LOOK WIDE 3

TEACHER'S BOOK

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Contents

UNIT	USING LANGUAGE			
	Text types	Interaction	Outcome	World Wide
0 Connecting Two Schools page 6	An email A personal essay			
1 Does Everybody Use Technology? page 10 **WB page 76**	A personal blog An article A dialogue A quiz A radio programme	Making suggestions	A descriptive text	Do smart phones make you smarter? Informative text BBC Documentary clip *Internet use in Korea*
2 Is Nature Wild? page 20 **WB page 82**	A "Did you know...?" text A dialogue An article A planner VIDEO *What were you doing?*	Criticising Explaining	A booklet about nature and one's country	Nice day, innit? Informative text BBC Documentary clip *Nature*
Consolidation Units 1 – 2 Great Expectations page 70				
3 How Healthy do You Eat? page 30 **WB page 88**	A dialogue An article An ad A menu An email A quiz VIDEO *I've heard it's funny.*	Ordering food	An informal email	What do the British really eat? Informative text BBC Documentary clip *Cooking*
4 Do Performing Arts Transmit Culture? page 40 **WB page 94**	A review News An article A page from an entertainment guide A blog An interview An ad A brochure	Talking about preferences Giving reasons	A brochure about cultural aspects in a country	How do you like to celebrate? Descriptive text BBC Documentary clip *Chinese New Year in London*
Consolidation Units 3 – 4 The Invisible Man page 72				
5 Can You Play Any Sports? page 50 **WB page 100**	A piece of news A conversation A dialogue Comments VIDEO *We're having a competition.*	Talking about plans	Making notes and a request	Where do they toss the caber? Informative text BBC Documentary clip *The Highland Games*
6 Would You Like to Show Your Country to the World? page 60 **WB page 106**	An article A dialogue A conversation A page from a diary VIDEO *You mustn't miss that!*	A board game	A guidebook about holidays in a country	Can ironing make holidays exciting? Informative text BBC Documentary clip *Holidays*
Consolidation Units 5 – 6 Macbeth page 74				

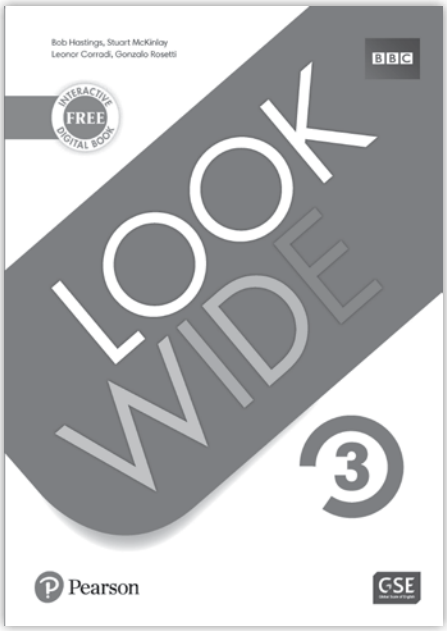
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LINGUISTIC DISCURSIVE ELEMENTS	
Lexical areas	**Structures and tenses**
Personal information Everyday activities Jobs and professions Clothes and accessories	*There is / are* (all forms) Prepositions of place Genitive case and possessive adjectives Simple Present Frequency adverbs Present Continuous Simple Past
Everyday technology Tech-based activities Opinion adjectives Time expressions Vox Pops video ▶ Hobbies Vox Pops video ▶ Family and technology	Simple Present and Present Continuous Stative verbs Verbs + *ing*, verbs + infinitive
Weather Natural disasters Strong and regular adjectives Intensifiers In the wild Vox Pops video ▶ A problem	Simple Past Past Continuous
Food and drinks *Make* and *do* Description of food Vox Pops video ▶ The best cake Vox Pops video ▶ My favourite place to eat	Present Perfect Present Perfect with *just*, *ever* and *never*
Types of films Talking about films Films and TV Vox Pops video ▶ My favourite TV series	Comparatives and superlatives *As ... as* Quantifiers Vox Pops video ▶ What's your opinion?
Sports Sporting events	The future: *will* for predictions, *going to* for intentions and Present Continuous for plans Conditional sentences type 1 Vox Pops video ▶ What if ...?
Types of holidays Equipment Travel phrases Means of transport Vox Pops video ▶ Going on holiday	*How...? By ... / On ...* Obligation, advice and prohibition: *must, have to, not have to, mustn't, should* Vox Pops video ▶ Advice, obligation, prohibition

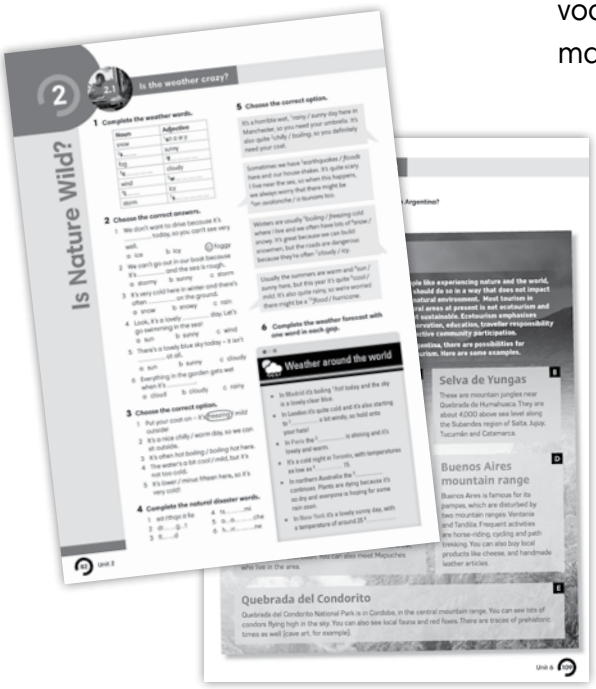
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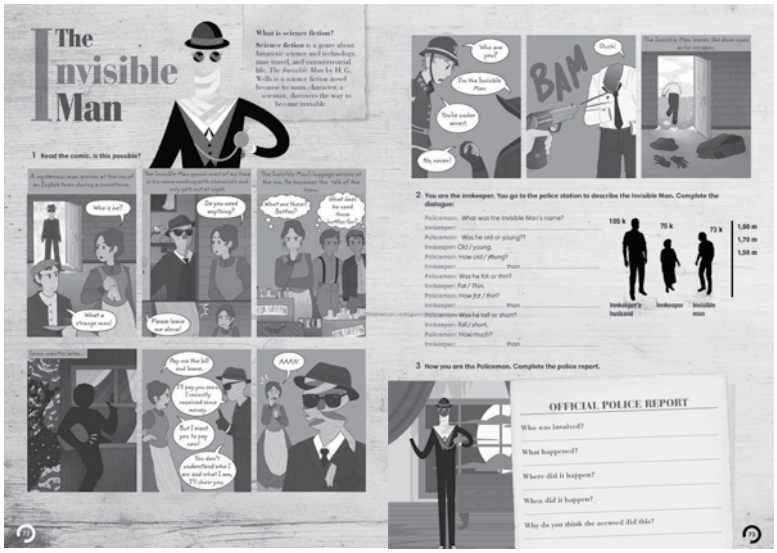
Components

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 Student's Book section





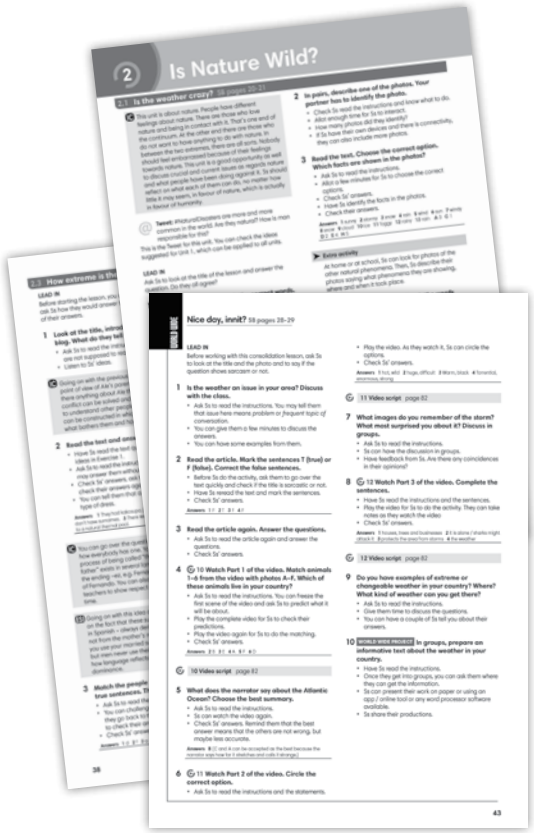
STUDENT'S INTERACTIVE DIGITAL BOOK



- 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 ESL
- Attainment targets to cater to diversity and different learning rhythms

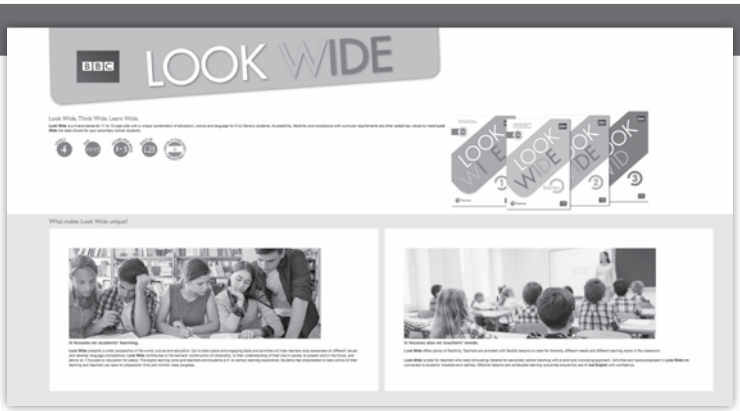
TEACHER'S SITE

- 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

Let´s tour *Look Wide* 3

(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 means.

