LOOK WIDE

TEACHER'S BOOK 1

Leonor Corradi - Gonzalo Rosetti

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Contents

UNIT	USING LANGUAGE			
	Text types	Interaction	Outcome	World Wide
0 Talking about Me page 6				
1 Who Are You? page 10 **WB page 76**	A personal letter A chat An article A caption A descriptive text VIDEO *Welcome to my life*	Greeting and introducing people	An application email to be a volunteer	Can you remember thirty numbers? Informative text BBC Documentary clip *Child prodigies*
2 What do Argentinians Eat? page 20 **WB page 82**	A brochure A report A table A recipe A personal email VIDEO *I'm starving*	Ordering food	A brochure	Can a robot cook? Descriptive text BBC Documentary clip *Tomorrow's food*
Consolidation Units 1 – 2 Gods and Goddesses page 70				
3 What a Life! page 30 **WB page 88**	A blog An article A story A comic strip VIDEO *Max's press conference*	Talking about likes and dislikes	A comic strip	Do child actors go to school every day? Informative text BBC Documentary clip *A typical day?*
4 All about Learning page 40 **WB page 94**	A timetable A personal diary An article A booklet VIDEO *No school today*	Making and responding to polite requests	A class yearbook	Can students learn without a timetable or classrooms? Descriptive text BBC Documentary clip *Byron Court School*
Consolidation Units 3 – 4 Chaucer's The Canterbury Tales page 72				
5 Does Everybody Like Sports? page 50 **WB page 100**	A questionnaire An interview A caption A blog A collage	Talking about hobbies and interests	A biography report	When did football begin? Informative text BBC Documentary clip *Rugbynet*
6 I ♥ My City page 60 **WB page 106**	A caption A fact file An article A sign A poster An encyclopaedia entry An interview Instructions	Showing understanding	A poster of a town	Can you send postcards from Antarctica? Informative text BBC Documentary clip *The Penguin Post Office*
Consolidation Units 5 – 6 An Arthurian Legend page 74				

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	LINGUISTIC DISCURSIVE ELEMENTS	
	Lexical areas	**Structures and tenses**
	Personal information: name, age, origin Everyday objects and possessions Colours Numbers Days of the week Months Seasons Dates	Personal pronouns *To be* (all forms) Possessive adjectives Plural nouns (regular / irregular forms) Demonstrative pronouns Objective pronouns
	Family Nationality adjectives Activities Physical description Personality adjectives Clothes and accessories	Genitive case *Can* (all forms) *Have / has got* (all forms)
	Food and drinks - meals Places to eat Countable and uncountable nouns	*There is / are* *Some / any*
	Everyday activities Times of the day Feelings and states Likes and dislikes	Simple Present (all forms) *Like* + *ing*
	School subjects BBC Vox Pops video Friends	Present Continuous Simple Present and Present Continuous *Why? Because …*
	Sports Sports equipment Sports people Sports related words BBC Vox Pops video Sports	*Was / were* *So* (consequence)
	Geography related words Communication related verbs BBC Vox Pops video Countries BBC Vox Pops video Languages	*Must, have to, mustn't, not have to*

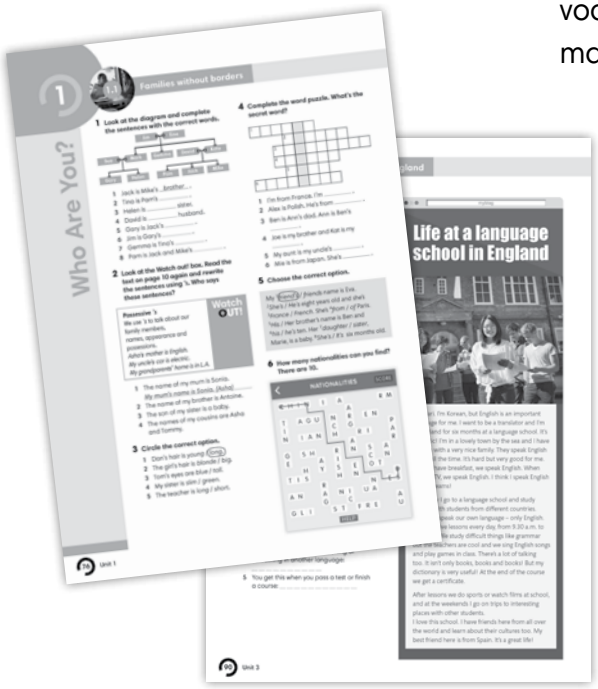
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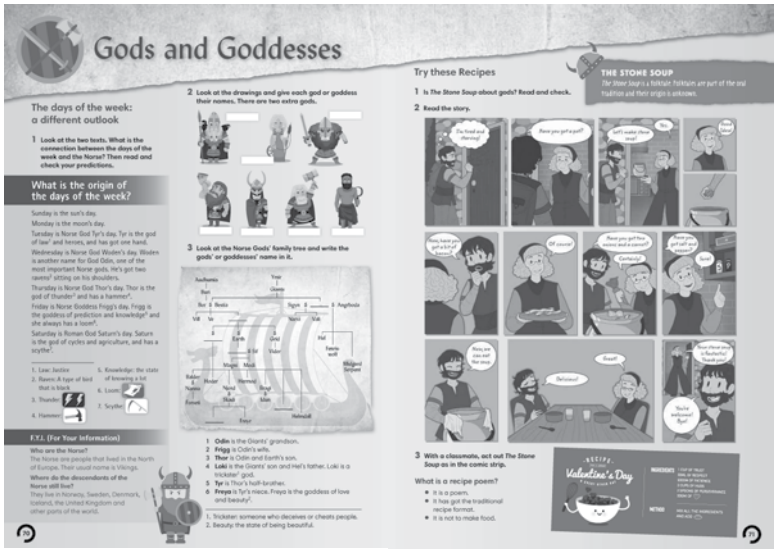
Components

STUDENT'S BOOK + WORKBOOK



- Six units plus a welcome unit
- Video (drama, BBC Vox Pops and BBC Culture clips) in every unit
- Language awareness boxes
- Culture awareness boxes
- Tips and suggestions to explore topics on the web
- 3 literature-based consolidation lessons
- WORKBOOK section with additional grammar, vocabulary and skills practice to consolidate material in the Students' Book section





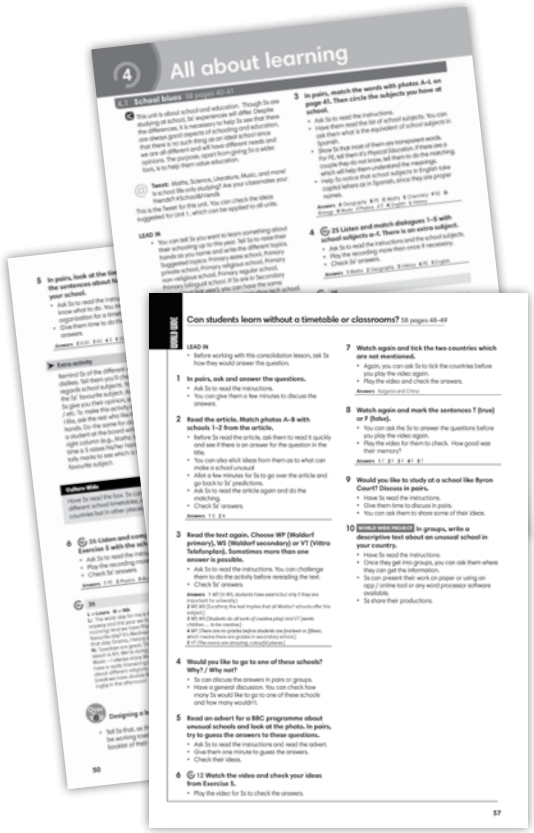
STUDENT'S INTERACTIVE DIGITAL BOOK



- The full Student's Book in digital format
- All audio and video embedded into the exercises
- WORKBOOK with interactive exercises

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TEACHER'S BOOK



- A yearly planning that can be submitted at schools
- Detailed teaching notes for every lesson, including ideas for further practice
- Workbook answer key
- Audio and video scripts
- Reference to ways to make the classroom inclusive
- Ideas and suggestions to approach ESI
- Attainment targets to cater to diversity and different learning rhythms

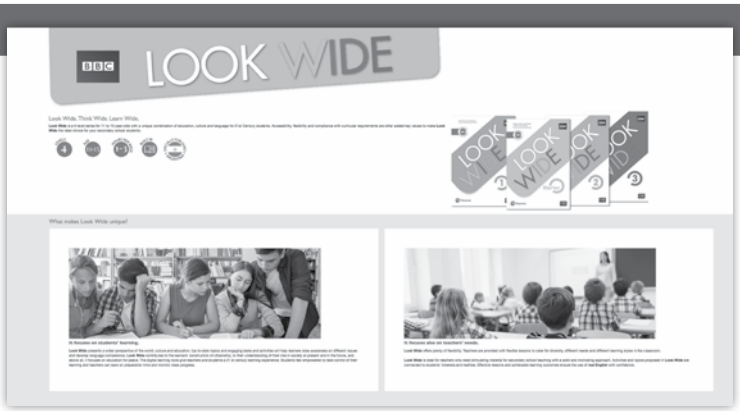
TEACHER'S SITE

- The complete TEACHER'S BOOK
- Downloadable worksheets with further vocabulary
- Downloadable resources for teachers (e.g. unit and progress tests)
- mp3 audio files



STUDENT'S SITE

- Downloadable worksheets with further vocabulary
- Downloadable further practice



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Overview of the Student's Book

Student's Book + Workbook

En *Look Wide* vas a encontrar …

(pages 4 and 5)

These two pages are a permanent reference to students.

The names of the different sections in the Student's Book are presented in these two pages with an explanation in Spanish as to what they are about and what students have to do.

Whenever they see one of the indicators of a section (*Language Wide*, *Culture Wide*, *Pronunciation* and *Over to You*), they can go back to these pages to check what each of the sections mean.

There is also a list of instructions for exercises and activities. Students can match the instruction with the Spanish equivalent and use this table as a reference if they have a query when doing an activity. In this way, we help students develop their autonomy.

The structure of a unit

Every unit is divided into 7 lessons, each one with a clear focus. Each unit opens with a tweet from a teenager, which relates to the topic of the unit. Students can use this tweet as a model and write their own, or they can try answering the questions posed in the tweet at the end of the unit. This will give coherence to the unit and will work as another way to round it up.



Lesson 1 presents vocabulary areas and collocations in context with plenty of images to help students understand their meaning. The activities aim at consolidating the lexical area and, at the same time, integrating it with previously seen topics.

Lesson 2 presents a grammar topic in context and activities which go from recognition to guided production.

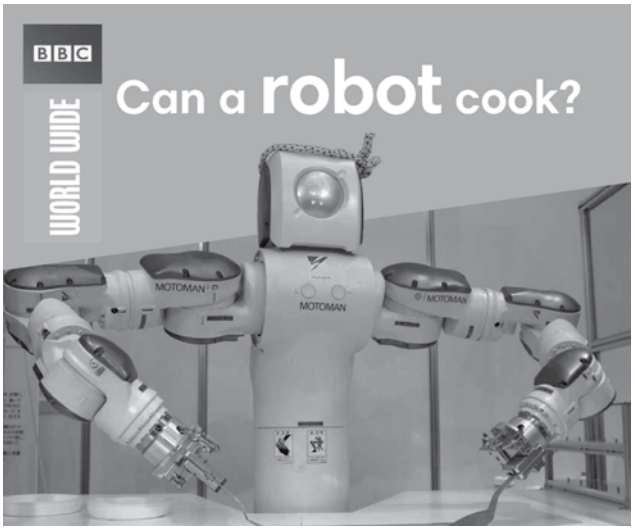
Lesson 3 is based on reading texts in a variety of genres. A grammar topic is also introduced.

Lesson 4 is video based in units 1-4 and written text based in units 5-6. In all cases, a new grammar topic is introduced.

Lesson 5 is text based and focuses on a lexical area. The texts are about contemporary topics to engage students' attention and help them construct a wider vision of the world.

Lesson 6 is video based and presents an instance of interaction, with a focus on oral language.

Lesson 7 is an integration lesson. In units 1, 3 and 5, the writing skill is developed. In the other units, a final task or project is constructed, which has been created all along the lessons. This last lesson also includes the **Unit Wide** section, which presents a summary of the topics in the unit.

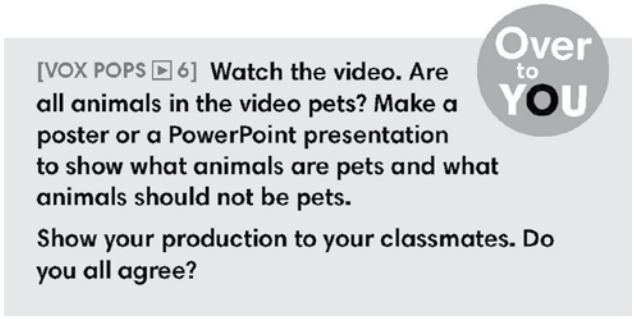


At the end of every unit, you will find the **World Wide** sections. This section is two pages long and consolidates the topic developed in the unit. There is always a written text which will open up the world to students, followed by a **BBC** clip related to the topic. Activities are presented, which help the students use language meaningfully. Finally, students are invited to do a project for which they are guided throughout the unit.

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Each unit has a **WORKBOOK** section, which starts at page 76. Students have the opportunity to practise and consolidate the teaching points in the Student's Book section, from lessons 1 to 5. At the end of every unit in the Workbook, there is a Self-Check page for students to assess how much they have been learning.

There are three literature-based Consolidation Units on pages 70-75. They are structured so that students can do one every two units. These lessons are skills based and integrate the language seen in the units. Students have the possibility to use the language meaningfully while they learn about important universal works of art.



The **Vox Pops** boxes: These are short clips of people filmed by the **BBC** on the streets of London, answering questions about their lives and giving opinions, following the topics and themes of the lesson. The purpose of this type of video is to provide short, manageable chunks of language in a real-life context, which students can use as a model for their own speech. Because the Vox Pops are unscripted, authentic, spontaneous speech, students are exposed to real language uttered by speakers of English from around the world. This helps them begin to develop compensation strategies for understanding new language. They will hear inaccuracies even from native speakers of English, so teachers should be prepared to mention and explain these mistakes to students. They can be helped to reflect on their own mistakes in their everyday use of Spanish, in whatever variety they use. Students should be encouraged not to worry about individual words they might not catch (which often happens even between native speakers) but to try to get the gist of the speech.

Look Wide is constructed on key educational principles which are in keeping with the aims of education: reflection, communication, collaboration, creativity, critical thinking and digital literacy.

As in any good language teaching methodology, the skills of *communication*, *collaboration* and *creativity* are central guiding principles and are peppered throughout the activities in *Look Wide*.

Reflection, one of its main features, is a fundamental principle without which there can be no real, effective learning.

Critical thinking: problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

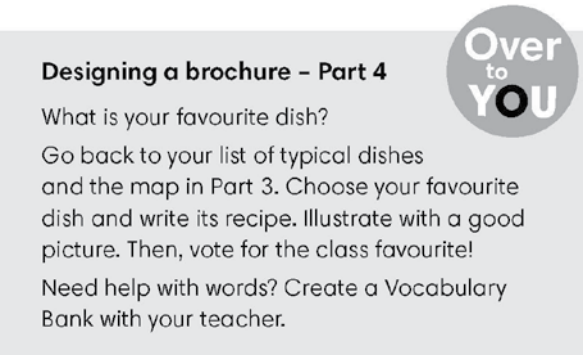
Autonomy and personal initiative: students are given opportunities to choose and create their own projects so that they connect personally with the topic, often using the internet with their own mobile devices (BYOD). Students are prompted to reflect on and take responsibility for their own progress through the regular Self-assessment sections in the Workbook.

Twenty-First-Century Skills: in this interconnected world we are living today, education is crucial in providing the necessary skills to become successful citizens. (Shin and Crandall, 2014)*

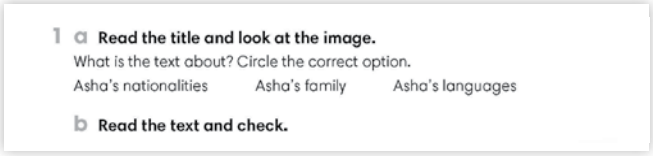
* Shin, J.K. & Crandall, J. (2014). *Teaching Young Learners of English: From Theory to Practice.* Boston. MA: Heinle Cengage Learning.

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LOOK WIDE helps students gain competence in these 21st century skills:



Creativity and collaboration: a wide variety of tasks and text styles foster students' creativity and collaboration skills. The students will have to resort to the language they are learning and the 21st century skills to complete outcomes in all the lessons in the book.

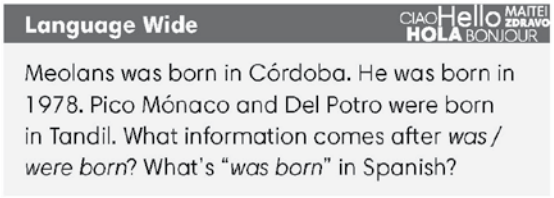


Critical thinking: problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

Digital literacy and multimodal communication: the content as well as the means of delivery of ***Look Wide*** are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics cover up-to-date technology and media, while the projects suggested encourage the use of digital tools to create their own projects whether presentations, reports or reviews, or even mini videos of their own. In this way, students become producers of multimodal content, a key aspect of today's world.

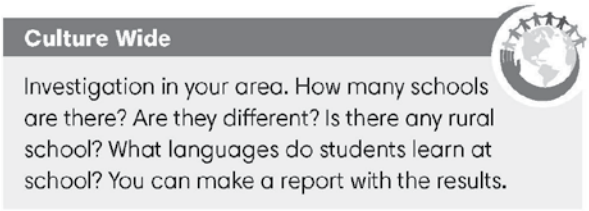
Opportunities for reflection are signalled in the Student's Book and will be signalled in the Teacher's Book. They are explained below and will be dealt with in depth as they appear in the units.

Student's Book



Language Wide

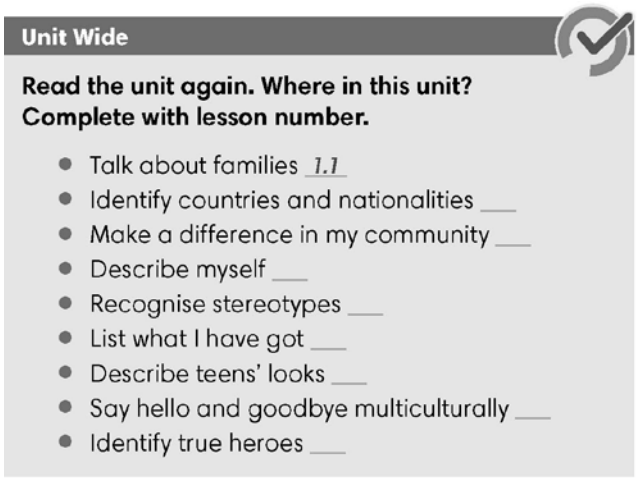
As students reflect on how language works, they will be cognitively active trying to figure the answers to the questions posed. There will be two different instances of reflection: about English and about the connection between English and Spanish, the language of instruction at school. By making connections between the two languages, students can then focus on what is different or on what they need to pay attention to. Most probably, there will be different varieties of Spanish spoken at school. This will be a great opportunity for students to see variety in action and that different does not mean inferior or superior in quality. If students know any other language, they can be invited to talk about them during these instances of language awareness.



Culture Wide

Language and culture cannot and should not be separated. Culture has to do with our everyday lives, with what we take for granted, for those accepted yet unwritten rules of society that make us part of it. The purpose of these boxes is to raise awareness of students' own cultures and to see how there are different views of the world, none of which should be considered better than others. Students are invited to reflect on them, and to pose further questions related to each of the topics. Understanding that there are different views of the world (*cosmovisiones*) is one of the steps towards education for peace and the construction of citizenship.

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Unit Wide

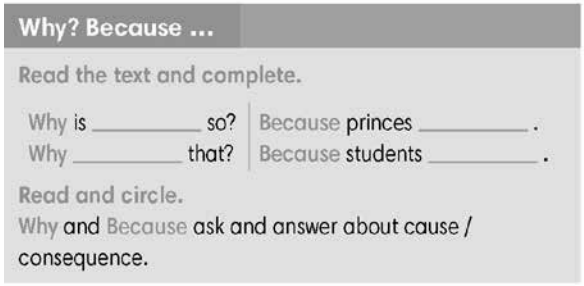
At the end of every unit, **Unit Wide** shows the different learning objectives (related to language skills, lexical areas, grammar and tenses, and educational aspects) developed in the unit. Students should identify where in the unit each of the objectives is dealt with. This is also an opportunity for students to reflect on the following:

- Understanding the topics
- Managing the topics at recognition level, i.e. given options, they know which one is correct
- Managing the topics at guided production level, i.e. students can use the items quite at ease.

If they cannot tick any, this is a signal that they need to ask their teacher. If they just tick understanding, after a while they can go back and check if now they can manage the topics. In this way, they are made responsible for their own learning and are given resources to develop their autonomy.

Pronunciation

Pronunciation is essential in the construction of meanings since the same phrase, with different intonation, can mean different things. Students are encouraged to work on those intonation aspects which are different from Spanish. They are invited to listen to recordings and to record their own productions to see how close they are. Through their own recordings, they can also check progress over time, which will be motivating and enhance learning.



The grammar tables

In some cases, students are asked to go back to the texts and complete the tables. In other cases, there are options for them to tick after they look at examples and figure out how language works. Students can be invited to personalise these tables and to use them as reference as they are working with language.

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AT Ss should understand that the Simple Present tense shows routines. Most probably, they will forget the –s for the third person singular, or use it where they should not. This is only natural and it will take a while for Ss to acquire this rule.

Attainment targets: students will learn topics at different paces. Some will be able to tell which form to use if given options whereas others will be able to produce the form in guided contexts. As with any teaching point, some mistakes are typical and expected, and are signs that students are learning. This section will show the minimum attainment target for each teaching point, as well as expected mistakes.

IC Some Ss may agree with Town or with Country Mouse. The important point here is that people react differently in different situations, which is to be respected by everybody.

Inclusive classrooms: any text – written, oral, visual or multimodal – is a necessary cropping of reality and will show one view of the world. Suggestions will be presented to cater to diversity and to make sure every student is included and can make his or her voice heard.

ESI Going on with this idea of questions which are appropriate or not, help Ss see that some questions may make us feel bad for they are private issues. Show Ss it is OK not to answer them. Also give them ideas about how to tell the other person that the questions are inappropriate. You may elicit from Ss different contexts in which this may happen, e.g., online, hanging out with friends, etc.

ESI (Comprehensive sexuality education): This refers to systematic teaching and learning that fosters reflection and making informed decisions with respect to topics related to human development (reproduction, puberty, sexual orientation and gender identity), relationships, sexual health, society and culture (including gender roles, diversity) and children and youth's rights. Along the units, there are plenty of opportunities to approach ESI. Some of these instances will be signalled in the Teacher's Book.

Working with the different activities

1 a Look at the photo and the question. What is Max's answer?

- Ask Ss to read the instructions and answer the question orally.
- Remind them not to read the conversation.

b 34 Listen and check.

- Play the recording or the video for Ss to check.

Listening

Whenever we listen to something, e.g. part of a conversation, a radio programme, an announcement, we may not know what is going to be said. However, we do know the context and we may have some idea about the content. For instance, at a train station we know that announcements have to do with destinations, times and platforms. In a conversation, we may get some clues when we look at the participants' facial expressions and body language. It is important, whenever students do a listening activity, to help them anticipate what the situation may be, the topic of conversation. This has to be something general. Ss will listen and go back to their predictions. Then they are ready for the second task, which typically involves Ss finding key information. It is important to remind Ss that it is not necessary to understand every single word but to get a general idea. It is essential as well to help Ss see the role of intonation in conveying meaning.

1 a Look at the photos and choose the best title for the collage.

- Ask Ss to read the instructions. Remind them they are not supposed to read the text.

b Read and check. Then, write the title on the line and stick the missing sportspeople's photos.

- Ask Ss to read the text and go back to their predictions. Elicit from them why one is correct whereas the others are not.
- Ss can go online and look for photos of the missing sportspeople.

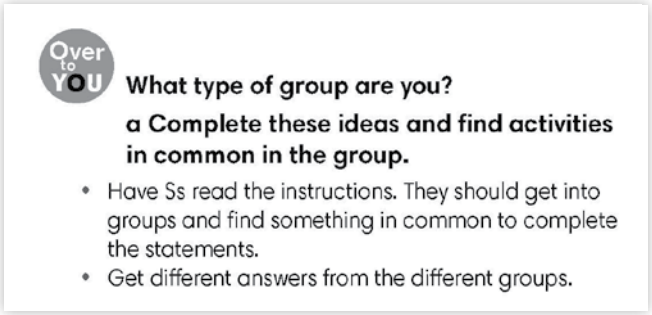
Answers Argentine Sports Stars

Reading

We live in a print-rich environment and are surrounded by written texts. Because of this, there is plenty of information we can get from a text even before we start reading it. For instance, by looking at the layout of a letter, we know if it is formal. It is necessary to do this whenever Ss are going to read a text. By looking at the layout, and any visuals there may be, Ss can make hypotheses as to the text type, or the general topic. These hypotheses need to be general. They then read the text – quite fast – and go back to their predictions. As in the case of listening, they are ready to do another task, which usually focuses on some specific information. Also, Ss need to understand that it is not

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necessary to know or understand every single word in a text to understand its meaning.

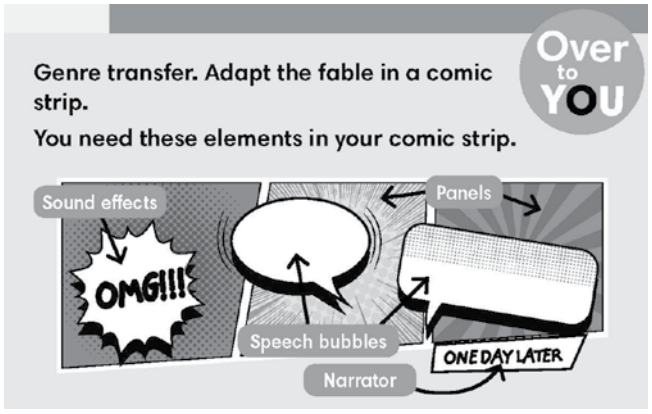


Speaking

There are opportunities for speaking and interacting all around the coursebook. In every case, Ss need to know what to say and how to say it, i.e. they need to know what linguistic resources they can use. Before any speaking activity, it is advisable to brainstorm with Ss what language they can use and write the list on the board.

When Ss have to record themselves, they can first rehearse and make recordings to check how they are doing. They can keep these recordings as records to show learning and improvement.

Ss will tend to make mistakes when they are interacting. As the focus of speaking activities is fluency, rather than accuracy, it is better to keep a mental list of the most common mistakes and have a general revision at the end of the activity. As teachers, we know what mistakes Ss are likely to make, so we can have some *remedial* work before an activity.



Writing

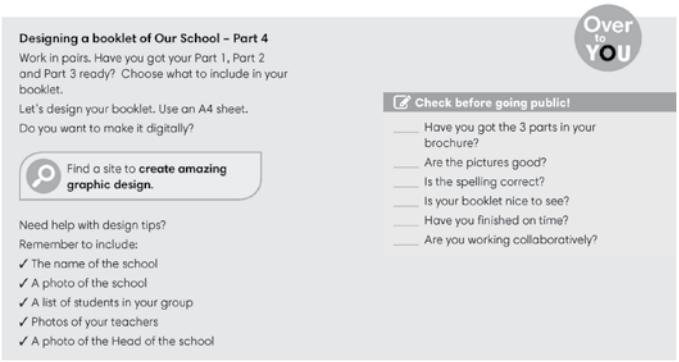
In ***Look Wide***, there are activities in writing – exercises – and writing activities. In the case of writing activities, Ss are conveying meanings, they are communicating. This means they need to take into account the audience – who they are writing to – and the best text type to communicate what they want to say. For example, to advertise a show, a digital presentation is not useful, whereas a poster would be a much better choice. Deciding on the audience, the genre and the text type are fundamental stages of writing. Ss also need to know they should write down ideas as some sort of organisation before they actually start writing. Writing is a process and, as such, the first version is not usually the best one. After Ss write a first draft, the teacher can decide to assign peer and / or teacher feedback sessions. In all cases, the teacher will provide useful feedback, not only in terms of grammar and vocabulary, but also in terms of content and meaning. With this feedback, Ss are ready to write a second draft.

Marking written pieces involves much more than grammar and vocabulary. Ss should know what criteria teachers will take into account to mark their work, such as organisation, risk taking, integration of new and old teaching points, among others.

Project work

In even units, Ss are invited to do a project as they deal with the lessons in the unit. Ss may not be used to this way of working, so it is important they should know how to go about it. Ss should be encouraged to go over the different parts of the project to check if they would like to change something, correct what they think is wrong or make it better. This attitude towards improvement should be reflected in the final mark they are given.

If the projects are paper-based, they can be digitalised (taking photos or scanning them) so as to share them with families. These projects can also be used as texts with other groups in the same school, in different schools or at another time. Whenever teachers decide to use projects in this way, Ss should be informed. It usually makes them proud to learn their productions will be used by some other groups.



Exercises

Exercises are presented in the Student's Book and in the Workbook sections. Their main purpose is the consolidation of new teaching points. Exercises can be done in class or as homework. If they are checked in class, there are different ways to do so. The answers are read aloud by individual Ss appointed by the teacher. It is better not to follow a pattern so that everybody should pay attention. The T can also ask Ss which sentences proved to be more challenging, and check those, or the ones about which Ss may have a query. Another interesting suggestion is to give Ss a key (which are included in every lesson). In this case, they can ask if they cannot understand why something was wrong.

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Assessment in *Look Wide*

Assessment refers to the process of gathering information about our students' learning process and progress.

LOOK WIDE caters for both assessment for learning and assessment of learning. When assessing learners, teachers need to use a variety of methods and tools, the written test being only one. These tools are necessary since they will give teachers different pieces of information about our students' progress.

