairs yourself so that students can help each other and make the most of their different language levels.
- For both activities 1 and 2 allow time for students to take notes before they start talking. This can reduce anxiety, give them confidence and make the task easier and friendlier.

- 3  Read the instruction aloud for the class and make sure everybody feels confident enough to carry it out. Provide useful vocabulary on the board and give a full example yourself by telling a personal anecdote. The more personal, the better, because students will realise how bringing experiences back to memory makes the use of the language more natural, fluid and less controlled, in comparison to the guided pairwork carried out before. Allow time for students to carry out the activity in pairs, groups or individually anyone prefers so.

Move forward

Invite students to write down their anecdotes and do peer correction on their written productions.

At this stage you may want to discuss the differences between spoken and written language.



More practice
Practice Book, pages 92-93, activities 1-3

Learner's Book, page 23

Grammar in use

Move onto

Discuss with students the differences between the present continuous and the past continuous. Discuss the notion of actions in progress at a present time or in the past. Provide examples and encourage students to provide their own.

- 4 Ask students to carefully look at the pictures on page 23 of the *Learner's Book*. Read the instruction aloud for the class and answer the questions as a whole class.

Answer key

a. The people are acting, talking, celebrating, looking for something under the table. Accept all students' answers at this point. It is a predictive activity. **b.** The people are at a party. Accept all students' answers at this point. It is a predictive activity.

Ask students to read the dialogue individually before completing it and check their previous answers to the questions.

Allow time for students to complete the dialogue individually. Then ask them to compare answers with a partner. Finally, check as a whole class.

Answer key

a. was; **b.** was; **c.** was telling; **d.** are-doing; **e.** are-playing; **f.** are-doing; **g.** am searching; **h.** are; **i.** are performing; **j.** didn't come

Ask students to look at the pictures again and relate them to the information in the dialogue. Ask them to write the names of the people under the correct picture.

Answer key

Joan and Simon; Meg; Pete; Stu and James

- 5 Read the instruction aloud for the class. Allow time for students to solve the activity individually. Then ask them to compare their answers. Finally, check as a whole class.

Answer key

a. What was Meg doing? She was searching for her earring under the table. **b.** What was Pete eating? He was eating. Students' own answers. **c.** What were Stu and James doing? They were playing a miming game.



More practice
Practice Book, pages 94-95, activities 1-6

Learner's Book, page 24

Integration

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

Move onto

Ask students to recall everything they feel they have learnt, discovered or reflected on along the unit. You may want to write their comments on the board. Ask them to go back to the opening page of the unit and read the objectives. Ask them if they think they have achieved them or not and to what extent.

- 1 Read the instructions aloud for the class and make sure everybody understands the task. Allow time for students to read the article carefully. Then ask them to choose the correct option. Once they have finished, ask them to compare their choices with a partner. Finally, check as a whole class.
You may want to use this activity to review the parts and format of a news article.

Answer key

a. were; **b.** was; **c.** was; **d.** was; **e.** were; **f.** was

- 2 Read the instructions aloud for the class and make sure everybody understands what to do. Allow time for students to solve the activity individually. Once they have finished, ask them to compare with a partner and discuss the differences. Finally, check as a whole class.

Answer key

a. What was the thief wearing? **b.** Where was Mrs Harriet sleeping that night? **c.** Where was the chef during the robbery? **d.** The chef stole the diamond.



Read the instruction aloud for the class and make sure everybody understands what to do. Provide examples of mysteries to be solved in real life, in books or in films. Answer the question yourself to provide a model. Allow time for students to discuss their opinions in pairs. Ask volunteers to report their answers.

Mixed-ability

- You may want to discuss activity 3 as a whole class or allow students to do it in groups instead of pairs. This way, students may feel less exposed and more confident.

Move forward Ask students if they have ever read mystery stories or if they like thrillers. Tell them to share everything they remember about those mysteries. Invite students to prepare mysteries in groups for other groups to solve. It may be useful to read mystery stories first, or watch film segments.

Learner's Book, page 25

Writing

Move onto The writing sections explore various text types. As students learn to write by reading, models are usually provided first. Writing planning is also tackled, as organizing ideas before actually writing helps to reduce the writer's anxiety and to elaborate better texts.

- 1 Ask students to look at the text format on pages 19, 21 and 24 and analyse it as a whole class. Notice the elements of a computer or phone screen and what they are used for. Read the instruction aloud for the class. Allow time for students to read the definitions carefully. Once they have done the matching, ask them to compare with a partner. Then check as a whole class.

Answer key

Section: It tells you what the news is about. Date: It tells you when the news happened. Headline: It catches your eyes and sums up the story. Lead: It gives the most important information very briefly. Body: It supplies additional information and details. It is divided into small paragraphs.

- 2 Read the instruction aloud for the class. Draw students' attention to the organisation of the text type and comment on the 'Bank of ideas' content. Allow time for students to write and revise their writing. Let them ask the meaning of words or use dictionaries. Once they have finished, ask them to exchange books and do peer correction. Make sure you check everybody's production. Ask volunteers to read their articles aloud.

Answer key

Students' own answers.

Mixed-ability

- Fluent writers may need more space to write. Tell them to write their final copy in their folders.
- Less fluent writers may find it useful to plan their article before starting to write. Show them how to prepare a simple outline: opening formula, body, list of the issues you want to include, closure formula.

Move forward Invite students to make a newspaper with the articles they have written and others they may write. They will have to work on selection, correction, layout and use of pictures.

Progress Test, Unit

Teacher's Book, page 77

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

Teacher's Book, page 72

Assess your Progress

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 have already mastered that objective. Give them some minutes to complete the card in class. Then collect all the cards and go through them to keep a record of the students' self-assessment. Write a short comment on the cards before handing them back, such as: *Good job! Keep it up! Keep trying!*

CLIL

Learner's Book, page 26

GLOBETROTTERS in Los Angeles

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

Invite students to go through the article in small groups. Encourage them to discuss and make comments. Ask them to discuss which of the actions mentioned in the article they actually carry out in their daily lives. Ask them to write a list of other useful actions they can come up with.

Move forward

Tell students to look for information about pollution in the area where they live. They prepare the information and compare it with their partners'. Get students to research about different types of pollution (air, visual, auditive). Encourage them to find out what positive actions are being carried out to reduce pollution.

Have students make a list of concrete actions they can do to take care of the environment.

Project

Learner's Book, page 27

Experience your TV news report

The Project section has been included to provide students with an opportunity to experience, research and design their own individual production. In this case, students are going to produce a TV news report.

Steps 1 to 5

Read the project together as a whole class. Take the time you need to discuss each step and make sure everybody understands the process. Make students notice that each step involves different kinds of work and productions, such as reading, writing, discussing, etc. Each step also involves different dynamics; i.e. students will work individually, in pairs or groups in each step.

The whole project may be carried out along many classes. Allow time for students to make decisions, arrange groups, assign roles and tasks and decide what needs to be done at home and what can be done in class. Be ready to help students out whenever they need to get organised or whenever they need language assistance. Provide any useful language they need, and encourage the use of dictionaries as well. It is important that you monitor the process, so that their productions are as good as possible when the time for step 4 (Presentation) comes. You may want to film the presentations and/or invite other students at school to see them. Step 5 suggests a self-evaluation process. Make sure students go through it in a relaxed and friendly way, making the most out of the experience.

Every picture tells a story 3

OBJECTIVES

- Read a popular myth.
- Listen to the narration of a myth and its analysis.
- Analyse the elements of a story.
- Tell a story.
- Write a fictional story.

VOCABULARY

- Literary genres; adjectives and adverbs

GRAMMAR

- Narrative tenses; comparative and superlative adverbs

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 28

Move onto

Discuss the title of the unit with the class.
Write the following questions on the board:

What do you think the title refers to?


What do you think this unit is about?

Do you like literature? Why (not)?

Discuss the objectives on page 28 of the *Learner's Book* with the class. Ask students if they have ever dealt with these issues in their mother tongue.


Digital awareness

If appropriate at this stage, tell students to explore the websites suggested for Unit 3 in the section 'Useful websites' on page 68 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet.

- 1  Ask students to look at the pictures on page 28 of their *Learner's Book* and describe them in detail. Then allow time for them to answer the questions in pairs. Check their predictions as a whole class.

Answer key

Students' own answers.

- 2  **05 Track 6** Read the instruction aloud for the class and make sure everybody understands what they have to do. Make it clear to students that they will only hear the beginning, not the whole story. Discuss with them what they know about myths, which ones they know and their characteristics.
Play the audio. Allow time for students to solve the activity on their own. Then check as a whole class.

Audioscript

Narrator: Unit 3. Page 28. Activity 2. Listen to the beginning of the myth. Number the pictures.

Narrator 'The Smiling Rabbit'


An old man and his wife lived in a poor little house. They were very poor and all they had was a clever rabbit, a young jaguar, and some corn. First, they slowly ate all the corn they had; then, they decided to eat the rabbit. They were heating the water to cook him when the jaguar saw them. He went quickly to the rabbit and said, 'The old people want to eat you and I want a piece.' The rabbit answered, 'No, my friend, they are heating water to make hot chocolate for breakfast.' 'That's not true,' said the jaguar angrily. 'They want to eat you.' The rabbit answered intelligently, 'I can prove I'm right. Get into my cage and you'll see: they'll give you the first mug of chocolate.'


Answer key

Old people: 1; Rabbit: 2; Jaguar: 3; Man: not mentioned

Mixed-ability

- Play the recording a second time if necessary. Stop the audio in between so as to provide time for students to write at their own pace.

- 3  Ask students to look at the pictures and describe them. Allow time for them to number the pictures. Tell them to discuss in pairs if they thought of the same order or not. Ask volunteers to tell the story as they imagine it.
Take advantage of this activity to briefly introduce storytelling tools such as time connectors, descriptions and actions. Make students aware of the way they naturally tell a story and provide them with any useful vocabulary they may need.

- 4  **05** **Track 6** Tell students you will play the recording again for them to listen in detail. Read the instruction aloud for the class and let students say if they remember the missing words. Play the audio as many times as students need to complete the blanks. Check as a whole class.

Move forward


Ask students to list other myths or fables they know in pairs or groups. Once they have finished, ask a spokesperson in each group to say which story they listed.

Learner's Book, page 29

Listening

Move onto

Elicit from students the characteristics of myths and fables, and their differences in comparison to stories from other genres they mentioned at the beginning of the unit. Write everything students say on the board.

- 5  **06** **Track 7** Tell students that they will listen to a teacher delivering a class about myths. Read the instruction aloud for the class. Allow time for students to look at the chart and make sure they are already familiar with the elements mentioned. Take the necessary time to explain, discuss and provide examples about settings and characters. Play the audio. Allow time for students to complete the chart.



Then ask them to compare answers with a partner. Finally, check as a whole class.

Audioscript

Narrator: Unit 3. Page 29. Activity 5. Listen to a Literature teacher speaking about myths. Complete the chart.

Narrator This story is a fable and it is called 'The Smiling Rabbit'. It's a Mexican myth. All cultures have their own stories that come from historical times. Do you know any Argentinian myths?

A myth is a traditional story that shows how a certain culture sees the world. The plots present natural phenomena, supernatural events or relationships between human and gods and superheroes.

Stories usually have a clear setting in time and place, but myths are often less precise about them.

In this case, the main characters are animals that speak and act more intelligently or greedily than humans, while the human characters appear to be minor.

We know 'The Smiling Rabbit' takes place in the past, in a poor, little house, probably in the forest or the woods.

The plot describes how a playful rabbit tricks a wild jaguar, and explains what we can see in the full moon.

Answer key

Main characters: animals; Minor characters: humans;
Setting in place: poor little house in the forest or the woods;
Setting in time: indefinite past

- 6 Tell students that 'Pombero' is a traditional story very well-known in Argentina and Paraguay. Ask them if they have ever heard of it. Tell them to look at the picture and ask if they identify the place. Explain that is the triple border Argentina-Paraguay-Brazil. You may want to identify the place on a map. Read the instruction for the class. Allow time for students to read the text carefully and individually. Encourage the use of dictionaries. Then ask them to share answers with a partner. Finally, ask pairs to report their answers to the class.

Answer key

mysteriously; greatly; harmonically; mischievously

- 7 Ask students to pair up or to make groups of three to four people. Allow time for students to agree on a story and then prepare the chart. Make sure you check all of the groups' work. Then allow time for students to discuss orally. Provide useful language on the board if needed. Ask a spokesperson in each pair or group to share the summary of the story they discussed.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as they need for explanations and clarifications.

Mixed-ability

- Ask students to write the summary of the myth they discussed in activity 7 on their folders.

Learner's Book, page 30

Reading

Move onto

Draw a plot diagram on the board showing beginning, middle, climax and falling action of a story. Tell students that they will get to know how "The Smiling Rabbit" continues, but they will have the chance to read instead of listening now.

- 1 Ask students to look at the illustration on page 30 of their *Learner's Book*. Ask volunteers to describe the picture in detail. Read the instruction for the class and solve the activity together. Tell students that they will read to check their predictions.

Answer key

Students' own answers.

- 2 Tell students that they will read how the story goes on to check their predictions. Read the instruction for the class. Allow time for students to read the text carefully and to number the pictures. Once they have finished, ask students to compare answers with a partner. Then check as a whole class.

Answer key

2; 1; 4; 3

Mixed-ability

- Read the story aloud to help students with intonation and pronunciation and serve as a model.
 - Ask volunteers to read aloud to practise intonation and pronunciation.
- 3 Read the instruction aloud for the class. Ask students to mark the ending of the myth with a colour. Discuss how they can distinguish the middle from the end. Help students to become aware of punctuation and simple linking words.


Answer key

Finally, he reached the moon. That is why, on nights when the moon is full and red, you can still see the rabbit holding his stomach with laughter.

- 4 Read the instruction for the class. Allow time for students to solve the task individually. Then ask them to compare answers with a partner. Finally, check as a whole class. Encourage students to underline the answers in the text.

Answer key

A; B

- 5  Read the instruction and the questions aloud for the class. Make sure all the questions are clear to all students. Allow students to decide if they prefer to discuss the questions in pairs or in groups. Provide any useful language they may need and write it on the board. Monitor students' talk by walking around. Once they have finished, ask a spokesperson to report the answers.

Mixed-ability

- Ask students to write down the answers to the questions on their folders.



More practice
Practice Book, pages 98-99, activities 1-5

Learner's Book, page 31

Grammar in use

Move onto

At this point in the unit, students have been exposed to the target language and have also used it in oral and written ways.

This is the time to make the teaching points explicit in order to systematize the practice. To achieve this, it is useful to relate the teaching point with students' lives as close as possible and encourage them to provide personal examples.