There is also a reference to instructions and how key words can help Ss understand what they have to do.

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.

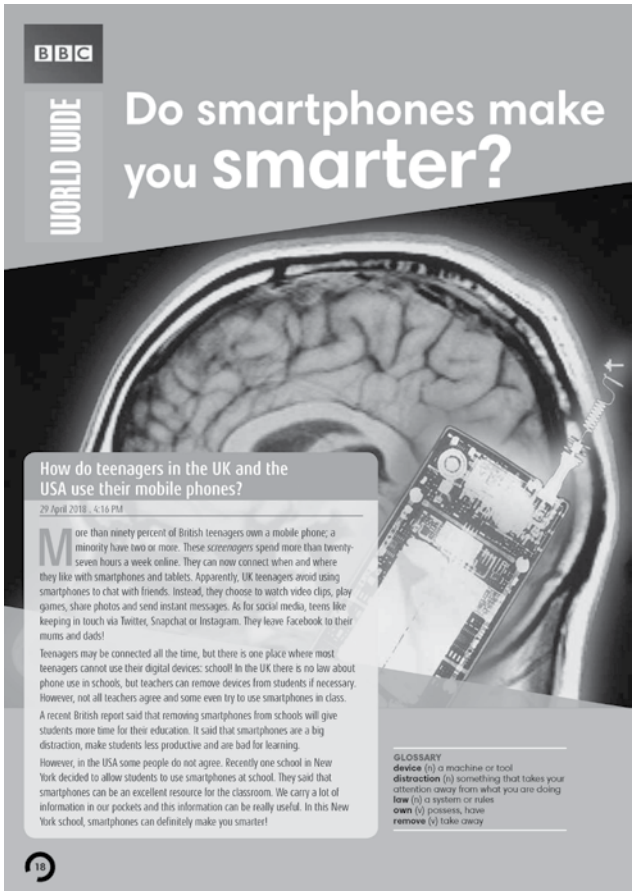
Lesson 3 is based on reading texts in a variety of genres. A grammar topic is also introduced.

Lesson 4 is video based in units 1, 2 and 4, and written text based in units 3, 5 and 6. In units 1, 2 and 4, a new grammar topic is introduced. And in units 3, 5 and 6, there is revision and consolidation of the language seen throughout the units.

Lesson 5 focuses on a lexical area and is based on audio or text. It presents 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, in all units except unit 6.

Lesson 7 is an integration lesson. In units 1, 3 and 5, the writing skill is developed. And in units 2 and 4, 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.

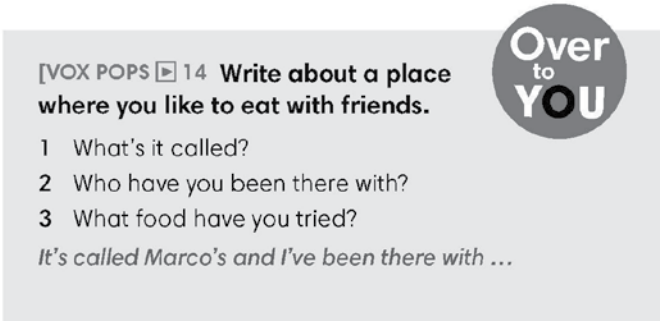


At the end of every unit, you will find the **World Wide** sections. This section is two pages long and consolidates the topic developed in the unit. There is always a written text which will open up the world to students, followed by a **BBC** clip related to the topic. Activities are presented, which 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.

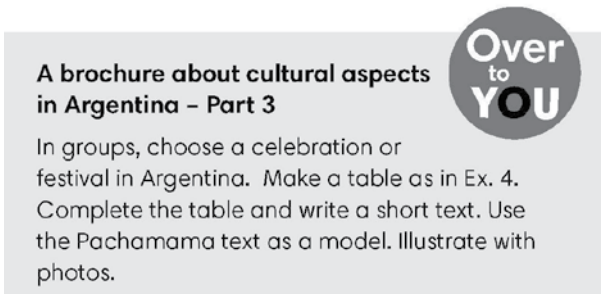
Autonomy and personal initiative: students are given opportunities to choose and create their own projects so that they connect personally with the topic, often using the internet with their own mobile devices (BYOD). Students are prompted to reflect on and take responsibility for their own progress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

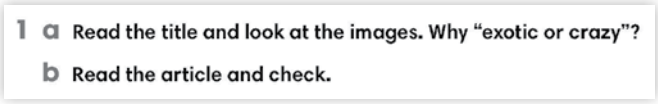
* Shin, J.K. & Crandall, J. (2014). *Teaching Young Learners of English: From Theory to Practice.* Boston. MA: Heinle Cengage Learning.

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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.

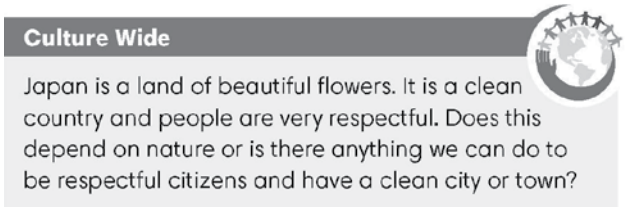
Opportunities for reflection are signalled in the Student's Book and will be signalled in the Teacher's Book. They are explained below and will be dealt with in depth as they appear in the units.

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

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

- Name different sports 1
- Talk about sports events ___
- Classify sports in different ways ___
- Use different areas of vocabulary to talk about sports ___
- Talk about future events ___
- Compare different future forms ___
- Understand the difference between predictions, intentions and arrangements ___
- Learn about sports competitions in Argentina ___
- Consider different objectives for competitions ___
- Talk about hypothetical situations ___
- Remember the tenses to use in conditional sentences ___
- Talk about age and professional sports ___
- Talk about plans ___
- Write a note ___
- Make a request in writing ___
- Consider different forms of keeping in touch with friends ___

Unit Wide

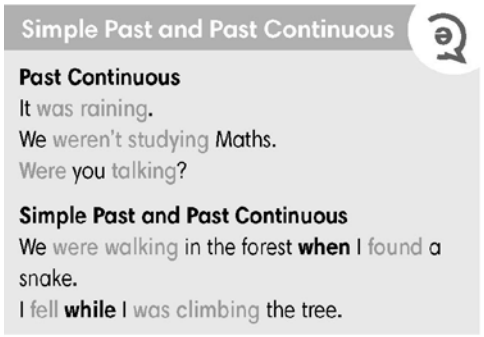
At the end of every unit, **Unit Wide** shows the different learning objectives (related to language skills, lexical areas, grammar and tenses, and educational aspects) developed in the unit. Students should identify where in the unit each of the objectives is dealt with. This is also an opportunity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



Simple Past and Past Continuous

Past Continuous
It was raining.
We weren't studying Maths.
Were you talking?

Simple Past and Past Continuous
We were walking in the forest **when** I found a snake.
I fell **while** I was climbing the tree.

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 recognise some words and phrases for the weather and natural disasters.

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 This unit is about nature. People have different feelings about nature. There are those who love nature and being in contact with it. That's one end of the continuum. At the other end there are those who do not want to have anything to do with nature. In between the two extremes, there are all sorts. Nobody should feel embarrassed because of their feelings towards nature. This unit is a good opportunity as well to discuss crucial and current issues as regards nature and what people have been doing against it. Ss should reflect on what each of them can do, no matter how little it may seem, in favour of nature, which is actually in favour of humanity.

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 You can go back to the first paragraph in Ari's text and point to the fact that all Ss learn to knit. Is knitting considered a female or masculine activity in your community? What about other activities which are typically associated with women or with men? Is this correct? These are questions you can use to reflect on with Ss.

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. Why is Mum angry?

- Ask Ss to read the instructions, and look at the title and the photo. Have them think about possible answers to the question.

b 7 17 Watch or listen and check.

- Have Ss watch or listen and go back to their predictions.
- Check Ss' answers.

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.

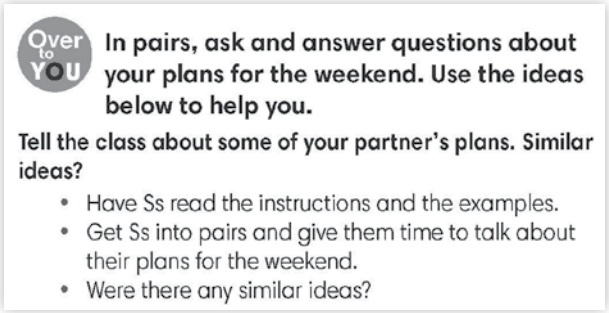
1 Read the title and look at the picture. Why is the storm special? Read and check.

- Ask Ss to read the instructions, look at the image and answer the question. Tell them they are not supposed to read the text.
- Have Ss read the text and check their answers.

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

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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.