Students should be involved in their assessment process. For this to happen, they have to know what criteria teachers will focus on to assess them. These criteria need to be shared with students from the very beginning, and there should be instances along the term for students to reflect on their progress as regards the given criteria. If we do this at the end of the term, there is no possibility for students to make any improvement.

Apart from tests, teachers can get valuable information about their students' learning process by means of the following assessment tools:

- Student's unit self-evaluation
- Student's self-check
- Student's general self-evaluation
- Observation
- Checklists
- Attainment targets
- The Global Scale of English (GSE)
- The GSE Teacher's Toolkit

Unit self-evaluation: at the end of every unit there is a **Unit Wide** section in which students go over the unit and reflect on what they have worked on. Students will draw a ✓ if they think they have understood the topic and have no queries about it, a **?** if they think they need some help or a ✗ if they feel they really need to go over the topic again. Teachers can prepare different activities and exercises with all the topics in the unit, and each student will do only those in which they feel they need to practise. This will foster autonomy.

Self-check: at the end of every unit in the workbook section, there is a page with revision exercises for the whole unit. Students can also use this to check if they need help in any language area.

General self-evaluation: using the list of criteria the teachers decide upon, students can assess their performance according to each criterion. A simple form can be given to students or it can be drawn on the board, e.g.

CRITERIA	EXC	VG	G	F	P
Participation in class					
Collaboration					
Attitude					
Homework in time					
Materials in class					

The teacher can then compare his or her own assessment with each student's and have a conversation with those in which there is disagreement.

Observation and checklist: the information that we get from students when we see them interacting in class is extremely valuable to assess their learning process. A corrected mistake can tell us much more than no mistake at all for it shows reflection. Teachers can create a checklist with the different concepts they want to focus on. When something happens in class that catches their attention, they will go to the checklist and record this information.

Attainment targets: As students learn new topics, they will move from recognising the topics in a different context, using it with guidance and support, e.g. when choosing between two options, to using it more freely. There will come a point in which the topic is produced spontaneously. It is hard to say when this will happen, but we know it is definitely not when the topic is first introduced. At the end of every lesson, there is reference to what students can be expected to do as regards the new topics. In some cases, expected mistakes are included. This information is crucial when assessing students.

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THE GLOBAL SCALE OF ENGLISH

The **Global Scale of English** (**GSE**) is a standardised, granular scale that measures English language proficiency. Using the **Global Scale of English**, students and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

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

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

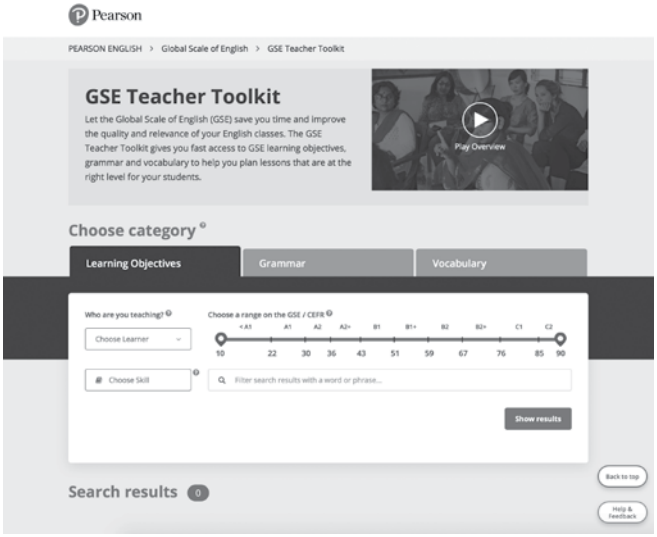
Visit www.english.com/gse for more information about the **Global Scale of English**.

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

The Teacher's toolkit

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

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



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Assessment

The following are forms teachers can use to keep a record of Students' performance.

WORKBOOK HOMEWORK ASSIGNMENT

	EXERCISE	DATE	SUBMITTED	EXERCISE	DATE	SUBMITTED	EXERCISE	DATE	SUBMITTED	EXERCISE	DATE	SUBMITTED	EXERCISE	DATE	SUBMITTED	EXERCISE	DATE	SUBMITTED
STS' NAMES																		

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GENERAL ASSESSMENT

	TERM 1							TERM 2							TERM 3						
	Attendance	Punctuation	Meeting deadlines	Participation in class	Collaboration	Materials in class	Complying with rules	Attendance	Punctuation	Meeting deadlines	Participation in class	Collaboration	Materials in class	Complying with rules	Attendance	Punctuation	Meeting deadlines	Participation in class	Collaboration	Materials in class	Complying with rules
STS' NAMES																					

REFLECTION SUGGESTIONS

Very often, we teachers have no time to focus on very important aspects of our lessons. Here is a list of suggested questions for reflections, whose answers can be a word or two.

- What worked well? Why?
- What did not work well? Why? How can I change it?
- Is there anything some students did not understand? What was it? How can I go back to it in a different way?
- What ideas did students have that I can use?

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The *LOOK WIDE Interactive Digital Book*

Look Wide offers a Student's e-book, an enhanced digital version of the Student's Book. This resource can be downloaded onto computers, tablets and smartphones. Those teachers who choose to use this resource will augment their classrooms with digital technology very easily, without the need to use any special software. Also, those teachers will open their classrooms to the ubiquitous possibilities of mobile leaning.

What is *mobile leaning*?

M-learning refers to the process of teaching and learning using mobile devices, i.e. laptops, tablets and smartphones. Teachers and students can access pedagogical resources any day of the week and from any place they want to. This ubiquity of teaching and learning makes m-learning a splendid possibility to keep on learning away from the classroom.

Does the *Look Wide Interactive Digital Book* need an active Internet connection to work?

The *Look Wide Student's e-Book* does not need an active Internet connection to work after the teacher or the student has downloaded the e-book onto their computer, tablet or smartphone. Students can watch videos, listen to the audio files and do the activities in the interactive workbook without connecting to the Internet. However, for teachers to get the results of the students' workbook activities, they need to go online.

Who can benefit from the *Look Wide Interactive Digital Book*?

Teachers and learners can benefit from the *Look Wide Interactive Digital Book* alike.

How can teachers offer an *augmented classroom* with the *Look Wide Student's e-Book*?

An augmented classroom is a face-to-face classroom enhanced with the possibilities of ICT (information and communications technologies). Teachers can augment their classrooms by using the *Look Wide Student's e-Book* in their lessons. By doing so, teachers are using ICT purposefully in their lessons augmenting their classrooms with technology. Instead of playing the recordings, Ss can listen to them using their own devices. The same thing applies to the videos.

How can teachers offer a *flipped classroom* with the *Look Wide* Student's e-Book?

A flipped classroom refers to a pedagogical practice in which the teachers assign their students some tasks, especially video-based activities, to be completed before coming to a face-to-face lesson. EFL teachers can offer a flipped classroom experience by assigning reading, listening and watching activities, as well as, videoed grammar explanations in the Starter Level before coming to school. In this way, the students will activate their prior knowledge before the lesson, which will free class time for more interaction and production. Thus, teachers gain time for reflection on the strategies the students used to complete the assigned activities.

How can teachers and students use the *Look Wide Student's e-Book*?

There are different possibilities. Teachers can use the e-book in the classroom as an augmented version of the paperback. The e-book has the audio and the video files embedded in the corresponding activities. Teachers can display the e-book with a projector or on an interactive whiteboard for the whole class to see. Teachers can use digital tools, like the spotlight tool in interactive whiteboards or annotations and markup tools in Adobe Acrobat Reader to signal, make comments and highlight content on the e-book pages. All the audiovisual resources are *in* the activities and exercises where teachers and students need them so no more wasting time searching for the audiovisual files in the computer or mobile devices!

A second possibility is to ask students to use their mobile devices – tablets, netbooks or smart phones – in class to listen to the audio files or watch the videos. This solves the problem of not having a digital projector or interactive whiteboard available, or the issue of loudspeakers not being powerful enough.

A third possibility, as suggested before, is the flipped classroom.

Students can not only benefit from the *Look Wide Student's e-Book* in the classroom but out of it as well. Students can follow the lesson using their e-books in the same fashion they use a printed book. However, as the students can access the audiovisual resources for the listening and watching activities, they can work on them on their own and at their own pace. That is to say, learners can play the listening and video activities as many times as they may need to. Students can listen to an audio or watch a video several times, anywhere, any time to complete a given activity. In this way, the *Look Wide Student's e-Book* is a wonderful resource for fostering learners' autonomy and differentiated learning.

One more thing! Students can benefit from the *Look Wide Student's e-Book* while they are not at school because they can have the e-book installed in their own devices. So, they can access all the contents of the e-book from their desks or from any mobile device on the palm of their hands. Rainy days and extreme weather conditions in the country and in some cities as well usually prevent many students from attending lessons. The same thing happens when students cannot make it to school because they are not in town or get sick. Their teachers can send students a text message and assign a listening or a video activity to be done at

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home and stayed tuned with the English lessons while they are away from school. This is a meaningful example of an extended classroom. *Look Wide* offers another way to extend a classroom with digital technology.

How can teachers create an *extended classroom* with the *Look Wide Interactive Workbook*?

An extended classroom is a virtual companion to a face-to-face classroom. This virtual module could be a blog (e.g. blogger.com), a shared folder (e.g. Google Drive), or a virtual classroom.

Look Wide offers a **virtual classroom** so every teacher can extend their face-to-face classroom with this online classroom. The *Look Wide* virtual classroom keeps a record of all the exercises each student attempts to do or completes, the scores they get in each activity and the time they spend on each exercise; and the good thing is that everything is automatic and already programmed. Therefore, the teacher needs to focus only on teaching without worrying about administering the virtual classroom and the students have to only focus on their own learning by completing the exercises from any place and at any time they enter their virtual classroom. This is a meaningful example of ubiquitous, mobile learning.

What is the bright side of using the *Look Wide Interactive Workbook* for the students?

Students have online access to all the exercises they have in the paperback workbook. That means they can work on the interactive exercises anywhere, any time. However, the brighter side is that the students receive immediate feedback after submitting their answers of the exercises. This can help students to quickly see their progress. Students can choose to re-do any exercise 2 times (3 times in all) and, thus, improve their scores.

What is the bright side of using the *Look Wide Interactive Workbook* for the teachers?

The *Look Wide Interactive Workbook* is already online and available for the teacher to use with their class. Teachers will have a private virtual classroom to use with their students. Both teacher and their class will access the virtual classroom and the *Look Wide Interactive Workbook* with a secret password.

As the *Look Wide Interactive Workbook* is interactive and offers automatic and immediate feedback, the teacher will only have to look at the scores their students got and notice where the challenges in the exercises are. With this assessment record at hand, the teacher can design future courses of actions for their lessons. In this way, the *Look Wide Interactive Workbook* will do all the assessment by giving feedback and collecting the students' progress. Undoubtedly, this sound evidence of the students' progress will free the teacher from long hours of checking and marking students' activities so he or she can have more time for teaching and more time for using the language in the classroom.

What can teachers use the *Look Wide Interactive Workbook* for?

These are some reasons why teachers should use the *Look Wide Interactive Workbook*:

- very easy to use
- already programmed
- remedial work
- catch-up work
- differentiated instruction
- free classroom time of homework feedback
- use of classroom time for interaction, queries and reflection
- flipped learning experiences
- mobile learning
- an extended classroom experience

Planificación anual

			Uso del Inglés		
Unidad	**Producto final**	**Expectativas de logro**	**Contenido escolar**	**Habilidades del siglo 21**	**Estilos textuales y géneros**
0 **Hablando de mí**		Unidad para revisión Los alumnos podrán recordar: • cómo comunicarse en el aula, la fecha, los números, adjetivos posesivos. • que el verbo *to be* tiene diferentes conjugaciones.		Alfabetización digital: gráfico de torta Búsqueda de información Pensamiento crítico: evaluación de información Red social: Twitter Snapchat Enciclopedia online Procesador de texto	
1 **¿Quién sos?**	Email de solicitud	Los alumnos podrán: • reconocer nacionalidades y países. • recordar miembros de una familia. • recordar que *can* expresa habilidad. • describir personas, aunque sea con ayuda. • utilizar correctamente la conjugación de *have got*. • recordar prendas de vestir. • utilizar diferentes saludos.	Geografía: países y nacionalidades Prácticas del lenguaje: comunicación epistolar	Software para crear collage, presentaciones, cuadernillo (*booklet*), póster multimedial, para grabar audio Colaboración: trabajo de a pares y grupales Creatividad y producción multimodal: collage, folleto, presentación, póster	Carta Chat Artículo Epígrafe Texto descriptivo Texto informativo
2 **¿Qué comen los Argentinos?**	Folleto	Los alumnos podrán: • recordar alimentos, bebidas y comidas. • diferenciar *there is* y *there are*. • reflexionar sobre sus habilidades de lectura. • diferenciar sustantivos contables e incontables.	Biología: nutrición		Folleto Informe Receta Email Texto descriptivo

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Reflexión			Recursos lingüísticos discursivos		
Intercultural	**Lingüística**	**ESI (Educación sexual integral)**	**Áreas léxicas**	**Gramática**	**Fonética**
	La fecha	La ropa no es indicadora de género.	Información personal: nombre, edad, nacionalidad Objetos diarios y posesiones Colores Números Días de la semana Meses Estaciones del año Fecha	Pronombres personales, demostrativos, objetivos Verbo *to be* Adjetivos posesivos Sustantivos plurales (regulares / irregulares)	Entonación del discurso en oraciones y preguntas Acentuación y ritmo
Concepto de familia Respeto a todas las nacionalidades Estereotipos Pertenencia a círculos sociales basada en apariencia, estilo de vida Saludos y buenos modales	Patrón en la construcción de adjetivos gentilicios Uso de *can:* habilidad, pedido, permiso, posibilidad Conjugación del verbo *have got*	Uso de la nacionalidad como insulto Apariencia personal Personas con habilidades diferentes Grupos de pertenencia y presión de pares Contacto y distancia personal	Saludos y presentación Familia Nacionalidad Actividades Descripción física Personalidad Ropa y accesorios	Caso posesivo (*genitive*) Verbo *can* Verbo *have / has got*	Articulación de sonidos
Alimentación: elección saludable, social, religiosa, geográfica Régimen de comidas diarias Especialidades culinarias locales	Identificación de sustantivos contables e incontables Uso de cuantificadores en inglés y español Comparación del uso de *some / any* en inglés y español	Concepto de belleza saludable (calorías, dietas) Horas de sueño	Alimentos y bebidas Comidas Lugares para comer Pedido de comida	Sustantivos contables e incontables *There is / are* *Some / any*	

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			Uso del Inglés		
Unidad	**Producto final**	**Expectativas de logro**	**Contenido escolar**	**Habilidades del siglo 21**	**Estilos textuales y géneros**
3 **¡Esto es vida!**	Historieta	Los alumnos podrán: • reconocer rutinas. • conjugar verbos en presente simple. • reconocer sus avances en la lectura. • hacer preguntas correctamente. • recordar adjetivos para describir sentimientos. • expresar gustos.	Técnicas de estudio: administración del tiempo	Alfabetización digital: gráfico de torta Búsqueda de información Pensamiento crítico: evaluación de información Red social: Twitter Snapchat Enciclopedia online Procesador de texto Software para crear collage, presentaciones, cuadernillo (*booklet*), póster multimedial, para grabar audio Colaboración: trabajo de a pares y grupales Creatividad y Producción multimodal: collage, folleto, presentación, póster	Posteo en blog Artículo Cuento Historieta Texto informativo
4 **Vida escolar**	Anuario escolar	Los alumnos podrán: • recordar el nombre de materias escolares. • reconocer el presente continuo. • reconocer sus avances en la lectura. • identificar cuándo usar el presente simple y cuándo el continuo. • usar *why* y *because*. • realizar pedidos y responder a ellos.	Materias escolares		Horario Diario personal Artículo Anuario Texto descriptivo
5 **¿A todos le gustan los deportes?**	Informe biográfico	Los alumnos podrán: • recordar nombres de deportes. • reconocer cuándo usar *play*, *score* y *win*. • conjugar el verbo *to be* en pasado. • reconocer sus avances en la lectura. • recordar adverbios de frecuencia. • reconocer dónde ubicar los adverbios de frecuencia en la oración. • recordar el significado de *so* y *how often*. • hablar sobre hobbies e intereses.	Educación física: deportes individuales y grupales		Cuestionario Entrevista Epígrafe Posteo de blog Collage Texto informativo
6 **Me encanta mi ciudad.**	Poster turístico	Los alumnos podrán: • describir la ciudad donde viven. • diferenciar *must*, *have to*, *not have to*. • reconocer sus avances en la lectura. • Usar la estructura *want to*. • Hablar sobre comunicación.	Geografía: accidentes geográficos		Epígrafe Hoja informativa Artículo Señal Póster Entrada en enciclopedia Entrevista Instrucciones Texto informativo

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Reflexión			Recursos lingüísticos discursivos		
Intercultural	**Lingüística**	**ESI (Educación sexual integral)**	**Áreas léxicas**	**Gramática**	**Fonética**
Estilos de vida Actividades diarias en diferentes lugares del país Mascotas Puntos a favor y en contra de trabajos y ocupaciones Preguntas inapropiadas	Conjugación del presente simple a partir de la comparación con el verbo *like* Diferentes formas de pronunciación de la *s* de la 3er persona del singular Comparación de las estructuras para expresar gusto en inglés y español	Edad, género y trabajo Expresión de emociones y sentimientos Expresión de gusto y respeto por las diferencias Peligro al que pueden estar expuestos los adolescentes: online, ciudades grandes, zonas rurales, etc	Rutinas Momentos del día Emociones y sentimientos Preferencia (*likes and dislikes*)	Tiempo presente simple *Like + ing*	Entonación del discurso en oraciones y preguntas Acentuación y ritmo Articulación de sonidos
Diferentes percepciones de la escolarización y la educación Materias y horarios de escuelas en diferentes lugares La experiencia escolar en escuelas urbanas y rurales Diferentes formas de pasar las vacaciones Diferentes realidades escolares en la comunidad de los alumnos	Uso del presente continuo El contraste entre presente simple y continuo Uso de *Why / Because* Expresión de cortesía	Responsabilidad del alumno en la escuela	Materias escolares Pedidos corteses	Tiempo presente continuo Presente simple y presente continuo *Why? Because ...*	
Diferentes consideraciones sobre los deportes Fama y deportes Violencia en los deportes	Conjugación del verbo *to be* en pasado Forma débil y fuerte en la pronunciación Comparación de la estructura *was / were born* con sus equivalentes en español Expresión de consecuencias con *so* Expresión de frecuencia en inglés y español	Género y deportes: estereotipos Personas con habilidades diferentes: la inclusión	Hobbies e intereses Deportes Equipamiento para deportes Deportistas Palabras relacionadas al deporte	*Was / Were* Consecuencia con *so*	
País y origen Puntos positivos y negativos de diferentes lugares Normas y reglas sociales Relación entre clima y ubicación de las ciudades en relación a deportes y actividades de ocio La comunicación y la tecnología en el siglo 21	Conjugación de *must*. Comparación de estructura con su equivalente en español Uso y estructura de *want to*		Geografía Comunicación Idiomas Mostrar comprensión en una conversación Respeto	Obligación, prohibición con *must, have to, mustn't, not have to*	

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The first week

Before starting, you may want to work with Ss with some ground rules. They will be at two levels, linguistic and relational. Linguistic rules refer to the use of English in class. Maybe Ss are not used to using English – either listening to it or interacting in it. This is a good opportunity to give them some resources so that they can use English in class.

TEACHER CLASSROOM LANGUAGE

What follows is a list of the most frequent classroom language. As you use it, make sure you put meaning across by using gesture, helping Ss focus on cognates (words with Latin origin which mean the same in English and Spanish), body language, and any other means to help Ss construct meaning without resorting to translation.

Classroom instructions

- *Look at this / the picture on page …*
- *Say it again.*
- *Listen to this / the dialogue.*
- *Open your books at page / unit …*
- *Close your books / notebooks.*
- *Read this / the text in silence.*
- *Write the answers in your notebooks.*
- *Act out the conversation.*
- *Sit next to (Gon).*
- *Do (Exercise X) for homework.*
- *Spell it.*
- *Make two teams.*
- *Get into groups.*
- *Work on your own.*
- *This is to hand in.*

Classroom management

The following are expressions you can use to keep the class working appropriately.

- *Work quietly.*
- *No more talking, please.*
- *Use English. / Say it in English.*
- *Try again.*
- *Time's up.*
- *Go back to your spot.*

Student classroom language

As suggested before, use different means to put meaning across. Ss can make a poster with these phrases and pin it on the wall and they can also make personal file cards with this information. It is a good idea to ask Ss how they think they can keep a record of these expressions. Remind them to use them every class. You can have a challenge of sorts, e.g. if everybody uses English all the time, they can choose which game to play or which favourite activity to do the following class.

- *A (pen), please.*
- *Say that again, please.*
- *How do you spell teenager?*
- *How do you say "flequillo" in English?*
- *Can I go to the toilet, please?*
- *Is this to hand in?*
- *Can I work with (Majo)?*
- *Can we work in groups?*

As to relational rules, it is usually a good idea to have them in a poster signed by everybody, teacher included. It is even better if some of the rules apply to the teacher as well, e.g. when to give back checked homework or marked exams.

Assessment criteria

During the first lessons, it is advisable to tell Ss the criteria to be applied to mark them. Ss' marks should include several aspects, not only exams. The following are suggested criteria:

- Participation in class (irrespective of mistakes Ss can make)
- Collaboration
- Attitude
- Submitting homework and assignments in time
- Bringing materials to class

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0 Talking about Me

0.1 It's me! SB pages 6-7

1 Match sentences 1–5 with photos A–E.

- Ask Ss to read the instructions and check they all know what to do.
- Allot a couple of minutes for Ss to do the activity and then check.
- You can ask Ss to underline or highlight key words that help them do the correct matching.

Answers **1** B **2** D **3** E **4** A **5** C

ESL You can make reference to the boys wearing skirts (kilts), typical of Scotland. In this case, a kilt is not indicative of gender. Picture B shows a girl with her arm around her friend. This physical contact may be OK in some cultures, but there are people who may feel uncomfortable. Point out how important it is to tell others when you are not OK with physical contact. You can also brainstorm with Ss different ways to say this nicely.

2 Complete the sentences about the people in Exercise 1 with *is / isn't* or *are / aren't*.

- Check Ss know what to do.
- When checking, make sure Ss pronounce *aren't* correctly: /ɑːnt/
- Fast finishers can write more examples for the rest to do as homework.

Answers **2** isn't **3** isn't **4** are **5** isn't **6** is

➤ Extra activity

In groups, Ss can write affirmative and negative statements and then say them aloud for the rest to say if they are true or false, e.g. *Madryn isn't the capital of Chubut.*

3 Make questions with *to be*. In pairs, ask and answer the questions.

- Ss can write the questions first and then get into pairs.
- You can check the questions before Ss ask them.
- Make sure Ss use the right intonation for *Yes / No* questions.
- A more challenging alternative: Ss play in two groups of two. They should look at the statements in Ex 1 and try to remember the information. They close their books, and in turns, each group asks a question. After they answer the questions, they can check if their answers are OK and count how many each group has to find the winner.

Answers **2** Is Kasia fifteen? No, she isn't. **3** Are Maria and Jorge students? No, they aren't. **4** Is Katie in Paris? No, she isn't. **5** Is Mary at work now? Yes, she is.

4 Read the table. Choose the correct option.

- Ss should read the instructions and do the exercise.
- In the case of sentence 6, it is also usual for pet owners to refer to them as *he / she*.
- A typical mistake for Spanish speakers is to consider agreement between the possessive adjective and the noun that follows. In sentence 8, many could choose *his* because of *brother*. In English, the agreement is between the "possessor" (Anna) and the possessive adjective.

Answers **2** Our **3** your **4** Their **5** His **6** Its **7** My **8** her

5 In pairs, look at the picture of a garage sale. What is the money for?

- Ask Ss to find where in the picture they can find the answer.
- Ss can say the answer in English or they can point to the banner, depending on their level of English.

Answer Dogs / To help dogs

6 Look at the image and write the letter next to the words. Careful! Two extra words.

- After reading the instructions, Ss can work individually or in pairs.
- Remind them to use pencil if they are not sure about the matching.
- You can tell Ss that *mobile phone* is typically British, while *cell phone* is typically American.

Answers **H** bag **A** bike **D** book **B** guitar **E** laptop **C** mobile phone **G** skateboard **F** TV **I** watch

IC Some of the possessions may be completely out of Ss' possibilities. Make sure everybody understands this is not a model to follow and that it does not imply that everybody should have this. However, you can focus on how nice it is to have a generous attitude, for example, when donating something to raise money for a cause. You can ask Ss how else they could raise money for a cause.

Over to YOU **Complete the sentences. Make them true.**

- Tell Ss that OVER TO YOU is for them to write about themselves, their places, their friends and family.
- Ask Ss to read the instructions. Make sure they understand the meaning of the word *true*. You can have an example on the board, e.g. *We … at school.*
- You can use a ✓ on the board and / or a thumbs-up gesture indicating approval.
- To check, you can ask Ss to provide different options for the same sentence.

Answers Answers will vary.

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7 Look at this table. Complete the speech bubbles in the picture on page 7 with demonstrative pronouns.

- Check that Ss understand the meaning of the arrows. ↓ means close to the speaker, → means not close to the speaker.
- If necessary, you can ask Ss to name the equivalents of *this, that, these* and *those* in Spanish (this: *este, esta, esto;* that*: ese, esa, eso, aquel, aquella, aquello;* these: *estos, estas;* those: *esos, esas, aquellos, aquellas)*. You can do the same with the other pronouns. Help them see that demonstrative pronouns in English are the same for feminine or masculine. Use this possibility to help Ss reflect on how language works.
- Have Ss look at the two examples (*boy* in the yellow T-shirt on the left and *lady* in the light blue T-shirt on the right) first, then allot a few minutes for them to complete the speech bubbles.

Answers **1** That **2** Those **3** These **4** This

8 In pairs, look at the picture in Exercise 6 and find something:

- If there are words Ss do not know in English, they can ask *How do you say ...?* Or they can point to the different objects to show the colour.
- You can check by naming objects for Ss to say what colour they are.

➤ Extra activity

To revise classroom objects, you can name a colour and Ss name school objects that colour. They can also show the items. After a while, Ss can take turns to name colours.

➤ Extra activity

Play **Simon Says**. One person takes the role of **Simon** and issues a command, for example, *Simon Says orange*. The players must name something that is orange. An instruction without the introductory phrase ***Simon says*** means *do not do this action*. Anyone who breaks one of these two rules is eliminated from the remainder of the game.

9 Look at the table. Complete the sentences with object pronouns.

- Remind Ss of the position of object pronouns in a sentence: after the verb and after prepositions. Give Ss time to complete the sentences, then check their answers.
- Help Ss reflect on the difference between subject and object pronouns.

They are great mobile phones.
→ *They* is a subject pronoun.

Look at them – they are great!
→ *Them* is an object pronoun, always after verbs or prepositions.

Remember *you* is both a subject and an object pronoun.

Answers **2** me **3** us **4** him **5** it **6** you **7** them

10 Make questions.

- Remind Ss of the order of words in questions. Ask them if the same rule applies in Spanish.
- Give Ss time to unscramble the questions, then check.
- Make sure they use the correct intonation in *Yes / No* and in *Wh-* questions.

Answers **2** Where are you from? **3** When is your birthday? **4** Who is your best friend? **5** How old are you? **6** What is your favourite thing? **7** What is your phone number?

➤ Extra activity

In pairs, Ss can answer the questions in Ex 10. You can have a survey to see which the Ss' favourite things are.

11 2 Complete the interview with the questions in Exercise 10. Listen and check.

- Have Ss read the instructions. Allot a few minutes for them to do the exercise.
- Make sure everybody is ready to listen and check before you play the recording.
- Once they listen to the recording, they can reflect on their own intonation of questions when checking Ex 10.
- You can ask Ss if these are the questions they would ask a new classmate. This can show them how different cultures consider different options.

Answers **b** 5 **c** 2 **d** 3 **e** 7 **f** 4 **g** 6

02

A: What is your name?
B: I'm Jake.
A: How old are you?
B: Fifteen.
A: Where are you from?
B: Bolton, a big town near Manchester.
A: When is your birthday?
B: 6th November. I'm a Scorpio!
A: What is your phone number?
B: 038744 3219.
A: Who is your best friend?
B: My mum, probably!
A: What is your favourite thing?
B: Probably my new skateboard.

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12 3 **Complete the days of the week. Listen and check.**

- You can ask Ss where they can check before they listen, e.g. a calendar, a daily planner.
- Point out that, in English, the days of the week take capital letters whereas in Spanish they do not.
- Before checking, you can ask Ss to repeat the days of the week to themselves, and then check if they say them correctly.

Answer **2** Tuesday **3** Wednesday **4** Thursday **6** Saturday

03

1 Monday
2 Tuesday
3 Wednesday
4 Thursday
5 Friday
6 Saturday
7 Sunday

13 4 **Complete the calendar with the months below. Listen and check.**

- Ask Ss where they can check before listening.
- You can follow the same procedure as to pronunciation.
- Again, point out that the months take capital letters in English.
- You can ask Ss how they would represent each of the months, if they would change any of the illustrations. Ss can work and make a calendar for their classroom. Divide the class into 12 groups with each group in charge of a month. This calendar, which can be made as a monthly planner, can be used to keep a record of assignments or important dates, among other possibilities.

Answers February May August November

04

January
February
March
April
May
June
July
August
September
October
November
December

14 **In pairs, write the months for each season in your country. Use the pictures in Exercise 13 to help you.**

- Allot a couple of minutes for Ss to do the exercise.
- You can point out that, in Spanish, we use the same word for train station and seasons. It is a typical mistake for Ss to use the word *station* when they actually mean *season*. If it crops up or if you feel it is useful, you can tell Ss that the word *season* is also used for *temporada*, e.g. football season, Season 1 for a TV series, etc.

Answers **Summer:** December, January, February **Autumn:** March, April, May **Winter:** June, July, August **Spring:** September, October, November

15 **Count around the class.**

- Ask them where they can get a list of numbers in case they need to check.
- You can organise this as a game in small groups.