- 6 Read the instruction and the sentences aloud for the class. Allow time for students to solve the task individually. Then tell them to compare their choices with a partner. Finally, check as a whole class.

Answer key

a. smarter; b. angry; c. more actively; d. didn't bring; e. surprisingly

- 7 Read the instruction for the class and read the example aloud too. Allow time for students to solve the task. Then ask them to exchange books and do peer correction. Tell them to compare their answers and discuss the differences. Finally, check as a whole class.

Answer key

b. quietly; c. loudly; d. angrily; e. fluently; f. carelessly; g. happily

- 8 Read the instruction aloud for the class and make sure everybody understands the task. Provide examples and write them on the board. Ask students for examples and write them on the board too. Allow time for them to discuss more examples in pairs. Ask them to write down their answers and then share with the whole class.

Answer key

Students' own answers.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications.

See more
Grammar reference, page 71



Learner's Book, page 32

Speaking

The Speaking section aims at increasing oral fluency and accuracy. Speaking involves a high degree of exposure, especially when the tasks are more open than guided. Open speaking tasks in a foreign language can be very demanding. Make sure students feel in a safe and relaxed environment. Otherwise, they won't make the most of the activities but will go through frustration and reluctance instead. You may want to devote time to implement humanistic techniques that empower the group and reinforce the relationships among the classmates before going over the Speaking sections. For this you may also want to resort to the class tutors or other teachers and work as a team.

Move onto

Ask students to remember a domestic anecdote and ask volunteers to share it with the class. Provide examples such as: *when I forgot my wallet; when I lost my agenda.*

- 1  Explain to students that pairworks are information-gap activities that need to be done in pairs because one student has a part of the information and the other student has another part of the information. They need each other to get the information as a whole. Read the instruction aloud for the class and make sure all students understand the task. Ask volunteers to read the sample dialogue. Divide the class into students A and students B. Ask students B to go to page 64 in the *Learner's Book* and look at the information provided. Tell students to pair up and find out about Leslie's planner. Walk around to monitor the dialogues among the students. As students finish the pairwork, ask them to discuss the questions. Then, ask volunteers to report their answers to the class.
- 2  Read the instruction aloud for the class and make sure everybody understands what to do. Ask a volunteer to read the example aloud. Allow time for students to pair up or make groups. Walk around and monitor the interactions. Write useful language on the board when needed. Once students have finished, ask volunteers to share their stories.
- 3 Read the instruction aloud for the class and write students' answers on the board.

Mixed-ability

- Ask students to write their stories on their folders.

Move forward

Play the game as a whole class. Once the students feel confident enough they can play in pairs or groups: you say a verb and students have to call out a matching adverb. Then they have to provide a sentence as an example. You may also want to call out adverbs so that students provide a matching verb.

Learner's Book, page 33

Grammar in use

Move onto

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications. Read the table together and provide examples. Write them on the board.

- 4 Read the instruction and the sentences aloud for the class. Allow time for students to spot the correct sentences first. Check as a whole class. Then allow time for students to correct the mistakes. Once they have finished, ask them to compare answers with a partner. Then check as a whole class.

Answer key

a. correct; **b.** The old couple ate the corn earlier than the animals. **c.** correct; **d.** The rabbit laughed the loudest of all the characters. **e.** The students read the Mexican myth more silently than ever.

- 5 Read the instruction aloud for the class. Allow time for students to solve the activity individually. Then ask them to compare their answers. Finally, check as a whole class.

Answer key

a. best; **b.** broadly; **c.** happily; **d.** faster than; **e.** more energetically than; **f.** the furthest

- 6 Read the instruction and the examples aloud for the class. Allow time for students to solve the activity individually. Then ask them to compare their answers. Finally, check as a whole class.

Answer key

b. The second pig built his house more slowly than the first one. c. The third pig built his house the most carefully. d. The mother advised them clearly.



More practice
Practice Book, pages 100-101, activities 1-6

Learner's Book, page 34

Integration

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

Move onto

Ask students to recall everything they feel they have learnt, discovered or reflected along the unit. You may want to write their comments on the board. Ask them to go back to the opening page of the unit and read the objectives. Ask them if they think they have achieved them or not and to what extent.

- 1 Read the instructions aloud for the class and make sure everybody understands what to do. Allow time for students to read the definitions carefully. Then ask them to do the matching. Once they have finished, ask them to compare their choices with a partner. Finally, check as a whole class.

Answer key

Myth: A traditional narrative often about human behaviour and natural phenomena. **Drama:** A rhythmic, imaginative and beautiful writing that evokes an emotional response from the reader. **Poetry:** A story composed in verse or prose for theatrical performance, with dialogues and actions. **Historical fiction:** A story with fictional characters and events in a real historical setting. **Science fiction:** A story based on real or imagined science that is usually set in the future or on other planets.

Move forward

Ask students to provide a definition for 'historical fiction'. Think or look for examples.

Ask students to recall stories they know, have heard or read that correspond to each genre. Allow time for students to write. Share as a whole class.

- 2 Read the instructions aloud for the class and make sure everybody understands what to do. You may need to go back to the story so as to remind students of the ending. Ask a volunteer to re-read the story. Allow time for students to solve the activity individually. Once they have finished, ask them to compare with a partner and discuss the differences. Finally, check as a whole class.

Answer key

The correct picture is the one showing the rabbit smiling and holding his belly.

- 3 Read the instruction and the example for the class. Allow time for students to make the sentences individually. Then ask them to exchange books and do peer correction, finally, check as a whole class.

Answer key

Students' own answers.

Learner's Book, page 35

Writing

Move onto

The writing sections explore various text types. As students learn to write by reading, models are usually provided first. Writing planning is also tackled, as organizing ideas before actually writing helps to reduce the writer's anxiety and to elaborate a better text.

- 1 Discuss with students the titles suggested and encourage them to provide their own ideas. Analyse which genre they will choose to write their story.
- 2 Ask students to complete the story map so that it helps them develop their writing later. Once they have completed it, ask them to exchange books and ask a partner for feedback; i.e.: *Are the elements clear and vivid; is the story catchy?*
- 3 Read the instruction aloud for the class. Draw students' attention to the text organisation of the text type and comment on the 'Bank of ideas' content. Allow time for students to write and revise their writing. Let students ask for the meaning of words or use dictionaries. Once they have finished, ask them to exchange books and do peer correction. Make sure you check everybody's production. Ask volunteers to read their stories aloud.

Chance of a lifetime

4

OBJECTIVES

- Read a film review.
- Listen to an informal dialogue.
- Describe life experiences.
- Describe people's career paths.
- Write a film review.

VOCABULARY

- Artistic expression; sports

GRAMMAR

- Present perfect (experiences); *ever, already, yet*

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gov.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/lainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 36

Move onto

Discuss the title of the unit with the class. Explain that the idiom or expression in the title refers to an extremely important and/or fortuitous opportunity, especially one that is not likely to ever present itself again.

Write the following questions on the board:

What special opportunity wouldn't you like to miss? Why?

Discuss the objectives on page 36 of the *Learner's Book* with the class. Ask students if they have ever dealt with these issues in their mother tongue.

Digital awareness

If appropriate at this stage, tell students to explore the websites suggested for Unit 4 in the section 'Useful websites' on page 68 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet.

1

Ask students to look at the pictures on page 36 of the *Learner's Book* and describe them in detail. Write on the board any useful vocabulary they may need. Then allow time for them to answer the questions in pairs. Finally, check their predictions as a whole class.

Answer key

Students' own answers.

2

Read the instruction aloud for the class and make sure everybody understands what they have to do. Discuss students' preferences, likes and dislikes. Allow time for students to read the table and the words, and to solve the activity individually. Then check as a whole class.

Answer key

Sport: ice-skating, surfing, mountain climbing; **Art:** muralism, recording music; **Food:** eating exotic food

3

Read the instruction aloud for the class and make sure everybody understands what they have to do. Provide personal examples already using the present perfect tense in order to provide input. Write your examples on the board, under a tick or a cross. Allow time for students to complete the table on a separate sheet of paper. Then share as a whole class.

Answer key

Students' own answers.

Mixed-ability

- Discuss activity 3 as a whole class, write students' examples on the board and provide more input on the teaching point that you will later explore. If appropriate at this stage, elicit from more confident students the differences between simple past and the tense we use to talk about experiences (present perfect).


Learner's Book, page 37

Listening

Move onto

Tell students to recall informal conversations with friends and ask them to list characteristics, e.g.: the conversations are about personal topics; language is informal and usually slang. Elicit from students the usual formula that are used to start and finish an informal conversation. You may want

to ask volunteers to improvise one for the class.

- 4**  **07** **Track 8** Ask students to look at the picture on page 37 of their *Learner's Book* and describe it in detail. Ask students what they think the relation between the people in the picture is. Read the instruction aloud for the class and the options below as well. Play the audio.

Audioscript

Narrator: Unit 4. Page 37. Activity 4. Listen to the dialogue between Michelle and Luca. Tick what they have already done.

Michelle Hi, Luca, such a long time!

Luca Really! It's been ages! How are you?

Michelle Fine! I have just come back from Peru. Have you ever been there?

Luca No, I haven't. What is it like?

Michelle It's beautiful! Have you ever seen a forest? Peru's forest is amazing.

Luca I have been to Brazil once. It was five years ago. I took many pictures in the forest there.

Michelle That's awesome! The sea in Brazil must be the best.

Luca Oh yes! I have never seen cleaner waters. And I really enjoyed swimming.

Michelle I love it too.

Luca Did you like Peruvian food?

Michelle Oh, yes, it was delicious! Do you like it?


Luca I have never tried it.

Michelle Oh, I have learnt some recipes. You have to try them!

Luca I would love to!

Answer key

✓; x; x; x; ✓; ✓

- 5**  **07** **Track 8** Tell students you will play the recording again for them to listen in detail. Read the instruction aloud for the class and let students say if they remember the missing words. Play the audio as many times as students need to complete the blanks. Then check as a whole class. You will need to introduce students to some past participles at this point (see audioscript above and answer key below). Write them on the board and explain they belong to a third column they will be exploring soon. Write the infinitive and the past forms of those verbs as well.

Answer key

a. have come; **b.** Have you ever; **c.** been; **d.** have never tried; **e.** have learnt

Mixed-ability

- Play the recording as many times as necessary. Stop the audio in between so as to provide time for students to solve the task at their own pace.

- 6** Ask students to go back to what they wrote in activity 3 and elicit the forms in the present perfect from them. Then allow time for students to write the new sentences in the table. Provide the past participles they need.

At this stage you may want to tell students to have a look at the list of irregular verbs on page 79 of their *Learner's Book*.



Tell students to share their sentences with a partner. Then check as a whole class.



More practice
Practice Book, pages 104-105, activities 1-7

Learner's Book, page 38

Reading

Move onto

Play hangman to introduce the word cinema. Write the following questions on the board for students to discuss in pairs, small groups or as a whole class:

Do you like films?

What kinds of films do you prefer? Why?

Do you read about films before watching them? What information do you like to have?

- 1** Read the instruction aloud for the class and conduct the discussion of the questions. Focus on the graphic elements of the text.

Answer key

a. It's from a digital magazine, because of the graphic elements; **b.** Film review

Move forward

Explore digital magazines students read and compare formats and graphic elements. Discuss students' preferences, likes and dislikes. Ask them to imagine their ideal digital publication in terms of content, layout, colours and style in general.

- 2** Read the instruction aloud for the class and the items a-f as well. Allow time for students to read the text carefully and solve the activity. Then ask them to compare answers with a partner. Finally, check as a whole class.

Answer key


e; f; d; b; c; a

Mixed-ability

- Have students read the text in pairs or small groups, or read aloud yourself so as to help with pronunciation and intonation.
- Record students and have them listen to themselves and work on specific sounds.

Move forward

Ask students if they have seen *The Theory of Everything* and discuss with them if they agree or disagree with the review and why. Ask them what they would add, delete or change from the review they read.

- 3  Read the instruction and the sample dialogue for the class. Allow time for students to carry out the conversation. Write useful language on the board if necessary. Walk around to monitor and help. Ask volunteers to act out their dialogue or to report what they said.



More practice
Practice Book, pages 106-107, activities 1-5

Learner's Book, page 39

Grammar in use

Move onto

At this point in the unit, students have been exposed to the target language and have also used it in oral and written ways. This is the time to make the teaching points explicit so as to systematize the practice. To achieve this, it is useful to relate the teaching point with students' lives as close as possible and encourage them to provide personal examples.

- 4 Read the instruction for the class. Allow time for students to solve the task individually. Then ask them to compare answers with a partner. Finally, check as a whole class. Encourage students to underline the answers in the text.

Answer key

a. the cast and the author; **b.** has seen many good films;
c. plot, soundtrack and costumes; **d.** has been watched by many people

- 5 Read the instruction aloud for the class and the sentences below as well. Ask students for their opinions and ask them to give reasons for their answers. Take advantage of the activity to make clear the difference between past simple and past participle forms. Make sure everybody understands the differences clearly. Provide more examples if necessary and ask students to provide their own. Then solve the activity as a whole class.

Answer key

a; d

- 6 Read the instruction for the class. Allow time for students to solve the task individually. Then ask them to compare answers with a partner. Finally, check as a whole class.

Answer key

be-been; go-gone; see-seen; eat-eaten; make-made; meet-met; give-given; come-come; swim-swum; speak-spoken

Mixed-ability

- Allow students to solve activity 6 in pairs.
- Ask faster students to enlarge the matching list, exchange it and solve it. They may need to resort to the list of irregular verbs on page 79 of their *Learner's Book*.
- Play the chain game in small or large groups, depending on students' proficiency: one person says a verb in the past and the next one must say it in the past participle.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications.

- 7 Read the instruction for the class. Allow time for students to solve the task individually. Then ask them to compare answers with a partner. Finally, check as a whole class. This is the most demanding activity of the Grammar section. Make sure students feel confident enough before they carry it out.

See more
Grammar reference, page 72


Learner's Book, page 40


Speaking

The Speaking section aims at increasing oral fluency and accuracy. Speaking involves a high degree of exposure, especially when the tasks are more open than guided. Open speaking tasks in a foreign language can be very demanding. Make sure students feel in a safe and relaxed environment. Otherwise, they won't make the most of the activities but will go through frustration and reluctance instead. You may want to devote time to implement humanistic techniques that empower the group and reinforce the relationships among the classmates before going over the Speaking sections. For this you may also want to resort to the class tutors or other teachers and work as a team.

Move onto

Ask students to recall the sports and artistic expressions discussed at the beginning of the class. Ask them if they have ever been to a big sports or arts event. Share experiences and anecdotes as a whole class or in small groups. Invite students to shape their experiences in any sort of artistic expression they want: a collage, a poem, a dance, a photograph.