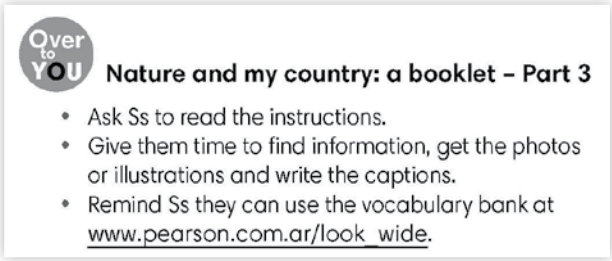
Ss will tend to make mistakes when they are interacting. As the focus of speaking activities is fluency, rather than accuracy, it is better to keep a mental list of the most common mistakes and have a general revision at the end of the activity. As teachers, we know what mistakes Ss are likely to make,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

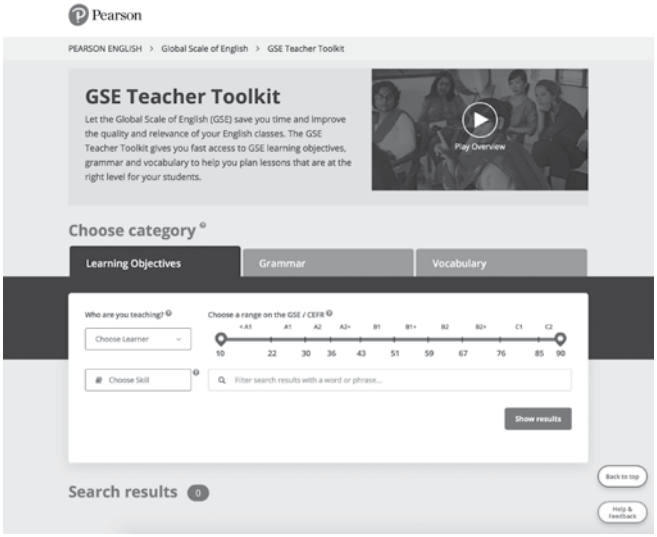
Visit www.english.com/gse for more information about the **Global Scale of English**.

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																					

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 **Dos escuelas en contacto**		Unidad para revisión Los alumnos podrán: • Recordar adjetivos posesivos y formación del caso posesivo. • Usar inglés para comunicarse en el salón de clase. • Usar las estructuras *there is / are*, preposiciones de lugar y adverbios de frecuencia. • Recordar significado, uso y estructura de los tiempos presente y pasado simple y presente continuo.	Prácticas del lenguaje: comunicación epistolar	Alfabetización digital: gráfico de torta Búsqueda de información Pensamiento crítico: evaluación de información	Email Ensayo
1 **¿Todos usan tecnología?**	Texto descriptivo	Los alumnos podrán: • Nombrar diferentes actividades y recursos tecnológicos. • Diferenciar el uso del presente simple y el presente continuo. • Reconocer sus avances en la lectura. • Recordar verbos + *ing* o infinitivo. • Reconocer expresiones de tiempo. • Hacer, aceptar y rechazar sugerencias.	TIC: recursos TIC	Red social: Twitter Enciclopedia online Procesador de texto Software para crear collage, presentaciones, cuadernillo (booklet), poster multimedial Colaboración: trabajo de a pares y grupal Creatividad y producción multimodal: collage, folleto, presentación, poster	Posteo en blog Artículo Diálogo Cuestionario Programa de radio
2 **¿Es salvaje la naturaleza?**	Folleto (cuadernillo)	Los alumnos podrán: • Reconocer artículos de indumentaria. • Recordar el uso y significado del pasado simple y de adverbios indicadores de pasado. • Reconocer sus avances en la lectura y la comprensión oral. • Recordar qué adverbios usar con adjetivos graduables y no graduables. • Reconocer cuándo usar pasado continuo. • Reconocer cuándo usar pasado continuo combinado con pasado simple. • Describir el mundo natural. • Criticar y responder a una crítica.	Geografía: accidentes geográficos y desastres naturales		Diálogo Artículo Texto informativo

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Reflexión			Recursos lingüísticos discursivos		
Intercultural	**Lingüística**	**ESI (Educación sexual integral)**	**Áreas léxicas**	**Gramática**	**Fonética**
Uso de la lengua materna y la extranjera en el aula	Posición de adverbios de frecuencia Uso de sustantivos en singular y plural con el caso posesivo Uso del presente simple, el presente continuo y el pasado simple Regularidad de los verbos regulares	Asociación de nombres y sobrenombres a un género específico Profesiones y prejuicios Espacio personal	Información personal Actividades diarias Trabajos y ocupaciones Ropa y accesorios	*There is / are* Preposiciones de lugar Caso posesivo (*genitive*) Adjetivos posesivos Presente simple Adverbios de frecuencia Presente continuo Pasado simple	Entonación del discurso en oraciones y preguntas Acentuación y ritmo
Brecha tecnológica Cambios de los recursos tecnológicos en el tiempo Concepto de compartir en la familia Sobreuso de las TIC en detrimento de la comunicación en la familia Rechazo o aceptación de sugerencias Opinión en diferentes situaciones	Diferencia entre *I like …* y *I'd like …*; contraste con el español. Uso y significado del presente simple y el continuo Uso del gerundio y del infinitivo en inglés y en español	La edad y la habilidad con las TIC: prejuicio. Actividades relacionadas con TIC vs actividad física *Bullying* en el aula	Recursos TIC Actividades basadas en la tecnología Adjetivos para dar opinión Expresiones de tiempo *Hobbies*	Presente simple y presente continuo Verbos de estado Verbos + *ing* Verbos + infinitivo	Articulación de sonidos
Respeto por las diferentes creencias en cuanto al gusto por la naturaleza Origen de apellidos Concepto de identidad	Combinación del pasado simple y el pasado continuo	Crítica constructiva Reacción y cuidados ante desastres naturales Resolución de conflictos mediante el entendimiento del punto de vista del otro Sustantivos patronímicos y reflejo de la dominación masculina en la sociedad Actividades y sexismo	El tiempo Desastres naturales Adjetivos graduables y no graduables Intensificadores Naturaleza	Pasado simple Pasado continuo	

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			Uso del Inglés		
Unidad	**Producto final**	**Expectativas de logro**	**Contenido escolar**	**Habilidades del siglo 21**	**Estilos textuales y géneros**
3 **¿Cuán sano comés?**	Email informal	Los alumnos podrán: • Recordar alimentos y bebidas. • Reconocer sus avances en la lectura y comprensión oral. • Recordar el significado, el uso y la estructura del presente perfecto. • Pedir comida en un restaurante. • Mostrar cortesía.	ESI: comida saludable	Alfabetización digital: gráfico de torta Búsqueda de información Pensamiento crítico: evaluación de información Red social: Twitter Enciclopedia online Procesador de texto Software para crear collage, presentaciones, cuadernillo (booklet), poster multimedial Colaboración: trabajo de a pares y grupal Creatividad y producción multimodal: collage, folleto, presentación, poster	Diálogo Artículo Aviso Menú Email Cuestionario Texto informativo
4 **¿Las artes escénicas transmiten cultura?**	Folleto (tríptico)	Los alumnos podrán: • Listar tipos de películas. • Usar el comparativo y el superlativo de adjetivos. • Reconocer el uso de la estructura *as … as*. • Reconocer sus avances en la lectura y comprensión oral. • Reconocer qué cuantificadores se usan con sustantivos contables y cuáles con incontables. • Expresar preferencia.	Arte: cultura, artes escénicas y celebraciones		Reseña Noticia Artículo Guía de entretenimiento Posteo en blog Entrevista Aviso Folleto Texto descriptivo
5 **¿Jugás algún deporte?**	Email de agradecimiento	Los alumnos podrán: • Listar deportes. • Recordar palabras relacionadas con los deportes. • Usar diferentes formas de futuro en contextos guiados. • Reconocer sus avances en la lectura y comprensión oral. • Recordar el significado, uso y estructura del condicional tipo 1.	Educación física: deportes y competencias.		Noticia Diálogo Comentario Email Texto informativo
6 **¿Te gustaría mostrar tu país al mundo?**	Guía de viaje	Los alumnos podrán: • Nombrar medios de transporte. • Listar palabras relacionadas con las vacaciones. • Expresar obligación y prohibición, y dar consejos. • Reconocer sus avances en la lectura y comprensión oral.	Geografía: turismo. Ciudadanía: cuidado del medio ambiente, ciudadanos respetuosos.		Artículo Diálogo Diario personal Texto informativo

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Reflexión			Recursos lingüísticos discursivos		
Intercultural	**Lingüística**	**ESI (Educación sexual integral)**	**Áreas léxicas**	**Gramática**	**Fonética**
Comida y cultura La comida como un evento familiar Concepto de exótico Uso de la cortesía El uso del email y la brecha generacional	Uso del presente perfecto en español y en inglés	Los alimentos como parte del cuidado de la salud Objetivos vs sueños en la construcción de la autoestima Apariencias y realidad	Alimentos y bebidas *Make* y *do* Lugares para comer	Presente perfecto Presente perfecto con *just*, *ever* y *never*	Entonación del discurso en oraciones y preguntas Acentuación y ritmo
Cultura con C y cultura con c Impacto de la globalización en la cultura Respeto por celebraciones y festivales	Uso y significado de la estructura *as … as* contrastada con el uso del comparativo Uso de cuantificadores en inglés y en español	Expresiones artísticas y prejuicios sexistas	Tipos de películas Cine y TV	Comparativos Superlativos *As … as* Cuantificadores	Articulación de sonidos
Los deportes y el sentido de competencia El correo electrónico y la brecha generacional	Expresión de futuro en español e inglés Estructura del condicional tipo 1	Deportes y prejuicios sexistas	Deportes Eventos deportivos	Futuro: *will*, *going to* y presente continuo con valor de futuro Condicional tipo 1	
Impacto del turismo en el medio ambiente Educación del ciudadano	Expresión de obligación, consejo y prohibición en inglés y en español	Actividades y prejuicios sexistas	Tipos de vacaciones Equipamiento para vacaciones Viajes Medios de transporte	*How …? By … / On …* Obligación Consejo Prohibición	

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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 "tennager"?*
- *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 Connecting Two Schools

0.1 Email from Tommo SB page 6

In this section, Ss will be able to revise previously learnt language, and get to know some of the characters that will feature in the units.