16 5 **Read the Watch out! box. Listen and write the numbers you hear.**

- Point out to Ss how numbers are said in English. They can compare them with Spanish.
- Elicit from them what they need to do to listen: do not say anything. If there is something they don't get, they should wait and not interrupt. If there is noise from outside, they should do something before you play the recording, etc.
- You may need to stop the recording after every number. You can also ask Ss to write the words in numbers, and then write the words.
- Check on the board.

Answers **B** Thirty **C** Nineteen **D** Ninety **E** One hundred and fifty-nine **F** Five hundred and twenty-seven **G** Seven hundred and sixty-three **H** Two thousand, three hundred and sixty-one

05

A Thirteen
B Thirty
C Nineteen
D Ninety
E One hundred and fifty-nine
F Five hundred and twenty-seven
G Seven hundred and sixty-three
H Two thousand, three hundred and sixty-one

17 **Write the ordinal numbers in words.**

- Ask Ss how ordinal numbers are used: to show position in a competition, for instance.
- Tell Ss that, in English, ordinal numbers are used for dates, while, in Spanish, ordinal numbers are used only for the first day of the month.

Answers third eighth fifteenth twenty-sixth

18 6 **Study the Watch out! box. Listen and choose the date you hear.**

- Ask Ss how they say the date in Spanish and in any other language they know.
- You may tell Ss that in abbreviated dates, e.g. 24/10, British English uses the same format as Spanish, whereas in American English the first number is the month, then the day, e.g. 10/24.

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

06

1 January the eleventh
2 March the thirteenth
3 the twenty-ninth of July
4 the thirtieth of October
5 December the twenty-first

Over to YOU **In pairs, ask and answer the questions.**

- After they get into pairs, they ask and answer the questions.

AT This is a revision unit. Ss should remember what they use to communicate in class, e.g. *book*, *bag*, dates, numbers, possessive adjectives, etc. They should remember that the verb *to be* has different forms depending on the subject.

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1 Who Are You?

1.1 Families without borders SB pages 10-11

IC This unit is about families. The concept of family we adhere to is that of people living together who share a bond of love and kinship. No mention is made of what used to be considered the typical family: parents and two kids. There are plenty of opportunities to discuss different types of families: single parent, same sex parents, big and small, multicultural, mixed-race, mixed or blended, families in which there are no parents but grandparents or older siblings, nuclear and extended, among others. Ss can be invited to talk about their families. It is important not to refer to any of the types here as different, because that would mean there is a norm, with the rest deviating from it.

Every unit is introduced by a tweet-like message from Luquita Timpo or Juana Ciance, two teenagers. They pose a question related to the topic. As Ss move along the unit, or towards the end of the unit, they can go back to the question posed at the beginning and answer it according to their own opinions and ideas.

@ **Tweet:** Am I a name? Am I a student? Am I an Argentinian? What can I answer: #WHOAREYOU?

You can ask your students to respond to the tweet at the end of the unit. You can use Twitter; however, to maximize the privacy of students, we recommend using a closed group or the message tool in a virtual learning environment like Edmodo or Google Classroom. You can even display a poster on a classroom wall where Ss can write or paste their comments to the hashtag.

LEAD IN

- With this wide idea of what a family is, write the word *family* on the board. Tell Ss to think about their family and to write in their notebooks the names of as many family members as possible.
- Set a time limit and, when time is up, ask how many names Ss wrote. Do not make this a competition.
- You can ask Ss how many from the list are male and how many female. Ask around to see if the percentage tends to be the same for most Ss.

1 a Read the title and look at the image.

b Read the text and check.

- Ask Ss to read the instructions and check they all know what to do. Make sure they understand they are not supposed to read the text but only to look at the title of the text and the image.
- Before they read the text to check their predictions, ask about their choice. You may ask them to account for their answers. The purpose here is the development of reading, rather than the practice of English, so answers in Spanish are OK.
- Ask Ss to read the text and go back to their predictions.
- Since this is about predictions, it does not matter if Ss' answers are not the correct ones. When they have the text and check, the fact they understand their option is not the correct one shows they have understood.

Answer Asha's family

2 Look at the photos. Read the text and write the names of the people.

- Check Ss know what to do. Make sure they understand that this is a family tree with the green lines showing the parents-children relationship.
- Allot enough time for Ss to write the names. They can check in pairs before you do the general checking.
- When checking, make sure everybody gets it right.
- Fast finishers can write more examples for the rest to do as homework.

Answers **A** Abe **B** Cara **C** Gus **D** Miyo **E** Alex **F** Rita **G** Tommy **H** Sonia **I** Henry **J** Antoine **K** Ola **L** Ana

➤ Extra activity

You can write all the kinship relationships on the board: *mother, father, cousin*, etc. As you name each, Ss should read the text and tell you the name.

➤ Extra activity

Divide Ss into groups of 4. They should try to remember the different relationships in Asha's family. Emphasize the need to work collaboratively, i.e. each member of the group focuses on 3-4 lines. Ask Ss to close their books. Name each member of her family for Ss to raise their hands and tell you the name. The rest check. You can have this as a competition.

➤ Extra activity

Write two columns on the board, one is FEMALE, the other one MALE. You can write *She* and *He* next to the words to help Ss remember the meaning. Ask Ss to write the kinship nouns – *father, sister* – in the right column. In the case of *cousin*, they can write it in both columns.

3 Read again and write T (true) or F (false).

- Ask Ss to read the instructions.
- Tell them how long they can take to do the exercise.
- Check Ss' answers. Ask Ss to account for their answers. They should look for information in the text.
- In the case of 4, some Ss may believe this can be part of a school project, and therefore consider this T. Others may think this is not a school project at all, so they consider it F. In either case, they should look for evidence in the text.

Answers 1 F 2 F 3 F 4 T

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4 Countries and nationalities. Match the columns. Watch out! An extra country.

- Ss should read the instructions and do the exercise.
- Help them see the relationship between the name of the country and the nationality.
- Let them do the matching and then check.
- You can ask them the nationality for the extra country: American.
- Point out to Ss that nationalities take capital letters in English.

Answers **England** English **Japan** Japanese **France** French **Argentina** Argentinian **China** Chinese **New Zealand** New Zealander **Nicaragua** Nicaraguan **Paraguay** Paraguayan **Scotland** Scottish **South Africa** South African

IC Make sure all the Ss' nationalities are covered. You can have a list on the board with all the nationalities in the group. You can also make a poster with the group's nationalities. If all the Ss are from South America, you can use a map, colour the countries and write the nationality in each.

ESI It is sadly very common to use nationalities as insults. Even if the topic does not crop up, it is a good opportunity to help Ss reflect on their identity and of how proud we should all be of our origins.

5 7 Listen to the nationalities and the countries. How many can you say in 30"?

- The purpose of this activity is for Ss to practise pronunciation. Ask Ss to read the instructions.
- Ss can repeat the nationalities to themselves before they start saying them.
- Ss can be divided into pairs or small groups to see how many they can remember.
- You can ask those who remember the most what strategy they have used.

7

England – English
France – French
Ireland – Irish
the USA – American
Argentina – Argentinian
Japan – Japanese
Scotland – Scottish
Poland – Polish
Germany – German
Italy – Italian
Holland – Dutch

Language Wide

CIAO Hello MAITE! ZDRAVO HOLA BONJOUR

The purpose is for Ss to see the pattern in the endings for nationality adjectives.

Vocabulary: You can visit www.pearson.com.ar/look_wide for further nationalities.

6 Memory game. Read the text and family tree on page 10. Close your book. Test your partner's memory.

- Have Ss read the instructions and the examples.
- Give them time to go back to the text.
- Reflect with them on the rules for this game: no shouting, being a good loser and a good winner.

Culture Wide

The purpose is to help Ss become aware of how important it is to acknowledge our origins.

- Depending on their choice, you can set this activity as homework.
- Ss can make the pie chart with their IT teacher.
- Give Ss the beginning of the sentence to show the results: *30% (per cent) of (my family, Ss at school, Ss in this group, people in our community) are …*

➤ Extra activity

Ask Ss to go back to the list they made at the beginning. They have to choose two members of their family, say who they are, e.g. *my sister*, *my aunt*, and what nationality they are. You can have this as a warm-up in the next lessons so that every S has a chance to introduce two members of their families.

AT Ss should recognise a few nationalities.
Ss should recognise when to use the name of the country and when the nationality adjective.
Ss should remember a few kinship nouns.

WB Answers **1.1 Families without borders** Page 76

1. **2** grandmother (granny) **3** Gary's **4** Kate's **5** cousin **6** grandfather (grandpa) **7** daughter **8** sister
2. **2** My brother's name is Antoine. (Henri) **3** My sister's son is a baby. (Sonia) **4** My cousins' names are Asha and Tommy. (Ana)
3. **2** blonde **3** blue **4** slim **5** short
4. **1** French **2** Poland **3** daughter **4** sister **5** wife **6** Japanese
5. **2** She's **3** French **4** from **5** Her **6** he's **7** sister **8** She's
6. Chinese German English Scottish Argentinian Paraguayan Nicaraguan French Irish Austrian

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1.2 We can make a difference. SB page 12

1 In pairs, match one of the words / phrases below with each photo (A–B). Read and check.

- Most probably, Ss know the meaning of the words. If it is not the case, mime them.
- Tell them they are not supposed to read the texts. Give them a minute to do the matching.
- Have Ss read the texts and check their answers.
- Tell them it is OK to have done a different matching before reading. This is a good opportunity to show them how images, as any text, show only a partial view.

Answers **A** play football, see **B** do taekwondo, run, swim

Can

- Ask Ss to read the table.
- You can ask them if *can* is used with all the persons, e.g. *I*, *he*, *they*, etc.
- Show Ss that *can* is not stressed in the affirmative, it is pronounced /kn/. In the case of the negative form, contracted (*can't*) or not (*cannot*), it is stressed. *Can't* is pronounced /ˈkɑːnt/, and *cannot* is pronounced /ˈkænət/
- Remind Ss of the intonation in *Yes* / *No* questions.

2 Think about Gordon Reid, the tennis player. What can he do? Tick ✓ the boxes. Then, ask your teacher.

- Ask Ss to read the instructions and look at the picture. Gordon Reid has a physical disability, yet he plays tennis, as Gustavo Fernández (Roland Garros champion in 2016 and Australian Open in 2017).
- To check, Ss have to ask you, e.g. *Can he ...?*

Answers He can play a sport, communicate, read and use a computer.

➤ Extra activity

You can conduct a survey about Ss' abilities. To start, you can pose a few activities, then you can ask them to add more, e.g., *play football / tennis / handball, swim, skate, rollerskate, cook*, etc. At the end of the activity, each S can say something he / she did not know about one of his / her classmates, e.g. *Agus can cook*.

3 a Read the chat and circle ✓, ✗ or ?.

- Ask Ss if they usually chat with their friends, and if so, what app they use.
- Ask Ss if chats are usually formal or non formal.
- Ss can first tell you if they are formal or non formal, and then read and check. Then they can read a second time to do the activity.
- Make sure they understand that *?* means *Not in the text* or *Doesn't say*.
- When checking, you can ask them to account for their answers.

Answers **1** ✓ **2** ? **3** ✓

b Read the statements with *can* in 3a. Circle the correct meaning.

- Ask Ss to focus on *can*. Ask them if it means ability in all the cases.
- Once they have checked that, ask them to read the statements again and circle the correct meaning.

Answers **1** request **2** permission **3** permission **4** possibility

Language Wide CIAO Hello MAITE! ZDRAVO HOLA BONJOUR

Ask Ss to go over the examples with *can* to check if the structure is the same.

Answer The same

Over to YOU **You can make a difference in your community. In pairs, think about two more possibilities. Then, vote for the best action plan in the class.**

- Ask Ss to read the examples.
- You can have them work in groups and think of two other possibilities.
- All the groups should share their ideas.

Vocabulary: This icon shows some ideas to go online and look for information. Ss can type the words in bold to make the search easier.

IC You can focus on Silvio Vela, Gordon Reid and any other athlete with a disability. Help Ss see how their disability did not stop them from following their dreams. Rather than considering any form of disability or difference a problem, it should be seen as a challenge and an opportunity to improve. In this respect, classmates and friends can play a key role.

AT Ss should understand that *can* means ability. With guidance, they can understand other meanings of *can* in a context.

WB Answers **1.2 We can make a difference.** Page 77

1. Answers may vary.
2. **2** Can Mark drive a car? **3** Can Nico buy the drinks? **4** Can you help us with the music? **5** Can Tina's baby walk?
3. **2** No, he can't. **3** No, he can't. **4** Yes, I can. **5** No, he / she can't.
4. **2** a **3** e **4** d **5** f
5. **2** Yes / Of course **3** go **4** go **5** play
6a. **2** c **3** d **4** e
6b. **b** PO **d** RE **e** PE

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1.3 Are we what others see? SB page 13

LEAD IN

Before starting the lesson, you can focus on its name and ask Ss if they would answer *Yes* or *No*.

1 Look at the text and the images. Is it an article? Read quickly and check.

- Ask Ss to read the instructions. Remind them they are not supposed to read the text.
- When checking, you can ask them to account for their answers. Remember that it is not important if they have said *no* before reading. Understanding why they were wrong shows they have understood the text.

2 Read the text again. Mark the sentences T (true), F (false), DS (doesn't say).

- Ask Ss if this time they should read quickly or more carefully.
- Give them time to do the activity and then check their answers.
- Again, they can go to the text and account for their answers, especially when there is disagreement.

Answers **1** T **2** DS **3** DS (brave and strong does not make a person good) **4** F **5** T

3 Read once again. Look at the images and write the name of the characters.

- Allot a couple of minutes for Ss to do the exercise.
- Ss can check in pairs before the general checking.

Answers **Top left** Raven **Top right** Ree
Below top left Katniss **Next to orange circle** Rosalyn

Culture Wide

Are all descriptions politically correct? Think about it.

Ask Ss to read the examples. Some may answer them affirmatively out of prejudice or because of what they have heard before. It is important to help them see that these are stereotypes. Stereotypes are not wrong, the problem is that they are partially correct. Some police officers are men, but some are women. Some Africans are black, but some are white. Ss may reflect on the stereotypes in their communities. The purpose is not to criticize anybody but to raise awareness and help Ss have a wider view of the world.

➤ Extra activity

You can tell Ss to read Zephaniah's poem "Who's Who" (available on the web), which is about stereotypes. Ss can add lines or change the lines in the poem to include their ideas. Do not worry about the use of *used to*, since Ss can understand the poem without analysing its grammar.

Over to YOU Say who you are with a picture. You can use Snapchat. Ask your teacher!

- First make sure Ss understand the meanings of the words below. You can ask them to read the text and find examples of descriptions.
- In some cases, you can use the symbol ≠ for opposites, e.g., *tall / short*, *big / small*. Tell Ss that *average* is in between *tall* and *short*.
- Tell Ss to draw a picture of themselves or to use Snapchat if they are allowed to use mobile phones in class. If they use paper, they can write a short description on a separate sheet.
- Collect all the sheets of paper, place them on the wall and distribute the descriptions. Ss should read the description and find the face.

Vocabulary: You can visit www.pearson.com.ar/look_wide for more descriptive adjectives.

➤ Extra activity

Ss can describe famous characters, e.g. Bart Simpson, Pikachu, Batman, etc.

➤ Extra activity

- Ask Ss to work in groups. They should think of a character from a film and describe this character using the ideas in OVER TO YOU. If they know this, they can add information about nationality, family, age, ability.
- Allot a few minutes for Ss to prepare their descriptions.
- When they are ready, each group should present their character. It is important that all members should say something. The rest of the class guess who the character is.

IC You can go back to the name of this lesson, *Are we what others see?* and discuss with Ss how they feel about this. Sometimes people try to hide who they really are because they think others will make fun of them. This is a golden opportunity to reflect on these issues with Ss.

AT Ss should remember they can use different words to describe people, though at this first stage, they will need to check the book or their notes to describe somebody.

WB Answers **1.3 Are we what others see?** Page 78

1. **a** 3 **b** 4 **c** 2
2. **a** 4 **b** 3 **c** 2 **d** 1
3. **1** F **2** DS **3** F **4** T **5** F **6** F
4. **2** nervous **3** quiet **4** brave

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1.4 Are we what we've got? SB page 14

1 a Look at the image. What is the text about?

- Ask Ss to read the instructions and tick the best option.
- Focus Ss' attention on the pronunciation of Max's: /'mæksɪz/

b 8 Watch or listen and check.

- Now Ss watch the video or listen to the recording and then check.

Answer Max's life

OUT of class

- Tell Ss to look at these expressions. Tell them that whenever they see this box, they will find colloquial everyday expressions.
- Make sure they understand their meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use these expressions.
- Encourage Ss to use these expressions in class when relevant. You can ask them to make a poster with them and pin it on a wall. Alternatively, they can have a card with these expressions.

2 Watch or listen again. Tick ✓ the topics.

- Ask Ss to read the instructions, read the topics and then to watch or listen again.
- Check the answers. If there is disagreement, play the recording or the video again.

Answers Max's nationality Max's family Max's house

08 → See SB page 14

3 Read the text. Complete the table and circle the correct options.

- This may be revision for most Ss. However, they may have the idea that *have got* is only used for possessions.
- Ask Ss to read the text and, as they do so, to circle the options they think are correct. They should underline the sentences for each of the meanings.
- Check by having Ss provide examples of each meaning of *have got*.
- Make sure they use the correct intonation in questions. Show them as well that *have* and *has* are not stressed.

Answers Possession family description

➤ Extra activity

Ask Ss to read the monologue and write a few sentences about Max. Ask them to write both true and false statements. They should use *have* and *has got*. Ss should then close their books. In groups, Ss take turns to read each of their sentences for the rest to say if they are true or false.

➤ Extra activity

You can write the following words on the board for Ss to make questions about Max.

1 *Max / a sister / ?* 2 *Max / a blog / ?* 3 *Max's dad / a job / ?* 4 *the Greggs / a garage / ?*

Once they write the questions, they may try to answer them without going back to the text.

Over to YOU Get in groups of 4. Choose exercise a or b.

a Make a list of what you have got. Then, vote: Are we what we've got? Yes or no?

b Write about your best friend but do not reveal his or her name. Read your description to the class. Who can guess?

- Ask Ss to read the instructions and decide which option they want to do.
- In either case, check that Ss know what they can use as help if they need any: their book, their notes, posters on the wall if there are any.
- If Ss decide on **b**, go back to the title of the lesson and reflect on it.

IC A great part of the world gives such importance to possessions that Ss may feel they are not anybody if they do not have the latest model of mobile phones or other devices, if they do not participate in certain social networks, to name but a few examples. The topic of this lesson offers us a great opportunity to discuss this: we are not what we have or have not got. You can also use Max's photo to discuss if he represents the Ss in class (according to his clothes, his lifestyle, etc.).

AT Ss should understand the meaning of *have / has got*. They should be able to recognise which one to use, depending on the subject.

WB Answers 1.4 Are we what we've got? Page 79

1. Answers will vary.
2. **2** Have we got an Art lesson today? **3** Have your cousins have a big house? **4** Have you got a dictionary? **5** Has your teacher got children?
3. Answers will vary.
4. Yes Has hasn't / has not has He's Have I've got / I have got haven't got / have not got Has No
5. **2** I've **3** he's **4** have got **5** hasn't **6** got **7** can't **8** you

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1.5 Are we what we wear? SB page 15

1 Look at the pictures and tick ✓ the clothes and footwear you see.

- Have Ss look at the words. Ask Ss if they know all the words. You can show the words they do not know (clothes you or the Ss are wearing) or translate them.
- To check, say each of the words for Ss to say *yes* if they can see them in the pictures below the box or *no*, if they can't.

Answers Tick all but *skirt*, *sweatshirt* and *boots*.

➤ Extra activity

You can name different clothes for students to stand up or raise their hand if they are wearing them. As an alternative, you can play **Simon Says**. Remember a player is eliminated when he or she does an action that did not start with the beginning *Simon says*.

Vocabulary: You can visit www.pearson.com.ar/look_wide for further articles of clothing

2 Look at the pictures again. Who is who?

- Ss should read the instructions and do the activity.
- You may point to the use of *have got*.
- Allot a couple of minutes and then check.

Answers **1** Gail **2** Santiago **3** Aida **4** Changpu

ESI Our names are part of who we are. Some names may sound funny in another language, yet that is no reason for mockery or any form of disrespect.

➤ Extra activity

You can ask Ss to go online and find out the origin of the names in this lesson, and their own names. You can divide the class into groups, with each group in charge of a name from the lesson and their own names. Remind them how to express origin or nationality. Remind them they can use the nationality adjective or the structure *from* + *place*, e.g. *from Ushuaia*.

➤ Extra activity

You can ask Ss to classify clothes. Elicit from them different categories, e.g. male, female and unisex, waist up and waist down, etc.

3 Look at these teenagers. Work in pairs. Describe one person. Who is it?

- Ask Ss to read the instructions.
- Elicit from them or show them where they can get a model (Ex. 2).
- Give them time to describe and guess.
- To close the activity, you can ask individual Ss to read out their descriptions for the rest to guess.

Culture Wide

You can use these questions to help Ss reflect on clothes or add more. You can also ask Ss to pose their own questions.

Over to YOU **a Make a collage and show your point of view. Write a caption for each picture. Look at exercise 2 for help.**

- Ss can work in groups. They can work with images of people from different parts of the world, from different regions in Argentina, from different communities and work on their typical clothes, etc.
- You can give them feedback on their collages before they publish them.

b Publish your collages. Organise a walking gallery and make compliments about your classmates' collages.

- It is important for Ss to be proud of their productions, and for others to compliment them. Here are two phrases for compliments, but you can add others.

AT Ss should recognize a few clothes. As they use them in different activities, they will be able to remember more.

WB Answers **1.5 Are we what we wear?** Page 80

1. **2** e **3** f **4** h **5** g **6** b **7** c **9** a **10** i
2. **2** trousers **3** shirt **4** boots **5** sweater
3. **2** really **3** your **4** thanks **5** nice
4. **1** F **2** F **3** F **4** F **5** F **6** T **7** F **8** F **9** Answer may vary. **10** Answer may vary.

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1 9 **Look at the photo and circle the correct option. Read or listen and check.**

- Ask Ss to look at the photo and decide on the correct option. You may ask them to account for their answers.
- Tell Ss to read the text or listen to it and check.

Answers **1** in the park **2** isn't **3** isn't

OUT of class

- Remind Ss of this box.
- Ask Ss to read the dialogue and check the meaning of each phrase.
- Play the recording and help Ss focus on the intonation.
- Elicit from them situations in which they would use these phrases.
- If they have created a poster or have their cards, ask them to write these phrases.
- You may read a line in the dialogue for Ss to use the phrases.

09 → See SB page 16

ESL Ss may think that Sol is a girl's name or nickname (short for Soledad). They may laugh at a boy being called Sol. Show them how bad a person may feel when somebody makes fun of his or her name, i.e. their identity. Let them see that in other languages, names may sound funny but nevertheless, we should respect them.

2 **Look at the greetings and introductions. Which are formal and which are informal for you? Write F (formal) or I (informal).**

- Before doing this activity, you can ask Ss how they greet each other (both language used and gesture). Ask them if this is the same way they greet adults they know and adults they do not know.
- Help them become aware of how we can show formality in Spanish and how formality is shown in English.
- Ask Ss to read the box and do the activity.
- Check with the class.

Answers **Formal:** 4, 5 and 6

➤ Extra activity

You can name different situations, e.g., an adult at the doctors, teenagers at a party, a teenager at his / her father's / mother's office, for Ss to choose the greetings which would be OK in each situation.

Culture Wide

Ask Ss to read the questions. They may also talk about situations they have seen in movies, TV series, etc.

ESL Greetings have a lot to do with personal space and physical contact. It is customary for some men to kiss each other on the lips as a form of greeting, whereas other cultures may find this offensive. It is important that Ss should understand they need to learn when some sort of physical contact bothers them. They should also learn to understand that what they may find customary may be offensive to others.

Ss can go online and watch different ways of greeting. They can watch and discuss if they think it is formal or informal, or if they would find it awkward to greet others that way.

3 **In groups of three, have a conversation. Formal or informal? Your decision! Your classmates guess the culture and formality.**

- Ss can use the information in the videos they find online, or information they have about greetings in other cultures. For example, in Argentina, people from the North East greet friends with two kisses, whereas people from the City of Buenos Aires greet others with only one kiss.
- Give Ss time to organise their conversations and rehearse.
- Ss or the teacher can record the performances.

AT Ss should recognise different greetings and use the appropriate ones in class.

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1.7 You can be a hero. SB page 17

1 **Look at the pictures or watch the video and vote: Is this boy a hero?**

- Ask Ss to read the instructions and look at the photos. Accept both *yes* and *no* answers.
- If Ss cannot watch the video at school, tell them to do that at home. You can go back to their opinions the following class.

IC Very often in our cultures heroes are not everyday people. Yet, everybody can be a hero to somebody else. It is a good idea to ask Ss to consider the heroes they meet on a daily basis and to understand each of them can be a hero as well.

2 **Read the text. Mark the sentences T (true), F (false) or DS (doesn't say).**

- Before Ss read the text, you can ask them to look at the photo and the title of the text and think about who the hero may be for the girl.
- After they scan the text, they can go back to their predictions.
- Have Ss read the text carefully this time, and give them time to do the exercise.
- Have a general checking.
- Note: help Ss see that, at present, the word *hero* is used for both feminine and masculine.

Answers **1** DS **2** DS (the only reference there is that Jade is a good student, which does not mean she is clever) **3** T **4** DS

3 **A hero. What makes Jade a hero? Tick ✓ the correct options.**

- Ask Ss to read the instructions. They can go back to the text to see if they can find the answers.
- Ss may also give their own opinions as to what makes Jade a hero.

Answers She's brave. She's perseverant.

Over to YOU **You can be a hero. Help animals! Here are two projects.**
Be a volunteer! Complete this application email.

- Ask Ss to choose one of the two projects and read the email.
- There are instructions between brackets and in italics to help Ss know what to include.
- You can ask Ss if the email is informal or not.
- Ask them to check emails of this sort in Spanish to see if there are differences with this one in English.

Ss can check different websites for volunteering projects. Remember you can type in the words in bold in the search engines.

IC Ss can decide what needs to be done at school and they can start a volunteer project. Possible ideas are making sure the classroom floor is clean before they leave, throwing litter in the trashcans, a save paper campaign, among other ideas. These can be collaborative projects in which everybody will make a difference.

Unit Wide

Read the unit again. Where in this unit? Complete with lesson number.

- Tell Ss they need to go over the complete unit to write the correct lesson number.
- They can also draw a ✓, a ? and a ✗ depending on how well they think they know each of the topics.
- This can be used as part of self-assessment. You can give Ss different exercises, and they will do the ones that deal with the topics they do not feel sure about. This is another way of handing responsibility over to them.

WB Answers **Self-Check** Page 81

1. **1** Paraguayan **2** American **3** Italy **4** Polish **5** France
2. **1** aunt **2** daughter **3** wife **4** granny / grandmother **5** son **6** father
3. **1** slim **2** skirt **3** trousers **4** brave **5** grey
4. **2** b **3** c **4** b **5** b
5. **1** cousin **2** sixteen **3** long **4** style **5** friendly **6** speak **7** but **8** famous **9** different
6. **1** b **2** f **3** g **4** c **5** a **6** d

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Can you remember thirty numbers? SB pages 18–19

LEAD IN

- Before working with this consolidation lesson, ask Ss if numbers are part of our life, and if so, how. You can give them options, e.g. ID numbers, telephone numbers, etc.
- You can divide the class into groups and challenge them to come up with a list of numbers. Check they understand it is not the actual numbers but the category: telephone, ID, etc. The group with the longest list will win.

1 Think about these questions.

- Ask Ss to read the instructions.
- You can give them a few minutes to discuss the answers.

2 Read the article. Mark the sentences T (true) or F (false). Correct the false sentences.

- Before Ss read the article, ask them what it may be about by focusing on the images and the title.
- Have Ss read and check their predictions.
- Allot a few minutes for Ss to go over the article and do the activity.
- Check Ss' answers.

Answers **1** F It's in USA. **2** T **3** F It's at London Zoo. **4** F There are 4 different tests. **5** F Lili-Rose is the winner.

3 Work in pairs. Write a list of fifteen English words and give it to your partner. Study each other's lists for three minutes. How many words can you remember?

- Ask Ss to read the instructions. Check they know what to do.
- You can ask them what strategies they can use to remember more items.
- Have Ss play the game.
- Ask Ss how many words they remembered.
- You can ask Ss to do the activity again, this time using a different strategy to see if it works.

4 Is it a good idea to have memory lessons at school? Why? / Why not? How many positive and negative answers in the group?

- Ask Ss to read the instructions. They can have this discussion in groups.
- Ask them when in the English lesson they can benefit from memory lessons.

5 Read an advert for a BBC programme about clever children. Can you remember any famous clever children from the past?

- Ask Ss to read the instructions and read the advert. Do they remember any other prodigy? Ss can go online and surf the web. They will use this information to complete the World Wide Project.

6 2 Watch Part 1 of the video. What is it about?

- You can freeze the first scene of the video and ask Ss to make predictions about the topic of the video.
- Play the video and go back to Ss' predictions.

7 Watch again. Tick the countries you hear about in the video.

- You can ask the Ss to tick the countries they remember before you play the video again.
- Play the video for them to check. How good was their memory?

Answers England Germany Japan Singapore the USA

2 Video script page 83

8 Complete the sentences with one or two words in each gap.

- You can use the same procedure as in Ex 7.
- Check Ss' answers.

Answers **1** 11 **2** hard / hard work **3** 100's

9 3 Watch Part 2 of the video. Complete the fact file about the girl.

- Before playing the recording, you can ask Ss to predict what utterances they may hear, e.g. *X is (13) years old*, etc.