1  Explain to students that pairworks are information-gap activities that need to be done in pairs because one student has part of the information and the other student has a different part of the information. They need each other to get the information as a whole. Read the instruction aloud for the class and make sure all students understand what they have to do. Ask volunteers to read the sample dialogue. Divide the class into students A and students B. Ask students B to go to page 65 in the *Learner's Book* and look at the information provided. Tell students to pair up and find out about the different experiences. Walk around to monitor the dialogues among the students.

2  Read the instruction aloud for the class and make sure everybody understands what to do. Provide different examples: *Messi has already played many matches; he hasn't played in Africa yet.* Allow time for students to pair up or make groups. Walk around and monitor the interactions. Write useful vocabulary on the board when needed. Once students have finished, ask volunteers to act out their conversation.

3  Read the instruction aloud for the class and the example as well.

Mixed-ability

- Ask students to write about the person they admire on their folders. Then tell them to exchange their productions and do peer correction. Make sure you check everybody's writings.

Move forward

Once students feel confident enough play the following game in pairs or as a whole class: they will describe a person, including her or his life experiences, for the others to guess who the person is. It can be played with famous people or people in the class.

Learner's Book, page 41

Grammar in use

Move onto

Make it clear to students that this grammar section will help them systematize the language they have been learning and using in the unit. Tell them this is an opportunity to practise, to make questions, to understand what we find most difficult and use it to communicate better.

4 Read the instruction and the dialogue aloud for the class. Allow time for students to complete the blanks. Check as a whole class. Discuss each case and make sure everybody understands the correct answers.

Answer key

already; ever; yet

Draw students' attention to the table on page 41 of their *Learner's Book*. Read it together as a class and check understanding at every stage. Provide more examples and ask students to provide their own.

5 Read the instruction aloud for the class. Allow time for students to solve the activity individually. Then ask them to compare their answers. Finally, check as a whole class.

Answer key

He has already drawn/painted a picture. She hasn't delivered/had her baby yet. They have already graduated.



More practice
Practice Book, pages 108-109, activities 1-7

Integration

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

Move onto

Ask students to recall everything they feel they have learnt, discovered or reflected on along the unit. You may want to write their comments on the board. Ask them to go back to the opening page of the unit and read the objectives. Ask them if they think they have achieved them or not and to what extent.

- 1 Read the instructions aloud for the class. Ask students to read the sample dialogues. Share every step carefully with students and make sure everybody understands what to do. Allow time and space for students to move about the classroom talking to each other. Walk around to monitor and provide help when necessary. Write useful vocabulary on the board when needed. Ask students to go back to their places at step c, so as to complete the chart at their own pace. When they finish, ask students to carry out steps d and e in pairs. Then, share as a whole class.

Answer key

Students' own answers.

- 2 Read the instructions aloud for the class and make sure everybody understands what to do. You may need to go back to the Grammar sections. Ask a volunteer to re-read the sentences. Allow time for students to discuss the activity in pairs or small groups. Finally, check as a whole class.

Answer key

a. The sentence refers to a long and indefinite period of time. **b.** The sentence refers to a specific moment in the past that is already over. **c.** The question enquires about a life experience. **d.** The question enquires about a certain action in the past. **e.** The question implies that the phenomena has been explained and is checking understanding. **f.** The question enquires about a piece of knowledge and implies that it is the first time the speaker talks about it.

Mixed-ability

- Ask students to write down the explanations on their folders.
- You may want to pair up students yourself, so that those who find the topic easier can explain the differences thoroughly for the rest.

Move forward

Ask students to make up their own examples in the past simple or the present perfect and explain the differences. Take this opportunity to work on common errors and error analysis.

Writing

Move onto

The writing sections explore various text types. As students learn to write by reading, models are usually provided first. Writing planning is also tackled, as organizing ideas before actually writing helps to reduce the writer's anxiety and to elaborate a better text.

- 1 Read the instructions for the class and discuss the information presented. Draw students' attention to the text organisation of the text type and comment on the 'Bank of ideas' content. You may want to go back to the Reading section and re-read the review about *The Theory of Everything* with the class. Allow time for students to write and revise their writing. Let students ask for the meaning of words or use dictionaries. Once they have finished, ask them to exchange books and do peer correction. Make sure you check everybody's production. Ask volunteers to read their reviews aloud.

Answer key

Students' own answers.

Mixed-ability

- Fluent writers may need more space to write. Tell them to write their final copy in their folders. Ask students to exchange their productions and do peer correction. Make sure you check everybody's writing and use the texts to work on common error analysis later.

CLIL

Learner's Book, page 44

LOBETROTTERS *in Berlin*

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

Invite students to go through the article in small groups. Encourage them to discuss and make comments. Write the following questions on the board for students to discuss in pairs or small groups. Encourage them to underline the information in the text. Then share the answers.

Why is the Art Week important for Berlin?

For how long has it existed?

When does it take place?

What is it like?

What is the objective of this event?

Who are the organisers?

Would you like to go? Why (not)?

Invite students to visit the suggested webpage for more information.

Move forward

Tell students to look for information about art circuits or events in the area where they live. They prepare the information and compare it with their partners'. Get students to research about different types of art (visual, music, literature). Encourage them to thoroughly answer which ones they would like to visit and why.

Project

Learner's Book, page 45

Experience your radio programme

The Project section has been included to provide students with an opportunity to experience, research and design their own individual production. In this case, students are going to produce a radio programme.

1 to 4

Read the project together as a whole class. Take the time you need to discuss each step and make sure everybody understands the process.

Make students notice that each step involves different kinds of work and productions, such as reading, writing, discussing, etc. Each step also involves different dynamics; i.e. students will work individually, in pairs or groups in each step.

The whole project may be carried out along many classes. Allow time for students to make decisions, arrange groups, assign roles and tasks and decide what needs to be done at home and what can be done in class. Be ready to help students out whenever they need to get organised or whenever they need language assistant. Provide them with any useful language they need, and encourage the use of dictionaries as well.

It is important that you monitor their work, so that their productions are as good as possible when the time for step 4 (Record and share) comes.

You may want to invite the families or other students at school to be the audience for the recording of the programme.

5 Friends in need, friends indeed

OBJECTIVES

- Read an opinion article.
- Listen to the description of a life timeline.
- Describe people's life timelines.
- Write an opinion article.

VOCABULARY

- Connectors (introduction, opinion, example, contrast, result, addition, conclusion)

GRAMMAR

- Tenses review

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/ainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 46

Move onto

Discuss the title of the unit with the class. Explain that the idiom or expression in the title means that a friend who helps you when you really need help is a true friend.

Write the following questions on the board and discuss them as a whole class or in small groups or pairs:

Why is friendship important for you?

What makes a good friend? Give examples.

Discuss the objectives on page 46 of the *Learner's Book* with the class. Ask students if they have ever dealt with these issues in their mother tongue.

1



Ask students to look at the illustrations on page 46 and describe them in detail. Write on the board any useful vocabulary they may need. Allow time for them to answer the questions in pairs. Then check their predictions as a whole class.

Answer key

Laura was born in 2003. By 2017 she is 14 years old.

2



Read the instruction aloud for the class and make sure everybody understands what they have to do. Provide examples: *I was born in ... and I can't ride a bicycle.* Allow time for students to hold dialogues. Walk around to monitor and help. Encourage the correct use of verb tenses. You may want to keep record of the mistakes you hear around and work later on error analysis in order to avoid interrupting students' conversation at this point. Write on the board any useful language you notice students need. Then ask volunteers to report what they said.

Mixed-ability

- Ask students to write about Laura's life in comparison to theirs or their partner's.
- Work on error analysis with the mistakes you wrote down while students were carrying out activity 2.

Learner's Book, page 47

Listening

Move onto

Ask students if they have ever spoken about their lives with someone or heard someone speak about their lives. Ask: *What is it like? Do you like it? Why can it be useful for to share life stories?*

3



Track 9 Read the instruction and the sentences below aloud for the class. Make sure everybody understands the sentences. Play the audio.

Allow time for students to solve the activity. Ask them to compare answers with a partner. Then check as a whole class.

Audioscript

Narrator: Unit 5. Page 47. Activity 3. Listen to Laura speaking about her life timeline. Write T (true) or F (false).

Well, my name's Laura. I'm an English student here in the UK. I don't like very much to...you know...talk about myself. But this is the timeline of my life I've made, so I want to tell you about it. Well, to begin with, I was born in 2003 in Bahía Blanca, Buenos Aires.

I lived in a house with a tall tree and a garden until I turned 6. I remember one day I was climbing that tree when a wasp stung

me on my neck, so my dad put some mud on my neck. That was a relief. In other words, he healed me. Then all the family moved to the coast. We lived in Tres Arroyos for five years. I don't agree that big cities are better than small towns. I really miss my friends from Tres Arroyos. We decided to come to the UK a year ago. My parents have got new jobs here and I have always wanted to speak English so I could understand my favourite songs. So we have travelled a lot. I've seen the sea and the mountains, and I have met new friends everywhere. The majority of people here in the UK probably think I learnt to ride my bike two days ago, although I already knew how to ride when I arrived here! I had my first bike when I was 4 years old! The thing is it's so different to ride it in this country! I had to learn new rules. Besides, people drive on the left here! I've never seen that before. As I see it, it's quite difficult. People are usually nice here. It is true that there have been some bullying cases at school. For this reason we have spoken a lot in class with our teachers. Besides, we have done some research on cyberbullying. From my point of view, this problem happens all over the world because we don't value true friendship enough. The last picture you see in the timeline is my baby brother. He was born only two months ago. Yes! He's British. I think giving this small talk is very useful to practise my English. However, I find it hard because I'm shy. To sum up, I'm making a big effort, you know (laughs). I hope you like it! Thank you!

Answer key

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

Move forward

Ask students to recall their predictions about Laura's life and compare them to the information she has shared.



4 Track 9 Tell students you will play the recording again for them to listen in detail. Read the instruction aloud for the class and let students say if they remember the missing words. Ask students to complete the blanks orally before listening. Accept all their guesses at this stage. Play the audio as many times as students need to complete the blanks. Check as a whole class. Ask students what the words they used have in common. Elicit the word *connectors* or *linkers*.


Answer key

a. To begin with; b. In other words; c. I don't agree that; d. Besides; e. However; f. To sum up

Digital awareness

If appropriate at this stage, tell students to explore the websites suggested for Unit 5 in the section 'Useful websites' on page 68 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet.

Mixed-ability

- Play the recording a third time if necessary. Stop the audio in between so as to provide time for students to solve the task at their own pace.
- 5 Ask students to complete their own life timeline. Tell them to feel free to write and/or draw. Ask them to include some year's references.
 - 6  Tell students to share their timelines with a partner. Write useful language on the board and encourage the use of connectors and various tenses. Then ask volunteers to present their life timelines to the class.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications.



More practice
Practice Book, pages 112-113, activities 1-6

Reading

Move onto

Write the following questions on the board for students to discuss in pairs, small groups or as a whole class:

What do you know about bullying?

Have you ever bullied someone? How was it?

Have you ever been bullied? How was it?

1 Read the instruction aloud for the class and conduct the discussion of the questions. Focus on the graphic elements of the text. Ask students to describe the picture in detail.


Answer key

a. It's about bullying; b. Students' own answers.

2 Read the instruction aloud for the class and the items (a-c) as well. Allow time for students to read the text carefully and solve the activity. Then ask them to compare answers with a partner. Finally, check as a whole class.

Mixed-ability

- Have students read the text in pairs or small groups, or read aloud yourself so as to help with pronunciation and intonation.

- 3  Read the instruction aloud for the class. Allow time for students to carry out the conversation. Then check as a whole class. Provide more examples and ask students to provide theirs.

Answer key

They are useful to connect ideas.



More practice
Practice Book, pages 114-115, activities 1-5

Learner's Book, page 49

Grammar in use

Move onto

At this point in the unit, students have been exposed to the target language and have also used it in oral and written ways.

This is the time to make the teaching points explicit so as to systematize the practice. To achieve this, it is useful to relate the teaching point with students' lives as close as possible and encourage them to provide personal examples.

- 4 Read the instruction for the class. Allow time for students to solve the task individually. Then ask them to compare answers with a partner. Finally, check as a whole class.

Answer key

Present a topic: It is often said, To begin with, The majority of people; **Give opinion:** I think/believe, I agree/don't agree with that, As I see it, In my opinion, From my point of view;

Give examples: For example/instance; **Contrast:** On the one hand/on the other hand, However, Although; **Present results:** As a result, For this reason; **Add information:**

Besides, In other words, In addition, What is more;

Conclude: To sum up, In conclusion

- 5 Read the instruction aloud for the class and the example below as well. Provide more examples if necessary and ask students to provide their own. Allow time for students to write their own examples. Once they have finished, tell them to exchange their productions and do peer correction. Make sure you check everybody's work.

Answer key

Students' own answers.

Mixed-ability

- Allow students to solve activity 5 in pairs.

See more
Grammar reference, page 73


Learner's Book, page 50


Speaking

The Speaking section aims at increasing oral fluency and accuracy. Speaking involves a high degree of exposure, especially when the tasks are more open than guided. Open speaking tasks in a foreign language can be very demanding. Make sure students feel in a safe and relaxed environment. Otherwise, they won't make the most of the activities but will go through frustration and reluctance instead. You may want to devote time to implement humanistic techniques that empower the group and reinforce the relationships among the classmates before going over the Speaking sections. For this you may also want to resort to the class tutors or other teachers and work as a team.

Move onto

- Ask students if they really know about their friends' life timelines. Elicit questions they could make to each other to find out about their lives. Write them on the board.

- 1  Explain to students that pairworks are information-gap activities that need to be done in pairs because one student has part of the information and the other student has a different part of the information. They need each other to get the information as a whole. Read the instruction aloud for the class and make sure all students understand what they have to do. Ask volunteers to read the sample dialogue. Divide the class into students A and students B. Ask students B to go to page 64 in the *Learner's Book* and look at the information provided. Tell students to pair up and find out about Natsuki and Lucia's lives. Walk around to monitor the dialogues among the students.

- 2  Read the instruction aloud for the class and make sure everybody understands what to do. Provide different examples: *Luca has been to Paris*. Allow time for students to pair up or make groups. Walk around and monitor the interactions. Write useful language on the board when needed. Once

students have finished, ask volunteers to act out or report their conversations.

Mixed-ability

- Ask students to write about Luca's life timeline.

Learner's Book, page 51

Grammar in use

Move onto

Make it clear to students that this grammar section will help them systematize the language they have been learning and using in the unit. Tell them this is an opportunity to practice, to make questions, to understand what we find most difficult and use it to communicate better.