LEAD IN

You can ask Ss what two schools they think will be connected. As Ss move along the unit and get to the end, they can go back to this question.

1 Read the text. Name the person and the kind of house where he lives.

- 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.

Answers Tommo, a boat house

IC Tommo will probably look like a masculine name for Spanish speakers because it ends in –o. However, it may sound feminine to others. We tend to associate names with one sex in particular, and we may make a person feel bad about his or her name if we make a comment in this respect. Names and nicknames from a different language may sound funny to us, yet this should never be translated into disrespect. Our names are part of who we are.

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

- Check Ss know what to do.
- You can challenge Ss to do the activity before rereading the text. If so, check their answers before they read.
- After Ss reread the text, check their answers.

Answers **1** T **2** F His mother is a nurse and his father is a carpenter. **3** T **4** F He hasn't got any brothers or sisters. **5** T

➤ 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., *Tommo is fifteen.*

3 Read the text again and answer.

- Ask Ss to read the instructions and the questions.
- Give them time to do the activity, then check their answers.

Answers **1** He likes kayaking, nature, and painting and drawing wildlife. **2** To connect with Diego.

4 Look at Tommo's bedroom. Complete the sentences. Check the information in the table.

- Ss should read the instructions and do the exercise.
- You may ask Ss to look at the table to check whether to use *there is* or *there are*, in the affirmative or negative.
- Give Ss time to do the activity, then check their answers.

Answers **2** There aren't **3** There isn't **4** There are

There is / are

- Ask Ss to read the table. Elicit from them the meaning: *hay*.
- Remind them there is one form in Spanish but two in English.

5 In pairs, make 5 sentences about the bedroom, using *there is / are* and the prepositions below. Make some sentences false so your classmate can correct the information.

- Ask Ss to read the instructions. Check they remember the meaning of the prepositions.
- Give Ss time to write the sentences and get them into pairs.
- Have the pairs interact. Tell them they cannot look at the illustration.

➤ Extra activity

Ask Ss to look around the classroom for 30 seconds and close their eyes. You can start describing the classroom for them to say if your statements are true or false, e.g. *There are three windows*. Then Ss take turns to say something about the classroom.

Possessives

- Ask Ss to look at the table and tell you if they have any queries.
- Help them notice the difference between singular and plural nouns with the genitive.

6 Complete the sentences with possessive adjectives or possessive *'s*.

- After reading the instructions, have Ss complete the sentences.
- Check their answers.

Answers **2** 's, Tommo's / his, 's **3** your, my cousin's / cousins' (both are possible unless we know if he has only one or more than one cousin)

Ss can go on a virtual tour of the place where Tommo lives. Remind them to type the words in bold.

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0.2 Email from Skye SB page 7

LEAD IN

- You can ask Ss to read the title and guess first if Skye is a boy or a girl, and who he / she is writing to.

1 Look at the photo and the text. Is this text part of the school project to connect two schools? Read and check.

- Have Ss look at the photo and the text and answer the question.
- Ask them to read the text and go back to their predictions.
- Check their answers.

Ss can go online to look for pen pals and schools to connect with. Remind them to type the words in bold.

2 a 2 What jobs and professions does Syke name? Tick ✓ them.

- Have Ss read the instructions and the words in the box. Check they know their meaning.
- Play the recording for Ss to tick the professions.
- Check Ss' answers.

Answers Tick all the boxes.

Track 02

cook / chef	hairdresser	nurse
farmer	mechanic	scientist

b Can you add more jobs and professions?

- Have Ss read the instructions and elicit different jobs and professions from them.

➤ Extra activity

Ss can take it in turns to mime a profession or job for the rest to guess what it is.

ESL Ask Ss if any of the professions and jobs listed are only for men or only for women. Help them see how society has traditionally considered some jobs are for men while others are for women, when it should not be the case. There are also differences in how much a woman and a man earn for doing the same job, when, again, this should not be the case.

3 In pairs, describe a job from the box. Your partner has to guess which job it is.

- Have Ss read the instructions and the examples.
- They can first think about how to describe (three) different jobs or professions.
- Ss can look at the table to check the structure of the Simple Present.
- Have Ss interact in pairs and check how many guesses there are.

Simple Present

- Elicit from Ss what meaning this tense has: routines. It is also used for likes and dislikes.

Watch OUT!

Ask Ss to read the examples in the box. Ask them what these words express: frequency; and also with which tense they are used: Simple Present.

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

- Ask Ss to read the instructions and the example.
- Give them time to complete the sentences.
- Check Ss' answers.

Answers **2** is often **3** never sleep **4** Do you live **5** doesn't eat **6** always cooks

5 Look at these everyday activities. Add more actions. Use them to describe a school day and a weekend day.

- Ask Ss to read the instructions and the different actions. Check they know them all.
- Have Ss tell the rest about their school day and a weekend day. Are there similarities?

Over to YOU **In pairs, describe the daily routines of people in your house. What do they do? Do not reveal their names so your classmate can guess.**

- Have Ss read the instructions and the example.
- Let them think about a short description following the model.
- Get Ss into pairs to interact. Did they all guess?

0.3 Email from Dan SB page 8

1 Look at the photo. Do you think the boys are family or friends? Read and check.

- Ask Ss to look at the photo and answer the question. Remind them not to read the email.
- Ask them to read the email and go back to their predictions.

Answer They're family.

ESL Personal space is a cultural issue. Some cultures, in particular Latin cultures, favour physical contact whereas others do not. Help Ss reflect on this. On the one hand, they should be aware that they interact with Ss and people from different cultures, and physical contact may be viewed differently. On the other hand, they should make their own feelings respected in terms of physical contact. You can discuss with Ss how they can say they are not comfortable while, at the same time, consider politeness issues.

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

- Have Ss read the instructions and the statements.
- Give them time to do the activity and check.

Answers 2 F 3 F 4 T 5 F 6 T

IC Ss may be surprised, to find Spanish in the middle of an email in English. Asking a person not to use his or her mother tongue can be a way of oppression since languages are part of who we are, in particular, our mother tongue. However, we should let them know that, when we ask them to use English in class, it's because it's one of the few opportunities they have to use it naturally.

3 Which clothes and accessories can you see in the photo?

- Ask Ss to read the instructions and the words in the box. Check they know them all.
- Give Ss time to do the activity and check.

Answer **Tick** baseball cap, jacket, T-shirt

4 How many words can you add to the Vocabulary box in two minutes?

- Ask Ss to read the instructions.
- Have them add as many words as they can.
- When time's up, check how many words they added.

Present Continuous

- Have Ss read the examples in the table. Elicit from them when this tense is used.

5 Order the words to make questions. Answer the questions to make them true for you.

- Have Ss read the instructions.
- Allot a couple of minutes for Ss to make the questions.
- Check the answers to the questions.

Answers Questions: **2** Are you wearing an earring? **3** Are the students talking? **4** Is your friend doing this exercise? **5** Are you looking at your phone? Ss' answers to those questions will vary.

6 How are Dan and Ed feeling? Tick ✓ your answer. Can you add more words to describe feelings?

- Ask Ss to read the instructions and the words in the box.
- Have Ss answer the question and check the answer.
- Ask Ss to add more feeling words.

Answer They're excited.

Over to YOU **Describe how you usually feel. Discuss with the class. How many share the same feelings?**

- Ask Ss to read the instructions and the situations.
- Ss take turns to say how they feel in each of the situations.
- How many share the same feeling in the same situation?

0.4 Email from Alisha SB page 9

1 Look at the text and the photo. What can the text be about? Read and check.

- Ask Ss to look at the photo and answer the question.
- Ask them to read the email and check their ideas.

Answer The email is about Alisha.

2 Read the text again, and then cover it. Write three things about Alisha and three things about you. Can a classmate guess which sentences describe Alisha and which describe you?

- Have Ss read the instructions and the two examples.
- Give them time to write the sentences and organise them into pairs or small groups.
- Have Ss interact. How many did they guess?

Was / were, there was / were

- Ask Ss to read the table. Elicit form them what *was* and *were* are. You can ask them how to say *there was* and *there were* in Spanish.

3 Complete the sentences with *was / were* and *wasn't / weren't*.

- Ask Ss to read the instructions.
- Once Ss complete the sentences, check the answers.

Answers 1 was 2 Were, wasn't 3 was; were 4 Were, were 5 Was, was, were

Simple past

- Have Ss read the examples in the table. Elicit from them when this tense is used.
- Ask them if the verbs in the table are regular and irregular. What's regular about verbs?

4 Read and answer the questions.

- Ask Ss to read the instructions and the WhatsApp chat.
- Give them time to answer the questions.
- Check Ss' answers.

Answers 1 He was very shy. 2 He lived with his brother. 3 She wants to learn Spanish.

Over to YOU **In pairs, tell your partner about five things you did during January and February. Find 5 things in common.**

- Have Ss read the instructions and the examples.
- Ss think about what to say.
- Get Ss into pairs to interact.
- Check what activities different pairs had in common.

AT This is a revision unit. Ss should also remember classroom language. They should remember the different tenses in this unit. However, mistakes are to be expected.

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1 Does Everybody Use Technology?

1.1 What type of technology do you use? SB pages 10-11

LEAD IN

You can ask Ss to read the question and answer it. At the end of the unit, they can come back to it and see if they would change their original answer.