Answers **Name:** Anoushka **Age:** eleven / 11 **Name of club:** MENSA **Hobbies:** violin, reading, writing stories **Dream job:** writer

3 Video script page 83

10 In pairs, ask and answer the questions.

- You can have a general brainstorming of questions before Ss do the activity.
- Remind Ss of the intonation in *Wh*- questions.
- Allot a couple of minutes for Ss to do the activity.
- Ask Ss the last two questions in the activity.

11 WORLD WIDE PROJECT In groups, write a fact file about a child prodigy in your country.

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Tell them to use the fact file in this unit to record the information.
- Ss can present their work on paper or using a **presentation software**
- Ss share their productions.

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2 What do Argentinians eat?

2.1 Are our meals balanced? SB pages 20-21

IC This unit is about food. People have different ideas as to what is healthy and what is not. Some eat everything, while there are others who decide to eat some foods in particular, such as vegetarians or vegans. Then there are religious and health issues. Some people are lactose intolerant, others suffer from celiac disease and can only eat gluten-free foods, among other examples. At school, we learn about the food pyramid, but the one we know is not the only one. There is a very close relationship between foods and the place where you live. For instance, many drink goat milk as opposed to cow milk because they live high on the mountains, where you cannot keep cows and where there are no shops available. It is important to have an open mind as to foods and eating habits so as to respect and include everyone, and give everybody the right to talk about their own life.

@ **Tweet:** Is Argentinian food delicious? Awful? Healthy? Unhealthy? Let's show our food to the world! #ArgentinianFood

This is the Tweet for this unit. You can check the ideas suggested for Unit 1, which can be applied to all units.

LEAD IN

- You can tell Ss you're going to conduct a survey. Tell Ss to raise their hands if they frequently eat each of the foods you'll name.
- Start with words most Ss will know, e.g. *apple, orange*, and with cognates, e.g. *hamburger, chocolate*.
- You can introduce the topic of *healthy / non healthy*, pointing out that it is a question of balance. Most people will consider that lettuce is healthy. However, if you live on lettuce alone, your health will deteriorate. The same thing applies to junk food. Eating it every now and then, unless you have some health issues, won't be bad for your health.

1 Read the title and look at the images. Is the text about diets? Read the text and check.

- Ask Ss to read the instructions and check they all know what to do. Make sure they understand they are not supposed to read the text but only to look at the title of the text and the image.
- Ask Ss to read the text and go back to their predictions.
- Remind them it does not matter if their predictions were wrong. You can also ask them what clues they based their predictions on.

2 10 Read the text again and look at the photos. Guess the correct option for photos 5–12. Listen and check.

- Check Ss know what to do.
- If Ss tell you they do not know some of the foods, tell them they'll find out in a minute.
- You may ask Ss how they want to do the checking. They can start with the letter and then say the name, or they can start with the name and then say which letter it is. Either option is OK.
- Allot enough time for Ss to do the matching.

Answers **5** 290 **6** 570 **7** 1,425 **8** 28 **9** 150 **10** 75 **11** 333 **12** 496

10

What is 200 calories? Fruit is good for us. 200 calories is 385 grams of apples or 444 millilitres of orange juice. But other things aren't good for us. 200 calories is one small packet of crisps (37 grams) or only 34 grams of bacon. What about the other things in the pictures? How many grams or millilitres is 200 calories?
200 calories is 290 grams of grapes, 570 grams of carrots or a lot of celery – 1,425 grams! But 200 calories is only 28 grams of butter! It's three eggs – that's 150 grams – or half a cheeseburger – that's 75 grams. And what about drinks? For 200 calories, you can drink 333 millilitres of milk but you can drink almost half a litre of cola – 496 millilitres! That's surprising!

3 11 Match photos 1–12 with the words. Listen and check.

- Ask Ss to read the instructions.
- Ask them how long they can take to do the exercise.

Answers **Fruit** 1, 5 **Vegetables** 6, 7 **Meat** 4, 10 **Drinks** 12, 4, 11 **Other** 8, 3, 9

11

Fruit: apples, number one; grapes, number five
Vegetables: carrots, number six; celery, number seven
Meat: bacon, number four; cheeseburger, number ten
Drinks: cola, number twelve; orange juice, number two; milk, number eleven
Other: butter, number eight; crisps, number three; eggs, number nine

Culture Wide

Ask Ss what foods are common in their area. Help them see if there is a connection between the foods and the location.

ESL Ask Ss why some people are interested in calories. In general, it is because they do not want to put on weight. This is an excellent opportunity to help Ss reflect on what makes us want to be slim, how some diets, such as eating low-calories meals, can ruin your health, especially at their young age. Remind them we all have to take care of our body.

4 Add the words below to the correct groups.

- Ask Ss to read the instructions.
- Give them time to add the words to the categories.
- Check Ss' answers.

Answers **Fruit** bananas **Meat** chicken **Vegetables** potatoes **Drinks** water **Other** muffins, yoghurt, cereal, biscuits

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Vocabulary: You can visit www.pearson.com.ar/look_wide for further food items.

Extra activity

You can add new categories: dairy products and grains. Ss can write foods in the 'other' categories in these new ones.

Extra activity

You can organise a competition. Choose one of the food items in Exercises 2 and 4 and draw it in the air. Ss have to guess what it is. Divide the class into groups and have them play the game. Go over ground rules: decide how Ss will contribute an answer, no shouting, being a good winner and a good loser, among other ideas.

5 Read and circle.

- Ss should read the instructions.
- Check they read everything before they ask you any questions.
- Ask them how they say *merienda* in English. If they say they do not know, help them look at the vocabulary box. It can also be called *afternoon snack*.
- Have Ss read the texts, circle and check.
- Since the answers are personal, there are no right or wrong answers.
- You can transform the Ss' answers into a pie chart.

ESI When Ss talk about dinner time, ask them how many hours they sleep. Help them see the importance of having a good night's rest to take care of their body.

6 12 Look at the menu. Then listen and complete Ian's notes below. How many calories are in his menu for a day? Is that good or bad?

- Have Ss read the instructions, the menu and Ian's notes.
- You can have a general discussion about possibilities for each of the blanks. For instance, what else can Ian have for breakfast?
- Play the recording and check Ss' answers.

12

I = Ian L = Lee
L: Hey, Ian. This is a really interesting article about food and drink and the calories they have.
I: About what?
L: 200 calories is 37 grams of crisps, but it's 385 grams of apples.
I: That is interesting, Lee.
L: Look, you can choose a menu for a day and check the number of calories.
I: Cool!
L: Come on, choose your menu.
I: OK. What's on the menu?
I: Well, for breakfast, a small glass of orange juice, some breakfast cereal with milk, a banana and a muffin.
L: OK, that's 800 calories. What about lunch?
I: For lunch, um … a cheeseburger, a celery, apple and yoghurt salad, a small packet of crisps and a glass of cola.
L: Right, that's 900 calories.
I: And for dinner, um … a bacon sandwich, three biscuits and a fruit yoghurt.
L: And to drink?
I: Um, water hasn't got any calories, right?
L: No.
I: OK, so water to drink.
L: OK, so your menu for a day is 2,400 calories.
I: Is that good or bad?
L: Well, let's see … You're a boy, and you're thirteen years old, so your calorie limit per day is 2,414 calories. So congratulations! Your menu for a day is inside your calorie limit. But crisps and cola? They aren't very good for you and …
I: OK. It's your turn now.

Extra activity

A chain game. S1 names a food item. S2 repeats the item and adds a new one. S3 repeats the other two and adds a new one. S4 repeats and … You can ask Ss how long they think the list can be without their forgetting any of the items. Work on honesty: they cannot write the items. You can call on Ss to check everybody is paying attention. Work on ground rules: no cheating, no shouting items, etc.

A challenge: the same procedure but you decide on the category, e.g. grains, fruits.

Over to YOU Designing a brochure – Part 1

- Tell Ss that as they move along the unit, they will be working towards their final task of a project: a brochure about food.
- Ask Ss to read the set of instructions for the brochure.
- They can look for information on the topic, and they can consult the Natural Science teacher.
- Check with Ss how they are going to keep this first part so that they can continue with the other parts.

Vocabulary: Ss can use the resource at www.pearson.com.ar/look_wide. They can add more items to this list.

AT Ss should recognise some food items.

WB Answers 2.1 Are our meals balanced? Page 82

1. **2** bread **3** egg **4** ketchup **5** pepper **6** lunch
   2 Bread is different. It's not a vegetable. **3** Egg is different. It's not a drink. **4** Ketchup is different. It's not a dessert. **5** Pepper is different. It's not a utensil. **6** Lunch is different. It's not a shop.
2. **Fruits:** grapes tomatoes **Vegetables:** carrots crisps spinach broccoli potatoes **Meat:** bacon burger chicken **Drinks:** milk orange juice cola **Other:** butter cheese
3. **1** answer may vary **2** bread **3** potatoes **4** milk **5** grapes **6** fruit
4. **2** sandwich, apple **3** milk, cola **4** breakfast **5** chicken, dinner **6** muffins
5. **2** breakfast **3** eggs **4** bacon **5** cereal **6** calories **7** delicious **8** lunch **9** apple **10** cheese **11** dinner **12** Chicken **13** vegetables **14** yoghurt **15** biscuits

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2.2 Where can I get *locro*? SB page 22

1 a Look at the image and the text. Is it about …?

b Read and check.

- First, ask Ss to look at the title of the lesson and ask them why they think the word *locro* is in italics. Tell them we use italics when we use a word from another language. Check everybody knows what *locro* is.
- Ask Ss to read the instructions, look at the image and the title of the text and choose an option. Tell them they are not supposed to read the text.
- Have Ss read the text and check their answers.

Answer Restaurants

2 Read the description of the neighbourhood and choose the correct option.

- Ask Ss to read the instructions. Tell them they can read the text again to find examples of the words they have to choose.
- Before checking, you can ask Ss to do Exercise 3.

Answers **1** some **2** There's **3** an **4** isn't **5** there's **6** are **7** a **8** any **9** 's

3 Read the text and complete the chart.

- Ask Ss to read the table and complete it with words from the text.
- You can ask them what other words can go in each blank, e.g. singular or plural?
- Ask Ss how they say *there is* in Spanish: *hay*, and *there are*: *hay*. Help them see that there is only one form in Spanish but two in English, one for the singular and another one for the plural form.
- Remind them of the pronunciation of *aren't* /ɑːnt/. Tell them that for the negative, the pronunciation is /ðər ˈɑːnt/ and /ðər ˈɪznt/. In the case of the affirmative, *are* is never stressed: /ðərə/ *two Indian restaurants*.
- Check Ss use the right intonation in *yes / no* questions.
- Ask Ss to circle the correct alternative. Circle *descriptions*.
- Now ask them to go over their answers in Exercise 2 and check them.
- Check Exercise 2.

4 Talk about Palermo. Use *there is / are*, affirmative or negative, and the phrases below.

- Ask Ss to read the instructions.
- You can ask them to decide beforehand if they would use *there's / isn't* or *there are / aren't* with each of the options.
- Remind them of the pronunciation.

➤ Extra activity

You can have a memory game. After Ss have worked on Ex. 3, tell them to look at the information about Palermo for a minute, close their books and then say how much they remember.

Culture Wide

Have Ss read the box. You can tell them that in several parts of the world, there are open markets where people can buy food. It is common in some cities in Argentina to refer to small supermarkets as *el chino* since many of them are owned by people from Taiwan. This is not disrespectful at all. You can ask them if there are some in their area, and if there are any other shops recognised by nationality.

Over to YOU Designing a brochure – Part 2

- Remind Ss they are making a brochure, which has different items of information.
- Have them read the instructions for this second part.
- Give Ss time to look for information and work on their project.

IC You can show Ss that Palermo, a neighbourhood in the City of Buenos Aires, is a place with lots of restaurants. However, this is not the norm and is not what should be expected everywhere. Ss can tell about restaurants in the place where they live, e.g. *In my place / In X there aren't any restaurants*.

AT Ss should understand that *there is / are* is used to describe a place and that, depending on the noun, you'll use *there is* or *there are*. However, mistakes in this respect are to be expected.

WB Answers 2.2 Where can I get *locro*? Page 83

1. **2** are **3** is **4** are **5** are **6** is
2. **1** great **2** There's **3** burger bar **4** are **5** expensive **6** tea **7** lunch **8** Italian **9** There are **10** nice
3. **2** There aren't any biscuits in the school canteen.
3 Is there a vegetarian restaurant in town?
4 Is there a pizza in the fridge at home?
5 There isn't a burger bar near our school.
6 Are there any eggs in the fridge at home?
4. **2** Is **3** isn't **4** any **5** are **6** some **7** there **8** It's

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2.3 What do Argentinians eat? SB page 23

LEAD IN

Before starting the lesson, you can focus on its name and ask Ss how they would answer this question. Keep a record of their answers.

1 Look at the blog post and choose another good title. Then read and check.

- Ask Ss to read the instructions. Remind them they are not supposed to read the text.
- When checking, you can ask them to account for their answers. Remember that it is not important if they have chosen another option before reading. Understanding why they were wrong shows they have understood the text.

2 Look at the photos. Match the photos and the names. There's an extra name.

- After Ss read the instructions, give them a couple of minutes to do the matching.
- When checking, you can ask Ss to read out the part in which they can find the clues for each photo.

Answers **scrambled eggs** B **tortilla** A
American breakfast C **hard-boiled egg and toast** D

➤ Extra activity

You can have Ss vote for the best recipe in the blog. Then they can work out percentages and make a pie chart with the results.

3 13 Complete the recipe with words from Exercises 1 and 2. Listen and check.

- Ask Ss if this text type is similar in Spanish.
- Allot a couple of minutes for Ss to do the exercise.
- Ss can check in pairs before the general checking.
- As you check, show Ss that there are clues in the recipe. For instance, in line 1, after the blank, there is reference to eggs, which need to have been mentioned before.

Answers **1** eggs **2** onions **3** salt (accept other options, such as *pepper*) **4** bread or toast

13

Egg-mayo sandwiches are delicious. Here's how to make one: First, boil two eggs. Then, when the eggs are cold, take off the shells and put the eggs in a bowl. Cut up a small onion and use a fork to mix the onion with the eggs. Then add salt and mayonnaise. Put two slices of bread on a plate and add the egg-mayo mixture. Enjoy!

➤ Extra activity

- Tell Ss you're going to have a quiz on typical dishes in Argentina.
- As you name each dish, Ss say the province where it comes from.
- Remember there are cases of the same dish with some variations in different provinces.

Over to YOU Designing a brochure – Part 3

- Ask Ss to read the instructions. If you have done the extra activity, you can tell them they can use some of the dishes, or the opposite, tell them they cannot use any!
- Remind Ss that both part 1 and this part 2 will be used to design the brochure.
- Check that Ss keep all their productions.

AT Ss should become aware of how they are improving their reading skills.

WB Answers **2.3 What do we eat?** Page 84

1. **1** grate **2** mix **3** turn over
2. top left: 1 top right: 4 bottom: 3
3. **1** four **2** Switzerland **3** (two) potatoes, (half an) onion **4** no **5** meat, eggs, or salad

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2.4 What can we cook? SB page 24

1 14 Look at the photo and answer. Then watch or listen and check.

- Ask Ss to read the instructions and answer the questions. Remind them they are not supposed to read the text.
- Now Ss watch the video or listen to the recording and then check. Remind them that getting their prediction wrong does not mean they did not understand.
- Tell Ss the expression *I'm starving!* is colloquial and we say it when we are really hungry.

Answer Max can't cook. Sol can cook.

14 → See SB page 24

OUT of class

- Tell Ss to look at these expressions. Remind them they are colloquial everyday expressions.
- Make sure they understand their meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use these expressions.
- Encourage Ss to use these expressions in class when relevant. You can ask them to make a poster with them and pin it on a wall. Alternatively, they can have a card with these expressions.

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Tell Ss to read the examples in the box. You can teach them a way to know if a word is countable or uncountable in English. Ask them to say the word in Spanish using *un kilo de…* If the word that follows is singular, the noun is uncountable. We say *un kilo de pan*, and not **un kilo de panes, un kilo de arroz, un kilo de ravioles.*

2 Read the dialogue. Find food words. Are they countable or uncountable?

- Ask Ss to read the instructions.
- Check the list of words before they classify them into countable or uncountable.
- Check the answers. If there is disagreement, play the recording or the video again.

Answers **Countable** biscuits, crisps, eggs, onions, potatoes, omelette (it's a dish, not a food, but you can accept it)
Uncountable celery, cheese, ketchup, oil

Quantifiers

- *Quantifiers* is a word of Latin origin, so Ss won't have trouble understanding what it means.
- Ask Ss to read the examples. You may ask them to translate *How much* and *How many* into Spanish for them to see the difference (*Cuánto / Cuánta, Cuántos / Cuántas*).
- You may do the same with the other quantifiers.
- Help them become aware that *some* and *any* do not have any translation in Spanish but are obligatory in English.

➤ Extra activity

Ask Ss to go back to lessons 1, 2 and 3, find food words and classify them into countable or uncountable.

➤ Extra activity

If Ss have access to the Internet, they can find a **puzzle maker** online and create their own word searches or crossword puzzles with countable or uncountable nouns.
If Ss tell you you can say *one coke*, *two coffees*, tell them you're referring to one bottle or can, or two cups and, colloquially, it's OK.

3 15 Banana bread recipe. Choose the correct option. Listen and check.

- To have Ss read the complete text before circling the options, ask them to read the recipe and tell you if they think it's too difficult to do at home.
- Allot a couple of minutes for the Ss to circle the options, then play the recording to check.

Answers **2** is **3** much **4** a lot of **5** Are **6** there **7** How **8** many

15

M = Max S = Sol
S: OK, banana bread … Is there any butter?
M: Yes, there is.
S: How much butter is there?
M: There's a lot of butter – half a kilo. It's very hard.
S: Are there any bananas?
M: Yes, there are.
S: How many bananas are there?
M: There aren't many bananas – just three.

AT Ss should recognise that some nouns are countable while others are uncountable.

WB Answers 2.4 What can we cook? Page 85

1. Countable nouns: banana, biscuit, burger, carrot, egg, onion
   Uncountable nouns: bacon, bread, cheese, cola, juice, ketchup, milk, yoghurt
2. **2** any **3** a **4** any **5** some **6** an **7** some **8** any
3. **2** many, are **3** many, are **4** much, is **5** much, is **6** many, are
4. **2** b **3** b **4** b **5** c
5. Answers will vary.

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2.5 What's your favourite dish? SB page 25

1 Read the email and tick ✓ the correct options. Then read and check.

- Check that Ss understand the difference between food and dish, since they may both translate as *comida* in Spanish.
- Have Ss look at the layout of the text, without reading it, and tick the options they think are correct.
- Ask them to read the text and go back to their predictions.
- Ask them to point to the clues for each of their answers.
- You can ask Ss if they use emails. If so, who do they email? Who emails to them?
- You may want to tell Ss that xxx at the bottom of the email means *kisses*. Sometimes, they can also find xoxoxo, which means *hugs and kisses*. Ask them if they think these two are formal or informal.

Culture Wide

Black pudding is *morcilla*, which may be disgusting for some people. Ask Ss how they should react when they see a dish they find disgusting. Is it OK to show you do not like it at all?

2 Read and write T (true), F (false) or DS (doesn't say).

- Ss should read the instructions and do the activity.
- Allot a couple of minutes and then check.
- When checking, you may ask Ss to show where in the text they find the clues.

Answers **1** F **2** DS **3** T **4** T **5** T **6** T

IC Some Ss may not eat *asados*. Ask them the picture of what food or dish they'd send if they wrote this email. You can also ask them who they may write an email to.

3 Read the recipe first and then complete the blanks.

- Ask Ss to read the instructions.
- Have them read the complete recipe before they fill in the blanks. Ask them if they would like this salad or not.
- Give them time to find the words.
- Check with the whole class. As you are checking, ask them how they knew which word to use.

Answers **1** spinach **2** salt **3** mushrooms **4** lemon **5** oil

➤ Extra activity

You can ask Ss to work in groups and write recipes for more salads.

Over to YOU Designing a brochure – Part 4

- Ask Ss to read the instructions.
- You can give feedback on the recipes as they write them.
- You can make a **Vocabulary Bank** accepting Ss' suggestions in L1 and providing the equivalents in L2 or reminding Ss they can check the vocabulary list at www.pearson.com.ar/look_wide.

Remind Ss they can go online to find recipes for typical Argentinian dishes. Remember to type in the words in bold in the internet search engine.

AT Ss should have acquired and developed better reading skills.

WB Answers 2.5 What is your favourite dish? Page 86

2. **1** There's **2** Are **3** a **4** some **5** Is **6** aren't
3. **1** much **2** any **3** many **4** any, some **5** a 6 some, any
4. **2** there **3** any **4** some **5** much **6** tub **7** many **8** aren't
5. **1** lettuce **2** cheese **3** onion **4** tomatoes **5** oil **6** salt **7**, **8**, **9**, **10** tomatoes, lettuce, onion, cheese **11** olive **12** salt
6. **1** potatoes, onions / cheese **2** any, is, are **3** some, onions **4** some, some, some

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2.6 Interaction Ordering food SB page 26

1 CLASS VOTE **Look at the snacks below. What are the three favourite snacks in your class?**

- If Ss do not know the meaning of snack, tell them that between breakfast and lunch, or lunch and dinner, sometimes we eat something, e.g. a yoghurt, a fruit, a pack of crisps. Those are snacks.
- Go over the words. Most probably, they will understand most. Kebab is a typical meat dish from the Middle East. Noodles are very similar to spaghetti, often served in broth. Crisps (British Eng.) = Chips (Am. Eng.). Chips (Br. Eng.) = French fries (Am. Eng.)
- Remember you can always show the results of the survey with a pie chart.

2 **a Look at the photo. Answer the questions.**

- Ask Ss to read the instructions and answer the questions orally.
- Remind them not to read the conversation.

b 16 **Now listen and check your answers.**

- Play the recording or the video.
- Go back to Ss' answers.

3 **Read the table.**

- Tell Ss *polite* means *nicely*, *amable*. Check they understand that neutral does not mean impolite.
- First, ask them to complete the blanks with the underlined phrases in the conversation. They should check if they go in the Waiter or Customer side.
- Ask Ss to go back to the conversation to check if what speakers say is polite or neutral. Ask them what they will focus their attention on (tone, body language).
- Allot a couple of minutes for Ss to analyse the statements, then check.
- Play the recording for the Ss to focus on pronunciation and intonation. Show how intonation can show politeness.
- Remember you can ask Ss to record the phrases in the table focusing on the intonation.

16 → See SB page 26

4 17 **Complete the dialogue with words from the Interaction box. Listen and check. In pairs, practise the dialogue and make a video clip!**

- Tell Ss to read the instructions.
- Give them time to complete the dialogue. They can check in pairs before you play the recording.
- After playing the recording, check the answers.
- Play the recording for Ss to repeat imitating the speakers as much as possible.
- They can make a video clip with all the performances.

Answers **1** would **2** please **3** Anything **4** have **5** Here **6** can **7** get **8** thanks **9** much **10** That's (*It's* is also possible) **11** are

17

D = Dad K = Kezia
K: Hi! What would you like?
D: A hot dog, please.
K: Anything else?
D: Yes, can I have some chips?
K: OK, a hot dog with chips. Here you are.
D: Thanks. Oh, can I have some ketchup with that?
K: Sure. Can I get you a drink?
D: No, thanks. How much is that?
K: That's £2.95.
D: Here you are. Thanks.

AT Ss should recognise some of these expression in context.

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2.7 What do Argentinians eat? SB page 27

Ss have been designing their project along the different lessons. Ask them to take out their productions.

- Ask Ss to read the instructions to put the brochure together.
- They can make a paper brochure or use a digital app.



They can go online to search for apps or online tools. Remind them to type the words in bold in the search engine to find the tool they need.

- Have Ss go over the checklist before they present their productions to the rest.
- They can exchange productions for another group to give them feedback. You can also give them useful feedback.
- Assign a time limit, which you can agree upon with Ss. As they work in groups, one of the members should be in charge of checking that Ss finish on time.

Unit Wide

Read the unit again. Where in this unit? Complete with lesson number.

- Tell Ss they need to go over the complete unit to write the correct lesson number.
- They can also draw a ✓, a ? and a ✗ depending on how well they think they know each of the topics.
- This can be used as part of self-assessment. You can give Ss different exercises, and they will do the ones that deal with the topics they do not feel sure about. This is another way of handing responsibility over to them.

WB Answers **SELF-CHECK** Page 87

1. **1** butter **2** eggs **3** ketchup **4** grapes **5** milk **6** ice cream **7** black beans **8** oil
2. **1** f **2** d **3** b **4** e **5** a
3. **1** c **2** a **3** c **4** b **5** a **6** c **7** b **8** b
4. **1** There's **2** Are **3** some, some **4** Is **5** aren't
5. **1** many **2** any **3** much **4** aren't **5** much **6** string / pack
6. **1** b **2** g **3** c **4** a **5** f **6** e

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Can a robot cook? SB pages 28–29

LEAD IN

- Before working with this consolidation lesson, ask Ss how robots are part of our life. Remind them that a robot does not need to look like a human.

Suggested ideas: washing machine, refrigerator, plane automatic pilot, robot vacuum cleaner, robot lawn mower, drones.

1 Think about these questions.

- Ask Ss to read the instructions.
- You can give them a few minutes to discuss the answers.
- Remind them that it does not need to be eating out.

2 Read the article. Match photos A–C with restaurants 1–3 from the article.

- Before Ss read the article, ask them what it may be about by focusing on the images and the title.
- Ask them if the three examples in the text are examples of unusual restaurants.
- Have Ss read the article quickly to check their predictions.
- Allot a few minutes for Ss to go over the article and do the activity.
- Check Ss' answers.

Answers **A** 3 **B** 1 **C** 2

3 Read the text again and answer the questions.

- Ask Ss to read the instructions. Check they know what to do.
- You can ask them to answer the questions before rereading the text.
- Have Ss think about the answers.
- Check Ss' answers.

Answers **1** France **2** Opera **3** Tea, some cakes and (small) sandwiches **4** Because there aren't any lights 5 Fish, meat or vegetarian **6** They are blind / They can't see.

4 CLASS VOTE Would you like to go to these restaurants? Why? / Why not?

- Ask Ss to read the instructions. They can have this discussion in groups.

5 Read an advert for a BBC programme called *Tomorrow's Food*. Have you got a favourite TV programme about food?

- Ask Ss to read the instructions and read the advert.
- Have they got a favourite TV programme?
- You can also ask Ss to answer the question. Do they think a robot can serve food at a restaurant?

6 5 Watch the video and answer the question in the advert in Exercise 5.

- You can freeze the first scene of the video and ask Ss to make predictions about the topic of the video.
- Play the video and go back to Ss' predictions.
- If necessary, play it again so that Ss can answer the question in the advert.

7 Watch again and answer the questions.

- You can ask the Ss to answer the questions before you play the video again.
- Play the video for them to check. How good was their memory?
- The point here is for Ss to understand the content, so do not worry at this stage if they make mistakes as they answer.

Answers **1** a long black line **2** Yes, they've got pink and blue aprons. **3** They can say, *Good luck to my customer*. **4** It can steam dumplings. **5** They can't put food on the plates.

5 Video script page 83

8 Would you like to have a robot waiter in a restaurant?

- Have Ss raise their hands for *Yes* first and *No* second.

9 Look at the photos of two robot chefs. You can buy them for your kitchen. Which one do you prefer? Discuss in pairs.

- Have Ss discuss in pairs or small groups.

10 Imagine another robot chef. What can it do? Tell the class.

- Ss can use the information in the video and in different lessons in the unit.

11 WORLD WIDE PROJECT In groups, write a presentation about an unusual restaurant in your country.

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Ss can present their work on paper or using an app / online tool or any presentation software available.
- Ss share their productions.

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3 What a life!

3.1 How can I organise my day? SB pages 30-31

IC This unit is about daily lives and routines. People's lives differ depending on several variables, such as age, the place where they live, their socioeconomic background and situation, their culture, among others. Very often the media presents us with lifestyles which seem to be rather impossible for us, be it for economic reasons, or for personal beliefs as well. The situations presented are only a cropping of reality, which does not mean it is the only reality, or that it should be the norm. Every student and teacher as well should have their voices heard as to what their lifestyle is, and should be respected by others. The purpose is again to open up Ss' worlds.

@ **Tweet:** School, study for school, English lessons, music lessons. I haven't got any time for me! How do you organise your time? #Tips4aBusyTeen?

This is the Tweet for this unit. You can check the ideas suggested for Unit 1, which can be applied to all units.

LEAD IN

- You can tell Ss you're going to conduct a survey, this time, about activities. Write ACTIVITIES on the board, a transparent word that Ss will understand. Tell them to raise their hand if they do any of the activities you'll name.
- You can write the words as you name them and act out the activities for Ss to understand them better. Suggestions: music lessons, dance lessons, gym, football, tennis, video games, TV at home. You can also introduce humour by writing and saying homework.
- You may close the activity by telling Ss that, at the end of the unit, they can add more activities so that everybody and their activities are included in the survey.

1 Look at the photos and answer. Then read and check.

- Ask Ss to read the instructions and check they all know what to do. Make sure they understand they are not supposed to read the text but only to look at the title of the text and the image.
- Ask Ss to read the text and go back to their predictions.
- Remind them it does not matter if their predictions were wrong. You can also ask them what clues they based their predictions on.
- You can ask them if their lives are similar to this one, or if they know somebody whose life is similar.

Answer Friday

2 Match the times below with the time of day.

- Check Ss know what to do.
- Tell them to look for clues in the exercise to do the matching.
- Check after a couple of minutes.
- You may want to show Ss that, in English, we always use the 12-hour format, e.g. 18 is 6 p.m.

Answers **1** 8 a.m. **3** 8 p.m. **4** 12 a.m.

3 Look at the photos of Mary's typical day. What is her job? Here are some ideas:

- Ask Ss to read the instructions.
- You can check their ideas by asking them to raise their hands as you name each job. You can ask them what other ideas they have.

4 Read the text and choose. More than one can be possible.

- You can ask Ss to look at the title and the images and then tick, before they read.
- Have Ss check their predictions by reading the text.
- Check Ss' answers.

Answers **1** and **3** are correct.