- 3 Read the instruction aloud for the class. Ask a volunteer to read the text aloud ignoring the blanks. Allow time for students to complete the blanks. Once they have finished, tell them to compare answers with a partner. Finally, check as a whole class. Discuss each case and make sure everybody understands the correct answers.

Answer key

a. show/have shown; **b.** have always been; **c.** However; **d.** For this reason; **e.** have had; **f.** In addition/What is more/Besides; **g.** In conclusion/To sum up



Read the instruction and the questions aloud for the class. Make sure the discussion questions are clear to everybody. Allow time for students to discuss their ideas in pairs or small groups. Walk around to provide help and write useful language on the board. Once they have finished, ask a spokesperson in each group to report their comments.



More practice
Practice Book, pages 116-117, activities 1-5

Learner's Book, page 52

Integration

Remember this section has been basically designed to integrate skills and to consolidate contents, vocabulary

and structures presented in the unit in a more relaxed way.

Move onto

Ask students to recall everything they feel they have learnt, discovered or reflected along the unit. You may want to write their comments on the board. Ask them to go back to the opening page of the unit and read the objectives. Ask them if they think they have achieved them, or to what extent.

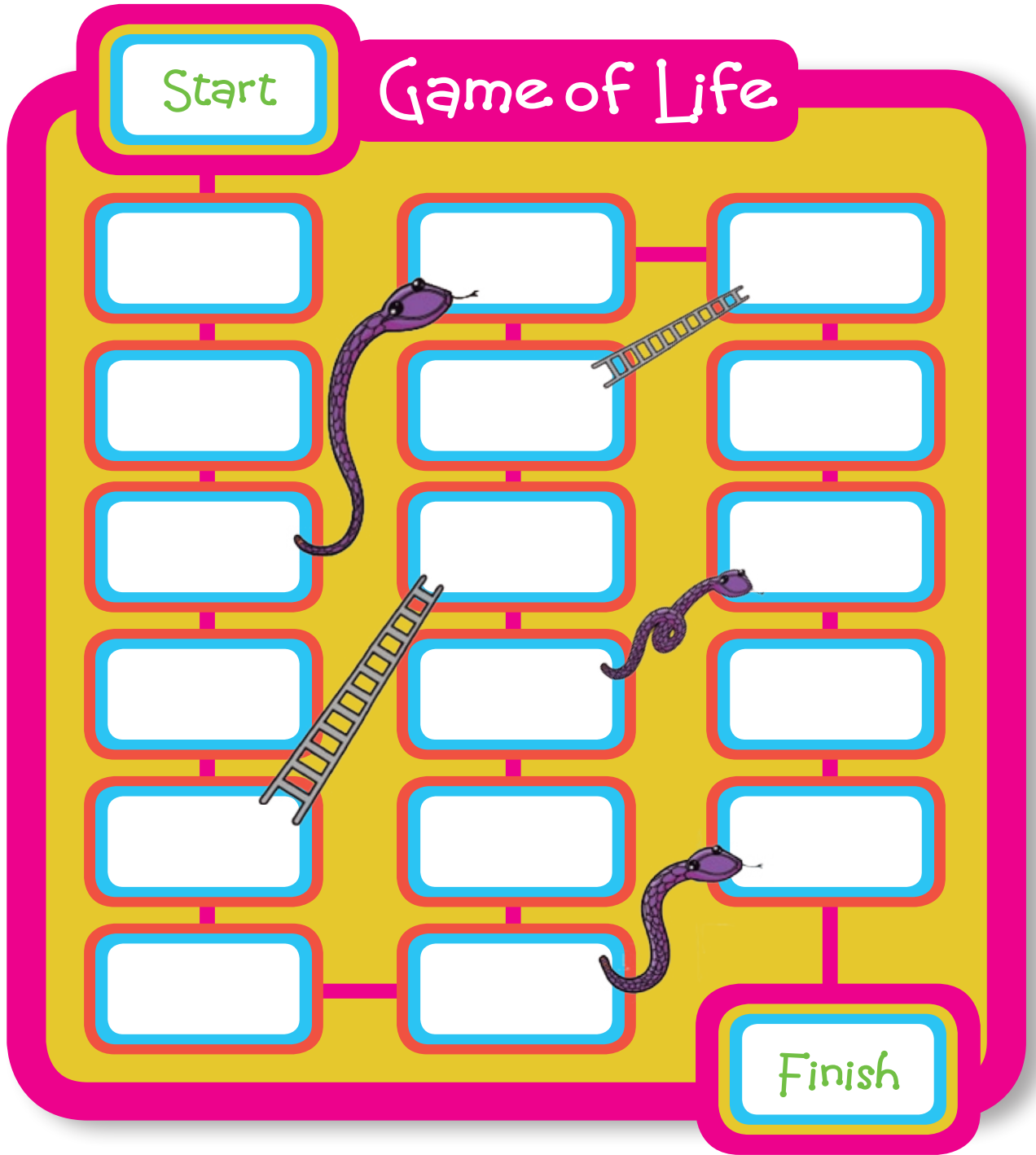
- 1 Read the instructions aloud for the class. Share every step of the game with students and make sure everybody understands what to do. Allow time for students to read all the instructions in the squares before actually playing and ask questions. Ask students to play in pairs or groups of four. Provide them with dice and counters or ask them to use coins or other elements. Walk around to monitor and provide help when necessary. Write useful language on the board when needed.

Mixed-ability

- You may want to pair up students yourself and then have them play in groups of four, so that they help each other produce correct language.

Move forward

Ask students to make up their own Game of Life with instructions for other groups to play. Ask them to draw the game themselves or provide them with the following template.



6 Ahead of one's time

OBJECTIVES

- Read an informative article.
- Listen to the description of a trip.
- Listen to an informal dialogue.
- Describe a political candidate's plans and promises.
- Write a travel brochure.

VOCABULARY

- Weather; transport

GRAMMAR

- Future (*going to, will*); first conditional

NAPs

www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf
Pages 36-43.

Foreign Language Guidelines of C.A.B.A

www.buenosaires.gob.ar/areas/educacion/curricula/dle_web.pdf
Pages 111-116, 207-218.

Foreign Language Guidelines of Province of Buenos Aires

http://servicios.abc.gov.ar/ainstitucion/organismos/consejogeneral/disenioscurriculares/documentosdescarga/dc_ter1_08_web.pdf
Pages 280-284.

Learner's Book, page 54

Move onto

Discuss the title of the unit with the class. Explain that the idiom or expression in the title means that someone or something is innovative and radical for the standard of the time.


Write the following questions on the board and discuss them as a whole class or in small groups or pairs:

Do you like travelling? Why (not)?

Do you prefer cities or natural places? Why?

Do you think the world will be different for better or for worse in the future? Who does it depend on?


Discuss the objectives on page 54 of the *Learner's Book* with the class. Ask students if they have ever dealt with these issues in their mother tongue.

- 1  Ask students to look at the illustrations on page 54 of their *Learner's Book* and describe

them in detail. Write on the board any useful vocabulary they may need. Allow time for them to answer the questions in pairs. Then check their predictions as a whole class.

Answer key

a. The man is talking about the weather. b. He is talking about European countries.

- 2  Read the instruction aloud for the class and make sure everybody understands what they have to do. Look at the map and at the key together and ask students if they know where each country is located. Share a Europe map with the class if necessary. Allow time for students to write the numbers in the correct place. Ask them to compare answers with a partner. Then check as a whole class.


Answer key



6 Ahead of one's time

- Describe cities in the future.
- Talk about plans and predictions.
- Explain causes and effects.
- Write a travel brochure.

- 1  Look at the picture and answer.
 - a. What is the man doing?
 - b. What places is he talking about?
- 2 Number the countries on the map according to the key.
- 3  Listen to the dialogue and underline the countries Jack's father is going to visit.

- 3  **Track 10** Tell students that a man, Jack's father, is planning a trip and that they will listen to him talking about the countries he plans to visit. Read the instruction aloud for the class and make sure everybody knows what to do. Play the audio. Then check the answers as a whole class.

Audioscript

Narrator: Unit 6. Page 54. Activity 3. Listen to the dialogue and underline the countries Jack's father is going to visit.

Jack What are you watching, Dad?

Jack's father I'm looking at the weather forecast for the weekend. I'm going to travel to Europe on business and I want to know what clothes to take.

Jack Lucky you! What countries are you going to visit?

Jack's father Well, first I'm going to go to England and then to France. I'm also going to visit Spain and Portugal.

Answer key

England; France; Spain; Portugal

Mixed-ability


- Play the recording a second time if necessary.

Learner's Book, page 55

Listening

Move onto

Ask students if they like preparing their suitcase when they are travelling and how they decide what to take and what to leave. Share anecdotes as a whole class.

- 4**  **10** **Track 11** Read the instruction aloud for the class and ask students to mention each item they see on the pictures. Play the audio. Allow time for students to solve the activity. Ask them to compare answers with a partner. Then check as a whole class.

Audioscript

Narrator: Unit 6. Page 55. Activity 4. Jack's father is preparing his suitcase. Listen and tick the items he is going to take.

Jack's father Oh, well...let's prepare the suitcase. What did the forecast say? Oh yes! Maybe it will be hot. I'm going to take shorts, one pair only will be ok.

Perhaps it will be sunny, so I'm going to take sun screen.

On the other hand... maybe it will rain... Oh, crazy weather!

I'm going to take an umbrella. Or, maybe a raincoat is better instead, yes.

Perhaps it will be cool. I'm not going to take this short-sleeved T-shirt. It will be cold, so I'm going to take my warmest coat.

Jack Dad, don't forget your sunglasses!

Jack's father Oh, yes, thank you, son!

Answer key

Shorts; sunscreen; raincoat; coat; sunglasses


Mixed-ability

- Play the recording a second time if necessary. Stop the audio in between, so as to provide time for students to solve the task at their own pace.

Move forward

Ask students to prepare the perfect suitcase to travel to an exotic place of their choice or to an adventure holiday. Allow time for them to discuss in pairs or in small groups. Then share ideas as a whole class.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications.

- 5**  Read the instruction aloud for the class. Ask volunteers to read the sample dialogue below the instruction. Look at the map together as a class and mention the different states. Allow time for students to pair up and hold a conversation. Walk around to monitor and help. Write on the board any useful language students may need. Once they have finished, ask volunteers to perform their dialogue aloud.

Digital awareness

If appropriate at this stage, tell students to explore the websites suggested for Unit 6 in the section 'Useful websites' on page 68 of the *Learner's Book* and direct a class discussion on safe sites and research sources on the internet.



More practice
Practice Book, pages 120-121, activities 1-7

Learner's Book, page 56

Reading

Move onto

Write the following questions on the board for students to discuss in pairs, small groups or as a whole class:

How would you like your city to look like in the future?

How do you think it will look like?

What makes a city modern?

Provide ideas and examples.

Digital awareness

Ask students to open their book on page 56 and give them some minutes to explore or 'navigate' the website, and to comment with their partners. Lead them to look at the photos and to read the captions, which provide interesting extra information.

- 1 Read the instruction aloud for the class and conduct the discussion of the questions. Focus on the graphic elements of the text. Ask students to describe the picture in detail.

Answer key

a. It's about future urban planning; **b.** Students' own answers.

- 2 Read the instruction aloud for the class and the questions (a-e) as well. Allow time for students to read the text carefully. Tell them to mark the answers in the text. Then allow time for them to write down the answers in their folders. Encourage them to use their own words to answer, not just copy the exact sentences from the article. Ask them to compare answers with a partner. Finally, check as a whole class.

Answer key

a. There will be 100 mega cities by 2025. **b.** The majority of mega cities will exist in developing countries. **c.** The benefits will be more job opportunities and green spaces, better public transport and health system. **d.** Technology will transform rubbish into energy. **e.** China is building eco-friendly cities.

Mixed-ability

- Have students read the text in pairs or small groups or read aloud yourself so as to help with pronunciation and intonation.
- Let students answer the questions in pairs or small groups.

- 3 Read the instruction aloud for the class. Allow time for students to write down examples. Then check as a whole class.

Answer key

Students' own answers.



More practice
Practice Book, pages 122-123, activities 1-7

Learner's Book, page 57**Grammar in use****Move onto**

At this point in the unit, students have been exposed to the target language and have also used it in oral and written ways. This is the time to make the teaching points explicit so as to systematize the practice. To achieve this, it is useful to relate the teaching point with students' lives as close as possible and encourage them to provide personal examples.

- 4 Read the instruction for the class and the example as well. Allow time for students to solve the task individually. Then ask them to compare answers with a partner. Finally, check as a whole class.

Answer key

b. What will people eat? **c.** Where will people go on vacation? **d.** What alternative energies will exist? **e.** Where will people work?/What will people do?



Ask students to look at the pictures and provide answers for the questions they asked in activity 4. Allow time for them to work in pairs or small groups. Then, ask volunteers to share their answers.

- 5 Read the instruction for the class. Allow time for students to solve the task individually. Then ask them to compare answers with a partner. Finally, ask two volunteers to read the dialogue aloud and check answers as a whole class.

Answer key

a. will our town; **b.** will; **c.** won't; **d.** will; **e.** will; **f.** are going to; **g.** am going to; **h.** am not going to; **i.** am going to

Mixed-ability

- Allow students to solve activity 5 in pairs.

See more
Grammar reference, page 74


Learner's Book, page 58**Speaking**

The Speaking section aims at increasing oral fluency and accuracy. Speaking involves a high degree of exposure,

especially when the tasks are more open than guided. Open speaking tasks in a foreign language can be very demanding. Make sure students feel in a safe and relaxed environment. Otherwise, they won't make the most of the activities but will go through frustration and reluctance instead. You may want to devote time to implement humanistic techniques that empower the group and reinforce the relationships among the classmates before going over the Speaking sections. For this, you may also want to resort to the class tutors or other teachers and work as a team.

Move onto


Introduce students to the topic of elections and politics within school, the country or the world, as you consider more appropriate. Teenagers are usually especially interested in being agents of change within their communities, and in getting involved and taking part in social actions. Ask them to give their opinions openly.

- 1  Ask students to look at the poster on page 58 of their *Learner's Book*. Read the instruction aloud for the class and answer question *a* as a whole class. Read question *b* and the sample answers below as well. Ask students to complete the sample answers. Explain and provide various examples of the first conditional.

Answer key

a. Lila's goal is to win the elections and become the school president. **b.** If Lila wins, she will solve student-teacher conflicts, obtain better food for students at the cafeteria and organise the best graduation party in the history of school.