IC This unit is about technology. Some people are technology oriented, usually called *techie*, while others are not that familiar with technology. Though many believe that young people are all techie, this is not always so. Ss will have different experiences as regards technology. Care should be taken to make sure nobody is looked down on because they are not as techie as expected.

Every unit is introduced by a Tweet from Daniel Monroe or Moni Chavez, 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:** In the age of information and communication technologies, does everybody use it? How can technology create inequality? What's the #DigitalDivide?

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 our 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

- Ask Ss to answer the question in the title of this lesson. Remind Ss that a pencil is an instance of technology: knowledge that deals with the creation and use of different means and their interconnection with life and the environment. In other words, what human beings have created to make life easier. However, at present, technology is associated with digital technology.
- At the end of the unit, you can go back to these ideas.

1 Do you take photos with your mobile phone? What do you take photos of? People? Places? Other things? Discuss with the class. Show results in this pie chart.

- Ask Ss to read the instructions and answer the questions.
- Check Ss' answers for them to make a pie chart with the results.

2 a Match photos 1–6 with sentences a–f.

- Ask Ss to read the instructions and the sentences. Explain if necessary.
- Allot a couple of minutes for Ss to do the matching.
- Check Ss' answers.

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

b What do the photos tell you about the person's life?

- Ask Ss to read the instructions and the examples.
- Give Ss a minute or two to think about each of the photos.
- Check Ss' answers.

Culture Wide

Ask Ss to read the box and discuss the answers. Are the results similar?

3 What objects can you see in the pictures?

- Ask Ss to read the instructions and the words in the box. Check they know their meaning. If they don't, point to them, e.g., a plug, show them if there is one in the classroom, or explain.
- Give them a minute to spot the objects and check.

Answers cable earphones selfie stick tablet

Culture Wide

Ask Ss to read the box and think of an object that represents them. You can reflect on how many of those items are part of technology, or if there is any other pattern, e.g. an item of clothing, a colour.

Vocabulary: Ss can find more technology related words at www.pearson.com.ar/look_wide.

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Have Ss read the two examples and check they understand the difference in meaning. You can ask them to translate *I like* and *I'd like* for them to see the difference more clearly.

4 a Which object would be the best present for you? Why?

- Ask Ss to get into pairs and read the examples.
- Have Ss tell the rest about the best present. Are there any coincidences?

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b What are the class's favourites?

- Have Ss answer the question.

5 a Look at the text and the title. What type of text is it?

- Have Ss read the instructions and the text type. Remind them not to read the text.
- Check Ss' answers.

Answer An anecdote

b 3 Circle the correct option/s. Listen and check.

- Have Ss read the instructions.
- Ask Ss to do the activity, then play the recording for Ss to check.
- Check Ss' answers.

Answers **2** speaker **3** battery **4** tablet **5** cables **6** plug **7** charger

3

I want to listen to music but I can't find my earphones because my brother is using them! "They're better than mine", he says. "It's OK," I say. I can use my new speaker that plays music really loud. However, when I look inside, the battery isn't there because it's in my brother's digital camera and, guess what? His friend's got it at the moment.
In the end I decide to watch a funny film on my tablet but I can't find it. I look in my brother's bedroom. On his desk there's a pile of cables that are all different lengths. I finally find the short black one with the right plug on the end of it for my tablet. "OK, where is it?" I ask him again.
Then I hear Mum's voice. "Are you looking for this, love?" she asks. "I'm just buying some shoes. But it's nearly dead. Can you get me the charger, please?"

Culture Wide

Have Ss read the box and answer the question. You can work on how important it is to ask if we can borrow something, and to put things back where they were when we use something.

6 Look at these technology-based activities. Which ones do you usually do? Tick ✓ them.

- Ask Ss to read the instructions and the activities. Check Ss understand all of them. Explain if necessary.
- Have Ss tick the activities.
- Check Ss' answers. There may be different answers.

7 In pairs, ask and answer the questions. Then compare the results with the class.

- Have Ss read the instructions and the example.
- Get them into pairs and ask them to interact.
- You can ask the questions of different Ss as a way to close the activity.

8 4 Write the words in the correct column below. Listen and check.

- First ask Ss to read the instructions and the adjectives. Check they know their meaning.
- Next, ask Ss to look at the emojis and the examples in the table below.
- Have Ss write the words in the correct column.
- Check Ss' answers by playing the recording.

4

amazing	cool	all right	boring	awful
awesome	funny	nice	noisy	disgusting
brilliant	lovely	OK	old-fashioned	terrible
exciting	useful		strange	
perfect				

9 a Write two things that are:

- Have Ss read the instructions and the words.
- Ask them to write the options.

b Compare your ideas with the class.

- When checking, see how many coincidences there are.

Ss can look for information online about what American teenagers think what is cool and what is not. Remind them to use the words in bold to look for the information.

Culture Wide

Ask Ss to read the question in the box. Is it OK in all cases, even when people do not ask us about our opinion? Help Ss reflect on how to be polite and respectful when giving an opinion.

VOX POPS 1 Who in your family uses technology the most? What do they use it for? You can record your answers as the people in the video did.

- Have Ss read the instructions.
- Play the video for Ss to get different answers.
- Ask Ss to read the example and prepare their own answers.
- Ss can record their answers.

AT Ss should remember different technology related words and activities.

WB Answers **1.1 What type of technology do you use?** Page 76

1. **2** battery **3** earphones **4** speaker **5** plug **6** selfie stick **7** cable **8** charger
2. **2** battery **3** cable **4** selfie stick **5** earphones **6** plug **7** charger **8** speaker
3. **2** listen **3** read **4** film **5** text **6** upload
4. **2** c **3** a **4** b **5** a **6** b

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1.2 What do you like doing? SB page 12

1 a Look at the photo and the title. What is the text about? What type of band is it?

- Ask Ss to read the instructions, look at the photo and the title, and answer the questions.
- Listen to Ss' ideas.

b Read and check.

- Have Ss read the text and go back to their predictions.

Answer A music band

Simple Present and Present Continuous

- Ask Ss to read the table. Elicit from them the meaning of the two tenses.
- In the case of Present Continuous, check they understand it's either for an action in progress right now, or an action in progress over a period that includes the present, as in *We are reading about Borges these days.*

Watch OUT!

Have Ss look at the examples. Help them see that verbs that refer to states, not actions, cannot be used with the Present Continuous tense.

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Have Ss read the examples, go back to the table if necessary and circle the correct options.

Extra activity

You can tell Ss to go back to the blog and identify the band's routines and the actions in progress.

2 5 Choose the correct option. Listen and check.

- Ask Ss to read the instructions.
- Give Ss time to do the activity.
- Play the recording for Ss to check.

Answers **2** sings **3** don't often visit **4** are doing **5** always wears **6** are filming

5

1 Ali and Gary are sitting on a bench at the skate park.
2 Gary usually sings in concerts on Saturday evenings.
3 The band members don't often visit skate parks.
4 The skateboarders are doing some fantastic skateboard tricks at the moment.
5 Sara always wears her lucky blue helmet.
6 Several people are filming the skateboarders.

3 Use the Simple Present or Present Continuous to write questions about the text in Exercise 1. In pairs, ask and answer the questions.

- Ask Ss to read the instructions and the example.
- Ask Ss to write the questions.
- Check Ss' answers, and then get them into pairs.
- Have the pairs interact.
- You can check the answers from different Ss.

Answers **1** Yes, they are. **2** Does Gary work as a reporter? No, he doesn't. **3** Is Ali asking questions at the moment? Yes, she is. **4** Is Sara wearing a helmet in the photo? Yes, she is. **5** Do the band members usually play live in concert on Saturdays? Yes, they do. **6** Are the skateboarders performing in a competition today? Yes, they are.

4 6 Complete the text with the correct form of the verbs in brackets. Listen and check.

- Ask Ss to read the instructions and the complete text. Ask them what it is about.
- Give Ss time to do the activity. You may check their answers before you play the recording.
- Play the recording.

Answers **2** practise **3** don't often do **4** am performing **5** are getting **6** are coming **7** are sitting **8** want

6

My name's Sara. I love skateboarding. I'm a real fan. I practise at a local park every weekend. I don't often do competitions because I'm from a small town.
I'm very excited today because I'm performing in a video for a famous band. At the moment we're getting ready. Lots of people are coming into the park now. My mum and dad are sitting near the front because they want to upload photos for their friends!

Over to YOU **VOX POPS 2** **In pairs, tell your partner about a hobby / sport you like. Complete the sentences to make them true for you. You can record your answers as the people in the video did.**

- Ask Ss to read the instructions.
- Play the recording. They can use the information there.
- Give them time to prepare their statements.

AT Ss should revise the meaning of routines and habits in the Simple Present tense and actions in progress for the Present Continuous.

WB Answers **1.2 What do you like doing?** Page 77

1. **2** don't, SP **3** isn't, PC **4** travels, SP **5** Do, SP
2. **2** e **3** a **4** d **5** c
3. **2** feel **3** don't understand **4** wants **5** think
4. **1** usually take, am using **2** is learning, wants **3** am trying, need **4** usually cycle, is raining, are going
5. **1** are you doing **2** I'm trying **3** think **4** fall off **5** Do you like **6** do **7** 'm not spending **8** I'm working **9** are you listening **10** Do you know
6. **2** comes **3** know **4** love **5** play **6** 'm sitting **7** are trying **8** 'm wearing **9** 'm not doing **10** don't like **11** think **12** are you doing

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1.3 Are all gadgets useful? 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*. They can give examples of useful and not very useful gadgets.