5 Match the verbs with photos A–J on page 30.

- Ask Ss to read the activities and do the matching. Tell them to focus first on words they know, e.g. *lunch*, *dinner*, and transparent words, e.g. *exercise*, *study*.
- Give Ss time to do the matching, then check.

Answers **A** wake up **B** get up **C** have breakfast **D** exercise **E** have a shower **F** study **G** hang out with friends **H** have dinner **I** go to work **J** work

ESI This lesson presents two different viewpoints related to ESI. On the one hand, work and gender differences. Part of society consider that some jobs are for men only and that others are for women only. On the other hand, there's the topic of age and work. Teenagers may work, but in a legal context. At the same time, work should not deprive teenagers from necessary time, e.g. time to rest, to study, to go to school.

➤ Extra activity

You can have Ss tick their everyday activities. Remind them there can be different answers.

➤ Extra activity

You can play a memory game. You name each activity and Ss say when Mary does them: in the morning, in the afternoon, etc. If it is not part of her activities, Ss remain silent.

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Culture Wide



Have Ss read the box. Help them become aware that, to some, her life is easy whereas, for others, it is hard. Help them see the difference in activities in different areas in the country, in a big city, in a rural area, by the beach, etc.

Routines - Simple Present

- Ask Ss to read the examples in the table and then go back to Mary's text. Ask them if they refer to routines or to an action in the past. You can also use the word *habit*, which is transparent.
- Tell Ss to complete the examples in the table and, finally, to circle the correct option.

Answer This is ***similar*** to *I like* and *I don't like*.

6 Read Benjamin Zephaniah's comments about his life. Make the statements true for you.

- You can ask Ss to look at the photo and tell you what he does for a living. He's a British poet and writer, and also a performer. It would be great if they could watch one of his performances. There are many on video sharing websites. Ask Ss if Zephaniah looks like the typical poet they may have in mind.
- Ask Ss to read the statements and make them true for them.
- Check by having different Ss tell the rest about their lives.



Time management

- Time management is a necessary skill.
- Hand out copies of a weekly schedule, which you can find at www.pearson.com.ar/look_wide. Alternatively, you can draw it on the board for Ss to copy.
- Make sure Ss understand the meaning of *non-negotiable time* and *wasted time*.
- Have Ss read the different points and colour their schedule.
- Ss can compare results and decide on ways to manage their time better.

AT Ss should recognize some actions and start using *I* + verb in guided activities.

WB Answers **3.1 How can I organise my day?** Page 88

1. **2** in **3** in **4** at **5** at **6** on
2. **2** relax **3** wake up **4** go home **5** have breakfast **6** work **7** go to bed **8** go to school **9** get up **10** study **11** have a shower **12** have dinner
3. **2** get up **3** have a shower **4** have breakfast **5** go to school **6** work **7** go home **8** relax
4. Top left: tidy the bedroom Top right: cook in the kitchen Bottom left: do the shopping Bottom right: clean the house
5. **2** a **3** e **4** b / c **5** b / c

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3.2 Not a dog's life! SB page 32

LEAD IN

- You can ask Ss if they've got a pet, and if so, what pet they've got.

1 Look at the image and the title. What is the connection? Then read and check.

- Ask Ss to read the instructions, look at the image and the title of the text and see if they can find a connection.
- Have Ss read the text and check their answers.

2 Read Lowri's post again. Who is perfect in her family?

- Ask Ss to read the instructions and the post.
- Check Ss' answer.

Answer The cat

3 Read the table. Then circle the correct option.

- Ask Ss to read the table and circle the options below.
- You can ask them if there is any difference between the form of the verb with *I* and with *we*, *you* and *they*.
- You can ask Ss about the changes for *he*, *she* and *it*.

Answer Habits and routines

Language Wide

CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Ask Ss to read the box and ask them if there is any similarity. Tell them the rule is the same.

Answer YES

4 18 Pronunciation. Say the words. Then listen and check.

- Ask Ss to read the instructions.
- You can say each of the verbs for Ss to notice the difference in pronunciation.
- Have Ss repeat after the recording to practise pronunciation.

18

play – plays wash – washes cry – cries

5 19 Write the third person form of the verbs below in the correct category. Listen, check and repeat.

- Ask Ss to read the instructions. You may tell them what sound /z/ stands for.
- Have Ss read the verbs and decide where to place them. They can do this in pairs.
- Play the recording for Ss to check.

Answers /s/ eats, helps, makes /z/ plays, goes, stays, studies, tidies worries /ɪz/ washes, finishes, kisses, misses

19

/s/ eats helps makes
/z/ plays goes stays studies tidies worries
/ɪz/ washes finishes kisses misses

6 Circle the correct option.

- Ask Ss to read the instructions.
- As you check Ss' answers, check their pronunciation.

Answers **1** gets up **2** drive **3** do **4** eat **5** drink

Extra activity

Ss can make the sentences in Ex. 6 true for them.

Culture Wide

If Ss think that pets are pets everywhere in the world, you can give them different examples. Cats, for instance, are allowed to live in houses in Islamic cultures, whereas dogs are not. Sometimes, in rural areas, pigs become the house pet.

7 Pet problems. Complete the text with the Simple Present form of the verbs in brackets.

- Have Ss read the instructions. Ss may first read the text and answer a general question, e.g. *Is this a problem you have?*
- Check Ss' answers. Help them with pronunciation as necessary.

Answers **2** wake up **3** don't sleep **4** doesn't want **5** does

Over to YOU VoxPops

- Tell Ss these are very short clips of real people talking briefly about a topic.
- Play the video and check the answer to the first question.
- Have them read the instructions for the poster.
- Give Ss time to find information and make their poster. They can be organised into groups.
- Ss can look for digital resources.
- Ss should provide feedback on their classmates' productions.

AT Ss should understand that the Simple Present tense shows routines. Most probably, they will forget the *–s* for the third person singular, or use it where they should not. This is only natural and it will take a while for Ss to acquire this rule.

WB Answers 3.2 Not a dog's life! Page 89

1. **2** go **3** spends **4** goes **5** get **6** give
2. **2** sleeps **3** doesn't eat **4** doesn't go **5** goes **6** meets **7** has **8** likes **9** doesn't finish **10** visits **12** give
3. Answers will vary.
4. **2** eats **3** doesn't eat **4** don't drink **5** don't live **6** don't sleep
5. **ACROSS: 2** watches **4** do **6** shopping **8** breakfast
   DOWN: 1 owe **2** writes **3** cook **5** works **7** plays **9** tidy

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3.3 Life on the International Space Station SB page 33

LEAD IN

Before starting the lesson, you can focus on its name and ask Ss if they think this is real, if it is something for the book or part of a movie.

1 What do you know about the International Space Station? In pairs, tick the sentences you think are true.

- Ask Ss to read the instructions. Remind them they are not supposed to read the text.
- Give them time to do the activity and then check. At this point, do not tell Ss if their answers are right or wrong.

2 Read the article and check your answers to Exercise 1.

- Ask Ss to read the instructions.
- Once they have read the text, go back to the statements in Exercise 1 to do the checking. You can also go back to the lead in question.

Answers **2**, **3** and **4** are true.

3 Match headings A–D with paragraphs 1–3 in the text. There is one extra heading.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the exercise.
- Ss can check in pairs before the general checking.
- As you check, you can ask Ss to account for their answers.

Answers **1** C **2** D **3** A

4 Match A and B. There's an extra part in B.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the exercise.
- Check their answers. They can explain what clues they find to do the matching.

Answers **2** c **3** i **4** g **5** b **6** e **7** f **8** a

➤ Extra activity

Ss get into groups and they write 5 true and false statements about the astronauts. With their books closed, they take turns to say each of the statements for the rest to say if they are true or false.

➤ Extra activity

Ss can focus on one of the astronauts and give him a name, e.g. John. They will play a chain game. S1 says something about his routine. S2 repeats that and adds something else. S3 repeats that and adds something else. Remind Ss of the use and pronunciation of the *-s*.

Culture Wide

An astronaut's life may seem fantastic and cool, but it is also difficult. Have Ss think about other jobs and professions and focus on their positive and negative aspects.

Remind Ss they can type the words in bold in the search engine to find the information online.

AT Ss should become aware of how they are improving their reading skills.

WB Answers **3.3 Life at a language school in England** Page 90

1. **2** chat **3** the internet **4** play **5** watch
2. **1** c **2** b **3** a
3. **1** F **2** F **3** F **4** T **5** T **6** T
4. **2** trip **3** dictionary **4** translator 5 certificate

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3.4 At a press conference SB page 34

1 20-21 **Look at the photo and the title. What are the topics of the press conference? Then watch or listen to Parts 1 and 2 and check.**

- Ask Ss to read the instructions and tick the topics they think will be discussed at the conference.
- Now Ss watch the video or listen to the recording and then check.

Answer Routines, family

OUT of class

- Tell Ss to look at these expressions. Remind them they are colloquial everyday expressions.
- Make sure they understand their meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use these expressions.
- Encourage Ss to use these expressions in class when relevant. You can ask them to make a poster with them and pin it on a wall. Alternatively, they can have a card with these expressions.

2 20 7 **Watch or listen to Part 1 and answer. Is Max's blog popular?**

- Have Ss watch the video or listen to the recording and answer the question.
- Check the answers.

20

MAX'S PRESS CONFERENCE, Part 1
S: Hi, Max!
M: Alright, Sol?
S: Is everything OK?
M: Yeah! Well, actually, no. It's my blog. My last video has only got two likes. And I tell people to leave their questions under the video but nobody does!
S: Oh don't worry, mate. It's only your second video. I'm sure your blog is the start of something really big … big …

7 Video script page 83

3 21 8 **Watch or listen to Part 2 and circle the correct answer.**

- Let Ss read the statement before you play the video or recording.
- Check Ss' answer.

Answer New York

21 → See SB page 34

8 Video script page 83

4 **Read and complete the table.**

- Have Ss read the dialogue and complete the table. The first one is hip-hop, which Ss may know from their music experience.
- Elicit from Ss the concept of routines.
- Focus Ss' attention on the intonation for *Yes / No* and *Wh-* questions. You may play the recording for Ss to imitate the speakers' intonation.
- You may ask Ss what they can do to remember the structure for questions.

Language Wide

Help Ss see the connection between the structure of questions about routine and questions about likes and dislikes.

5 **Complete the questions with *do* or *does*. Match the questions (1–5) with the short answers (a–f). There is an extra answer.**

- Allot a couple of minutes for the Ss to complete the questions and do the matching.
- When checking their answers, make sure they use the correct intonation.

Answers **2** f, does **3** e, Do **4** b, do **5** a, Do

6 **Order the words to make questions. Then answer the questions.**

- After Ss read the instructions, give them time to do the unscrambling and answer the questions.
- Check Ss' intonation when you check the answers.

Answers **2** Do your classmates watch TV? Yes, they do. / No, they don't. **3** Where do you have breakfast? At home. / In the kitchen. / ...

Culture Wide

If Ss do not seem to find examples, you can give them a few, e.g. questions about age, job or profession, etc.

ESI Going on with this idea of questions which are appropriate or not, help Ss see that some questions may make us feel bad for they are private issues. Show Ss it is OK not to answer them. Also give them ideas about how to tell the other person that the questions are inappropriate. You may elicit from Ss different contexts in which this may happen, e.g. online, hanging out with friends, etc.

AT Ss should begin to use the right structure for questions. However, mistakes are to be expected in the use of the *-s*.

WB Answers **3.4 Getting to know each other** Page 91

1. **2** Does your friend like pop music? **3** Do we have a History test every week? **4** Do Jo and Lee go to the cinema on Saturday? **5** Does your English teacher watch TV in the evening?
2. Answers will vary.
3. **2** What time **3** When **4** What **7** When **8** Where
1 g **2** b **3** c **4** a **5** i **6** h **7** e **8** d
4. **2** What do you watch on TV? **3** How do you travel to town? **4** Where does she go swimming? / What does she do at the sports centre? **5** What time do your mom and dad get up? / What do your mom and dad do at 7.15? **6** What do you do in your free time?
5. **2** when **3** Do **4** don't **5** Where **6** Does **7** Yes **8** speak **9** No

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3.5 How are you feeling today? SB page 35

1 Look at photos A and B. In pairs, match the photos with comments 1–4.

- Have Ss read the instructions and the comments. You may mime them for Ss to understand the feelings. You can also help Ss focus on key words in each of the comments, e.g. 1. *winter*, *not a fan*, 2. *great*, 3. *grey*, 4. *favourite*, *fan*.
- Allot a couple of minutes for Ss to do the matching. There may be more than one comment per photo.
- Check their answers.

Answers **A** 2, 4 **B** 1, 3

2 a 22 Read all the options and circle the correct answer. Then listen and check.

- Tell Ss they will listen to a recording.
- Let Ss circle the answers they think are correct.
- Play the recording and check Ss' answers.

Answers **1** NO **2** NO

22

T = Tina
Part 1
T: Hello and welcome to another *Over To You* here on Radio 5. Well, winter is here, the days are short, the weather is horrible, it's really cold and many of us are ill! It's often a time of year when you feel you don't have much energy. And many of us get the winter 'blues' – that's when you feel tired and sad. So in today's programme I want to ask you for your tips – things you do to feel excited about life again. Please phone us and give us your ideas. The number is 0893 …

b Listen again and choose the correct answers.

- As Ss have already listened to the recording once, you may ask them to circle the correct option before you play the recording again.
- Play the recording for Ss to check their answers.
- Check Ss' answers.

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

3 23 Listen to Part 2. Match the speakers 1–4 with the things they do to feel happy a–f. There are two extra ideas.

- Have Ss read the instructions and comments.
- Play the recording more than once if necessary.
- Check Ss' answers.

Answers **1** a **2** f **3** e **4** b

23

K = Karen L = Lisa M = Mark T = Tina Ti = Tim
Part 2
T: Welcome to our first caller, Mark. What do you do when you're sad?
M: When I'm unhappy, I put on some old clothes and then I make myself a big mug of delicious hot chocolate. Then I feel relaxed again.
T: Oh, OK! And next we have Tim.
Ti: My tip is to watch a sad film. You watch the film, cry and then you feel happy again.
T: Really?
Ti: Yes, try it.
T: Yes, maybe. Thanks! Next we have Lisa.
L: Hi. When I feel worried, I read a book about History. Then problems suddenly aren't very important.
T: An interesting philosophy, thank you. I usually have a hot shower when I feel blue! And who do we have now?
K: Hi, it's Karen. When you feel bored or sad, do something nice for somebody else. Phone to say you love them.
T: Sorry, Karen. Can you be quick? We've only got ten seconds.
K: Make them a cake. Buy a present for them.
T: Thanks, Karen. Those are great ideas. And now, traffic news …

➤ Extra activity

You can use the list of ideas in Ex 3 or you can ask Ss to add a few more. You can have a survey to see which one is the most popular.

4 Look at the feelings. Underline the words with a positive meaning.

- Check Ss understand the emojis. Tell them they can draw their own personal emojis.
- Give Ss a couple of minutes to do the activity.
- Check Ss' answers. The answers may differ.

➤ Extra activity

You can have a survey on Ss' feelings at different moments, e.g., *How do you feel before a match?*

5 Complete the sentences with feelings. You can use different feelings in some sentences.

- Ask Ss to read the instructions.
- Allot a couple of minutes for them to complete the sentences. They can draw an emoji if they want to.
- Check Ss' answers. You can ask them if the situation is positive or negative for them to have an idea of possible feelings for each of the situations.

Answers **1** negative **2** positive **3** negative **4** positive **5** negative

IC Some Ss may not feel comfortable talking about their own feelings. This is personal and we should make a point of this. We can respect their privacy by asking them to talk about somebody else's feelings.

Over to YOU

- Have Ss read the instructions and the statement. You may decide to have *People in general* instead of *I* if Ss do not want to talk about themselves.
- You can elicit different situations from them.
- Give them time to think what to say and then have a general discussion. You may give them natural feedback, e.g. *Oh, I do too.*

AT Ss should remember a few words for feelings.

WB Answers **3.5 How are you feeling today?** Page 92

1. **2** bored **3** sad **4** tired **5** excited **6** worried
2. **2** d **3** b **4** f **5** a **6** e
3. **1** bored **2** relaxed **3** worried **4** excited

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3.6 Interaction Do you like hip-hop? SB page 36

1 **24 Look at the image and the title. How does Max feel? Happy? Relaxed? Listen and check.**

- Ask Ss to read the instructions and answer the question orally.
- Remind them not to read the conversation.
- Play the recording or the video for Ss to check.

24 → See SB page 36

OUT of class

- Tell Ss to look at these expressions. Remind them they are colloquial everyday expressions.
- Make sure they understand their meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use these expressions.
- Encourage Ss to use these expressions in class when relevant. You can ask them to make a poster with them and pin it on a wall. Alternatively, they can have a card with these expressions.

2 **Listen again and answer the questions.**

- Have Ss read the questions before you play the recording again. You may ask them to answer them from memory and then listen and check.
- When checking the first question, you may tell Ss that, in America, nationality is given by place of birth whereas, in Europe, nationality depends on your parents' nationality. As Eva is half Brazilian, most probably one of her parents is Brazilian.

Answers **1** No, they aren't. / No, only one is Brazilian. **2** Hip hop. **3** No, she doesn't.

Culture Wide



Have Ss read the box. They may provide an answer divided into groups or pairs, or with the class as a whole, depending on the number of students. You may also consider other types of interaction, apart from face-to-face.

IC As Ss discuss typical topics of conversation, it is important to remind them that there is nothing right or wrong about differences. Make sure everybody's voice is heard.

Likes and dislikes

- Have Ss read the questions and the different answers.
- Check they understand they show different degrees between liking and not liking.

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

- Have Ss read the table. Ask them to answer the question: *infinitive*.
- Some Ss may know that an infinitive is also possible in English. Tell them this is so, but at this time, you're focusing on the *-ing* form, which is typically British English.

3 **Complete the dialogues with phrases from the box. In pairs, compare your answers.**

- Have Ss read the instructions. Remind them their answers may be different since there is more than one option for each answer.
- Allot a few minutes for Ss to do the exercise, then check.
- You may check by having all the possibilities for each answer.
- You can also ask Ss to include their own opinion.

➤ Extra activity

You can write a couple of topics on the board, e.g. activities at the weekend, activities on a rainy day. Ss talk about their likes and dislikes as regards those topics. You can have a pie chart with the results.

IC Remind Ss how important it is to make their voices heard and respected. Everybody should be able to say what they like and don't like without any disrespect from the rest. Ss can also give their opinion as to things they do not like at school, e.g. *I don't like talking about others.*

AT Ss should remember different ways of talking about likes and dislikes. They should recognise the use of the *-ing* form, though they will probably make mistakes.

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3.7 Town Mouse and Country Mouse SB page 37

Town Mouse and Country Mouse is one of Aesop's fables. In a fable, there is always a moral lesson to be learnt.

1 Look at the illustration and tick ✓. Then read and check.

- Ask Ss to read the instructions and read the statements. Remind them they should only look at the illustration.
- After a couple of minutes, check their answers. Do not tell them if they are right or wrong yet.
- You may check their answers before they read the fable.
- Check their answers.

Answers This text is for children. This text is a fable.

2 Read again. Write T (true), F (false) or DS (doesn't say).

- You may challenge Ss to do the activity before rereading the fable.
- Check their answers after a couple of minutes. You can ask them to show where in the text they find the information for their answers.
- As to 5, there may be different answers. Some Ss may say the fable has a happy ending because each mouse respects the other mouse's likes. Some may say it does not have a happy ending because they cannot adapt to living together. However, nothing in the text shows us whether the ending is happy or not.

Answers **1** T **2** T **3** T **4** DS **5** DS

IC Some Ss may agree with Town or with Country Mouse. The important point here is that people react differently in different situations, which is to be respected by everybody.

ESI You may help Ss see one of the dangers of living in a city. You may elicit others from them, as well as dangers in smaller towns and rural areas, and the dangers they can find everywhere, e.g. online conversations with strangers. This is a unique opportunity to help Ss come up with tools they can resort to to prevent dangers and to defend themselves.

Over to YOU Genre transfer. Adapt the fable in a comic strip.

- Have Ss read the instructions. Tell them they do not need to learn the names of the elements in a comic strip.
- Ss can get into groups. Elicit from them that in a comic strip, there are usually questions and answers, or one or two statements together.
- They can exchange productions for another group to give them feedback. You can also give them useful feedback.
- Assign a time limit, which you can agree upon with Ss. As they work in groups, one of the members should be in charge of checking that Ss finish on time.
- Ss can make a display of their comic strips. They can also go online and make a digital comic strip.

Unit Wide

Read the unit again. Where in this unit? Complete with lesson number.

- Tell Ss they need to go over the complete unit to write the correct lesson number.
- They can also draw a ✓, a ? and a × depending on how well they think they know each of the topics.
- This can be used as part of self-assessment. You can give Ss different exercises, and they will do the ones that deal with the topics they do not feel sure about. This is another way of handing responsibility over to them.

WB Answers SELF-CHECK Page 93

1. **2** has **3** watch **4** go **5** up **6** do
2. **1** wake up **2** get **3** have **4** have **5** go **6** have **7** go **8** exercise **9** do **10** read **11** check **12** don't
3. **1** excited **2** tired **3** unhappy **4** relaxed **5** worried **6** bored
4. **1** doesn't have **2** don't like **3** exercise **4** doesn't relax, does **5** speak
5. **1** Do you chat with your friends online? **2** How much homework does your teacher give you? **3** When does your dad go to work? **4** Where do you have lunch at school? **5** What languages does your brother speak? **6** How does your mum get to work?

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Do child actors go to school every day? SB pages 38-39

LEAD IN

- Before working with this consolidation lesson, ask Ss how they would answer the question.

1 In pairs, ask and answer the questions.

- Ask Ss to read the instructions.
- You can give them a few minutes to discuss the answers.

2 Read the article. Mark the sentences T (true) or F (false).

- Before Ss read the article, ask them to read it quickly and see if there is an answer for the question in the title.
- Allot a few minutes for Ss to go over the article and do the activity.
- Check Ss' answers.

Answers **1** F **2** T (He lives in London, as opposed to other actors who do not live there). **3** T **4** F **5** F **6** F **7** T

3 CLASS VOTE Would you enjoy a life like Ezra's?

- Ask Ss to answer the question. You can ask them to express their feelings as regards Ezra's life, e.g. *I feel worried about Ezra.*

4 Read the advert for a BBC programme about a typical day of schoolchildren in England, Japan, Wales and Papua New Guinea. Do you think they do the same things as you?

- Ask Ss to read the instructions and read the advert.
- Check Ss' answers.

5 Think of two countries on two different continents. How do you think life is different in these countries? Make a list of similarities and differences.

- Ask Ss to read the instructions. Instead of two different countries, they can discuss two different areas in their own country, e.g. the north and the south, or a city and a rural area.
- Ss can work in groups. When checking, they can see if there are similarities in their opinions.

6 9 Watch the video and tick the things the children do not do.

- You can freeze the first scene of the video and ask Ss to make predictions about the topic of the video.
- Play the video and go back to Ss' predictions.
- If necessary, play it again so that Ss can do the activity.

Answers **Tick** 2, 4, 5, 8.

7 Watch again and write how the day of these children is different to each other's.

- You can ask Ss to answer the questions before you play the video again.
- Play the video for them to check. How good was their memory?

Possible answers **2** At school, some play outside, some inside. **3** Some do karate, some meet their family, some help with shopping. **4** Some have to prepare their own dinner, some buy dinner at the market.

9 Video script page 83

8 Write how your day is similar or different from these children's days. Share it with the class.

- Have Ss read the instructions.
- Give them time to write their ideas.
- You can ask them to read their ideas aloud. As Ss find similarities, they raise their hands.

9 WORLD WIDE PROJECT In groups, write an information article about a child (or children) with an unusual life in your country. You can write about a sports star, an actor, a prodigy, etc.

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Ss can present their work on paper or using an app / online tool or any word processor software available. You can ask the ICT teacher to join in for this part of the project.
- Ss share their productions.

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4 All about Learning

4.1 School blues SB pages 40-41

IC This unit is about school and education. Though Ss are studying at school, Ss' experiences will differ. Despite the differences, it is necessary to help Ss see that there are always good aspects of schooling and education, that there is no such thing as an ideal school since we are all different and will have different needs and opinions. The purpose, apart from giving Ss a wider look, is to help them value education.

Tweet: Maths, Science, Literature, Music, and more! Is school life only studying? Are your classmates your friends?! #School&Friends

This is the Tweet for this unit. You can check the ideas suggested for Unit 1, which can be applied to all units.

LEAD IN

- You can tell Ss you want to learn something about their schooling up to this year. Tell Ss to raise their hands as you name and write the different topics. Suggested topics: Primary state school, Primary private school, Primary religious school, Primary non-religious school, Primary regular school, Primary bilingual school. If Ss are in Secondary school (not first year), you can have the same categories but for Secondary, including tech school.
- You can have a pie chart with the results.

1 Look at the photos and choose. Then read and check.

- Ask Ss to read the instructions and check they all know what to do. Remind them they are not supposed to read the text but only to look at the title of the text and the image.
- Ask Ss to read the text and go back to their predictions.
- You can ask them if they have the school blues, or if they know somebody who does.
- Note: Year 8 is Secondary school.

Answers Both are correct.

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

- Ask Ss to read the instructions. You may ask them to do the exercise before they go back to the text to check their memory.
- Give Ss a couple of minutes to do the activity, then check the answers.
- You may ask Ss to show where in the text they find the information for each of the statements.

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

3 In pairs, match the words with photos A–L on page 41. Then circle the subjects you have at school.

- Ask Ss to read the instructions.
- Have them read the list of school subjects. You can ask them what is the equivalent of *school subjects* in Spanish.
- Show Ss that most of them are transparent words. For *PE*, tell them it's *Physical Education*. If there are a couple they do not know, tell them to do the matching, which will help them understand the meanings.
- Help Ss notice that school subjects in English take capital letters as in Spanish, since they are proper names.

Answers **A** Geography **B** PE **C** Maths **E** Chemistry **F** RE **G** Biology **H** Music **I** Physics **J** IT **K** English **L** History

4 25 Listen and match dialogues 1–5 with school subjects a–f. There is an extra subject.

- Ask Ss to read the instructions and the school subjects.
- Play the recording more than once if necessary.
- Check Ss' answers.

Answers **1** Maths **2** Geography **3** History **4** PE **5** English

25

B = Boy G = Girl T = Teacher

1 **T1:** A hundred and forty-four divided by nine. No, without using a calculator! Millie?
G1: Sixteen, Miss.
T1: That's right. Excellent!

2 **B1:** Hey, Dan! That's my ruler!
B2: Not it's not, Scott Wilson!
T2: Now what's going on, boys? Why aren't you working on your maps?
B1: Dan's got my ruler!
T2: Is that right, Dan?
B2: No, I haven't.
T2: Now calm down! You don't need a ruler to colour a map. Please just get on with your work!

3 **T3:** OK. There's a test tomorrow. I want you to learn the names and dates of all the American presidents. The list is in your text books.
G2: Eh? What? All the presidents?
T3: All of them.
G3: Names and dates? For tomorrow?
T3: Yes. Write it in your homework diaries. A test tomorrow – the second of April!

4 **T4:** Stephen Brown! Where's your football shirt?
B3: It's at home, sir.
T4: Again? Are you sure it's not in your sports bag?
B3: Yes, sir. It isn't there.
T4: Well, you know what you can do?
B3: Yes, sir. Help in the library.

5 **B4:** *Hamlet* is a famous work by the great English writer William Shakespeare. It's a tragedy and it …
T5: Leo! Don't look at the projector all the time. Look at your classmates. That's right. Try again.
B4: *Hamlet* is a famous work by the great English writer William Shakespeare.
T5: Yes, that's much better!
B4: It's a tragedy and it tells the story of Hamlet, Prince of Denmark …

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5 In pairs, look at the timetable and complete the sentences about Newlands School and your school.

- Ask Ss to read the instructions. Check they know what to do. You may ask Ss if this type of organization for a timetable is the same they use.
- Give them time to do the activity, then check their answers.

Answers **2** 9.00 **3** 60 **4** 2 **5** 50 minutes

➤ Extra activity

Remind Ss of the different ways to show likes and dislikes. Tell them you'll check their likes and dislikes as regards school subjects. You can ask them to predict the Ss' favourite subject. As you name each subject, Ss give you their opinion, e.g. *I like / don't mind / hate /* etc. To make this activity shorter, when a student says *I like*, ask the rest who like the subject to raise their hands. Do the same for *don't mind* and *hate*. Have a student at the board writing a tally mark (|) in the right column (e.g. *Maths: like / don't mind / hate*) every time a S raises his / her hand. Count the number of tally marks to see which is the favourite and the least favourite subject.

Culture Wide



Have Ss read the box. Ss can check online different school timetables, not only in other countries but in other places, on their own.

6 26 Listen and complete the timetable in Exercise 5 with the school subjects.

- Ask Ss to read the instructions.
- Play the recording more than once if necessary.
- Check Ss' answers.

Answers **1** PE **2** Physics **3** Music **4** IT **5** Maths

26

L = Laura N = Nik
L: The worst day for me is Monday. I don't like Mondays anyway and this year we have PE at nine o'clock in the morning! And we have Physics in the afternoon. And my favourite day? It's Wednesday. I have all my favourite subjects that day: Drama, History and IT.
N: Tuesdays are great. The morning is really nice. The first lesson is Art. We're doing Photography this year. Then we have Music – I always enjoy Music. After the break we have RE. We have a really interesting teacher this year and we learn a lot about different religions. Fridays are terrible. After the morning break we have double Maths. Two hours of Maths! And then rugby in the afternoon!

Over to YOU Designing a booklet of our school – Part 1

- Tell Ss that, as they move along the unit, they will be working towards their final task of a project: a booklet of their school.
- Ask Ss to read the set of instructions for the booklet.
- Remind them that a caption is the short text below a photograph.
- Discuss with Ss privacy issues, such as use of photos. Every student has to agree before his or her photo is used.

Vocabulary: Ss can use the resource at www.pearson.com.ar/look_wide. Here they will find typical activities for the different subjects.

AT Ss should remember the names of some school subjects.

WB Answers 4.1 School blues Page 94

1.