Draw students' attention to the 'Look!' box and ask them to provide more examples. Take as much time as students need for explanations and clarifications.

- 2  Explain to students that pairworks are information-gap activities that need to be done in pairs because one student has part of the information and the other student has a different part of the information. They need each other to get the information as a whole. Read the instruction aloud for the class and make sure all students understand what they have to do. Ask volunteers to read the sample dialogue. Divide the class into students A and students B. Ask students B to go to page 65 in the *Learner's Book* and look at the information provided. Tell students to pair up and find out about the promises of different presidential candidates. Walk around to monitor the exchange.

Learner's Book, page 59

Grammar in use

Move onto

Make it clear for students that this grammar section will help them systematize the language they have been learning and using in the unit. Tell them this is an opportunity to practice, to make questions, to understand what we find most difficult and to use it to communicate better.

- 3 Read the instruction aloud for the class. Ask a volunteer to read the sentences aloud. Allow time for students to do the matching individually. Once they have finished, tell them to compare answers with a partner. Finally, check as a whole class. Discuss each case and make sure everybody understands the correct answers.

Answer key

We use *going to* to make plans: The candidates are going to debate on TV.

We use *will* to make predictions: Both candidates will probably speak out.

The *zero conditional* describes a universal truth: The TV turns on when you press the button.

The *first conditional* describes a cause and its effect: I won't watch the debate if it is late in the evening.

- 4 Read the instruction aloud for the class. Ask a volunteer to read the sentences aloud. Allow time for students to solve the task. Once they have finished, tell them to compare answers with a partner. Finally, check as a whole class.

Answer key

a. What will happen if students don't vote? **b.** What happens when there are elections? **c.** Is the president going to give students benefits? **d.** Will the weather be nice on the election day?

Students' own answers to the questions. Encourage the use of future tenses and first conditional.

- 5 Read the instruction aloud for the class and the topics (a-d) as well. Ask volunteers to provide examples. Allow time for students to pair up or make groups. Walk around to monitor and help, and write on the board any useful language students may need. Once they have finished talking, allow time for students to write down the sentences. Then share as a whole class.

Answer key

Students' own answers.

**More practice**
Practice Book, pages 124-125, activities 1-5**Learner's Book, page 60**

Integration

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

Move onto

Ask students to recall everything they feel they have learnt, discovered or reflected along the unit. You may want to write their comments on the board. Ask them to go back to the opening page of the unit and read the objectives. Ask them if they think they have achieved them or not, and to what extent.


Digital awareness

Ask students to open their books on page 60 and give them some minutes to explore the PowerPoint presentation and to comment with their partners. Ask them if they are used to preparing presentations with this tool or others.

- 1 Read the instructions aloud for the class. Ask a volunteer to read the incomplete text. Allow time for students to solve the task. Then ask them to compare answers with a partner. Finally, check as a whole class.

Answer key

a. School gardens, use, plant, share; **b.** Recycling Organic Garbage, are, won't mix; **c.** Parks, are, are, are, will be; **d.** Water, filters, have, will use

- 2  Read the instruction aloud and ask students for examples. Write everything they say on the board. Allow time for them to pair up or make small groups and discuss. Then ask spokespersons to report their ideas.

Mixed-ability

- You may want to pair up students yourself and then have them play in groups of four, so that they help each other produce correct language.
- Ask students to write down the ideas they shared in activity 2.

Move forward

Ask students to create their ideal future city with any technique they prefer: poster, collage, presentation, model, etc.

Learner's Book, page 61

Writing

Move onto

The writing sections explore various text types. As students learn to write by reading, models are usually provided first. Writing planning is also tackled, as organizing ideas before actually writing helps to reduce the writer's anxiety and to elaborate a better text.

- 1 Read the instructions for the class and discuss ideas that students may come up with. Draw students' attention to the text organisation and the format provided, and comment on the 'Bank of ideas' content. You may want to explore brochures with the class before having students actually write. Allow time for students to write and revise their writing. Let students ask for the meaning of words or use dictionaries. Once they have finished, ask them to exchange books and do peer correction. Make sure you check everybody's production. Ask volunteers to read their brochures aloud.

Answer key

Students' own answers.

Mixed-ability

- Fluent writers may need more space to write. Tell them to write their final copy in their folders.

Move forward

Invite students to start a tourism blog including the brochures they have written and others they may write. They will have to work on selection, correction, layout and the use of pictures.

CLIL

Learner's Book, page 62

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

LOBETROTTERS in Brasilia

Invite students to go through the article in small groups. Encourage them to discuss and make comments. Write the following questions on the board for students to discuss in pairs or small groups. Encourage them to underline the information in the text. Then share the answers.

*Why does Brasilia look like the set of a sci-fi film?
When did Brazil gain independence from Portugal?
What are the most amazing buildings in Brasilia?
How does the transport system work in Brasilia?
Is Brasilia a good city to work or live? Why?*

Ask students to share their answers to the last question (*Would you like to visit Brasilia?*) as a whole class. Encourage them to give reasons for their answers.

Move forward

Tell students to look for information about futuristic places in the area where they live. Have them prepare the information and compare it with their partners'. Get students to consider design, social usefulness and if the places are new or old. Ask students to find out about other futuristic cities in the world. They will do research individually, in pairs or small groups and then report what those places look like to the rest of the class. Encourage them to explain thoroughly which ones they would like to visit and why.

Project

Learner's Book, page 63

The Project section has been included to provide students with an opportunity to experience, research and design their own individual production. In this case, students are going to prepare a political party manifesto.

Experience your Students Party Manifesto

1 to 3

Read the project together as a whole class. Take the time you need to discuss each step and make sure everybody understands the process. Make students notice that each step involves different kinds of work and productions, such as reading, writing, discussing, etc. Each step also involves different dynamics; i.e. students will work individually, in pairs or groups in each step.

The whole project may be carried out along many classes. Allow time for students to make decisions, arrange groups, assign roles and tasks and decide what needs to be done at home and what can be done in class. Be ready to help students whenever they need to get organised or whenever they need language assistance. Provide any useful language they may need and encourage the use of dictionaries as well. It is important that you monitor their production, so that their productions are as good as possible when the time for step 3 (presentation) comes. You may want to invite other students at school to see them when your students are ready to present their projects and proposals.

3

ENGLISH CHALLENGE

PRACTICE BOOK
ANSWER KEY

Practice Book, pages 80-81

1.

a. The text comes from a brochure. **b.** There is information about hours of operation, fees, rules and regulations.

2.

a. Seniors age 60+, children ages 3 to 6 and the people who go on Thursday don't have to pay. **b.** Students and teachers on a registered field trip don't have to pay. **c.** You mustn't take cameras into the museum. **d.** You mustn't eat or drink in the exhibition areas. **e.** Students have to stay with their teachers.

3.

Obligation

You must keep your belongings with you at all times. Students have to stay with their teachers at all times.

Prohibition

Smoking is prohibited.

No cameras allowed.

Eating or drinking in the exhibition areas is forbidden.

Don't touch or remove anything from the museum.

You must not leave children unattended.

Shouting, running, or pushing is forbidden.

Do not lean against display windows.

4.

a. You mustn't smoke inside the museum. **b.** Students must keep their belongings with them all the time. **c.** Teachers and students on a field trip don't have to pay a fee. **d.** Students mustn't eat or drink in the exhibition areas.

5.

a. The adult's admission fee is \$7.00. **b.** The admission fee for students on Thursdays is free. **c.** Senior citizens don't have to pay to enter the museum. **d.** Between 10 and 30 students have to participate in the science and nature labs.

6.

Students' own answers.

Practice Book, pages 82-83

1.

a. Mrs Taylor and Jonathan; **b.** Careers week.



Track 12

2.

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

Audioscript

Narrator: Practice Book Unit 1, Page 82. Activity 1. Listen to the dialogue and write T (true) or F (false).

Mrs Taylor This is Jonathan. I invited Jonathan here for Careers Week. Jonathan was a student here six years ago and now he is studying medicine at the university hospital.

Jonathan Good morning.

Mrs Taylor What are your responsibilities at the hospital, Jonathan?

Jonathan Well, I have to examine patients and help the doctors.

Boy Do you write prescriptions?

Jonathan No, I mustn't write prescriptions. A doctor has to write prescriptions.

Girl Do you have to operate on patients?

Jonathan No, I mustn't operate, but I have to visit patients after the doctor operates on them.

Boy Do you have to attend lectures?

Jonathan I don't have to attend all the lectures, but I have to study.

3.

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

4.

Have to; mustn't; has to; Do you have to; mustn't; have to; Do you have to; don't have to; have to

5.

a. It's a laboratory; **b.** Students' own answers.



Track 13

6.

a. No smoking! Flammable materials **b.** Danger! Poisonous substances! **c.** Careful! Fragile! **d.** Students must wear a lab coat!

Audioscript

Narrator: Practice Book Unit 1, Page 83. Activity 6. Listen to the dialogue and match the items to the warnings.

Teacher Now, I'll show you the science lab. Students must wear a lab coat in here. Does everyone have a lab coat?

Boy Yes, Mr Wilson.

Girl Great! I love science!

Boy Is it a dangerous place, Mr Wilson?

Teacher Not really. But you have to obey the rules and pay attention to the signs.

Boy Careful! Fragile! Oops!

Teacher See me later, Roger.

Boy Yes, Mr Wilson.

Teacher That's the storeroom. Keep out! Teachers only!

Practice Book, pages 88-89

1.

a. The e-mail is about a terrible day. **b.** There is a bike, there is a spilled soda bottle and there is a boy sitting with a sad face.

2.

Bicycle: 1; Boy: 2; Bottle: 3

3.

Students' own answers.

4.

a. a; **b.** b; **c.** a; **d.** a

5.

a. There was a robbery in the morning. **b.** Harry is worried about Maths because he doesn't know if he did well in the test. **c.** Harry didn't go to the park because it rained. **d.** Harry was eating a sandwich when his dad asked for help.

6.

Students' own answers.

Practice Book, pages 90-91

1.

Students' own answers.



2.

a. c); **b.** a); **c.** b)

Audioscript

Narrator: Practice Book Unit 2. Page 90. Activity 2. Listen to the first part of the dialogue. Choose the correct option.

Elle Hey, Maria. Did you see *The Vampire Diaries* on TV yesterday afternoon?

Maria Yes, Elle. It was cool! But I nearly missed it.

Elle Why? What were you doing?

Maria I was coming back home from the library and there was a lot of traffic.

Elle Were you doing homework at the library?

Maria Yes, I was. I was doing my History homework. And when I arrived home, guess what my sister Carol was doing?

Elle Was she watching TV?

Maria Yes, she was.

Elle Was she watching *The Vampire Diaries*?

Maria No, she wasn't. She was watching cartoons! But she let me change the channel. I love my sister! Did you watch it?

Elle No, I didn't. I was at the park.

3.

Students' own answers.



4.

a. Were you walking; **b.** wasn't-was; **c.** had

Audioscript

Narrator: Practice Book Unit 2. Page 91. Activity 4. Listen to the second part of the dialogue and complete it.

Maria Were you walking at the park?

Elle No, I wasn't. I was studying sitting on the grass. Tell me what happened in *The Vampire Diaries*.

Maria Well, the vampires had a new adventure at...

5.

Students' own answers.



6.

Maria was doing homework when Carol was watching TV. Carol was watching cartoons when Maria arrived. Elle was at the park when Maria was watching *The Vampire Diaries*.

Practice Book, pages 92-93

1.

Students' own answers.

2.

Students' own answers.

3.

Students' own answers.

Practice Book, pages 94-95

1.

I was watching TV when the power went off. I was studying when the telephone rang. I was cooking when I ran out of oil. I was riding my bike when I fell off.

2.

a. met; **b.** visited; **c.** didn't shop; **d.** went; **e.** were taking; **f.** were going; **g.** thought; **h.** didn't do; **i.** sat; **j.** drank

3.

Students' own answers.

Practice Book, pages 96-97

1.

Students' own answers.



2.

Students' own answers.

Audioscript

Narrator: Practice Book Unit 3. Page 96. Activity 2. Listen to the beginning of *The Little Prince*. Draw what you hear and imagine.

Narrator

The Little Prince

Once when I was six years old I saw a beautiful picture in a book, called *True Stories from Nature*. It was a picture of a boa constrictor swallowing an animal. Here is a copy of the drawing.

In the book it said: 'Boa constrictors swallow their prey whole, without chewing it. After that they cannot move, and they sleep during six months for digestion.'

I reflected about that and after some work with a coloured pencil I made my first drawing. My Drawing Number One. It looked something like this.

I showed it to the grown-ups, and asked if the drawing scared them.

But they answered: 'That is a hat. A hat is not scary'

My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But the grown-ups couldn't understand it, so I made another drawing: I drew the inside of a boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this.

This time the grown-ups told me it was a better idea to study Geography, History, Arithmetic, and Grammar.

That is why, at the age of six, I didn't want to become a painter anymore. So then I chose another profession, and learned to pilot airplanes.

Six years ago, I had an accident with my plane in the Desert of Sahara. I was all alone. The first night, then, I went to sleep on the sand. You can imagine my big surprise, at sunrise, when I heard a little voice. It said: 'Please, draw me a sheep!'

'What!'

'Draw me a sheep!'

I jumped to my feet and I saw a most extraordinary small person. Here is the best portrait I made of him. He was a little prince.



3.

a. ... I saw a beautiful picture in a book. b. ... 'Boa constrictors swallow their prey whole, without chewing it. After that they cannot move, and they sleep during six months for digestion.' c. ... 'That is a hat. A hat is not scary!' d. ... I didn't want to become a painter anymore. e. ... I had an accident with my plane in the Desert of Sahara. f. ... and I saw a most extraordinary small person.



4.

1900: Antoine de Saint-Exupéry was born in Lyon, France. 1922: He received his pilot's wings during his compulsory military service. 1926: He published his first work, *The Aviator*. 1943: He published *The Little Prince*. 1944: He disappeared while flying a mission over occupied France during World War II.

Audioscript

Narrator: Practice Book Unit 3. Page 97. Activity 4. Listen to the author's biography. What happened in these years?

Narrator

Antoine de Saint-Exupéry was born in Lyon, France, in 1900. He grew up in an aristocratic family. His father died when he was a young boy, and his mother moved him and his four siblings to a relative's castle in the east of France.

He took his first airplane ride at the age of 12 and immediately fell in love. He received his pilot's wings during his compulsory military service in 1922. Initially working as a mechanic in the army, he learned how to fly. Around the same time he also began to write.

While working various jobs, Saint-Exupéry began to write stories inspired by his experiences as a pilot. He published his first work, *The Aviator*, in 1926.

In 1943 he published *The Little Prince*.