1 a Read the title. What is a gadget tester?

- Ask Ss to read the instruction and the question.
- Do they have similar ideas?

b Read the text and check your ideas.

- Ask Ss to read the instructions.
- Have Ss read the text and go back to their predictions.

Possible answer A person who checks if a gadget is useful. This person says "This gadget is useful." or "This gadget is not useful."

Ss can look for information online about the best electronic teen devices for 2018. Remind them to use the words in bold to look for the information.

2 Find the names of the gadgets in bold in the text. Read the text and match two of the gadgets with pictures A and B.

- Have Ss read the instructions and reread the text.
- Give them time to find the gadgets and do the matching, then check their answers.

Answers **A** Sospendo **B** Phorce bag

3 Read the article. Circle the correct answers.

- Have Ss read the instructions.
- Give them time to reread the text and do the exercise.
- Check Ss' answers.

Answers **1** a **2** b **3** c **4** b **5** b **6** c

IC There is reference in the text that people are staring at Tina. We should help Ss reflect on how rude we may be when we see something we are not familiar with. By the same token, we should help Ss understand how important it is to be assertive and not to depend on people's opinions.

4 What is Max and Tina's opinion of each object? Use the adjectives below to help you.

- Ask Ss to read the instructions, the opinion adjectives and the example. Ask them if they need to add further opinion adjectives.
- Give them time to do the exercise, then check their answers.

5 What do you think of the gadgets in the report? Which do you like?

- Ask Ss to read the instructions and the example.
- Give them time to go over the text again and think about what to say.
- Listen to Ss' opinions. You can check if there are coincidences.

6 In pairs, describe the things below. Can your classmates guess what it is?

- Have Ss read the instructions and the example. Do not focus on the structure. You can have Ss list different types of material.
- Give Ss a couple of minutes to prepare the descriptions. They can get ideas from the blog.
- Ss interact in pairs. Did they all guess?

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

WB Answers **1.3 Are all gadgets useful?** Page 78

1. **1** C **2** A **3** B
2. **1** b **2** a **3** c **4** b **5** a **6** a
3. **1** easy **2** size **3** can **4** normal **5** lasts

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1.4 Are you tech-savvy or a tech newbie? SB page 14

LEAD IN

- Have Ss look at the title of the lesson. You can ask them what the two terms may mean.
- At the end of the lesson, you can go back to Ss' ideas.

1 a Tommo has a problem. What is it?

- Ask Ss to read the question and look at the photo. Remind them they are not supposed to read the text.
- Check Ss' predictions.

b 3 7 Watch or listen and check.

- 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.

Answer The photos are upside down (on the computer screen).

7 → See SB page 14

3 Video script page 83

OUT of class **EVERYDAY EXPRESSIONS BOX**

- 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. Why does Tommo want Alisha to help him?

- Ask Ss to read the instructions. They may answer the questions without watching the video again.
- Check Ss' answers.

Answers Because she's good at fixing things.

Verb + *-ing* or *to* infinitive

- Have Ss read the examples in the table. Check they know all the verbs and expressions.
- Focus on the third set. Let them understand there is no difference in meaning.
- You can ask Ss to add more examples to each list.
- You can discuss with Ss what they can do to remember this.

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Focus Ss' attention on the examples and ask them to translate them. Possible translations are: *No me molesta ir a tu casa. Me gustaría estar en el parque.* Help Ss understand that both the *–ing* form (gerund) and the infinitive in English translate as infinitive forms in Spanish.

3 Choose the correct option.

- Ask Ss to read the instructions.
- Give Ss time to write the answers, then check.

Answers **1** to watch **2** meeting **3** to visit 4 making **5** seeing

4 Complete the advert with the correct form of the verbs below.

- Ask Ss to read the instructions. Check they know what to do. You may discuss strategies, e.g. first identify and select the verb, then decide if it should be an *–ing* form or an infinitive.
- Have them read the advert first, and ask them if this advert is effective for them, i.e. if they would join the photography club.
- Allot a couple of minutes for Ss to complete the advert.
- Check Ss' answers.

Answers **2** to come **3** doing **4** to bring **5** to put **6** meet

IC When you go back to the question in the title, you can ask if Alisha is a tech-savvy – somebody who knows about technology – or tech newbie – somebody who has just started to do something. Two aspects are important to discuss. First, there is nothing wrong in being a newbie since we can all learn and, at some point, we all start doing something. Secondly, there's the question of stereotyping and labelling people, something quite frequent, yet undesirable. Help Ss reflect on this.

AT Ss should remember that some verbs take an *–ing* form while others take an infinitive.

WB Answers **1.4 Are you tech-savvy or a tech newbie?** Page 79

1. **2** I sometimes forget to charge my phone. **3** He's hoping to pass his exams. **4** She misses seeing her cousins. **5** I would love to have a tablet. **6** He always avoids writing on his computer.
2. **2** f **3** a **4** e **5** d **6** b
3. **2** doing **3** to go **4** seeing **5** to do **6** to help
4. **2** I can't stand listening to that awful music! **3** (This sentence is correct.) **4** I hope my dad agrees to pay for our tickets. **5** I'm really looking forward to seeing that film.
5. **2** riding **3** to choose **4** to visit **5** to practise **6** seeing **7** making **8** getting **9** to be **10** to download
6. Answers will vary.

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1.5 Are you technology crazy? SB page 15

LEAD IN

You can ask Ss to answer the question before they do the lesson. Tell Ss to keep a record of their answers.

1 Do you think you spend too much time on your phone or on the computer? Do your parents agree with you?

- Have Ss read the instructions and answer the questions.
- Listen to Ss' opinions.

2 Is it time for time out? Do the quiz and compare your results with the class. Then read what your answers say about you.

- Ss should read the instructions and the quiz. You may have to tell Ss that a time out means a kind of break, stop doing what you were doing.
- Give Ss time to do the quiz and compare results.
- How many As, Bs, Cs and Ds are there?
- Tell Ss to check their answer to the question in the title.

ESL Very often, we prefer to do technology related activities rather than physical activity. This can damage our physical and psychological health. On the one hand, the posture when we use a computer or a phone is not the best for our spinal cord. If we do not exercise, we may not get enough endorphins, which are good for our health. Some people become so isolated that they have trouble relating with others. It's important to help Ss reflect on how much time they spend on their phones or devices and check if it is healthy or not.

3 8 Complete the gaps with words from the quiz. Listen and check.

- Ask Ss to read the instructions and the words in the box. Go over the expressions and check Ss know their meaning.
- Give Ss time to go over the quiz and complete the gaps.
- Check by playing the recording.

8

second
minute
hour
6 a.m.
10 p.m.
in the morning
in the afternoon
in the evening
on a schoolday
on a weekday
on Sunday
on Sundays
at the weekend
at midnight
at mealtimes
at lunchtime
once
twice
three times a day
three times a week
three times a month
three times a year

Ss can look for information online about smartphone addiction. Remind them to use the words in bold to look for the information.

4 In pairs, ask and answer the questions. Compare your ideas with the class.

- Allot a couple of minutes for Ss to ask and answer the questions.
- Ask different Ss to answer the questions. Are the results similar?

5 9 Listen to the first part of a radio programme. What is the programme about? Circle the correct answer.

- Ask Ss to read the instructions and the options.
- Play the recording. Tell Ss they can take notes.
- Check Ss' answers.

Answer b

9

DJ: And hello from Gold Radio … A report today says that families are spending less time together because they're always on their phones or tablets. In the studio I've got Gemma … Now, you live with your mum and older brother. So, tell me, Gemma, is this true in your house?

6 10 Listen to the second part of the programme. Mark the sentences T (true) or F (false).

- Play the recording for Ss to mark the sentences.
- Check their answers.

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

10 → See TB page 33

IC You can use the content of the programme to start a discussion. Ss should not feel embarrassed if they spend too much time on their devices or if there is little communication in their families. However, you can discuss with them different alternatives they can enjoy that will engage the family in conversation.

Over to YOU How important is technology in your life? What technology do you use and what do you like doing? Write five sentences. Include 2 false. Can your classmate get them?

- Have Ss read the instructions and the example.
- Give Ss the time they need to write the sentences.
- Get Ss into pairs and have them interact. How many correct guesses are there?

AT Ss should recognise time expressions.

WB Answers 1.5 Are you technology crazy? Page 80

1. 1 a.m. 2 a minute 3 at 4 once 5 on 6 in
2. 1 f 2 c 3 d 4 b 5 e 6 a
3. 1 difficult 2 OK 3 can see
4. 1 T 2 T 3 F 4 F 5 F 6 T
5. 1 usually 2 online 3 boring 4 now 5 terrible
6. Answers will vary.

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1.6 Interaction Making suggestions SB page 16

1 a Look at the photo. What are Tommo and Alisha talking about?

- Ask Ss to read the instruction, look at the photo, and come up with possible answers.
- Listen to their different ideas.

b 4 11 Watch or listen and check your predictions.

- Play the video or the recording and go back to Ss' predictions.

Answer Hissy / Tommo's cat

11 ➔ See SB page 16

4 Video script page 83

2 Watch or listen again and answer the questions.

- Ask Ss to read the questions before they watch the video or listen to the recording.
- Check with the class.

Answers **1** It's cool. **2** He's filming his cat / Hissy. **3** She doesn't like them. / She hides. **4** Behind the sofa.

OUT of class **EVERYDAY EXPRESSIONS BOX**

- 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.