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

2. **A** Music **B** PE **C** History **D** Drama **E** Maths **F** Biology
3. **2** IT **3** History **4** Drama **5** English
4. **2** Lessons **3** Art **4** Music **5** PE **6** breaks **7** pencil case **8** erasers **9** calculator **10** subject

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4.2 Are you feeling OK? SB page 42

1 Look at the photo. Do the girls feel sad or worried? Read and check.

- Ask Ss to read the instructions. Ss may not agree as to how the girls are feeling. Accept all answers.
- Have Ss read the text and check their answers.

Answer They are worried.

2 27 Listen. Why is Alice silent?

- Ask Ss to read the instructions. Tell them they should find the reason.
- Play the recording and check their answers. This time, Ss will be speculating why she's silent.

Present Continuous

- Ask Ss to read the examples in the table and in the dialogue.
- Ask them to circle the correct option.
- You may ask them if we use this tense in Spanish. We do, though it does not have a name as a tense.
- You can elicit from Ss different situations in which we use this tense, e.g. when somebody calls us, to explain why we cannot do something, when we are talking with somebody on the phone, we usually tell them what we are doing.
- Help Ss focus on the intonation for the interrogative. You can play the recording for Ss to repeat and imitate the intonation.

Answer Actions in progress

27 → See SB page 42

3 28 What's happening? Listen and write sentences in the Present Continuous. Use the verbs below.

- Ask Ss to read the instructions and the list of verbs.
- Play the recording for Ss to write what is going on.
- You may tell them that if it refers to a person, they can start with *a person* or *somebody.*
- Check Ss' answers.

Answers 1 Somebody / A person is laughing. **2** It's raining. **3** A person is writing (an email) / using a computer. **4** A person is sleeping. **5** A person is running / doing exercise. **6** A person is crying.

28

1 *[sound of laughter]*
2 *[sound of rain]*
3 *[sound of typing on a computer keyboard]*
4 *[sound of somebody asleep, snoring loudly]*
5 *[sound of somebody running]*
6 *[Sound of somebody crying]*

4 Complete the questions and short answers. Use the Present Continuous. In pairs, ask and answer the questions.

- Ask Ss to read the instructions.
- Ask Ss what they can do if they have a query.
- Give Ss a couple of minutes to do the exercise, then check their answers.

Answers 2 Are you feeling / Yes, I am. **3** Is it raining / Yes, it is. **4** Are your parents / No, they aren't.

5 Complete the sentences. Make them true. Use the pictures.

- Ask Ss to read the instructions. Remind them it is Friday at 9 a.m.
- You can ask Ss if these sentences refer to routines or actions in progress.
- Give them time to write the sentences and then check.

Answers 2 Our English teacher is / isn't drinking coffee. **3** The head of the School is / isn't reading a book. **4** My mother is / isn't watching TV. **5** My best friend is / isn't studying English / doing English exercises. **6** The students at the Art lesson are / aren't painting a picture.

➤ Extra activity

Tell Ss you will call them to come to the front, give their back to the rest and perform an activity. The rest have to guess what he / she is doing. You may decide to give Ss a piece of paper with the activity to perform, e.g. *drink Coke, play football, write in your notebook.* You can even ask Ss to make the list of activities themselves.

AT Ss should understand that the Present Continuous is used to show an action in progress.

WB Answers 4.2 What are you doing? Page 95

1. 2 I am crying **3** We are laughing **4** She is doing yoga **5** He is walking **6** She is smiling **7** You are listening to music **8** It is sleeping
2. Answer will vary.
3. 2 What are you watching on TV? **3** Is your dad working today? **4** Are the students doing a test? **5** Where is Hanna running?
4. b 1 **c** 4 **e** 2 **f** 3
5. 2 Are you watching **3** I am not **4** am doing **5** am not doing **6** am listening **7** is cooking **8** is she cooking

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4.3 The first day at school SB page 43

1 Your first day at school

What is the most common feeling? Happy? Sad?

- Ask Ss to read the instructions. You can ask them if they remember their first day at school in Kinder (if they did it), Primary school and Secondary school, if they are doing it.
- You can ask them if they felt differently, e.g. anxious, nervous.

2 Look at the images. Does the story have a happy ending? Read and check.

- Ask Ss to read the instructions. Ask them if they think the ending will be happy.
- Have them read the story and go back to their prediction.
- Check Ss know the meaning of the four words in the exercise. You can give them examples: *The bell rings at (9.40 for the first break). When you work in pairs, you work with another classmate. Mr / Ms X is your form tutor*. (Ss have a tutor in Secondary school. Tell them about this if they are primary school Ss). *In the register, Ss are listed alphabetically. In the classrooms, there is usually an attendance register.*

Answers A happy ending

Extra activity

You can ask Ss to compare the illustration with their own context. They can find similarities first and then differences, or the other way about. You can give them an example for each category, e.g. *They are sitting in class. They aren't wearing a uniform.*

3 Match headings A–D with paragraphs 1–3 in the text. There is one extra heading.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the exercise.
- Ss can check in pairs before the general checking.
- As you check, you can ask Ss to account for their answers.

Answers **1** a (*He* in the sentence refers to Mr Grey.) **2** e (*Them* refers back to the boys.) **3** b (*He* in the sentence refers to David.) **4** c (*walk* in the sentence links with *walking* in the text.) Sentence d doesn't match any of the gaps because of the pronoun *they*.

4 Read the text again. Write T (true), F (false) or DS (doesn't say).

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the exercise.
- Check their answers. They can explain what clues they find to do the matching.

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

5 VOX POPS 10 In groups, say which things are important / not important to you when you make friends with someone. Use these ideas to help you.

- Ask Ss to read the instructions. Remind them of what Vox Pops are.
- After playing the video, ask Ss to read the ideas and discuss in groups.
- After they have discussed in their groups, you can ask one member from each group to report their opinion.

10 Video script page 83

Culture Wide



Ask Ss to read the box. What other similarities and differences can they think of?

Extra activity

You can write the following phrases on the board: *best friend, get to know somebody, make friends with somebody, meet somebody for the first time*. Elicit from Ss what they have in common. You can give them options, e.g. *Do they refer to family or relationships?* You can work with 4 statements and Ss give their own version. The following are suggestions:

I feel nervous when I meet people for the first time. How do you feel? Happy? Excited?

It's easy for me to make friends with people. What about you? Is it easy, difficult?

Carmen is my best friend. Tell me about your best friends.

I'm timid. People say it's difficult to get to know me.

Over to YOU Designing a booklet of our school – Part 2

- Ask Ss to read the set of instructions for this second part.
- Remind them they can use the vocabulary bank.

AT Ss should become aware of how they are improving their reading skill.

WB Answers 4.3 At school? Page 96

1. A night at Robby's house
2. **1** e **2** a **3** d **4** b
3. **1** classmates **2** closed **3** garden **4** bed
4. **1** DS **2** F **3** F **4** T **5** F
5. **2** c **3** f **4** e **5** a

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4.4 We love holidays! SB page 44

1 **29 Look at the photo and the title. How is Max feeling? Watch or listen and check.**

- Ask Ss to read the instructions and answer the question.
- Now Ss watch the video or listen to the recording and then check.
- You may tell Ss that *holidays* is a synonym of vacation for them to understand the meaning. The word *holiday* is also used for one day, what in Spanish is *feriado*. You may ask Ss if Max is talking about the holidays, as in summer holidays, or a holiday.

Answer Happy, excited

29 → See SB page 44

OUT of class

- Tell Ss to look at these expressions. Remind them they are colloquial everyday expressions.
- Make sure they understand their meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use these expressions.
- Encourage Ss to use these expressions in class when relevant. You can ask them to make a poster with them and pin it on a wall. Alternatively, they can have a card with these expressions.

IC For many people, holidays mean travelling. For others, it means visiting family. There are those for whom holidays have a different meaning since they cannot go anywhere for economic reasons. You may discuss with Ss that the concept of holidays is doing something different, moving away from everyday routine, e.g. not doing homework, getting up later, different activities that do not necessarily imply spending extra money.

Simple Present and Present Continuous

- Ask Ss to read the examples in the box.
- Refer them to the dialogue: *On Mondays, Max, Sol and Eva have a long day at school. But it's a holiday today and they're having a day in the countryside with their bikes.* You can ask them, e.g. *What is their routine on Mondays? What about today? Is it a regular Monday?*
- Ask them about the tense in each of the activities.
- Have them look at what the Supervisor says and ask them again about the difference in meaning.
- You can ask them to look for further examples in the dialogue.

2 **Choose the correct option.**

- Ask Ss to read the instructions.
- Tell them to focus on clues in the sentences to decide on the correct option.
- Check the answers.

Answers **1** Are they riding **2** doesn't rain **3** isn't watching **4** goes **5** are you using

3 **Complete questions 1–5 with *is*, *are*, *do* or *does*. Match them with answers a–f. There is an extra answer.**

- Ask Ss to read the instructions. Check everybody knows what to do.
- Check Ss' answer. They can tell you what key information they focused on to do the matching.

Answers **2** Do, f **3** Is, e **4** Do, c **5** Are, b

Culture Wide

Have Ss read the box. Elicit from them how they spend a holiday, and what they can do to be helpful in the community.

Over to YOU **In pairs, talk about what you do on holiday and how it's different from now.**

- Tell Ss to read the instructions and the ideas.
- Once they get into pairs, allot a couple of minutes for them to think what to say.
- Have the pairs interact.
- To close the activity, you can have a few examples from different groups.

AT Ss should begin to identify when to use Simple Present and when to use Present Continuous.

WB Answers **4.4 We love our free time!** Page 97

1. **2** R **3** N **4** N **5** R **6** R
2. **2** wears, is wearing **3** works, is working **4** wait, are waiting **5** watches, is watching **6** learn, are learning
3. Answers will vary.
4. **2** What are you reading? **3** Does Kenny like Chinese food? **4** Where is Jim going? **5** What is the teacher writing? **6** Do Mark and Angela study French on Fridays?
5. **2** I haven't got **3** go **4** are going **5** buys **6** works **7** says **8** Does she work **9** isn't working

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4.5 Different schools SB page 45

1 Look at the title and the images. Choose your ideas. Then read and check.

- Have Ss read the instructions and the two statements. Remind them to focus on the image and the title alone.
- You may check Ss' ideas.
- Ask Ss to read the text quickly and go back to their ideas.

Answer The text is an article.

2 Read the text again and write T (true) or F (false).

- Tell Ss to read the instructions.
- As suggested before, they can do the exercise without rereading the text to check how good their memory is.
- Check Ss' answers. You can ask them to find evidence in the text.

Answers **1** F **2** F **3** F **4** F

➤ Extra activity

You can ask Ss if they think this text covers all forms of Education. If this is not the case, they can add information which is missing. You can have Ss dictate to you. As you write on the board, show what corrections are necessary.

Why? Because

- Ask Ss to read the table, read the text again and complete it.
- Ask them if the answer always begins with *because*.
- Show them that, after *because*, you need a subject and a verb.

3 Match the questions with the answers. There is an extra answer.

- Have Ss read the instructions. Check they know what to do.
- Give them time to do the matching.
- After checking, you can tell Ss to come up with possible questions for the extra answer.
- Ask Ss if this question is possible, e.g. *Why do your parents get up early on Sunday? Because they go to the club*. Let them see that *Why / Because* can be used with different tenses.

Answers **1** c **2** a **3** e **4** d

Culture Wide

Have Ss read the box. It is important for Ss to learn about different schools and realities in their own community. They can go online to look for this information, which can usually be found at their local Ministry of Education's website.

Over to YOU Designing a booklet of our school – Part 3

- Ask Ss to read the set of instructions for this second part.
- Remind them they can use the vocabulary bank.

AT Ss should remember the meaning of *why*. They should also recognise *because* in relation to *why* questions.

WB Answers 4.5 School life Page 98

1. My old school
2. **2** F **3** F **4** F **5** T **6** T **7** F **8** F
3. Private or state school NO Food in the cafeteria NO Meaning of 'boarder' YES Ella's family NO Dixie's family YES

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4.6 Interaction Polite requests SB page 46

1 30 **Look at the image. How is Max feeling? Listen and check.**

- Ask Ss to read the instructions and answer the question orally.
- Remind them not to read the conversation.
- Play the recording or the video for Ss to check.

OUT of class

- Tell Ss to look at these expressions. Remind them they are colloquial everyday expressions.
- Make sure they understand their meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use these expressions.
- Encourage Ss to use these expressions in class when relevant. You can ask them to make a poster with them and pin it on a wall. Alternatively, they can have a card with these expressions.

2 **Listen again. Write T (true) or F (false).**

- Have Ss read the questions before you play the recording again. You may ask them to answers them from memory and then listen and check.
- Check Ss' answers

Answers **1** F **2** T **3** T

Polite requests

- Have Ss read the questions and the different answers.
- Play the recording for them to check and imitate the intonation. Ss may record an audio file and keep it as a record.

30 ➔ See SB page 46

Language Wide

CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

- Have Ss read the box and focus on the need to be polite.
- If Ss know any other language, you can ask them how they can show politeness in that language.
- You can also ask Ss about other words in English to show politeness, e.g. *please*.

IC In some cultures, eye contact is a sign of politeness whereas, in others, it is just the opposite. The same thing happens with silence. Some cultures consider silence a sign of respect. The concept of politeness exists in every culture; however, it is expressed in different ways. It is important for Ss to share with everybody else how they show politeness in their communities.

3 31 **Complete the dialogues with one word in each gap. Listen and check.**

- Have Ss read the instructions. You can ask them where they can check if they have a query.
- Allot a few minutes for Ss to do the exercise.
- You may check with Ss before playing the recording.

Answers **1** course **2** help, Sorry **3** you, just **4** borrow, can't

31

1 **A:** Excuse me, can you tell me the time, please?
B: Yes, of course. It's twenty to eight.
2 **A:** Sophie, can you help me with my homework?
B: Sorry, I can't. I'm really busy.
3 **A:** Hi! Sorry, can you help me with this box?
B: OK, just a second.
4 **A:** Er, Can I borrow the keys to your car, Dad?
B: Sorry, you can't! 'Never again' means 'never again'!

➤ Extra activity

Ss can role play the different exchanges.

4 32 **Listen and choose the correct response for each request. In pairs, compare your answers. Then listen again.**

- Ask Ss to read the instructions.
- Play the recording for Ss to choose the correct response.
- Ss compare answers in pairs.
- Play the recording again.
- Check Ss' answers. You may analyse with them why the other option is wrong.

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

32

1 Excuse me. Can I look at your newspaper, please?
2 You! Yes, I'm talking to you over there! Can you help me with these desks?
3 Can you tell me the time, please?
4 Can I have a pen, please?
5 Can I have your laptop, please?

Culture Wide

Have Ss read the box. Analyse the situation with them. Reflect with them on why it is wrong to ask for an answer from somebody else at an exam.

AT Ss should remember how to make requests and how to respond to them.

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4.7 A year to remember SB page 47

Ss have been designing their project along the different lessons. Ask them to take out their productions.

- Ask Ss to read the instructions to put the booklet together.
- They can make a paper brochure or use a digital app or software.



Unit Wide

Read the unit again. Where in this unit? Complete with lesson number.

- Tell Ss they need to go over the complete unit to write the correct lesson number.
- They can also draw a ✓, a ? and a ✗ depending on how well they think they know each of the topics.
- This can be used as part of self-assessment. You can give Ss different exercises, and they will do the ones that deal with the topics they do not feel sure about. This is another way of handing responsibility over to them.

WB Answers **SELF-CHECK** Page 99

1. **1** Geography **2** Maths **3** History **4** Biology **5** English **6** PE
2. **1** are you talking **2** isn't working **3** Are Harry and Pete going **4** Is Tom wearing **5** is having
3. **1** have, are looking **2** don't need, isn't raining **3** work, am working **4** paints, is painting
4. **1** Where **2** What time **3** How **4** When **5** What **6** Where **7** What **8** Why
5. **1** c **2** b **3** a **4** a **5** a
6. **1** d **2** a **3** c **4** f **5** b

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Can students learn without a timetable or classrooms? SB pages 48–49

LEAD IN

- Before working with this consolidation lesson, ask Ss how they would answer the question.

1 In pairs, ask and answer the questions.

- Ask Ss to read the instructions.
- You can give them a few minutes to discuss the answers.

2 Read the article. Match photos A–B with schools 1–2 from the article.

- Before Ss read the article, ask them to read it quickly and see if there is an answer for the question in the title.
- You can also elicit ideas from them as to what can make a school unusual.
- Allot a few minutes for Ss to go over the article and go back to Ss' predictions.
- Ask Ss to read the article again and do the matching.
- Check Ss' answers.

Answers **1** B **2** A

3 Read the text again. Choose WP (Waldorf primary), WS (Waldorf secondary) or VT (Vittra Telefonplan). Sometimes more than one answer is possible.

- Ask Ss to read the instructions. You can challenge them to do the activity before rereading the text.
- Check Ss' answers.

Answers **1** WP (In WS, students have exams but only if they are important for university.)
2 WP, WS (Eurythmy; the text implies that all Waldorf schools offer this subject.)
3 WP, WS (*Students do all sorts of creative play)* and VT (*wants children … to be creative.*)
4 WP (*There are no grades before students are fourteen or fifteen*, which means there are grades in secondary school.)
5 VT (*The rooms are amazing, colourful places.*)

4 Would you like to go to one of these schools? Why? / Why not?

- Ss can discuss the answers in pairs or groups.
- Have a general discussion. You can check how many Ss would like to go to one of these schools and how many wouldn't.

5 Read an advert for a BBC programme about unusual schools and look at the photo. In pairs, try to guess the answers to these questions.

- Ask Ss to read the instructions and read the advert.
- Give them one minute to guess the answers.
- Check their ideas.

6 12 Watch the video and check your ideas from Exercise 5.

- Play the video for Ss to check the answers.

12 Video script page 83

7 Watch again and tick the two countries which are not mentioned.

- Again, you can ask Ss to tick the countries before you play the video again.
- Play the video and check the answers.

Answers Bulgaria and China

8 Watch again and mark the sentences T (true) or F (false).

- You can ask the Ss to answer the questions before you play the video again.
- Play the video for them to check. How good was their memory?

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

9 Would you like to study at a school like Byron Court? Discuss in pairs.

- Have Ss read the instructions.
- Give them time to discuss in pairs.
- You can ask them to share some of their ideas.

10 WORLD WIDE PROJECT In groups, write a descriptive text about an unusual school in your country.

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Ss can present their work on paper or using an app / online tool or any word processor software available.
- Ss share their productions.

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5 Does Everbody Like Sports?

5.1 How sporty are you? SB pages 50-51

IC This unit is about sports. There exist group and individual sports. Competition and the eagerness to win are at the heart of sports, as are the possibilities of sharing good moments and working collaboratively towards a common goal. Some people consider that sports are all about winning whereas others focus on the social aspect. Some Ss may not have the possibility of doing sports for different reasons, some of which may be personal. When dealing with this topic, it is of utmost importance to give every student the possibility to make his or her voice heard.

@ **Tweet:** Sports for fun or for competition? Sports for boys or for girls? Are there many #prejudices in sports in your country?

This is the Tweet for this unit. You can check the ideas suggested for Unit 1, which can be applied to all units.

LEAD IN

- You can tell Ss you're going to challenge them. Tell them to get into groups.
- Once they are in their groups, they will have 30 seconds to write a list of sports. Ask Ss how many sports in all they think they can name. Write this number on the board.
- After 30 seconds, stop the activity and have Ss dictate the sports to you, or to a couple of Ss at the board so as to make this quicker.
- At the end, add up the number of sports and check that against the Ss' prediction.

1 Match the photos with the sports. There are extra sports.

- Ask Ss to read the instructions and check they all know what to do.
- You can ask them how long they think they will take to do the matching.
- Set a time limit and then check Ss' answers.

Answers **A** pato **B** hockey **C** running **D** judo **E** cycling **F** tennis

➤ Extra activity

Tell Ss to mime the sports that you name. You can name the sports for which there is no photo or other sports as well.

Vocabulary: Ss can find further sports at www.pearson.com.ar/look_wide.

2 In pairs, answer these questions about sports.

- Check Ss know what to do. Tell them that these questions are related to the sports in the box.
- Check after a couple of minutes.

Answers **1** handball, paddle, basketball, football, pato, rugby, softball, tennis **2** athletics, cycling, judo, paddle, running, swimming, tennis **3** cycling **4** Answers will vary. **5** Most probably, Ss will say that rugby and pato are only for men.

Culture Wide

Have Ss read the box and discuss the answers to the questions posed.

ESI This is a good opportunity to discuss gender issues. *Pato*, for instance, Argentina's national sport, was originally played in the countryside by men working in the fields. Women were supposed to be at home, taking care of the house and the family, hence they did not play. Life has changed, and now women are allowed in several fields in which their participation used to be banned. You can discuss with Ss if this has happened with other sports, and also in other activities or contexts.

Watch Out

- Remind Ss of these boxes.
- Have them look at the examples. You can ask them which of the sports in the box these words are related to, e.g. *cyclist* to *cycling*, and *swimmer* to *swimming*.
- Ask Ss which word refers to the sport or activity and which refers to the person who practises the sport.
- Help Ss see what these words have in common (*-er*, the same as in *teacher*, *painter*, etc.)

➤ Extra activity

In pairs, Ss have to create a "living photo" of a sport by posing. A pose is like a mime but without moving. Ss choose a sport that is not shown in the photos, and they should choose a pose that demonstrates doing the sport. Give Ss a few seconds to think of the sport and the pose, and then invite them to demonstrate their "living photo". Ask the rest to guess the sport. You can take photos of the living photos and make a digital display. If the school has a blog, these photos can be posted in the school's blog.

3 a Do part 1 of the Quiz. Correct answers? Ask your teacher. 1 point per correct answer.

- Ask Ss to read the instructions.
- Ss can check in pairs before they ask you for the correct answers.

Answers **1** a **2** c **3** b **4** a **5** b **6** b

b Now, do part 2. Use words for sportspeople. Ask your teacher for the correct answers. 1 point per correct answer.

- Ask Ss to read the instructions.
- You can first check the words for sportspeople.

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- Give Ss the correct answers.
- Check Ss' score. How many geniuses are there?

Answers **7** cyclist **8** player **9** runners **10** swimmer **7** a **8** b **9** b **10** c

4 33 Find the words below in the quiz. Use them to complete the phrases. Listen and check.

- Ask Ss to read the instructions. Most probably, they'll understand all the words since they are quite transparent. You may pronounce the word *goal* for them to see what it is. In the case of *race*, you can tell them that people run and the first one is the winner.
- Give Ss time to complete the words, then check.

Answers **Play** a sport **Win** a medal, a race **Score** a goal

33

play a match
play a sport
win a match
win a medal
win a race
score a goal
score a point

5 In pairs, complete the sentences with the correct form of the words in Exercise 4. Identify the sports.

- Ask Ss to read the instructions. Tell them to read the statements first, complete them and then identify the sport.
- They can work in pairs.
- Check Ss' answers.

Answers **2** race, win / running **3** sport, points / basketball **4** play, match / tennis

Over to YOU VOX POPS 13 In groups, ask and answer the questions. Who is a sports fan in your group?

- Remind Ss of what Vox Pops are. Play the video for Ss to see people discussing sports.
- Have Ss read the questions.
- Ss can get into pairs or groups, prepare the interview and record it.
- Ss can perform the interviews for the rest to give feedback on them.

13 Video script page 83

AT Ss should remember some sports and recognise when to use *play*, *score* and *win*.

WB Answers **5.1 How sporty are you?** Page 100

1. **ACROSS:** 1 football 3 baseball 5 swimming 7 hockey 10 handball
   DOWN: 2 tennis 4 basketball 6 volleyball 8 rugby 9 cycling
2. **2** play **3** win **4** win **5** score
3. **2** match **3** winning **4** win **5** point **6** scores
4. **2** team **3** match **4** win **5** score **6** individual **7** cycling **8** cyclist **9** race

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5.2 Do women play football? SB page 52

Lead in

- You can ask Ss to answer the question in the title of the lesson.
- At the end of the lesson, you can go back to the Ss' answers to see if they would like to change it.

1 a Look at the text. What is it about?

- Ask Ss to read the instructions and choose one of the two topics.
- Check their predictions but do not tell them if they are right or not.

b Now read and check.

- Ask Ss to read the text and go back to their predictions.
- Some Ss may consider that football is an unusual sport for women. However, the text is only about one sport, football, as opposed to unusual sports, therefore it is not the correct answer.

Answer Women's football

2 Read and write T (true), F (false) or DS (doesn't say).

- Ask Ss to read the instructions.
- As before, they can do the exercise before rereading the text to test their memory.
- Check Ss' answers

Answers **1** T **2** DS **3** T **4** DS

Remind Ss they can type the words in bold in a search engine to find the information online. You can ask them about their opinions, and then, they can check online.

Simple Past

- Ask Ss to read the examples in the table.
- You may refer them back to the interview and ask them if the text is about the past or about routines.
- Have them circle the correct answers.
- Work on the pronunciation of *was* and *were*. They are usually unstressed in affirmative sentences /wəz/, /wə/. In short answers, they are stressed /wɒz/, /wɜ:/. The negative forms are pronounced /ˈwɒzənt/ and /ˈwɜ:nt/.
- Also work on the intonation of questions.

➤ Extra activity

Tell Ss to pay attention to your statements and say if they are true or not. You can have this in different ways, having Ss say *true* or *false*, asking them to repeat the true statements only, or any other way you can think of.

Suggested statements:

Yesterday was Monday.

We were at school last Friday.

There were English lessons last Wednesday.

The Maths teacher wasn't at school yesterday.

We weren't at school yesterday.

3 Complete the second part of the interview with *was* or *were*, affirmative or negative.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the exercise.
- When checking, make sure Ss pronounce correctly.

Answers **2** Was **3** wasn't **4** was **5** were **6** were **7** were

➤ Extra activity

A chain game. Ss have to say where they were on a certain day (e.g.: Sunday) at a certain time (e.g.: 7 p.m.). They have to repeat what previous Ss have said, but naming the Ss, e.g., S1: *I was at home.* S2: *Maria was at home, I was at the club.*, S3: *Maria was at home, Eric was at the club, I was in the park.*

4 Complete the dialogue between Lisa and her gran with the correct form of *there was* or *there were*.

- Ask Ss to read the instructions. Remind them of the meaning of *there is / are* and of the equivalent in Spanish.
- Check Ss' answers after a couple of minutes.

Answers **2** there wasn't **3** there was **4** Were there **5** there weren't **6** there weren't **7** there was

Over to YOU Argentine sportspeople. Circle the right verb and complete the gaps. Use the words in the box. There is an extra word.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the activity.
- As you check Ss' answers, check their pronunciation.

Answers **1** was, F1 driver **2** was, tennis player **3** were, boxers

➤ Extra activity

Ss can do some research about other sportspeople in their country. They can read out statements for the rest to say if they are true or false, e.g. *Fillol was a rugby player*.

AT Ss should understand that *was* and *were* are the past forms of the verb *to be*. They should be able to recognise which one to use in very guided situations.

WB Answers 5.2 Do women play football? Page 101

1. **2** were **3** was **4** was **5** were **6** were
2. **2** were **3** was **4** were **5** was **6** was
3. **2** wasn't **3** were **4** wasn't **5** wasn´t **6** were **7** was **8** weren't
4. **2** Where were you yesterday? **3** Who was your teacher in Year 9? **4** Were you in the team last year? **5** Was your dad a good student?
5. **2** were **3** was **4** wasn't **5** weren't **6** was **7** was **8** weren't **9** were **10** were **11** Were **12** were **13** wasn't

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5.3 Do you know these sports icons? SB page 53

LEAD IN

Before starting the lesson, ask Ss to look at the title. Ask them about the meaning of *icon* in this context. You can give them two options by asking, e.g. *Is it a small picture on a computer screen or a famous person that represents an idea?* You can elicit from them different sports icons.

1 a Look at the photos and choose the best title for the collage.

- Ask Ss to read the instructions. Remind them they are not supposed to read the text.

b Read and check. Then, write the title on the line and stick the missing sportspeople's photos.

- Ask Ss to read the text and go back to their predictions. Elicit from them why one is correct whereas the others are not.
- Ss can go online and look for photos of the missing sportspeople.

Answers Argentine Sports Stars

2 Read and write T (true), F (false) or DS (doesn't say).

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the exercise.
- Ss can check in pairs before the general checking.
- As you check, you can ask Ss to account for their answers.

Answers **1** DS **2** T **3** T **4** T **5** T

Language Wide

CIAO Hello MAITE! ZDRAVO HOLA BONJOUR

Ask Ss to read the examples in the box. Help them become aware that after *was born* and *were born*, it is necessary to say when or where the person was born. Ask them for the equivalent in Spanish.

➤ Extra activity

You can have a survey with Ss' origin. Every student has to tell you where he or she was born. To make it simpler, the suggestion is to name the province if Ss are from the same country, and the province and country in the case of students who come from another country. Ss can transform the results into a pie chart.

3 Match A (sport prizes) with B. There is an extra item in B.

- Ask Ss to read the instructions.
- Tell Ss that column B shows the organisers of the different sports prizes.
- Check their answers. If Ss know of any other prize, they can tell the rest.

Answers **1** d **2** f **3** a **4** b **5** c

Culture Wide

Ask Ss to read the box. Help them see that a sportsman's life is not easy, and that not every sportsperson becomes famous.

AT Ss should become aware of how they are improving their reading skill.

WB Answers **5.3 Do you know these sports icons?** Page 102

1. **2** football field / football pitch **3** tennis court **4** swimming pool **5** running track
2. **2** court **3** swimming pool **4** track
3. **2** Romanian **3** 1961 **4** 1976 **5** Canada **6** Montreal **7** uneven bars **8** 1.00 **9** 10.00 **10** 7 / seven
4. **1** T **2** F **3** F **4** F **5** DS

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5.4 Do you know *Espartanos*? SB page 54

1 Look at the text and photos. Is this related to sports? Read and check.

- Ask Ss to read the instructions and answer the question. Keep a record of their answers.
- Now Ss read the text and go back to their answer to the question.