Saint-Exupéry disappeared in July 1944 while flying a mission over occupied France during World War II.



5.

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

6.

Students' own answers.

7.

Students' own answers.

Practice Book, pages 98-99

1.

Practice Book, pages 104-105

1.

Students' own answers.



2.

The first one is the extra picture. From left to right:
speaker 1, speaker 2, speaker 3

Audioscript

Narrator: Practice Book Unit 4. Page 104. Activity 2. Listen to three speakers and number the pictures above.

Speaker 1

I'm Adam and I have a wonderful hobby: pottery. I've done it many times because my uncle and aunt are potters, and when we visited with my parents I always used the pottery wheel with their help. At the beginning it was difficult to control the wheel. But it's just a question of practice. I've thrown away many works because they broke down or were useless.

Last year, I asked for a potter's wheel for my birthday, so I can make pots at home now. I've made lots of different objects. I've made mugs, flower pots and I've given many pottery presents to family and friends. My aunt and my uncle are certainly proud! But I haven't given them any present yet.

I would like to prepare a fair and sell my works some time.

Speaker 2

I'm Jose and I have always been a potter. My father was a potter and my grandmother too. I've learnt everything from them and I have already taught my own children. They work with me in my workshop. I haven't taught my grandchildren yet; they're too young!

I sell my works in my community and I also send the pieces to big cities where people can get them.

It's hard work because the pieces are very delicate and fragile. Sometimes they break, and it's very time-consuming to make them.

Speaker 3

I'm Carlos and I love my pottery workshop. It's a very special place for me because I spend almost every day there, working with my tools and my working apron. I have lots of tools to do any kind of job. My clients are the big shops in the city. I enjoy working alone, but I need help. So I have hired an employee and he's really good. He has learnt quickly and I think he can become an excellent potter. I would like to make him my partner in the future. He's very honest and likes the job. Well, I don't know...I have always wanted to retire at the age of 60 but I don't think I can just stay at home and do nothing at all.



3

a. Adam; b. Jose; c. Adam; d. Carlos; e. Jose; f. Jose;

4.

Students' own answers.



5.

a. She hasn't taken pictures of singers yet. b. She has already shot models. c. She hasn't worked as a photographer for a club yet. d. She hasn't been a chef assistant yet. e. She hasn't learnt everything about her clients yet. f. She has already studied at college. g. She has already got new clients.

Audioscript

Narrator: Practice Book Unit 4. Page 105. Activity 5. Listen to an artist speak about her job. Tick what she has already done and cross what she hasn't done yet.

Narrator

One of my favourite jobs was for a tennis company. I had to shoot some tennis clubs but I had no idea what they wanted to show or sell. My pictures were very abstract, innovative and then it was a success, because they were really different. That job gave me a unique opportunity to expand my creativity and my imagination.

It all began when someone gave me a camera when I was eleven. I loved looking at pictures and taking them. I took pictures of absolutely everything at every time. I was just playing and having fun.

Then I took lessons and learnt about textures and colour. After my official training, my first job was as an assistant for a photographer who worked with actors and models. Nowadays I mostly work for food companies, bakeries or cafes. I love trying the food and shooting photographs of it. Besides, people are usually happy at these places. I would like to work at big hotels too, or maybe cruises. I enjoy tourism.

I know colleagues who work for very competitive and cruel markets.

The hardest part is getting new clients and then building that relationship to continue working together.

I still learn from every new job I get because I listen to my clients and give them exactly what they want. I put all my creativity and knowledge to their service.



Track 19

6.

Name: not mentioned; **Profession:** photographer;
Has already: shot models, studied at college and got new clients; **Hasn't...yet:** worked on tourism, restaurants or clubs; **Would like to:** work at big hotels or cruises;

The best about her job: she tries different foods; people are usually happy; **The biggest challenge:** getting new clients and building a relationship to continue working

7.

Students' own answers.

Practice Book, pages 106-107

1.

Students' own answers.

2.

Students' own answers.

3.

Students' own answers.

4.

You've changed; I've had a haircut; You have always worn that necklace; You've changed school; I've changed school; I've moved; Things at school haven't changed; We have already had the mid-year tests; We haven't got any results yet.

5.

a. Lua and Mario knew each other from school. **b.** Mario doesn't recognize Lua at first because she has changed her hair colour. **c.** Mario has already had mid-year tests at school. **d.** They both have end of the year test.

Practice Book, pages 108-109

1.

Students' own answers.

2.

Tom hasn't swum/Has Tom swum? The baby has slept/Has the baby slept? I have been to Bolivia/I haven't been to Bolivia. Tina hasn't cried/Has Tina cried? They have run/Have they run?

3.

a. What has George built? **b.** How has Lila come? **c.** Where has Eduardo moved to? **d.** Who has called several times? **e.** How much have you paid? **f.** Have they ever been to Europe?

4.

Students' own answers.

5.

a. was; **b.** called; **c.** was; **d.** have always had; **e.** happens; **f.** attracts; **g.** became; **h.** competed; **i.** have always accepted; **j.** find; **k.** are becoming; **l.** is progressing

6.

a. an inclined surface; **b.** a downhill race over a zigzag course; **c.** someone who resists authority, tradition or control; **d.** a structure with a U-shaped cross-section

7.

Students' own answers.

Practice Book, pages 110-111

1.

b; f; c; d; e; a

2.

Students' own answers.

3.

Students' own answers.

4.

Students' own answers.

Practice Book, pages 112-113

1.
Students' own answers.



2.
a. They are speaking about a song and rehearsing before a show. **b.** They wearing T-shirts with their names because they are a music band. **c.** Jaime is the composer. **d.** What is the song about? **e.** The girls sing that song? **f.** Jana has got a younger sister. **g.** Veronika likes the idea of playing the song at Jana's sister school. **h.** Toño can speak to his uncle. **i.** The next show is in an hour. **j.** Students' own answers.

Audioscript

Narrator: Practice Book Unit 5. Page 113. Activity 2. Listen to the dialogue between friends and answer.

- Jana** I'm very happy the day of the show has finally arrived!
Toño Oh yes, we have rehearsed so much!
Jaime Listen to this tune! Is it ok for the singers?
Veronika Yes! I love that song you've written, Jaime.
Gabriel I think the tune is good for the voices of the girls.
Lorena I like singing that song. The lyrics are fantastic.
Jaime I hope it helps people who are suffering from this.
Jana I showed it to my younger sister and she said bullying happens all the time at her school. She wants us to go and play there!
Veronika Well, that's a good idea, Jana!
Toño My uncle is a teacher at that school. I can talk to him.
Gabriel Super!
Lorena Let's concentrate on today's show now. We have only one hour!
Jaime Right. Let's start!

3.
Students' own answers.



4.
a. has finally arrived; **b.** have rehearsed; **c.** I love that song you've written. **d.** bullying happens all the time; **e.** I can talk to him. **f.** We only have one hour.
5.
Students' own answers.
6.
Students' own answers.

Practice Book, pages 114-115

1.
a. The text is about writing. **b.** It is a text for students.
2.
Suggested answer: one learns how to write by reading
3.
Students' own answers.
4.
a. improve: to make better; **b.** devote: to dedicate, commit or concentrate; **c.** jot down: to write down quickly; **d.** provide: to supply or give; **e.** deal: to take action to do something
5.
Students' own answers.

Practice Book, pages 116-117

1.
a. got; **b.** have you had; **c.** are you talking; **d.** made; **e.** did they say; **f.** do they do; **g.** haven't done; **h.** didn't know
2.
Students' own answers.
3.
a. harassment; **b.** monitor; **c.** stuff; **d.** clan
4.
a. a) **b.** b) **c.** b) **d.** a) **e.** b) **f.** d)
5.
Students' own answers.

Practice Book, pages 118-119

1.
a. Paragraph 2; **b.** Paragraph 4; **c.** Paragraph 3; **d.** Paragraph 1
2.
a. Do; **b.** Don't; **c.** Don't; **d.** Do; **e.** Do; **f.** Do; **g.** Do; **h.** Do; **i.** Do; **j.** Don't
3.
a. Although; **b.** Besides/What's more; **c.** However; **d.** In other words; **e.** For this reason; **f.** To sum up; **Contrast:** although, however; **Give reasons:** for this reason; **Add information:** besides/what's more, in other words; **Conclude:** to sum up
4.
Students' own answers.

Practice Book, pages 120-121

1.

- a. The robot is doing housework and homework. **b./c.**
Students' own answers.



2.

- a. have; **b.** be; **c.** do; **d.** clean

Audioscript

Narrator: Practice Book Unit 6. Page 120. Activity 2. Listen and check your answers.

Mother Clean your room, Meg.

Meg I will, Mom, but I have lots of things to do. It would be nice to have a robot to help me.

Mother I'm sure we will all have robots at home in the future, but not now.

Meg That will be great! Maybe my personal robot will do my homework or perhaps it will clean my room.

Mother Maybe it will do your homework, but it will definitely not clean your room. Look at this mess!



3.

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

4.

Students' own answers.

5.

More certainty: definitely not; **Less certainty:** perhaps

6.

a. sure; **b.** perhaps; **c.** maybe; **d.** definitely not; **e.** definitely

7.

Students' own answers.

Practice Book, pages 122-123

1.

- a. People living on this planet.

2.

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

3.

Predictions: The warming of the planet will continue

and will intensify. The ice caps will melt, raising the sea level. The oceans will flood lowlands. Temperatures will continue to rise in the future and more people will die. We will have stronger hurricanes and stronger tornadoes. These will cause more damage and kill more people.

Plans: Some countries are taking action. They are going to plant more trees. Some countries are going to reduce CO2 emissions. They are going to change to alternative sources of energy.

4. and 5.

The candidate mentions: increase public transportation; encourage people to use bicycles; move coastal towns to higher ground

6.

Students' own answers.

7.

Students' own answers.

Practice Book, pages 124-125

1.

he won't - will be a chef; she won't - will be a painter; Will - will live in a house

2.

a. am going to; **b.** will, am not; **c.** will, am not going to; **d.** am going to; **e.** will, am not going to

3.

Students' own answers.

4.

a. sure; **b.** Perhaps; **c.** believe; **d.** don't think; **e.** definitely

5.

Students' own answers.

Practice Book, 126-127

1.

Students' own answers.

2.

Students' own answers.

3.

Students' own answers.

4.

Students' own answers.

Unit 1

Must

We use the modal verb *must* to state rules and obligations. The negative of *must* is *must not*. We use the contraction *mustn't* when we speak. The form of *must* stays the same for all persons.

Example:

You must wear a uniform. He mustn't be absent.

Imperatives

We use the imperative for rules, warnings, and instructions.

Example:

*Use a helmet when riding a bicycle.
Report all accidents to your teacher.*

We form the imperative as follows:

- We do not put a subject.
- We use the base form of the verb.

To form the negative we use the auxiliary verb *do*.

Examples:

*Do not touch electrical appliances with wet hands.
Don't litter.*

Have to

We use *have to* to express obligation. The verb changes with the third person singular.

Examples:

*You have to do your homework.
He has to bring a note from his mother.*

The negative of *have to* is *do not have to*. We use the contraction *don't have to* when we speak. We use *do not have to* to express an absence of obligation.

Examples:

*I don't have to present the exam.
He doesn't have to present the exam.*

Unit 2

Linking words

We use *when* to say the moment something happened or was happening.

Examples:

*He started to read long novels when he was nine.
The band was playing when Brian arrived.*

Sequencing words

We use sequencing words to say in which order events happen.

Examples:

First, I *overslept*.

Then, I *got a puncture*.

Next, I *tripped*.

After that, it *started to rain*.

Finally, there *was no electricity*.

Past continuous tense

We use the past continuous tense to say:

- What was happening at a specific time in the past.

Example:

I *was doing my homework last night at seven thirty*.

- What was happening when another action interrupted it.

Example:

I *was cycling to school when I had an accident*.

We form the past continuous tense with the verb *to be* in the past tense and the present participle.

| + Affirmative | | |
|----------------------------|--|-------------|
| I/He/She/It We/You/They | was were | going home. |
| - Negative | | |
| I/He/She/It We/You/They | was not (wasn't) were not (weren't) | going home. |

| Yes / No questions | | |
|--------------------|----------------------------|-------------|
| Was Were | I/he/she/it we/you/they | going home? |

| Short answers | | |
|---------------|----------------------------|-------------------------|
| Yes/No, | I/he/she/it we/you/they | was(n't). were(n't). |

Unit 3

Comparative adjectives

We use comparative adjectives to compare the characteristics of people or objects.

For one-syllable words we form the comparative by adding *-er* at the end of the adjective. Two-syllable words ending in *y* change it for *-ier*. For two or more syllable words, we place it by placing *more* before it. *Than* is always used after the comparative adjective.

Examples:

Anna *is taller than Peter*.

History *is more interesting than Geography*.

Helen *is happier than Jane*.

Superlative adjectives

We use superlative adjectives to describe a person or an object by saying that they have more of a particular quality than any other of their kind.

They are formed by adding *-est* at the end of the adjective if the word is one-syllable. If it is a two-syllable ending in *y* it changes for *-iest*. For two or more syllable words, we form the superlative by placing *most* before the adjective.

The is always used before the superlative adjective.

Examples:

Julia is the tallest in the class.

Biology is the most interesting class.

Some comparative and superlative adjectives are irregular:

good → *better than / the best*

bad → *worse than / the worst*

Comparative adverbs

We use adverbs to modify the meanings of verbs, adjectives and other adverbs. Comparative adverbs show a degree of comparison.

They are formed just as comparative adjectives are: if it is a short word, adding *-er* to the end transforms the adverb into a comparative one.

Example:

Tommy runs fast but Lissie runs faster.

For some adverbs that end with *-ly*, the word *more* precedes it to form the comparative.

Example:

With her new connection, Alba works more efficiently than before.

Superlative adverbs

We use a superlative adverb to indicate that the action performed is to the highest degree within a group or of its kind.

They are formed just as superlative adjectives are: by adding *-est* to the end of short words.

Examples:

William talks the loudest of all the boys.

Isabella finished the test the quickest.

When the adverb ends with *-ly*, the expression *the most* precedes it to form the superlative.

Example:

With her new connection, Alba works the most efficiently of all professionals.

Unit 4

Present perfect

We use the present perfect tense:

- When we mention an unspecified time in the past.

Example:

I have been to Uruguay three times.

At some unspecified time in the past, I went to Uruguay.

Compare with the simple past:

I went to Uruguay three times in 2005.

At a specified time in the past (the year 2005) I went to Uruguay three times.

- When we mention general experiences. In this case, we use *ever* and *never*. It usually refers to an event that happened at some moment in life.

Examples:

Has your teacher ever taught European History?