Suggestions

- Have Ss read the examples. Check they understand that suggestions are ideas, *sugerencias* in Spanish.
- Help them see there are polite ways to accept or reject suggestions. You may ask them their equivalent in Spanish.
- Work on intonation. Ss can listen to the recording and imitate the speakers.
- You can ask Ss to make an audio file and keep it as a record of their pronunciation.

IC In some cultures, it is not acceptable to say *No* to a suggestion or request. Have Ss discuss this and help everybody understand there is nothing wrong with this when it is a cultural thing. However, they are also participating in different cultures, so they may not say *No* to suggestions at home, but they should learn when it is OK to say *Yes* as well.

3 12 Listen to six speakers and respond. Use the Interaction box to help you.

- Have Ss read the instructions.
- Tell them they can respond in different ways.
- You may stop the recording after each situation and ask Ss if they have to make a suggestion or respond to one.
- Remind Ss of the right intonation when they respond.

12

1 My phone isn't working.
2 I can't find my pencil case.
3 What programme do you want to watch?
4 I can't answer this homework question.
5 My mum is late.
6 Let's go for a walk.

4 In pairs, follow the instructions.

- Ask Ss to read the instructions and the situations.
- Get them into pairs. You can tell them to choose one situation or two.
- Have pairs interact.
- To close the activity, you can have an example for each situation.

Culture Wide

Have Ss read the box. Help them see that there can be a thin line between a joke and an instance of bullying.

Over to YOU **In groups of four plan a gag to record on video. Discuss what you want to film and where. Make suggestions and respond. Shoot your video and share it with the class.**

- Ask Ss to read the instructions and the example. Tell them that a gag is a joke or funny story. At this stage, it is advisable to work with the Culture Wide above.
- Get Ss into groups. You can set a time limit for the discussion.
- Ss rehearse their gags and shoot the videos.
- Ss share their videos. If they do not make the videos, they can perform in class.

AT Ss should recognise different expressions to make, and to accept and reject suggestions.

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1.7 Writing A description of your dream lifestyle SB page 17

1 **Read the text. Which of the things below does Skye write about in paragraph 1? Which are in paragraph 2?**

- Ask Ss to read the instructions and the topics.
- Have Ss read the text and write the numbers.
- Check Ss' answers.

Answers **hobbies** 2 **friends** 2 **place** 1 **daily routine** 2

2 **Complete the sentences to make them true for you.**

- Have Ss read the writing tips.
- Give them time to complete the sentences with their own information.
- You can have some examples from Ss.

Over to YOU

a Write a description of your dream lifestyle for a school magazine. Instructions:

- Ask Ss to read the instructions, the steps and the tips.
- Give Ss time to write their texts.
- Tell Ss how long they can take.

b Have feedback. Write a second draft if necessary. Then go public!

- When time's up, have Ss read the instructions for the second part.
- Have Ss exchange their pieces. Again, you can set a time limit for Ss to provide feedback to their classmates.
- After Ss get their own pieces back, give them time to go over the feedback and write a second version if necessary.
- You can make a display of Ss texts.

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 81

1. **1** charger **2** selfie stick **3** share **4** download **5** awful **6** perfect
2. **1** twice **2** useful **3** ugly **4** made **5** break **6** evening
3. **1** 'm chatting **2** don't often watch **3** lives **4** don't like **5** isn't raining **6** doesn't want
4. **1** is reading, A **2** usually phone, B **3** doesn't like, C **4** don't often, B **5** don't know, C **6** are you chatting, A
5. **1** Do you often read, don't **2** Is Jamie listening, is **3** Do you think, do **4** Are your friends making, are **5** Are you doing, am not **6** Do your friends always remember, don't
6. **1** being **2** to pay **3** to listen **4** to stay **5** waiting **6** to go

10 → See TB page 31

G = Gemma DJ = DJ
G: Well, I think we're the same as most other families. We love our screens and all enjoy using our smartphones at home. We've all got one. On a schoolday, I use the alarm on my phone, so the minute I wake up I see my phone and er … I check my messages. Then I get up. My phone goes everywhere with me because I listen to music on it.
DJ: And what about your mum?
G: Mum prefers her tablet. She often reads the news on it. She's also training for a race and she uses the app on her phone to show her how fast she runs.
DJ: Your brother's older. Does he still use his phone or tablet a lot?
G: Yeah, definitely. He loves looking at funny video clips. He often sits with his earphones in and laughs. Mum gets a bit angry when she asks him something and he doesn't answer.
DJ: So, do you think you talk less at home because of the technology?
G: No, not at all. We never text at mealtimes. But in the evening we like watching funny videos … and we often share photos. It's a big part of our daily life and I think it's something that we all enjoy.

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Do smartphones make you smarter? SB pages 18–19

LEAD IN

Before working with this consolidation lesson, ask Ss to answer the question.

1 Discuss the questions with the class.

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

2 Correct the sentences about the article.

- Before Ss read the article, ask them to predict if the question is answered.
- Have Ss read quickly and check their predictions.
- Allot a few minutes for Ss to go over the article and do the activity.
- Check Ss' answers.

Answers There are different possibilities, encourage Ss to think of different possibilities to correct the statements.

3 5 Watch Part 1 of the video and answer the questions.

- Ask Ss to read the instructions and the questions.
- Tell them they can take notes as they watch.
- Check Ss' answers.

Answers **1** South Korea **2** People in South Korea are connected to the internet more than anywhere else in the world. **3** Students' own answers

5 Video script page 83

4 Complete the sentences with the numbers below. Then watch again and check.

- Ask Ss to read the instructions and do the activity.
- Play the video again for Ss to check.
- Check Ss' answers.

Answers **2** four, eight **3** eighteen **4** a couple of

5 What do you think about the issue of internet addiction in the video? Do you think the same thing could happen in your country in the future?

- Ask Ss to read the instructions.
- Give them time to think about the answers.
- Have a discussion.

6 6 Watch Part 2 of the video. Match photos B–D with captions 1–3.

- Have Ss read the instructions and the captions.
- Play the video.
- Check Ss' answers.

Answers **1** D **2** B **3** C

6 Video script page 83

7 Watch again. Choose the correct option.

- Ask Ss to read the instructions.
- 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 **1** receive **2** clip **3** connected **4** top

8 Do you think the report is in favour or against the use of the internet? Why? Discuss in pairs.

- Ask Ss to read the instructions.
- Ss get into pairs and discuss the answers.
- You can have a few answers from different Ss.

9 WORLD WIDE PROJECT In groups, prepare a debate based on the question: 'Do smartphones make you smarter?'

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Tell them to follow the steps suggested.
- Ss share their views.

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2 Is Nature Wild?

2.1 Is the weather crazy? SB pages 20-21

IC This unit is about nature. People have different feelings about nature. There are those who love nature and being in contact with it. That's one end of the continuum. At the other end there are those who do not want to have anything to do with nature. In between the two extremes, there are all sorts. Nobody should feel embarrassed because of their feelings towards nature. This unit is a good opportunity as well to discuss crucial and current issues as regards nature and what people have been doing against it. Ss should reflect on what each of them can do, no matter how little it may seem, in favour of nature, which is actually in favour of humanity.

@ **Tweet:** #NaturalDisasters are more and more common in the world. Are they natural? How is man responsible for this?

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

Ask Ss to look at the title of the lesson and answer the question. Do they all agree?

1 13 **Fill in the table with the correct words. Listen and check.**

- Ask Ss to read the instructions and the words in the box. Check they understand them all. You may have to explain some with examples.
- Allot a couple of minutes for Ss to do the activity.
- Check Ss' answers.

13

rain	sun	cloud	ice
rainy	sunny	cloudy	icy
snow	fog	wind	storm
snowy	foggy	windy	stormy

Watch OUT!

Have Ss read the examples in the box. Check they understand the difference between some adjectives and the present continuous version, e.g., *It's rainy. / It's raining.*

➤ Extra activity

Ask Ss to describe the weather today. You can also ask them about yesterday, or a couple of days ago. Just elicit from them the past of *is*.

Vocabulary: Ss can find extra vocabulary related to the weather at www.pearson.com.ar/look_wide.

2 **In pairs, describe one of the photos. Your partner has to identify the photo.**

- Check Ss read the instructions and know what to do.
- Allot enough time for Ss to interact.
- How many photos did they identify?
- If Ss have their own devices and there is connectivity, they can also include more photos.

3 **Read the text. Choose the correct option. Which facts are shown in the photos?**

- Ask Ss to read the instructions.
- Allot a few minutes for Ss to choose the correct options.
- Check Ss' answers.
- Have Ss identify the facts in the photos.
- Check their answers.

Answers **1** sunny **2** stormy **3** snow **4** rain **5** wind **6** sun **7** windy **8** snow **9** cloud **10** ice **11** foggy **12** rainy **13** rain **A** 3 **C** 1 **D** 2 **E** 4 **H** 5

➤ Extra activity

At home or at school, Ss can look for photos of the other natural phenomena. Then, Ss describe their photos saying what phenomena they are showing, where and when it took place.

4 14 **Complete gaps 1–6 with the words below. Listen and check.**

- Ss should read the instructions. Help them see the connection between the words and the image of the thermometer.
- Give them time to complete the gaps.
- You can check their answers before you play the recording.
- Play the recording for Ss to check.

Answers **1** boiling **2** cool **3** freezing **4** freezing cold **5** degrees **6** minus The word *chilly* should go between *cool* and *cold*.

14

boiling hot	cold
boiling	freezing
hot	freezing cold
warm	It's 35 degrees.
mild	It's minus 10 today.
cool	

5 15 **Listen to three weather forecasts and complete the gaps below.**

- Have Ss read the instructions.
- Tell them they need to write key words, not complete sentences.
- Play the recording and check Ss' answers.