Answer Yes

2 Read again and write the question in the correct place. There is an extra question.

- Ask Ss to read the instructions.
- Have Ss re read the text.
- Check the answers.

Answers What is *Espartanos*?
How can rugby help?
Are education and work part of *Espartanos*?
Is spiritual life important?

IC Help Ss reflect on the fact that everybody has opportunities to improve, it all depends on our own will. There are always people and organizations which can help with different issues, e.g. drug abuse or alcohol abuse, among others. Those who look for help are examples to follow and they should not feel embarrassed.

You can tell Ss to visit the *Espartanos* website. It is a real NGO (non-governmental organization).

Their work is so important that the All Blacks, the rugby national team from New Zealand and one of the best teams in the world, offered a rugby clinic to *Espartanos* and played a match with them in September 2018. Ss can google it and learn more about it.

Frequency Adverbs

- Ask Ss to read the table. You can ask them what *frequency* refers to.
- Ask them to read and circle. To do so, have them look for examples with frequency adverbs in the text.

➤ Extra activity

Tell Ss you're going to talk about your life. They have to decide if your statements are true or false. Ask a couple of Ss to keep a record of the answers. Suggested examples: *I always have coffee for breakfast. I usually come to school by bus. I am never at home in the afternoon. My husband / wife / partner / best friend is often tired in the evening.*

Over to YOU

What type of group are you?

a Complete these ideas and find activities in common in the group.

- Have Ss read the instructions. They should get into groups and find something in common to complete the statements.
- Get different answers from the different groups.

b Make a collaborative collage. Add a caption to each picture.

- Ss can make drawings, find photos or take them in order to show each of the activities in part a.
- Give them time to write the captions.
- Have a class display of the Ss' collages.
- Ss can get feedback from other groups and from the teacher.

Remind Ss they can type the words in bold in a search engine to find the information online. You can ask them about their opinions, and then, they can check online.

AT Ss should remember the meaning of the frequency adverbs presented, and should recognise where to place them in sentences in very guided contexts.

WB Answers 5.4 Do you know *Espartanos*? Page 103

1. Answers will vary.
2. **2** never **3** usually **4** always **5** sometimes / occasionally **6** sometimes **7** usually
3. Answers will vary.
4. **2** g **3** c **4** b **5** d **6** a

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5.5 Do you know these sportspeople? SB page 55

1 Read and match the participants, the comments and the occasions. There is an extra occasion.

- Have Ss read the instructions and the table.
- Let them see that the numbers show participants and the letters, their comments.
- Ss can work in pairs. If they work alone, they can check in pairs before the general checking.
- Check Ss' answers.
- You can ask Ss what clues were important in the comments to match them with the participants and the occasion.

Answers The order in which the occasions are presented is **1** a **2** b **3** c **4** d **5** e **7** g **6** f
The extra occasion is Bronze Medal in Women's hockey.

2 a Look at the image and circle.

- Ask Ss to look at the photo and answer the question.
- They can say why they think it's *Yes* or *No*.

b Now read and check.

- Ask Ss to read the text quickly and then go back to the question in a.

Answer No

3 Read again and tick ✓ the true sentences.

- Have Ss read the instructions.
- They can try ticking them before rereading the text.
- Have Ss reread the text and check their answers.

Answers **1** ✓ **2** ✗ **3** ✗ **4** ✓ We do not know if he leaves the office to have lunch, or if he has lunch there.

➤ Extra activity

Ss can get into groups and come up with 3 further questions they would like to ask Alejandro. Once they have the questions, they should present them to the class to see how many different questions they could think of. They can try answering the questions as well, as if they were Alejandro.

So

Have Ss read the examples in the box. You can add a few of your own.

Ask Ss to read the statements and circle the correct options.

You can ask Ss for the equivalent of *so* in Spanish.

Answers: consequence; subject + verb

4 Match A with B. There is an extra part in B.

- Ask Ss to read the instructions. Give Ss a couple of minutes to do the activity.
- Check Ss' answers. Ask them about the clues that helped them do the matching.

Answers **1** a **2** b **3** c **4** e

➤ Extra activity

Challenge Ss to think of different consequences to each of the statements you'll say. Suggested statements: *I'm tired. My best friend works a lot. My family usually get up early at the weekend.*

ESL Going on with the ideas in the extra activity, you can write the following (or similar) statements on the board: *I am a girl, so … ; I am a boy, so … ; We are young, so …* Brainstorm with Ss how we can be inclusive and consider others when completing them, bearing in mind that we have to respect others and others have to respect us, and that we have to take care of our own bodies and health.

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Ask Ss to read the questions and answers in the box. After they have read all the examples and answered the questions, ask them how we ask for frequency in Spanish for them to see the relation. Accept different answers, e.g. *¿Cada cuánto?, ¿Cuán a menudo?, ¿Con qué frecuencia?*

AT Ss should recognise the meaning of *so* and the meaning of *how often*.

WB Answers 5.5 Do you know these sportspeople? Page 104

1. **1** a **2** b **3** b **4** b **5** a **6** a **7** a **8** b
2. **2** e - she is never at home in the afternoon. **3** a - he can't go out. **4** d - she can't do sports in the morning. **5** c - he hasn't got one.
3. **2** because **3** so **4** so, but **5** so **6** because, but
4. **1** b **2** a **3** g **4** c **5** d **6** f **7** h

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5.6 Interaction Hobbies and interests SB page 56

1 a Look at the photo and the question. What is Max's answer?

- Ask Ss to read the instructions and answer the question orally.
- Remind them not to read the conversation.

b 34 Listen and check.

- Play the recording or the video for Ss to check.

34 → See SB page 56

OUT of class

- Tell Ss to look at this expression. Remind them it is a colloquial everyday expression.
- Make sure they understand its meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use this expression.
- Encourage Ss to use this expression in class when relevant. You can ask them to make a poster with the expression and pin it on a wall. Alternatively, they can have a card with the expression.

2 Listen again. Does Max do well or badly in the radio interview? Why?

- Ask Ss to read the instructions. Play the video or recording again for Ss to answer the question. You can also ask them to answer the question first, then play the video for them to check. There is no correct answer since some Ss may think he did well because he answered all the questions whereas others may think he did badly because he didn't answer what the interviewer expected.
- Once Ss answer the question, ask them why. You can give them options if you think the question may be too demanding, e.g. because he doesn't like sports? Because he's nervous?

Answers Answers will vary

Talking about hobbies and interests

- Ss may not be familiar with the word *hobby*. You may tell Ss that a hobby is something we do in our free time because we like it.
- Help Ss see there are different ways of asking about a person's hobby or interests and also different ways to answer them.
- Help them work on the intonation in the questions and answers. You can play the recording for them to imitate the speakers' intonation. You can ask Ss to record an audio file imitating the speakers.

3 In pairs, complete the text with one verb in each gap.

- Have Ss read the paragraph first. You can ask them if their hobbies and interests are similar to Rob's or not.
- Once they have answered your question, get them into pairs to do the activity.
- Check the Ss' answers.

Answers **2** practises / does **3** goes **4** is **5** is **6** hangs

➤ Extra activity

Using the text about Rob as a model, Ss can write a few sentences about themselves including their interests and hobbies. Encourage them to use at least two phrases from the box. Tell them not to write their names. Collect the Ss' paragraphs and hand them out. Ss should read the paragraph they get and guess who the writer is.

4 35 Complete the dialogue with sentences a–f. There is an extra sentence. Listen and check.

- Have Ss read the instructions.
- Give them time to do the matching.
- Play the recording for Ss to check.
- You can ask Ss to role play the dialogue

Answers **2** c **3** f **4** a **5** e

35

J = Jay K = Kay
J: What do you do in your free time?
K: I do a lot of sport.
J: What sports do you do?
K: I go swimming, I play football and I'm a big fan of cycling.
J: Yes, mountain biking is cool.
K: What about you? What are your hobbies?
J: I hang out with my friends.
K: Are you into sport?
J: Not really. I'm not very keen on sport. But I'm really into sports video games.
K: Really? I'm not interested in video games. I prefer sports.

IC Remind Ss how important it is to make their voices heard and respected. Everybody should be able to say what their hobbies and interests are without any disrespect from the rest.

Over to YOU **CLASS VOTE** **What are the most popular hobbies in your class?**

- Ask Ss to read the instructions.
- You can discuss with Ss how to collect the information. Ss can name different hobbies and interests, you can name a few as well, and they can get examples from the book.
- As you name each hobby, Ss raise their hands if that is an interest of theirs.

Remind Ss they can type the words in bold in a search engine to find the information online. You can ask them about their opinion, and then, they can check online.

AT Ss should remember different ways of talking about their hobbies and interests.

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5.7 Do you know any famous Argentine sportspeople of the past? SB page 57

Over to YOU — Another Argentine sport icon

- Ask Ss to read the instructions.
- Go back to the collage on page 53, and help them see the structure of each text.
- You may have a chart on the board for Ss to complete with information about one or more of the sportspeople in lesson 3.
- Give Ss the time they need to write about Alberto Demiddi.
- They can go online to look for a photo.
- As they are writing their texts, you and other classmates can give them useful feedback.

Unit Wide

Read the unit again. Where in this unit? Complete with lesson number.

- Tell Ss they need to go over the complete unit to write the correct lesson number.
- They can also draw a ✓, a ? or a × depending on how well they think they know each of the topics.
- This can be used as part of self-assessment. You can give Ss different exercises, and they will do the ones that deal with the topics they do not feel sure about. This is another way of handing responsibility over to them.

WB Answers SELF-CHECK Page 105

1. **1** Tennis **2** Archery **3** Ice hockey **4** Basketball
2. **1** cup **2** score **3** points **4** team **5** pitch **6** cyclist, medals
3. **1** courts **2** go **3** running **4** lose **5** do **6** field
4. **1** was / wasn't **2** weren't **3** were **4** was **5** Was, were **6** wasn't, was
5. (depends on current year) **1** a long time / 115 years / many years **2** a long time / 106 years / many years **3** a long time / 55 years / many years **4** a long time / 16 years / many years **5** a long time / 8 years / many years / some years **6** a few years / a couple of years / 2 years
6. **1** because **2** so **3** and **4** because **5** but **6** because
7. **1** What, go **2** free, play **3** hang **4** into, fan **5** do, keen

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When did football begin? SB pages 58–59

LEAD IN

- Before working with this consolidation lesson, ask Ss if they know the answer to the question.

1 In pairs, ask and answer the questions.

- Ask Ss to read the instructions.
- You can give them a few minutes to discuss the answers.

2 Read the article. Match paragraphs 1–4 with photos A–D.

- Before Ss read the article, ask them if they think Messi will be mentioned in the text. They can also read the text quickly to see if there is an answer to the question.
- Allot a few minutes for Ss to go over the article and do the activity.
- Check Ss' answers.
- You can ask Ss why they think the writers decided to have a photo of Messi.
- You may help Ss notice the meaning of *public* in *public schools*, quite the opposite of the Spanish meaning of *público*.

Answers **1** A **2** B **3** C **4** D

IC Ss may react when they see reference in image C to a football club. We do not know why the writers chose that club, but no student should be mocked. Ss can be invited to stick the colours of the football club they support.

3 Read the text again. What do these numbers refer to?

- Ask Ss to go back to the text and do the exercise.
- Check their answers.

Answers **1** the number of people in the world who play football
2 the number of football players in the UK
3 the date of the first football game in England
4 the number of players in old matches
5 the date of the meeting to make better rules for the game
6 the date of the first game of football outside Europe

4 Is it better to watch football on TV or live at the stadium? Why?

- Ask Ss to think about an answer to this question.

IC In Argentina only locals can watch football matches in the stadium. This was decided upon because of the violence among different fans. Banning fans has not solved the problem. It is important to discuss with Ss how violent behaviours can be prevented.

5 Read an advert for a BBC programme about a new sport. What do you think happens in this sport?

- Ask Ss to read the instructions and read the advert.
- Check Ss' answers.

6 14 Watch the video and check your ideas from Exercise 5. Tick the sports you hear about.

- Ask Ss to read the instructions.
- Play the video for Ss to check their ideas in Exercjse 5.
- You can play the video a second time for Ss to tick the sports.

Answers Football, netball (very similar to *pelota al cesto*), rugby

14 Video script page 83

7 Watch again and mark the sentences T (true) or F (false).

- You can ask Ss to see if they can do the exercise without watching the video again.
- Give them a couple of minutes to do the activity.
- You can check before you play the video again.

Answers **1** T **2** F **3** F **4** T **5** T **6** F

8 Would you like to play rugbynet? Why? / Why not?

- Have Ss discuss in pairs or small groups.

9 WORLD WIDE PROJECT In groups, write an informative text about a new or unusual sport in your country.

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Ss can present their work on paper or using an app / online tool. If they use an online tool or app, discuss what type of tool will be useful.
- Ss share their productions.

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6 My City

6.1 What's special about my country? SB pages 60-61

IC This unit is about Ss' country. Most probably, in every group there may be Ss from different places in the same country, and also Ss from other countries. It is important to help every student feel respected and show his or her pride for his or her origins. We can learn a lot about other cultures and about our own when we interact with others.

@ **Tweet:** Mountains, beaches, people, languages! North, south, east and west; what #MakesArgentina the country it is?

This is the Tweet for this unit. You can check the ideas suggested for Unit 1, which can be applied to all units.

LEAD IN

- Tell Ss you want to make an oral collage with what represents the country. Ask each of them to name something they feel is representative of their country. It can be a place, a monument, food, etc. You may start by giving an example yourself.
- Have a couple of Ss keep a record of Ss' contributions. Remind them that nothing is wrong since it's their own opinion.
- You can have a word cloud with the results. You can check different tools online to make **word clouds**.

1 CLASS VOTE **What do you know about New Zealand? Are these sentences true or false? Count your votes. Read and check.**

- Ask Ss to read the instructions and check they all know what to do. Remind them they are not supposed to read the text.
- Ask Ss to do the exercise and check their answers.
- Have them read the text and check the answers again.

Answers **1** T **2** F **3** T **4** F

IC You can ask Ss what information they would like to share about their country. You can give them ideas, e.g. *Would you write about traditions? Monuments? Sports? Education?* Everybody should respect everybody else's opinion.

2 Which of the words can you find in the text? How do you say them in your language?

- Ask Ss to read the phrases in the box.
- Ask them to read all the examples before they attempt a translation
- Check Ss' ideas.

➤ Extra activity

Ask Ss to identify where in the country the places you mention are. E.g.: Misiones; north east. San Martín de los Andes; west.

➤ Extra activity

Get Ss into groups. They have to write the names of 5 countries, one from each continent, except Antarctica. They can use a map or check online. Give them 30 seconds to write the countries. When time's up, groups take it in turns to name a country for the rest to say in which continent it is.

➤ Extra activity

Have Ss focus on the words for countries. They should dictate a paragraph to you about Argentina. As you write what they say, help them see mistakes. Ss can then get into groups and write about another country. You can assign different countries to different groups. If you do so, you can have Ss write about it on a separate sheet without saying what country it is. Collect the papers and hand them out for Ss to read and guess the country.

➤ Extra activity

With the last set of words, ask Ss to tick the ones they can find in Argentina. To check, name each for Ss to give examples. E.g.: Volcanoes: Copahue, Cerro Tronador, Llullaillaco.

3 A quiz! How much do you know about Argentina? Complete the gaps. Use the words in the table above and some new.

- Ask Ss to read the instructions.
- Give them time to do the activity, then check their answers.

Answers **1** north / north west, south **2** flag **3** lake **4** mountains **5** island **6** rivers **7** volcanoes **8** *hornero, ceibo*

Culture Wide

Ask Ss to read the box and discuss the questions. You can ask them to go online and find landmarks of the cities / provinces they may be curious about. You can discuss the fact that all places have bright and dark sides.

4 Memory game. In pairs, take it in turns to ask and answer the questions about New Zealand. Check what your partner can remember.

- Ask Ss to read the instructions.
- Have them read the questions, read the text about New Zealand and close their books.
- Let the pairs play.

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5 **In groups, do the quiz. How many correct answers?**

- Ask Ss to read the instructions.
- Once they get into groups, give them time to do the quiz.
- You can check Ss' answers before you give them the correct ones.

Answers **1** Quito **2** Nicaragua **3** Asia **4** Peru **5** Colombian **6** Amazon **7** peso **8** river **9** two **10** island

6 **VOX POPS 15** **In pairs, look for information about a province. Write the questions and interview two classmates. You can record your interviews as in the vox pops.**

- Have Ss read the instructions and play the video.
- Once Ss get into pairs, give them a minute to write the questions.
- Ss can record the interviews to classmates as in the vox pops.

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A Poster of My Town – Part 1

- Tell Ss that as they move along the unit, they will be working towards their final task of a project: a poster of their town.
- Ask Ss to read the set of instructions for the first part of the poster.
- Remind them that a caption is the short text below a photograph.
- Give Ss time to get the photos and write the captions.
- Remind them to keep their work for they will use it in subsequent lessons.

Vocabulary: Ss can use the resource at www.pearson.com.ar/look_wide. Here they will find nature words they may need.

AT Ss should remember some of the words they need to talk about the place where they live.

WB Answers **6.1 What's special about my country?** Page 106

1. **2** south **3** west **4** north **5** west **6** south **7** east **8** south **9** west **10** north
2. **2** river **3** lake **4** island **5** sea
3. **2** river **3** sea **4** island **Hidden word:** ocean
4. **2** d **3** f **4** a **5** b
5. **2** Europe **3** south **4** sea **5** mountains **6** river **7** lake **8** capital

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6.2 What rules are important in our country? SB page 62

1 Tick ✓ correct manners.

- Ask Ss to read the instructions and the statements.
- You may have to tell them that the word *manners* (always plural) is *modales* or *conducta* in Spanish.
- Check Ss' answers.

Answer **Tick** Wait in a queue. Notice that in some towns, people may say hello or goodbye when they get on / off a local bus.

2 Read the title. What can be a culture shock? Read and check.

- Ask Ss to read the instructions.
- Have Ss read the text and check their predictions.

3 Read some examples of *have to*, *don't have to* and *mustn't* from the text.

- Ask Ss to read the examples in the table.
- Ask them to do the activity and check.
- Because of Spanish, some Ss may fail to see the difference between *not have to* and *mustn't* since it is common to say *No tenés que hacer tal cosa* meaning prohibition or lack of obligation, depending on the context and intonation as well. So you may have to analyse the examples in the following exercises if mistakes crop up.

Answers Obligation, no obligation, prohibition

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Ask Ss to read the box. Help them see that *must* and *mustn't* do not change. Ask them how to say them in Spanish and in any other languages they know.

4 a Read and tick ✓ the true sentences about cultural rules in Argentina.

- Ask Ss to read the instructions and the rules.
- In the case of sentences which are not true, ask them what rule applies in these situations.
- If you are not in Argentina, ask Ss to compare and contrast the cultural rules in the two countries.

Answers **Tick** 2, 4.
3 We mustn't ride a bike in the street: it depends on the situation. If there is a lane for bikes, they have to ride there. Otherwise, bikes have to be ridden in the street, with the exception of children's bikes.
5 We must use a card on a bus: it depends on where Ss live, in the City of Buenos Aires and in other cities, a card is obligatory.

b What rules does this sign show?

- Ask Ss to read the question and look at the image.
- Ask them what the sign means. You can also ask them where they can find this sign.

IC Some people find it hard to follow rules and stick to norms. It is common to see this when people cross the street, when they ride bikes, for example. Somebody may make us feel silly when we wait for the correct light to cross the street, even when no vehicle is coming, or in other situations in which we follow the norm. Some people may think it is silly to respect these rules. However, it is important to reflect on this with Ss since rules are there to protect everybody.

5 36 Read and choose the correct option. Then listen and check.

- Ask Ss to read the instructions.
- Ask Ss to read the text and ask them a general question, e.g. *Do you think this is true? Do any of these apply in our country?*
- Give Ss a couple of minutes to do the exercise. You can check with them before you play the recording.

Answers **1** have to **2** don't have to **3** mustn't **4** have to **5** don't have to **6** mustn't

36

In Japan you have to take off your shoes when you visit someone's home. But in France you don't have to take off your shoes – you can keep them on. Austrians are very punctual, so you mustn't be late for a meeting in Vienna. In Germany you have to wait for the green light to walk across the street, but in Egypt you don't have to wait – you can cross any time! And in Singapore you mustn't chew gum in public.

6 Match sentences 1–4 with notices A–C.

- Ask Ss to read the instructions. Tell them that often, rules come in the form of signs. You can elicit from them what signs they can think of, e.g. road signs.
- Ask Ss to read the statements and the notices and do the matching. Then check their answers.
- You can help them notice that *No* + an *–ing* form is a regular way to show prohibition, e.g. *No smoking*.

Answers **2** B **3** A **4** C

7 Complete the sentences with *have to*, *don't have to*, *must*, or *mustn't* so they are true for you.

- Ask Ss to read the instructions. Remind them that there may be differences in their answers.
- Give them time to do the activity, then check.
- Make sure there are different versions for the same statement.

Possible answers **1** must / have to / don't have to **2** have to / must **3** have to / must / don't have to (some Ss may do their homework when they go to bed, before they go to sleep) **4** have to / must / don't have to

AT Ss should understand what *have to* and *must* express. Mistakes can be expected, especially with *not have to*.

WB Answers **6.2 What rules are important in our country?** Page 107

1. **2** F **3** D **4** B **5** A **6** E
2. **2** must, don't have to **3** must, must **4** must, don't have
3. **2** must **3** must **4** don't have to
4. **2** have to **3** don't have to **4** don't have to **5** mustn't
5. **2** mustn't **3** mustn't **4** mustn't **5** have to **6** don't have to **7** have to **8** don't have to **9** have to

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6.3 Is there a universal language? SB page 63

1 What is Esperanto? Choose. Then read and check.

- You can ask Ss to read the title of this lesson and attempt an answer. Go back to this at the end of this lesson.
- Ask Ss to read the instructions. You can check their ideas before they read the text.
- Once they have read the text, check their predictions.

2 Read again and tick ✓ the correct sentences.

- Ask Ss to read the instructions. You can challenge Ss to do the activity before rereading the text.
- If they have done the activity before rereading, you can check their answers now.
- Ask Ss to read the text and check their answers.

Answers **1** ✓ **2** ✓ (He spoke Yiddish) **4** ✓

3 Now also read the fact file and mark the sentences T (true), F (false) or DS (doesn't say).

- Ask Ss to read the instructions. First they need to discuss if they think the statements are true or false.
- Allot a couple of minutes for Ss to do the exercise.
- Ss can check in pairs before the general checking. They will realize that there is missing information in the fact file. Elicit from them whether the statements should be F or DS.
- You may tell them that 1 is true, and 2 and 3 are false.

Answers **1** DS **2** DS **3** DS (Some Ss will consider it false because they will have already read the article. However, the information is not in the Fact file) **4** T

4 VOX POPS 16 Watch the videos. What are the questions? Are your answers similar or different?

- Ask Ss to read the instructions. Remind them of Vox Pops.
- Tell Ss to answer the questions in the book in pairs. You can discuss their answers before you play the videos.
- Play the videos and discuss the questions and the answers.

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Over to YOU A Poster of My Town – Part 2

- Ask Ss to read the set of instructions for this second part.
- Discuss with Ss where they can get information.
- Remind them they can use the vocabulary bank.

AT Ss should become aware of how they are improving their reading skill.

WB Answers 6.3 Is there a universal language? Page 108

1. **2** Is Makaton a normal language? **3** What is the origin of Makaton? **4** How do people communicate using Makaton? **5** Who were the creators?
2. **1** F **2** F **3** T **4** T **5** F
3. **1** over 100,000 **2** more than 7,000 **3** Tony Cornforth **4** (the first letters of) the researchers' names

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6.4 My town, a special place SB page 64

1 Look at the photos. What do you think the interview will be about? Choose. Then read and check.

- Ask Ss to read the instructions and choose the topic of the interview.
- Have Ss read the interview and go back to their predictions.
- You can ask Ss what other questions they would like to ask José.

Answer My life

IC Some towns and cities seem to be very popular and loved by everybody, locals and tourists. Some others are not so fashionable or beautiful, yet they are part of those living there. It is important to let Ss tell their classmates about their place of origin and what makes it special for them.

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

- Ask Ss to read the instructions. As suggested before, they can try doing the activity before rereading the interview. If this is the case, check their answers before they go back to the interview.
- Have Ss reread the interview and check their answers. You can ask them to account for them.

Answers **1** T **2** DS **3** DS **4** DS

Culture Wide



Have Ss read the box. You can ask Ss to give possible answers to why the interviewer is surprised because people play football indoors, and why she is not surprised to learn about winter sports. They can then discuss different sports and the relationship between location and weather as regards sports and free time activities.

Language Wide

CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Ask Ss to read the examples in the box. Elicit the meaning of *want to*. Have Ss check the interview for further examples before they decide on the structure.

3 Complete with the correct verb.

- Ask Ss to read the instructions. You can elicit what form of the verb they will need. Help them see they have to focus on meaning to decide on the verb.
- Check the Ss' answers.

Answers **1** to be **2** to live **3** to go **4** to learn / to study / to speak **5** to watch

AT Ss should remember the structure *want to* + verb (infinitive).

WB Answers 6.4 What can you do in your town? Page 109

1. **1** What time **2** What **3** How **4** Where **5** What **6** How often **7** Why **8** When
2. **2** f **3** h **4** i **5** a **6** c **7** b **8** e **9** g **10** d
3. **2** wants to be a tennis player / wants to play tennis **3** want to be architects **4** wants to be a cyclist / wants to ride his bike
4. **2** is, gets up **3** was born **4** was **5** are studying
5. **2** so **3** because **4** so **5** but

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6.5 How do we communicate today? SB page 65

1 Look at the photos. They represent forms of communication.

In groups, discuss these questions.

- You can have Ss answer the question in the title before you start this lesson.
- Have Ss read the instructions and the questions.
- Discuss Ss' answers.
- Ask Ss if there are forms of communication they use which are not in the photos.

2 What types of communication can you see in the photos? Write the words from the box in the correct column in the table below.

- They can work in pairs.
- Explain that Facebook is between brackets because they can also think of other social media, e.g. Instagram.
- Check Ss' answers.

Answers **Speaking** phone call, Skype call, WhatsApp call
Writing (Facebook) post, Snapchat, tweet, WhatsApp / text message

➤ Extra activity

You can have a survey on how Ss communicate with family or with friends. Write *Speaking* and *Writing* on the board and ask Ss *How often do you communicate with (friends) by speaking? How often do you communicate with (friends) in writing?* You can have a pie chart with the results.

Culture Wide



Ask Ss to read the box and discuss the questions. You can also ask them if they know how their grandparents communicated. It is important to show that human beings have always found ways to communicate with others.

3 a 37 Listen to a class of English language students in the UK. What is the class about?

- Play the recording for Ss to choose the correct option.
- Once you check, you can ask them about communication problems they have had.

Answer b

37

A = Ania M = Mario St = Steve S = Sonia

St: We often have problems when we write emails or text messages or when we have a conversation or make a phone call. For example, one time I called someone and she asked me my name. I said, 'Watt'. She asked me the question again: 'What's your name?' 'Watt,' I said. 'WHAT'S YOUR NAME?' 'Watt. Mr Watt! W-A-T-T!' Then she understood.

S: I had a problem last summer. I was in a café and I asked the waiter for a jam sandwich. He asked, 'Strawberry?' and I said, 'No, jam! Cold meat!' And he started laughing. I meant a ham sandwich, not jam.'

St: Mario?

M: I have a friend in the US. We often chat online. One day he jumped in a river and saved a girl's life! So I posted a message on his Facebook page. I wrote 'You are very bald.' He wasn't happy because in English *bald* means you haven't got any hair. But in Italian *baldo* means you are brave. I used the wrong word.

St: Ania?

A: One day I sent a text to a friend. I wrote 'My dad is very noisy at night, so he has to sleep in the garden.'

St: Your dad sleeps in the garden?

A: No, it was the autotext – you know, the automatic writing on my phone. I wanted to write 'My dog is very noisy', not 'my dad'.

b Listen again and choose the correct answers.

- Have Ss read the statements before you play the recording.
- Tell them if you are going to stop after each problem, or not.
- Check Ss' answers.
- After checking, you can write the pairs of similar words on the board for Ss to better understand the communication problems.

Answers **1** a **2** b **3** c **4** b **5** a

4 Complete the sentences with the verbs below.

- Have Ss read the instructions. Let them know these are verbs we use to talk about communication.
- Check Ss' answers.

Answers **1** have **2** make **3** call **4** ask **5** chat **6** post

ESL Social media, and social networks in particular, have changed the way we communicate. People often share photos of their private lives. Because of our Ss' youth, they may be unaware of the dangers of sharing information. When a person posts a photo, there may be others in the photo who may not want to go public. Those involved in grooming are particularly good at extracting information from posts. Ss have to be made aware of issues of privacy –their own and others'– and of grooming issues.

5 Complete the sentences with one word in each gap.

- Ask Ss to read the instructions. Tell them they can have clues in the box and in Exercise 4.
- Check Ss' answers.

Answers **1** have **2** questions **3** chat **4** post **5** phone / WhatsApp, messages / text messages / WhatsApp messages

Over to YOU poster of my town – Part 3

- Ask Ss to read the set of instructions for Part 2.
- Remind them they can use different vocabulary banks.

AT Ss should remember different phrases to talk about communication.

WB Answers **6.5 How do we communicate today?** Page 110

1. **2** conversation **3** postcard **4** letter **5** Skype calls **6** tweet
2. **2** send **3** must make **4** am asking **5** post **6** am chatting
3. a Skype call
4. **1** b **2** b **3** a **4** b

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6.6 Interaction Showing understanding SB page 66

1 38 **Look at the photo. What is Max explaining? Does his grandma understand? Read or listen and check.**

- Ask Ss to read the instructions and answer the question orally.
- You may have to tell them the meaning of *explain*.
- Play the recording or the video for Ss to check.

OUT of class

- Tell Ss to look at this expression. Remind them Out of Class is about colloquial everyday expressions.
- Make sure they understand the meaning. Ask them to go back to the text. If you play the video, help them focus on body language as well.
- Elicit from Ss situations in which they can use this expression.
- Ask Ss if they can use this expression in class, or if you as the teacher can use it.