I've never eaten sushi before.

Yet

We use *yet* to talk about an event that is expected to happen. It means 'at any time up to now'.

It is used in questions and negatives.

It is usually used at the end of the sentence.

Examples:

Have you finished your homework yet?

I haven't finished it yet.

Already

We use *already* to express that something has happened earlier than expected.

It is usually used in the middle of the sentence.

Examples:

The train has already left! What can we do?

My baby sister's already been born!

| + Affirmative | | |
|-----------------------------|---|--|
| He/She/It I/You/We/They | has have | bought a lot of presents. travelled around the world. |
| - Negative | | |
| He/She/It I/You/We/ They | has not (hasn't) / has never have not (haven't) / have never | seen an alien. eaten insects. |
| ? Interrogative | | |
| Has Have | he/she/it I/you/we/they | ever written a book? ever spoken to a famous person? |

Check the list of irregular verbs on page 79

Unit 5

Connectors

Connectors help us to link our ideas in sentences or paragraphs. They give cohesion and coherence to a text. These expressions guide the reader in the understanding of a text.

They are also used in spoken language.

| Use | Connector |
|-----------------|---|
| Present a topic | It is often said To begin with The majority of people... |
| Give opinion | I think/believe I agree/don't agree that From my point of view As I see it |
| Give examples | For example/instance In other words |
| Contrast | However On the one hand/On the other hand Although |
| Add information | Besides In addition What is more |
| Conclude | In conclusion To sum up |

Examples of confusing connectors:

Although we are young, we can understand what's going on in the world.

We are young. However, we can understand what's going on in the world.

Unit 6

Future *be going to*

We use *be going to* to express future plans.

We form *be going to* with the verb *to be* + *going to* + the base form of the main verb.

We form the negative by adding the word *not* after the auxiliary verb *to be*.

We form questions by inverting the subject and the auxiliary verb *to be*.

| + Affirmative | | |
|---------------|-----|-----------------------------|
| I | am | going to pack the suitcase. |
| He/She/It | is | |
| We/You/They | are | |

| - Negative | | |
|-------------------------------|-------------------------------|---|
| I He/She/It We/You/They | am not isn't aren't | going to cook tonight. We are going to eat out. |
| ? Interrogative | | |
| Am Is Are | I he/she/it we/you/they | going to celebrate the school's anniversary? |

Future will

We use *will* to make predictions about the future.

The negative of *will* is *will not*. We use the contraction *won't* when we speak.

The form of *will* stays the same for all persons.

Examples:

You will win the lottery.

They won't get lost.

| + Affirmative | | |
|-------------------------|-------------------------|---------------------|
| I/You/He/She/It/We/They | will | be lucky this year. |
| - Negative | | |
| I/You/He/She/It/We/They | will not/won't | be lucky this year. |
| ? Interrogative | | |
| Will | I/you/he/she/it/we/they | be lucky this year? |

Future: to be going to vs. will

We use *will* to make predictions about the future.

We use *be going to* to express plans about the future.

Examples:

It will rain tomorrow. I'm going to take a umbrella.

The test will be difficult. She's going to practise a lot.

The team will win the match. We are going to celebrate.

Name _____

Unit 1 Assess your progress



I can...

talk about myself and others.



describe rules and responsibilities.



write an informal e-mail.



Teacher's comment: _____

Name _____

Unit 2 Assess your progress



I can...

talk about past events.



describe anecdotes and memories.



write a news article.



Teacher's comment: _____

Name _____

Unit 3 Assess your progress

I can...

identify the genre and the parts in a story.



describe characters and plots.



write a story.



Teacher's comment: _____

Name _____

Unit 4 Assess your progress

I can...

describe people I admire.



ask and talk about life experiences.



write a film review.



Teacher's comment: _____

Name _____

Unit 5 Assess your progress



I can...

describe changes in life.



use connectors to organise written ideas.



write an opinion article.



Teacher's comment: _____

Name _____

Unit 6 Assess your progress



I can...

ask and talk about plans and predictions.



explain causes and effects.



write about a touristic place.



Teacher's comment: _____

3

ENGLISH
CHALLENGE

TESTS

1

Progress test

1 Read. Then, put the letters in order to write the words.

- a. You must wear this to protect your head when riding a bike. _____
LMTEEH
- b. These help you when riding a bike at night.

NTROF ISTHGL
- c. These protect your knees when playing hockey, for example. _____
DSPA
- d. You find these on the streets and are usually red, green and yellow. _____
FRCITFA ISTHGL
- e. Cars mustn't park here. _____
YCCEL AHPT

_____/10

2 Write two responsibilities for each occupation.

- a. Teacher

- b. Doctor

- c. Singer

- d. Carpenter

- e. Taxi driver

_____/10

3 Write two rules for each place.

- a. School playground

- b. Science lab

- c. Museum

- d. Swimming pool

- e. Your home

_____/10

4 Read the e-mail and put the verbs in the correct form.

–
↗
✕

To: evethompson@friends.com

From: johnperk@friends.com

Hi Eve,
I ^a_____ (have) a great time on the beach, it's really fun. I ^b_____ (play) different sports with friends every day. But we ^c_____ (can/not) always swim in the sea. The waves ^d_____ (be) usually dangerous. We must check the colour of the flag all the time.
How are you? What ^e_____ (you/ do) now?
See you back at school next week!
John

_____/10

Send

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5 Make questions for these answers.

- a. _____?
Yes, I have to do homework for tomorrow.
- b. _____?
No, she doesn't have to pay. It's a free and open concert.
- c. _____?
We have lunch at the school cafeteria twice a week.
- d. _____?
People are complaining about the prices.
- e. _____?
You must bring your passport to fly.

_____/10

Total score: ____/50

1 Unscramble the questions.

- were / you / what / doing / called / I / when / you / ?
_____ /10
- you / yesterday / you / did / eat / what / ?
_____ /10
- teacher / tests / the / correcting / was / ?
_____ /10
- children / running / the / the / playground / were / in / ?
_____ /10
- cover / the / reporter / the / case / did / ?
_____ /10

2 Circle the correct option.

- My grandma **never watched / was never watching** TV, but she always **read / was reading** books.
 - When **were you starting / did you start** work? I **was starting / started** at 6 o'clock.
 - Yesterday, Maia **wrote / was writing** e-mails from 11 to 12 and then from 2 to 3 as well. She **didn't stop / wasn't stopping!**
 - The student **stood up / was standing up** and **answered / was answering**.
 - When I **finished / was finishing** my homework, I **was cooking / cooked** dinner.
- _____ /10

3 Complete the sentences.

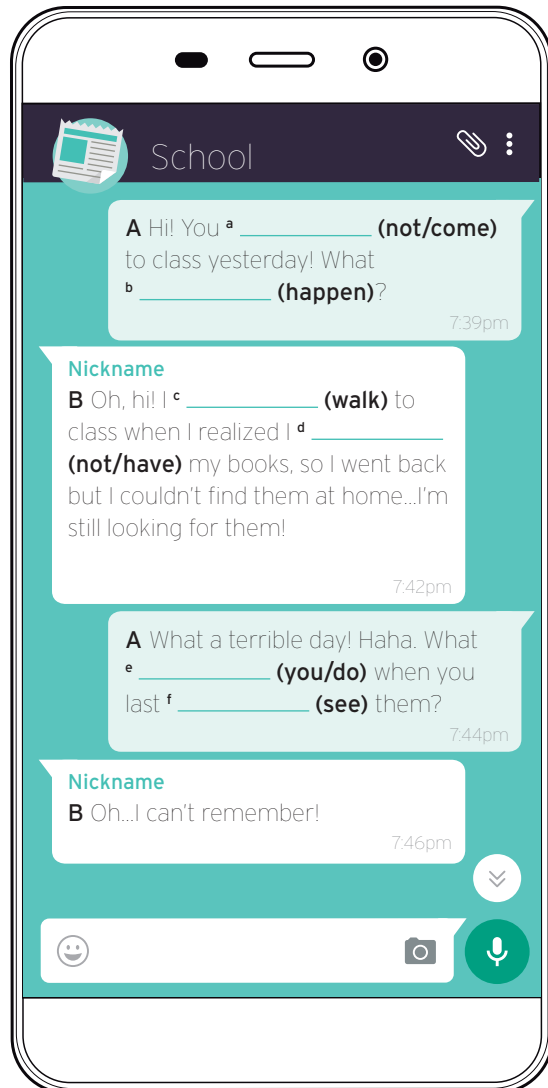
- While Megan **(be)** _____ under a beach umbrella, her friends **(sunbathe)** _____ on the sand.
 - We **(play)** _____ cards when the teacher **(come)** _____ in.
 - It **(start)** _____ to rain, while he **(water)** _____ the vegetable garden.
 - When they **(leave)** _____ the museum, the sun **(shine)** _____.
 - She **(not/sleep)** _____ when her son **(arrive)** _____.
- _____ /10

4 Match the actions. Then make sentences using past continuous and past simple.

- | | |
|-----------------------|------------------------------|
| a. drive to school | the call end |
| b. speak on the phone | two customers begin to argue |
| c. cook | guests arrive |
| d. get dressed | see an accident |
| e. buy a book | telephone ring |

_____ /10

5 Complete the chat.



_____ /10

Total score: _____ /50

3 Progress test

1 Read the definitions and write the literary genre.

Myth

Drama

Poetry

Historical fiction

Science fiction

- A story composed in verse or prose for theatrical performance, with dialogues and actions.

- A traditional narrative often about human behaviour and natural phenomena.

- A narrative set in the past that reconstructs historical events.

- A rhythmic, imaginative and beautiful text written in verse.

- A story based on real or imagined science, usually set in the future.

_____/10

2 Choose a story you know well and draw its map.

_____/10

3 Read the following excerpt from a story. Circle the adjectives and underline the adverbs.

My name is Henri Clerval and I was born in Geneva in 1755. My closest friend at school in Geneva was Victor Frankenstein. The Frankensteins were a rich family and my friend's father travelled widely. On my first visit to their house in Geneva I saw an incredibly pretty

girl, perhaps a year younger than us. 'That's my sister', Victor said softly. 'Really, we've been brought up together and we think of each other as brother and sister. She's Italian'. The Frankensteins were Swiss.

Frankenstein, by Mary Shelley (adaptation)

_____/10

4 Use the cues to make sentences with the comparative and superlative forms of these adjectives.

- Good (films)

- Bad (films)

- Funny (actor/actress)

- Interesting (books)

- Boring (sports)

_____/10

5 Complete the sentences using comparative or superlative adverbs.

- She finished the test (**quick**) _____ than the others.
- I speak (**bad**) _____ French than my sister.
- The Swiss athlete runs (**fast**) _____ of all the competitors.
- I go to the cinema (**regular**) _____ than my friends; I love it!
- The Italian singer sang (**loud**) _____ of all.

_____/10

Total score: ____/50

1 Read the sentences. Circle the past simple and underline the present perfect.

- When did you last go to the theatre? I have never been to the theatre.
- I have seen many concerts, but this was the best.
- They have learnt German so well that they could communicate fluently.
- The Titanic hit an iceberg in 1912 and there has been a film about it.
- She has been to Mexico twice, last year and in 2012.

_____/10

2 Use the cues to write sentences using already and yet.

My experiences (affirmative)

- fall in love

- try sushi

- dance rock and roll

My experiences (negative)

- drive a car

- write a poem

_____/10

3 Read and circle the correct option.

- Where **were / did** you born?
- When **have you bought / did you buy** that jacket?
- My grandmother died last year. She **has never been / never went** abroad.
- J. K. Rowling **has written / wrote** many books.
- Oh, no! I **lost / have lost** my keys!

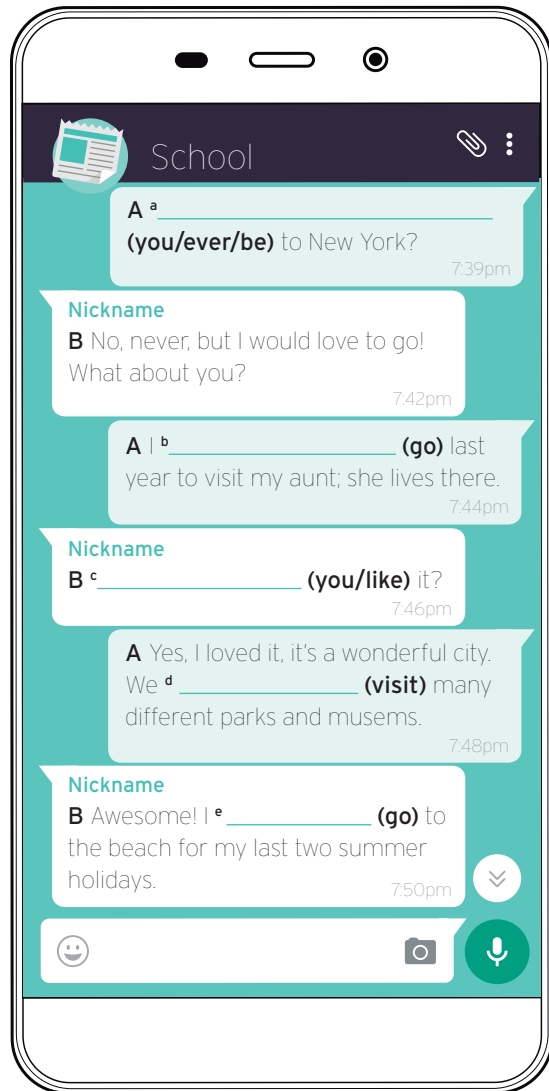
_____/10

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

- I **(never/go)** _____ camping, but I would love to!
- Once I **(see)** _____ a sci-fi film. It was great!
- My mum **(always/dream)** _____ of dancing professionally.
- I **(not/finish)** _____ my novel yet.
- It's April! Holidays **(already/finish)** _____.

_____/10

5 Complete the dialogue.



_____/10

Total score: ____/50

5 Progress test

1 Read and circle the correct option.

- a. Friends usually help each other in difficult moments. **What is more / However**, trust is very important between them.
- b. Sometimes friends don't meet often **besides / although** they love each other a lot.
- c. **As I see it / For this reason**, this is not a problem in these days.
- d. They can use social networks to be in touch, **in other words / for instance**.
- e. **In conclusion / On the other hand** technology can help friends be closer.

____/10

2 Match the sentences to the correct tense.

- a. A girl in my class got messages from a stranger via Facebook.
- b. She wasn't chatting with anybody when she got them.
- c. The girl hasn't answered the messages.
- d. Unfortunately, these situations happen all the time.
- e. We are trying to make them visible for everyone.

- Present continuous
- Present simple
- Present perfect
- Past simple
- Past continuous

____/10

3 Correct the mistakes in these sentences.

- a. I'm not agree that bullying only happens at schools.

- b. Besides, it don't only happen among young people.

- c. Although, there have been serious cases among youtubers, who are usually very young.

- d. Many people are try to provide teenagers with information about this topic.

- e. To begin with, bullying and cyberbullying are big and delicate issues.

____/10

4 Put the verbs in brackets in the correct tense.

- a. I **(write)** _____ because I need to report a case of cyberbullying.
- b. I **(play)** _____ games online when these guys appeared and...
- c. My mum **(already/block)** _____ their user names.
- d. However, I **(still/be)** _____ worried that they appear again.
- e. My friends **(suggest)** _____ not to play for some time.

____/10

5 Complete the text with the words in the box.

have observed however define
have found out is growing

< >

TEENS WORLD

Bullying is not a new problem. ^a _____, knowledge about bullying ^b _____ Experts ^c _____ bullying as 'the use of power and forceful or violent behaviour to cause suffering or to control another person.' They ^d _____ that bullying is not limited to a particular culture or place. Researchers ^e _____ that 25% of students around the world are involved in bullying, either as a bully or the victim of a bully.

____/10

Total score: ____/50

Mid-term test | Units 1-3

1 Read the story and match the titles below with the correct paragraph.

- a. Escape from the Slothar
- b. A strange dream
- c. A mysterious house
- d. Meeting the Hypnoth

The Loch Morar Monsters

by Angela Tranter (excerpt and adaptation)

- Last year, I was with my family on holiday in Scotland. We were staying in a little house on Loch Morar. On the first night, I slept awfully because I dreamt about a cave where a scientist was doing terrible experiments. He was experimenting on animals and people and creating strange creatures. There was a very strong monster called the Slothar and another called the Hypnoth that hypnotised people amazingly.
- I woke up in the morning and forgot about my dream. That usually happens to me. That afternoon I was walking with my brother along the loch. We came to a house with a wild garden. On the wall there was a large notice which said 'Loch Morar Laboratory. KEEP OUT'. This was the place from my dream! I felt terribly scared. My brother climbed faster than me over the wall and saw the entrance to a cave. Then I saw it too.
- We went in and walked along a dark passage. Suddenly, we saw an enormous creature, nearly three metres tall. It had a sinister, square head covered with thin hair. Its eyes were small, but it had a large mouth with horrible, pointed teeth. At the end of its long arms were two sharp claws. It moved quickly towards us. I took out my torch and shone it into the Slothar's eyes so it couldn't see. Then we ran down the passage.
- After that, we saw the figure of a small, old man. He was less than a metre tall and had very thin legs and arms. His head was too big for his body and he had two bright blue eyes. He was wearing old-fashioned clothes. He looked at us strangely for a long time. He was hypnotising us...

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_____/4

2 Answer the questions.

- a. How did the brothers arrive at the laboratory?

- b. How did the narrator escape from the Slothar?

- c. How was reality similar to the narrator's dream?

_____/6

3 Find in the story...

- a. two examples of the past simple tense

- b. two examples of the past continuous tense

- c. one example of the present simple tense

- d. two adverbs

- f. two adjectives

_____/6

4 Write the name of the correct creature.

- a. has sharp teeth _____
- b. wears old-fashioned clothes _____
- c. has a large head _____

_____/6

5 Imagine you are the narrator. Write the ending.

- a. Use the diagram to make notes. E.g.: took out a sword / killed the creature / crossed a river
- b. Write the ending. Include: past simple, past continuous, adjectives, adverbs and connectors.

WHAT HAPPENED NEXT
how you escaped from the Hypnoth
where you went



WHAT HAPPENED AFTER THAT
what you saw
what your reaction was



WHAT HAPPENED IN THE END
how you escaped
how you felt

_____/3

A large vertical area with horizontal lines for writing the ending.

_____/22

Total score: ____/50

Final test | Units 1-6

1 Read the article and circle the best option.

The author states...

- a. recycling jobs must be well-paid
- b. recycling is an integral solution to pollution
- c. recycling is something we all can do



The importance of recycling

Nowadays, there is a high level of consumption on the planet, and that damages the environment: pollution, dirty cities and huge quantities of waste are common issues all over the world. The way I see it, if we humans want a healthy planet, we have to start recycling. Otherwise, we will not be able to leave a better planet for future generations.

First of all, when you think of recycling you have to think about the whole idea: reduce, reuse and recycle. By making new products from used ones, we are reducing garbage, and, at the same time, we are saving resources such as materials and energy. Also, energy saving is important if we are to reduce the future effects of global warming. What is more, recycling helps in reducing air and water pollution. Paper, plastic, glass and aluminium cans are examples of some products that are recycled in large quantities.

On the other hand, some people argue against recycling. They claim, for instance, that the new jobs that recycling can create are usually low-quality jobs, so the people doing them will have low salaries. However, this can be different if the government implements new policies in favour of all workers. Some people also argue that recycling tons of garbage will require separate factories and this can result in more pollution and energy consumption. Furthermore, recycling does not guarantee good quality products.

In my opinion, we can all start doing small actions in our everyday lives, like reusing paper or other objects, and only buying what we really need. There are cases of people who have lived without buying anything for years. Think about it: if you don't need it, don't get it. If you have to get it, get something that can be used again. To sum up, recycling can bring positive results for us all. Although it is not easy to achieve, I believe it is worth trying.

_____/3

2 Answer the questions.

- a. Why is recycling a positive action, according to the author?

- b. Have you ever tried reducing, reusing or recycling? How?

_____/6

3 Find connectors in the text with the following functions.

- a. Add information

- b. Give an opinion

- c. Contrast

- d. Give examples

- e. Conclude

_____/10

4 Unscramble the questions. Then, answer.

- a. will / the / be / like / planet / what / 2060 / in / ?

- b. happen / what / we / don't / will / if / recycle / ?

- c. government / anything / has / done / about / pollution / the / ?

- d. when / you / start / to / are / going / recycling / ?

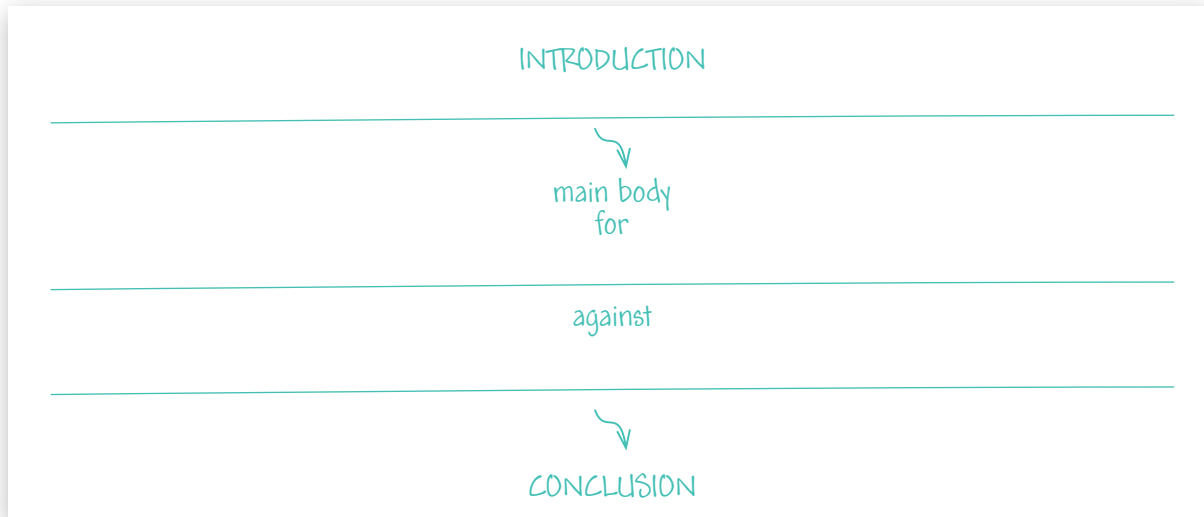
- e. often / you / want / recycle / to / how / do / ?

_____/10

5 Choose a topic to write an opinion article.

- Environment
- Food and health
- Tests at school
- Other: _____

a. Use the diagram to make notes and organise your ideas.



____ /3

b. Write your article. Remember to check your writing before handing in.

A large rectangular area with horizontal lines for writing the article.

____ /18

Total score: ____ /80

Progress Tests | Answer key

Unit 1

1.

a. helmet; **b.** front lights; **c.** pads; **d.** traffic lights; **e.** cycle path

2. Students' own answers.

3. Students' own answers.

4.

a. am having; **b.** play; **c.** can't; **d.** are; **e.** are you doing

5.

a. Do you have to do homework for tomorrow? **b.** Does she have to pay? **c.** How often do you have lunch at the school cafeteria? **d.** What are the people doing? **e.** What must I bring?

Unit 2

1.

a. What were you doing when I called you? **b.** What did you eat yesterday? **c.** Was the teacher correcting tests? **d.** Were the children running in the playground? **e.** Did the reporter cover the case?
Students' own answers to the questions.

2.

a. never watched, read; **b.** did you start, started; **c.** wrote, didn't stop; **d.** stood up, answered; **e.** finished, cooked

3.

a. was, were sunbathing; **b.** were playing, came; **c.** started, was watering; **d.** left, was shining; **e.** wasn't sleeping, arrived

4.

a. I was driving to school when I saw an accident. **b.** I was speaking on the phone when the call ended. **c.** I was cooking when my guests arrived. **d.** I was getting dressed when the telephone rang. **e.** I was buying a book when two customers began to argue.

5.

a. didn't come; **b.** happened; **c.** was

walking; **d.** didn't have; **e.** were you doing; **f.** saw

Unit 3

1.

a. Drama; **b.** Myth; **c.** Historical fiction; **d.** Poetry; **e.** Science fiction

2. Students' own answers.

3.

Adjectives (circled): closest, rich, first, pretty, younger, Italian, Swiss; **Adverbs (underlined):** widely, incredibly, softly, really

4.

a. better/best; **b.** worse/worst; **c.** funnier/funniest; **d.** more/most interesting; **e.** more/most boring

5.

a. more quickly; **b.** worse; **c.** the fastest; **d.** more regularly; **e.** the loudest

Unit 4

1.

a. When did you last go to the theatre? I have never been. **b.** I have seen many concerts, but this was the best. **c.** They have learnt German so well that they could communicate fluently. **d.** The Titanic hit an iceberg in 1912 and there is a film about it. **e.** She has been to Mexico twice, last year and in 2012.

2.

a. I have already fallen in love. **b.** I have already tried sushi. **c.** I have already danced rock and roll. **d.** I haven't driven a car yet. **e.** I haven't written a poem yet.

3.

a. were; **b.** did you buy; **c.** never went; **d.** has written; **e.** have lost

4.

a. have never gone; **b.** saw; **c.** has always dreamt; **d.** have not finished; **e.** have already finished

5.

a. Have you ever been; **b.** went; **c.** Did you like; **d.** visited; **e.** went

Unit 5

1. **a.** What is more; **b.** although; **c.** As I see it; **d.** for instance; **e.** In conclusion
2. **a.** Past simple; **b.** Past continuous; **c.** Present perfect; **d.** Present simple; **e.** Present continuous
3. **a.** I **don't** agree that bullying only happens at schools. **b.** Besides, it **doesn't** only happen among young people. **c.** **However**, there have been serious cases among youtubers, who are usually very young. **d.** Many people are **trying** to provide teenagers with information about this topic. **e.** **To sum up / In conclusion**, bullying and cyberbullying are big and delicate issues.
4. **a.** am writing; **b.** was playing; **c.** has already blocked; **d.** am still; **e.** have suggested
5. **a.** However; **b.** is growing; **c.** define; **d.** have observed; **e.** have found out

Unit 6

1. **a.** Prediction; **b.** Universal truth; **c.** Plan; **d.** Cause-effect; **e.** Cause-effect
2. Students' own answers.
3. **a.** will; **b.** are destroying; **c.** don't stop, will; **d.** happens
4. **a.** What will happen if the teacher is absent? **b.** Are you going to see friends on Friday? **c.** Will the weather be nice? **d.** What happens if you eat a lot? **e.** When are you planning to call her? Students' own answers.
5. Students' own answers.

Mid-Term test | Units 1-3

1. **a.** Escape from the Slothar: paragraph 3; **b.** A strange dream: paragraph 1; **c.** A mysterious house: paragraph 2; **d.** Meeting the Hypnoth: paragraph 4.
2. **a.** The brothers arrived at the laboratory when they were

walking along the loch, saw the house of the dream and climbed the wall. **b.** The narrator shone his torch into the Slothar's eyes so it couldn't see and they could escape. **c.** The cave and the monsters were similar to the ones in the dream.

3. **a.** was, slept, dreamt, woke, forgot, came, felt, climbed, saw, went, walked, moved, had, took out, shone, ran, looked; **b.** were staying, was doing, was experimenting, was walking, was wearing, was hypnotising; **c.** happens; **d.** awfully, amazingly, terribly, nearly, quickly, strangely; **e.** little, terrible, strange, strong, wild, large, faster, enormous, tall, sinister, square, horrible, thin, small, pointed, long, sharp, small old, big, bright, old-fashioned
4. **a.** Slothar; **b.** Hypnoth; **c.** Slothar.

5. Students' own answers.

Final year test

1. c.
2. **a.** Because it reduces rubbish, provides jobs and we can all do it. **b.** Students' own answers.
3. **a.** Also, What is more, Furthermore; **b.** The way I see it, In my opinion, I believe; **c.** On the other hand, However, Although; **d.** for instance; **e.** To sum up
4. **a.** What will the planet be like in 2060? **b.** What will happen if we don't recycle? **c.** Has the government done anything about pollution? **d.** When are you going to start recycling? **e.** How often do you want to recycle? Students' own answers.
5. Students' own answers.

Useful Websites

Unit 1

Riding bicycles in the UK

<https://www.nidirect.gov.uk/articles/rules-cyclists-59-82>

Flying on a plane

https://www.faa.gov/passengers/prepare_fly/

Unit 2

Recycling

<http://www.recycling-guide.org.uk/>

Alternative energies

<http://www.energy-uk.org.uk/energy-industry/renewable-generation.html>

Unit 3

Literary genres

<http://www.cde.ca.gov/ci/cr/rl/litrlgenres.asp>

Popular world myths

<http://www.bbc.co.uk/wales/history/sites/themes/myths.shtml>

Unit 4

Visual arts in the UK

<http://visualarts.britishcouncil.org/>

Unit 5

Bullying and cyberbullying

<http://www.bullying.co.uk/>

Unit 6

Future cities

<http://futurecity.org/>

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 texts 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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