Understanding

- Have Ss read the questions and the different answers.
- Play the recording for them to check and imitate the intonation.
- Ask Ss when they can use these expressions.

38 → See SB page 66

2 39 **Answer these questions. Why is Dad surprised? Who does Grandma call in the end?**

- Have Ss read the questions before you play the recording. You may ask them to guess possible answers.
- Play the recording for Ss to check.

39

D = Dad G = Grandma M = Max
What do you mean? Part 2
M: Hi, Dad.
D: Hi, Max. Where's Grandma?
M: Come and see.
G: … and they drink tea all the time. And the coffee is terrible!
D: What's she doing?
M: She's talking to Auntie Davina in Chicago.
G: OK, Davina, bye darling.
M: That's her sixth conversation this afternoon.
D: I don't get it.
M: She's crazy about Skype! … You see?
D: Gee! I wonder who she's calling now.
G: Hello, is that the White House? Yes, good morning. This is Darlene Gregg. I'd like to speak to the President. I'm calling from England.

Answers Dad is surprised because grandma is on Skype a lot. Grandma calls the White House.

3 40 **Complete the dialogue with one word in each gap. Listen and check.**

- Have Ss read instructions and the complete dialogue first. Ask them if they have been in a similar situation.
- Give Ss a couple of minutes to fill in the gaps.
- You can check Ss' answers before you play the recording. Remind them of the correct intonation.

Answers **2** sorry **3** understand **4** mean **5** Do **6** right

40

G = Grandad K = Kirsty
G: What are you doing, Kirsty?
K: I'm writing a tweet on Twitter.
G: I'm not sure I understand. What's Twitter?
K: It's a social networking service.
G: I'm sorry, I don't understand. What do you mean?
K: Tweets are like texts, but you can only use 140 characters.
G: Do you mean 140 words?
K: No, 140 characters – letters or numbers, right? Look.
G: Oh, right. Now I see.

IC Some Ss may not be techie, and they may not know about Twitter or other apps or social media networks. Help everybody see that there is nothing wrong with not knowing something, and the good point is having an open attitude towards learning.

4 **Work in pairs. Put the instructions in order.**

1 How can you connect to wi-fi with a smartphone?

- Have Ss read the instructions for the activity and the list of instructions.
- Help them notice the form of the verb for instructions in English. Ask them about instructions in Spanish.
- Have Ss organise the instructions, then check their answers.

Answers **1** switch on your phone **2** go to settings **3** go into wi-fi **4** check the wi-fi is on **5** choose a network **6** write in the password

IC Ss may live in an area in which there is no wi-fi access or it is not so common to have smart phones. You can change the instructions for something they do use in class, if possible, technology or communications related. If there are some Ss who are not familiar with the process while others are, you can ask them to think of any operation for everybody to come up with instructions.

AT Ss should remember some of the expressions and use them during class time.

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6.7 Come and visit my place! SB page 67

Ss have been designing their project along the different lessons. Ask them to take out their productions.

- Ask Ss to read the instructions to put the poster together.
- They can make a paper poster or use a digital app.

They can go online to search for apps or online tools. Remind them to type the words in bold in the search engine to find the tool they need.

- Have Ss go over the checklist before they present their productions to the rest.
- They can exchange productions for another group to give them feedback. You can also give them useful feedback.
- Assign a time limit, which you can agree upon with Ss. As they work in groups, one of the members should be in charge of checking that Ss finish on time.

Unit Wide

Read the unit again. Where in this unit? Complete with lesson number.

- Tell Ss they need to go over the complete unit to write the correct lesson number.
- They can also draw a ✓, a ? or a ✗ depending on how well they think they know each of the topics.
- This can be used as part of self-assessment. You can give Ss different exercises, and they will do the ones that deal with the topics they do not feel sure about. This is another way of handing responsibility over to them.

WB Answers **SELF-CHECK** Page 111

1. **1** c **2** b **3** a **4** d **5** g **6** f
2. **1** South **2** north **3** east **4** south **5** ocean **6** mountain / peak **7** population **8** flag **9** capital (city) **10** languages
3. **1** about **2** for **3** at **4** about **5** to
4. **1** don't have to **2** must **3** mustn't **4** don't have to **5** must **6** must **7** mustn't
5. **1** mustn't, have to **2** musn't, have to, don't have to **3** mustn't, have to
6. **1** understand **2** right, it **3** sure **4** Now **5** see

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Can you send postcards from Antarctica? SB pages 68–69

LEAD IN

- Before working with this consolidation lesson, ask Ss how they would answer the question.

1 Think about these questions and make some notes.

- Ask Ss to read the instructions.
- You can give them a few minutes to discuss the answers.

2 Read the article. Compare your questions from Exercise 1 with Toby's.

- Before Ss read the article, ask them to read it quickly and see if there is an answer for the question in the title.
- The text is mainly in the past, yet Ss will be able to understand it globally.
- Allot a few minutes for Ss to go over the article and go back to Ss' predictions.
- Ask Ss to read the article again and compare the questions.
- Check Ss' answers.

3 Read the text again. Match photos A–C with paragraphs 1–3.

- Ask Ss to read the instructions. You can challenge them to do the activity before rereading the text.
- Check Ss' answers. You can ask them what clues helped them find the right photo.

Answers **1** C **2** A **3** B

4 Read the article again and answer the questions.

- Ss can discuss the answers in pairs or groups.
- In the case of question 3, since it is in the past, you can skip it or you can help Ss put meaning across.

Possible answers **1** Because we have email and social media. **2** Writing to the world. / To write to people in all the countries of the world. **3** To Hawaii. **4** He wants to visit different / many countries / Gambia.

5 Which country would you like to visit? Why?

- Ask Ss to read the instructions.
- You can keep a record of the most popular countries.

6 Read an advert for a BBC programme from a series called *The Natural World*. Answer the question in the advert.

- Ask Ss to read the instructions and the advert.
- Ss can think of possible places before they get the answer.

7 17 Watch the video and check your ideas from Exercise 6. Tick the things the visitors do.

- After Ss watch the video, go back to their answers to the question.
- Ask Ss to read the instructions. Again, you can ask Ss to tick the countries before you play the video again.
- Play the video and check the answers.

Answers **Tick** 2, 3, 5, 6

17 Video script page 83

8 Watch again and choose the correct option.

- You can ask the Ss to choose the correct option before you play the video again.
- Play the video for them to check. How good was their memory?

Answers **1** 700 **2** Gentoo **3** 3,000 **4** T-shirts **5** penguins **6** all countries

9 Would you like to buy something from the Penguin Post Office?

- Have Ss read the instructions.
- Give them time to discuss in pairs.
- You can ask them to share some of their ideas.

10 Imagine you are visiting the Penguin Post Office. Write a postcard to a friend.

- Have Ss read the instructions.
- You can show them some postcards since, most probably, they have never seen one.
- You can have Ss work in pairs, or you can have the whole class dictate the postcard to you.

11 WORLD WIDE PROJECT In groups, prepare a digital presentation about an unusual and interesting place in your country.

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Ss can use different apps / online tools or any presentation software available.
- Ss share their productions.

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Gods and Goddesses

SB pages 70-71

LEAD IN

- Tell Ss the meaning of *god* and *goddess*. Ask them what gods and goddesses they know. You can name some Greek, Roman and Egyptian gods and goddesses they may know, e.g. Zeus, Poseidon, Venus, Osiris. You can also name Quetzalcoatl, a god in the Mesoamerican culture.
- You can ask them to read the title of this unit and think about the difference between the words *god* and *goddess*. You can tell them, e.g. Zeus is a god, Venus is a goddess.
- You can also ask them if they associate gods and goddesses with modern or ancient history.

The days of the week: a different outlook

- Ask Ss what they think the connection is between the title of this unit and the days of the week.
- You may keep a record of their predictions.

1 Look at the two texts. What is the connection between the days of the week and the Norse? Then read and check your predictions.

- Ask Ss to read the instructions and attempt an answer to the question.
- Ask Ss if they know the meaning of *Norse*. Ask them to browse the text to see if they can find the answer to their query.
- Remind them not to read the texts.
- The two texts are the two on the left.
- Allot a couple of minutes for Ss to read the texts quickly, then check their predictions.

Answer **The names derive from Norse gods.**

2 Look at the drawings and give each god or goddess their names. There are two extra gods.

- Ask Ss to read instructions.
- You can do the first one together.
- Check Ss' answers.

Answers **1st line:** Odin / Woden Frigg Tyr
2nd line: extra god extra god Thor Saturn

➤ Extra activity

Ss can write a couple of sentences describing one or two of the gods and goddesses. After they close their books, they take turns to read out their sentences for the rest to name the god or goddess.

3 Look at the Norse Gods' family tree and write the gods' or goddesses' name in it.

- Ask Ss to read the instructions. Check they understand what relationships the lines show.
- Give them time to do the activity, then check their answers.

Answers Sygin & **Loki** Vill, Ve, **Odin** **Frigg,** Earth, Grid **Thor** and Sif Balder, Hoder, Njord, Hermod, Bragi, **Tyr**, Helmdall **Freya**, Freyr

Try these Recipes

1 Is *The Stone Soup* about gods? Read and check.

- Ask Ss to read the instructions.
- Ask them to answer the question.
- Give them time to go over the text quickly and go back to their predictions.

Answer No

2 Read the story.

- Have Ss read the story. You can ask them if the man is clever or not.

3 With a classmate, act out *The Stone Soup* as in the comic strip.

- Ask Ss to work in pairs. They decide who plays which role. Give Ss time to rehearse.
- Ss can video tape their performances.

What is a recipe poem?

- Have Ss read the information about recipe poems.
- Ask them if the Valentine Poem is a recipe poem or not.
- You can mime *hug* for Ss to get its meaning.
- Have Ss write a poem for a special date or celebration. First, they can dictate the poem to you. Then, they can create their own poems in groups or pairs.
- You can have a display of their poems.

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Chaucer's The Canterbury Tales

SB pages 72-73

LEAD IN

- Have Ss read the text of the unit and look at the images. Is the text about mythology and legends, about history or about literature? What is the connection between the big photo and the map?
- Keep a record of their predictions.
- Ask Ss to read *What are The Canterbury Tales?* and go back to their predictions.

1 ***The Canterbury Tales*** **has got an introduction where Chaucer describes each of the narrators. Read the descriptions and write the name of the characters under the illustrations.**

- Ask Ss to read the instructions. Check they understand what they have to do.
- Give Ss the time they need to read the texts and write the names.
- Check Ss' answers.

Answer The Knight The Oxford Student The Wife of Bath The Squire

2 **Imagine the Canterbury pilgrims are tweeting as they are on the pilgrimage. Write the name of the pilgrim who wrote each tweet. Be careful! There are two tweets for one of the pilgrims.**

- Ask Ss to read the instructions.
- You can do the first one with the Ss. Ask them to read the first tweet and find clues to identify the pilgrim who wrote it.
- Give them time to work with the other tweets, then check.

Answers The Wife of Bath The Squire The Knight The Oxford Student The Wife of Bath

3 **You are a pilgrim. Write a tweet, read it in a loud voice and have your classmates guess who wrote it. Remember you have a limit of 140 characters!**

- Ask Ss to read the instructions.
- Tell them they can use the tweets in Exercise 2 as examples.
- Give Ss time to write their tweets.
- Depending on the number of Ss, you can have a display of all the tweets for Ss to walk around the classroom and guess who wrote each.

4 **Write another tweet answering the pilgrim's tweet above.**

- This time, Ss may imagine they are another pilgrim, or they can answer as anybody can answer tweets.
- Again, they can use the previous tweets as models.
- You can have a display of all the answers. Ss may not include who they are writing to, for the rest to guess who it is.

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An Arthurian Legend

SB pages 74-75

LEAD IN

- Have Ss read the title. Tell them that *Arthurian* refers to Arthur, in particular, King Arthur.
- Ask them if they are familiar with the character, and what they know about him. Some Ss may say *Los caballeros de la mesa redonda*. Tell them, e.g. *yes, the knights of the round table*. You may tell them why the legend has it that he wanted a round table (so that there should be no head, nobody would have a more prominent spot to sit).

1 Read the text. Who is right? The queen? The old woman?

- Ask Ss to go over the text quickly and answer the question.
- This is an excellent opportunity to discuss gender issues and stereotypes.
- Make sure Ss understand there is no right answer.

2 The old woman and the knight are getting married. Complete the emails inviting friends or relatives to the wedding. One from the old woman's point of view and the other from the knight's point of view. Remember how they feel.

- Ask Ss to read the instructions.
- Help Ss focus on the emojis to complete the emails.
- Check Ss' answers.
- This is a great opportunity to discuss points of view, how people can have completely different perspectives on the same event.

3 Read the ending of the tale. Order the panels.

- Ask Ss to read the instructions.
- Ask them to read the four panels first, and then put them in order.
- Does the story have a happy ending? Do Ss like it?

Answers 2 4 1 3

4 Imagine you are the knight and you write to the chat group of the Knights of the Round Table after your wife's transformation. Remember to make the text short and use emojis.

- Ask Ss to read the instructions.
- Help them see where they can get help if they need it (the emails, the story, their notes, their book).
- You can have a classroom display of the chats.

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Video Script

VIDEO 01

Unit 1 Who are You? page 14 Exercise 1b

WELCOME TO MY LIFE!

M: Hi and welcome to *To The Max*. I'm Max Gregg and I'm thirteen. My family and I are from Boston in the United States, but at the moment our hometown is Rye in England.
I'm a dance fanatic. I've got my own dance studio in our garage at home. I've also got a video blog about dance. It's got some great tips about how to do different kinds of modern dance. My video blog hasn't got any fans at the moment. It's a shame!
I've got a big sister, Lily. She's nineteen and she's at university. Has she got any hobbies? Well, her hobby is learning languages. She can speak four languages: English, German, Polish and Russian. She's really smart!
Rye has got a castle and lots of old houses but it hasn't got much for teenagers. Our house is twenty minutes from the sea, but I can't swim!
I haven't got a big family. Just me, Lily and Dad. We haven't got any pets. Dad's got a job at a university near here. He's OK, but he's got a really uncool car and he can't drive very well, especially in London. Oh, and he can't cook.

D: Meatloaf OK?
L: Great!
M: We can't wait!
D: And I've got two teenage kids!

VIDEO 02

Unit 1 World Wide page 19 Exercise 6

CHILD PRODIGIES, PART 1

These young people are here in London for an important competition. They're violin players. They're all very young and very good. They come from different countries – from the USA, from Japan, from Germany and many more. Samuel Tan is only eleven years old. He's from Singapore and he's got lots of prizes from competitions. Can he win this competition? Maybe he can. Juliette Russe is English – from London – and she's nervous. She thinks playing the violin is hard work. This competition is difficult. There are lots of great players. It's called The Yehudi Menuhin Competition. This year It's the famous violinist's one hundredth birthday! Good luck, everyone. Great music and a great view of London!

VIDEO 03

Unit 1 World Wide page 19 Exercise 9

CHILD PRODIGIES, PART 2

This is Anushka with her family. They're very proud. Anushka's got the results of a difficult test. Now she's in a special club. It's called Mensa and it's a club for very, very clever people. Anushka is only eleven, but she got top marks. Anushka can do lots of things. She's got a wonderful memory. She can answer very hard questions. She can play the violin. But her favourite hobbies are reading and writing stories. She's got a blog and maybe one day she can be a writer. It's her dream job.

VIDEO 04

Unit 2 What do Argentinians Eat? page 24 Exercise 1

D = Dad M = Max S = Sol

I'M STARVING!

S: Are you hungry?
M: Yes, I'm starving!
S: Are there any crisps?
M: No, there aren't, and there aren't any biscuits. But there's a lot of celery and there's some ketchup.
S: No, thanks! Is there any cheese?
M: Yes, there is.
S: How much cheese is there?
M: Eh … Oh! There isn't much cheese. But there are some eggs. And there are a lot of potatoes.
S: How many eggs are there?
M: Seven. Catch! Oops! Six!
S: OK, Let's make a Spanish omelette!
M: Can you do that?
S: Of course I can.
M: There aren't many onions. Just two small ones.
S: That's fine.
M: Oh no! There isn't any oil! Here it is.
S: OK, I've got the potatoes. Can you do the onions?
M: Yeah.
S: Max, keep an eye on it! I've got a phone call.
D: Max! Where are you? Can you give me a hand?
M: Hi, Dad.
D: Hey, Max, can you help me? It's in the car. Watch out! It's heavy! Careful!
D: What's that smell?
M: Oh no!
D: Whoa! There's a lot of smoke! What …?
M: Ketchup?

VIDEO 05

Unit 2 World Wide page 29 Exercise 6

TOMORROW'S FOOD

Robots can do many things. They can walk and talk. They can make cars and play games. We've got them in lots of places. But what about in a restaurant? Can robots serve food? And can they cook good meals? Is that too difficult for a robot or is it science fiction? No, it isn't. In China, there's an unusual restaurant. It's got robot waiters. They can bring food to your table. There's a long black line on the floor and the robot waiters can move on it and stop at tables. The robots have got plates with the meals on and they've all got pretty pink and blue aprons. They can talk too. 'Good luck to you, my customer!' And who's this? It's a robot chef. This robot can cook. But it can't put the food on the plates. This is fun. Thank you, robot.

VIDEO 06

Unit 3 What a Life! page 32 Over to YOU

Ak = Akwasi An = Anya B = Bruce Je = Jerry Ji = Jim K = Karen Ka = Kate N = Noelle P = Paula

Do your family members or pets have any bad habits?

A: My dog sometimes chews the furniture.
J: My cat climbs up the curtains.
N: My sister smokes. That's a bad habit.
P: My kids bite their nails.
J: Yes, my brother chews tobacco.
B: Well, at Christmas the cats like to climb the tree and they topple it over, so It's not very good for the ornaments.
K: My dog barks at the TV at animals, and whether It's a real animal or an animation, she just recognises them all.
K: Yes, several! My husband snores. My dogs snore. My children leave wet towels on the bathroom floor, clothes everywhere, but they're teenagers, that's it, what can I expect?!
A: Yeah, my sister likes to get on the phone and talk endlessly. Talks my ears off until I have to literally beg her to just get off the cell phone.

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VIDEO 07

Unit 3 What a Life! Page 34 Exercises 1 and 2

M = Max S = Sol

MAX'S PRESS CONFERENCE, PART 1

S: Hi, Max!
M: Alright, Sol?
S: Is everything OK?
M: Yeah! Well, actually, no. It's my blog. My last video has only got two likes. And I tell people to leave their questions under the video but nobody does!
S: Oh, don't worry, mate. It's only your second video. I'm sure your blog is the start of something really big … big.

VIDEO 08

Unit 3 What a Life! page 34 Exercise 3

M = Max R = Reporter S = Sol

MAX'S PRESS CONFERENCE, PART 2

R: Where do you come from?
M: I come from Boston, Massachusetts, but I live in England.
R: You live in England! Do you know the Queen?
M: No, I don't.
R: Your show *Max on Ice* is awesome! How many hours do you practise?
M: I practise three hours in the morning and …
R: Do English people really drink tea at five o'clock?
M: Well, I don't but …
R: How do you exercise?
M: Well, I do taekwondo and …
R: Do other people in your family dance?
M: No, they don't.
R: Does your father come to your shows?
M: No, he doesn't. He's in England.
R: How do you relax?
M: Um, I listen to music.
R: Do you like New York?
M: Yes, I do. It's great to be here.
S: Max … Max … Hey, mate, there's a question for you on your blog.
M: What does it say?
S: 'Work from home for 500 dollars a day! Check our website for more information. Click on the link.'

VIDEO 09

Unit 3 World Wide page 39 Exercise 6

A TYPICAL DAY?

What does a typical day of a school child look like? Do children around the world do the same things? Let's see! In the morning, they get up, wash their face, brush their teeth, and have breakfast. Then they go to school. Some take the bus, some walk, and some go by car. School is hard work everywhere, and there are different subjects for the students to learn. But school can be fun too and they can play with their friends in the breaks. After school, there is time to meet friends and family, play, relax, go to clubs and do sports. Some children help their parents with the housework. They help with shopping and preparing food. At the end of the day, it is time to have dinner and to go to bed. So, do children in different countries do the same things? Yes! Hmm, or maybe not?

VIDEO 10

Unit 4 All about Learning page 43 Exercise 5

BBC VOX POPS

Ag = Agata Ai = Aimee An = Anya C = Catherine J = Jim K = Kate N = Noelle P = Paula

It's important or not important that my friends …

C: It's important that my friends are reliable.
Ag: It's important that my friends are kind people and have a good sense of humour.
An: It's important that my friends are trustworthy and are there for me when I need them and vice versa.
J: It's important that my friends are reliable if we make arrangements to go somewhere.
N: It's important that my friends listen to me.
P: It's important that my friends are kind.
Ai: It's important that my friends are there for me. It's not so important if they mess up, as long as they're there at the end of the day.
C: It's not important that my friends call me every day.
K: It's not important to speak to my friends every day, but when we speak together we pick up where we left off the conversation.

VIDEO 11

Unit 4 All about Learning page 44 Exercise 1

E = Eva M = Max S = Sol Su = Supervisor

NO SCHOOL TODAY

Su: Welcome to the mountain bike course. You guys are really lucky – it always rains on Monday mornings but it isn't raining today! Are you ready to start?
E/M/S: Yeah, OK.
Su: OK. Let's go!
M: Wow! Isn't this fantastic? Just think, Sol. Usually at this time on a Monday Mrs Jones gives us a really difficult Physics test, but today we're riding our bikes in the beautiful countryside! Are you enjoying it, Eva?
E: Yeah! I don't usually enjoy adventure parks but I'm really enjoying myself today!

VIDEO 12

Unit 4 World Wide page 49 Exercise 6

BYRON COURT SCHOOL

Many schools have students of different nationalities. In the playground at one school in London you can hear not five languages, not fifteen, not thirty, but forty-two! Byron Court is a primary school with 600 children from five to eleven years old. They are from Somalia, Iraq, Poland, Romania, Nepal, the Philippines and many more. And, oh yes, of course, from England! This part of London has families from all over the world. They come to live and work in London.

Many children don't speak English when they start. It can be a problem. But with good teachers and friends they learn fast. Soon their English is good and their school work is good too. The children at this school get to know children from different countries. They're laughing and talking together. It's great for them to have friends from different countries.

At Byron Court the children don't only do school work. They learn about different cultures. They also learn to work together. A good example for everyone.

VIDEO 13

Unit 5 Does Everybody Like Sports? page 51 Over to YOU

BBC VOX POPS

A = Agata Je = Jerry Ju = Junko L = Lazar La = Lara S = Seosamh T = Tomasz

How often do you play or do your favourite sport?

L: I play football once a month.
La: I play my favourite sport, I guess, well It's different, but I guess once a week, sometimes more often, sometimes less. So I play volleyball.
A: I never play my favourite sport.
T: I play my favourite sport, I mean basketball, two–three times a week.
Ju: I play tennis once a week.
S: I play football three to four times a week.

How often do you win?

La: I only play for fun. So It's just like, I play at my university so we just play in different teams, so It's difficult to say. I don't really, sometimes I win, sometimes I don't, depending on in which team I am.

What other sports do you play or do?

T: My favourite sport is basketball, and second, football.
L: I'm playing darts and pool every weekend.
Ju: I enjoy snowboarding and skiing.
S: I play rugby as well.

Do you play any sports video games? If so, which ones and how often?

A: I don't play any sports video games.
La: No, I don't play any video games.
T: No, we don't play any sports video games, this is a domain of our son's.

Do you ever watch sports live? If so, which ones?

A: I don't often watch sports live.

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Ju: Yes, I watch live sport. I watch figure skating live.
S: Yeah, I was at Old Trafford's yesterday to see Man United play Stoke.
Je: I watch football once a week.
La: Sometimes I watch sports live, but usually just main tournaments like the European Championship or Olympics or things like that, but not regularly.

VIDEO 14

Unit 5 World Wide page 59 Exercise 6

RUGBYNET

There are many ball sports. In football, the players kick the ball. In netball, they throw the ball. In rugby, they run with the ball. Sometimes they push players to get the ball. There is another interesting ball sport. It's got a very big net, but the players use a rugby ball. There are some rules from netball and some rules from rugby. It's called rugbynetball or rugbynet. People think this is a completely new sport, but it isn't. It started about a hundred years ago. It's a fast game and rugby players like it a lot. The presenter wants to try. He joins the game. Some of the players are very big, but he's very small. It's hard. They run, they throw. Is it a goal? No, it isn't. There aren't many rules, and players can run everywhere. And they can try to take the ball. It's like a fight. Now the presenter's got the ball. He runs, he throws. He's fast, he's good. Rugbynet is fast and dangerous. The players get tired and they sometimes get hurt. But they love it and say It's fun!

VIDEO 15

Unit 6 I ❤ My City page 61 Exercise 6

BBC VOX POPS

A = Akwasi J = Junko L = Lara M = Matt R = Renae

Tell us about your country.

L: I'm from Germany. The population of Germany is about eighty-five million people. Colours of the German flag are black, red, gold. Germany is in Europe. The capital city of Germany is Berlin. Famous people from Germany? There's a lot of famous football players, like Franz Beckenbauer. Well, Angela Merkel, I guess, everyone knows her. She's our main politician.
M: I am from the UK. The population of the UK is about seventy million. The UK's flag is red, white and blue. The UK is in Europe. The capital city of the UK is London. The UK's highest mountain is Ben Nevis. The UK's longest river is the Thames, probably. Famous people from the UK include the Queen, Winston Churchill, David Beckham, and many others. The UK's most popular sport is football.
A: I am Ghanaian. I am from Ghana. The population of Ghana is twenty-six million and counting. The colours of the Ghanaian flag are red, gold and green, and then there's a black star as well. Ghana is along the Gulf of Guinea in West Africa. The capital city of Ghana is Accra. I think the name of the highest mountain in Ghana is the Afadjato. It's in the Volta region of Ghana. There are over a hundred Ghanaian languages. I speak six of them. The Ghanaian currency is the Cedi, spelt C-E-D-I. Famous people from Ghana? Kofi Annan, the former UN Secretary General; André Ayew, plays football with Swansea City; there's Sarkodie, the big hip live musician.
J: I'm from Japan. The population of Japan is twelve million. The Japanese flag is red and white. The capital city of Japan is Tokyo. Tokyo is the biggest city in Japan. The highest mountain in Japan is Mount Fuji. The longest river is Shinano River.
R: I am from the United States. Our flag is red, white and blue with stars up in the corner. Washington, D.C. is the capital of the United States of America. The people in United States speak mainly English, but a number of them are speaking Spanish, and then we're getting a lot of people from different countries that speak Russian or Romanian, and, especially in my area. I think the most popular sport in the United States is football right now, because that's what's going on, or basketball. I believe the longest river in the United States is the Mississippi River, and I would say It's probably a thousand miles.

VIDEO 16

Unit 6 I ❤ My City. page 63 Exercise 4

BBC VOX POPS

Ak = Akwasi An = Anya L = Lara M = Matt Ma = Magda Se = Seosamh Sm = Smith T = Tomasz

What's your native language?

L: My native language is German.
T: Our native language is Polish.
Sm: My native language is Thai.
M: My native language is English.
An: My native language is English.
Ak: My native language, there actually are two. There is Twi, spelt T-W-I, and then there's Ewe, spelt E-W-E. So those are the two languages native to Ghana that I speak.

Are you bilingual? Do you know any bilingual people?

L: I'm not bilingual. I don't know any bilingual people, I think, not in person.
M: I'm not bilingual but I know some bilingual people. One friend speaks English and Japanese.
Ak: In Ghana, many people speak English and, or French or Arabic or German in addition to another international language. So there are many bilinguals that I know in Ghana.
S: I am bilingual.

How many native speakers of your language are there?

L: That's a really difficult question. Native speakers in Germany, well, Germany's got about eighty-five million, I think, so I guess maybe a hundred? I don't know. A hundred million?
Sm: I think there's about sixty millions of Thai people alone who speak Thai language.
M: I think there's probably hundreds of millions of people across the world who speak English.

What are the two most popular foreign languages in your country?

L: Well, definitely English is one of the most popular language 'cause everyone learns it at school in Germany. Apart from that, I guess French, and maybe Spanish. But I don't know whether they're the most popular ones. They're definitely the most common ones.
T: In our country, I think English.
Ma: English.
Sm: Of course English. The second might be Chinese, Mandarin Chinese, yeah.
M: The two most popular foreign languages in England are probably French and Spanish.
S: The most popular two foreign languages in our country would be French and German as they are taught in the secondary schools.

Do you think English is easy?

L: I do think English is an easy language. So especially, whilst people would have difficulties with pronunciation maybe, but yeah, with grammar and everything, It's definitely an easier language than German would be to learn, I guess.
Sm: English is an easy language in my feeling because, because it's all around you, it, you have it in internet, you have it in signage, you have it in documents, and It's easy.
An: I find English easy because I've grown, because I've grown up with it, but I have heard from some of the people that I work with that It's quite a hard language, 'cause it, most of the people I work with speak other languages and come from other countries.
Ak: Yes, English is a pretty easy language to learn, to speak, to understand, if it's the language you grew up being taught and speaking.
S: I would find English a very easy language to learn and to understand and to speak it as well.

VIDEO 17

Unit 6 World Wide page 69 Exercise 7

THE PENGUIN POST OFFICE

Antarctica is a very cold place for a holiday. It's 700 miles south of Argentina and Chile, but thousands of people come here every year. One of the most popular places to visit is Port Lockroy. They come here to see the Gentoo penguins and visit a very unusual British post office – the Penguin Post Office. There is a population of 3,000 penguins! The visitors take photos of some of them. They're very cute. Then they go inside. There's a gift shop and everything has got penguins on it. You can buy T-shirts, cups, toys and lots of other things. There are 18,000 visitors every summer. All the visitors want to tell their friends about the Penguin Post Office, so they write postcards. They write about the cold and the snow, and of course, they write about the penguins. Then they can post them in a real British post box. The postcards go all around the world. You have to put a stamp on a postcard. And what have the stamps got on them? Penguins, of course! The penguins are real stars.

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Notes

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