Possible answers **New York** cold, minus 2 degrees, icy (ice on the roads)
Rio de Janeiro warm, sunny, 27 degrees, possible rain
Krakow cloudy, foggy (some fog), 5 degrees, possibly cool

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15

And now let's look at the weather around the world.
In New York it's a very cold day with a temperature of minus 2 degrees. There is some ice on the roads so be careful.
And it's a good time for carnival in Rio de Janeiro, which is very warm and sunny at the moment. The temperature is a comfortable 27 degrees, but there is the possibility of some rain.
And finally, Krakow in Poland is very cloudy today, with some fog that is causing a few problems at the airport. The temperature is around 5 degrees at the moment. This evening it could be cool, so don't forget to keep warm. And that's all from us until …

6 Match the sentences with the words from the box. There are 3 extra words.

- Have Ss read the instructions and the words in the box. Check they know them all. You can give examples for the ones they do not know, e.g. *a drought*: *no rain, no water. There were terrible earthquakes in Mexico. Everything shakes during an earthquake (*shake your body*). A flood is the opposite of a drought, too much water. Mud is 'barro'. A mudslide means mud sliding very quickly down a mountain (*gesture*). A rock slide is the same, but rocks, stones instead of mud.*
- Check the pronunciation of the words: /ˈævəlɑːntʃ/, /draʊt/, /ˈɜːθkweɪk/, /flʌd/, /ˈhʌrɪkən/ or /ˈhɜːrəkeɪn/, /ˈmʌdslaɪd/, /tsʊˈnɑːmi/
- Allot a couple of minutes for Ss to do the activity, then check their answers. You can ask Ss which words were clues to identify the natural disaster.

Answers **1** flood **2** avalanche **3** drought **4** earthquake **5** tsunami

Remind Ss they can go online to find information about natural disasters in their country. Remember to type in the words in bold in the internet search engine.

Vocabulary: Ss can find more examples of natural disasters at www.pearson.com.ar/look_wide.

Over to YOU

Nature and my country: a booklet - Part 1
Collect photos of 3 natural disasters in your country. Write a caption for each.

- Tell Ss that as they move along the unit, they will be working towards their final task of a project: a booklet of nature and their country.
- Ask Ss to read the set of instructions for the booklet.
- Remind them that a caption is a brief statement making reference to an image. You can ask them where they can find captions in Spanish (*epígrafes*).
- Check with Ss how they are going to keep this first part so that they can continue with the other parts.

AT Ss should recognise some words and phrases for the weather and natural disasters.

WB Answers **2.1 Is the weather crazy?** Page 82

1. **2** sun **3** foggy **4** cloud **5** windy 6 ice **7** stormy
2. **2** a **3** a **4** b **5** c **6** c
3. **2** warm **3** boiling hot **4** cool **5** minus
4. **2** drought **3** flood **4** tsunami **5** avalanche **6** hurricane
5. **1** rainy **2** chilly **3** earthquakes **4** a tsunami **5** freezing **6** snow **7** icy **8** sunny **9** cool **10** flood
6. **2** be **3** sun **4** minus **5** drought **6** degrees

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2.2 Do you like special weather conditions? SB page 22

1 Read the title and look at the picture. Why is the storm special? Read and check.

- Ask Ss to read the instructions, look at the image and answer the question.
- Have Ss read the text and check their answers.

Answer Because it saved Venezuela.

2 Read the text again. Find three unusual facts about the colour, place and frequency of the lightning it describes.

- Ask Ss to read the instructions. You can do the first one together.
- You may explain a few words, e.g. *pinkish means not exactly pink but close*; *spot: see*; *take place: happen*; *lightning: bright light in the sky ("relámpago")*; *lightning bolt ("rayo").*
- Check Ss' answers.

Possible answers Strange lightning / pinkish-orange lightning / storms didn't move / the most lightning bolts per square kilometre

3 Find the Simple Past forms of the verbs in the text. Which are regular / irregular? Why do negatives and questions make this difficult to determine?

Simple Past

- Ask Ss to read the examples in the table. Ask them if they refer to routines or to past actions and events.
- Help Ss find the verbs and answer the questions.
- Show Ss which adverbials refer to the past.
- Remind Ss of the intonation in questions.

Vocabulary: Ss can find a list of regular and irregular verbs at www.pearson.com.ar/look_wide.

4 Complete the sentences with a time adverbial to make them true for you.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the activity.
- Check different possibilities from different Ss.

5 Make true sentences.

- Ask Ss to read the instructions. Challenge them to do the activity without going back to the text.
- Ss can do the activity and reread the text.
- Check Ss' answers. You can also ask them to provide the correct version, e.g. 1 *They saw pinkish-orange lightning.*

Answers **2** didn't feel **3** didn't think **4** didn't take place

6 Make questions in the Simple Past.

- Ask Ss to read the instructions and to do the activity.
- Check Ss' answers after a couple of minutes.
- Check their intonation.

Answers **2** What did the man study? **3** When did Mariana go to Lake Maracaibo? **4** How many storms did she see? **5** Where did she put the photos?

7 16 For each question in Exercise 6, write the beginning of the answers, including the verb. Listen and answer the questions.

- Ask Ss to read the instructions and the example.
- Have Ss write the beginning of the answer.
- Play the recording for Ss to check and complete the answers.
- Check Ss' answers.

Answers **1** Mariana met a scientist / Professor Mendes. **2** He studied Catatumbo lightning. **3** She went to Maracaibo two weeks ago. **4** She saw three storms. **5** She put the photos on her / their/ a website.

16

R = Roberto M = Mariana
R: First up on tonight's programme, Mariana Fernández tells us more about a very strange storm. Mariana?
M: Well, last year I met a scientist who studied storms. His name was Professor Mendes. He was very interested in Catatumbo lightning, which happens over Lake Maracaibo in Venezuela. Two weeks ago, I visited Professor Mendes to see the lightning for myself. I arrived on a dark night and we watched the clouds, but we didn't see a storm. Luckily, I stayed there for five days and I saw storms on three different nights. In fact, storm clouds gather there most nights and there are about one million lightning strikes a year! Also, until recently, people thought that Catatumbo storms were different from other storms because they didn't hear thunder. I didn't hear any thunder myself. However, the storms happen over the middle of the lake, so they're far away. Professor Mendes explained that you can only hear thunder if you are near a storm. This is also the reason why the lightning looks pinkish-orange, because it is so far away. I took some awesome photos. Of course, you can't see them on the radio, but yesterday I put some photos up on our website for listeners to enjoy.

IC In the presence of a natural phenomenon, people react differently. For instance, in the tsunami in Thailand in 2004, some people got into the sea to see what was going on. They could not escape. Others heard a girl say it was a tsunami. She also said they had to run from the beach. These people were saved. Nobody should feel embarrassed if they are afraid of nature. At the same time, those who do not fear it should be careful because the consequences can be disastrous.

AT Ss should remember the meaning of the Simple Past and past time adverbials. They should make fewer mistakes in the interrogative and negative.

WB Answers 2.2 Do you like special weather conditions? Page 83

1. **2** didn't enjoy **3** studied **4** wasn't looking **5** spotted
2. **2** e **3** g **4** b **5** i **6** a **7** f **8** d
3. **2** didn't take, visited **3** became, didn't go **4** felt, found **5** met, didn't like
4. **2** did the hurricane happen **3** did you put **4** Did you take **5** did you meet
5. **2** thought **3** became **4** didn't stop **5** didn't sleep **6** felt **7** didn't want **8** came **9** helped **10** Did you watch
6. **2** last **3** ago **4** took **5** in **6** did **7** Did

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2.3 How extreme is the weather in your area? 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 title, introduction and photo on the blog. What do they tell you about Ari's country?

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

IC Going on with the previous text, ask Ss to try to take the point of view of Ale's parents. Why do they do that? Is there anything about Ale that bothers them? Very often, conflict can be solved and even prevented when we try to understand other people's point of view. A dialogue can be constructed in which both parties can discuss what bothers them and how they can prevent that.

2 Read the text and answer the questions.

- Have Ss read the text quickly and go back to their ideas in Exercise 1.
- Ask Ss to read the instructions and the questions. They may answer them without going back to the text.
- Check Ss' answers, ask them to reread the text and check their answers again.
- You can tell them that a jumper is a sweater, not a type of dress.

Answers **1** They had kakosupa / a cocoa soup. **2** Because they don't have surnames. **3** There were small earthquakes. **4** He went to a natural thermal pool.

IC You can go over the question of names and surnames, how everybody has one. You can point out that this process of being called "the son / daughter of your father" exists in several languages. In Spanish, it's the ending *–ez*, e.g. Fernandez, the son or daughter of Fernando. You can also work on what Ss call their teachers to show respect and affection at the same time.

ESI Going on with this idea of surnames, help Ss reflect on the fact that these surnames – called *patronímicos* in Spanish – always derive from the father's name, not from the mother's name. By the same token, if you use your married surname, it's your husband's, but men never use their wife's surname. Help Ss see how language reflects society and its traditional male dominance.

3 Match the people with the phrases to make true sentences. There is an extra phrase.

- Ask Ss to read the instruction and the phrases.
- You can challenge them to do the matching before they go back to the text. Have them reread the text to check their answers before the general checking.
- Check Ss' answers.

Answers **1** d **2** f **3** a **4** e **5** c

ESI You can go back to the first paragraph in Ari's text and point to the fact that all Ss learn to knit. Is knitting considered a female or masculine activity in your community? What about other activities which are typically associated with women or with men? Is this correct? These are questions you can use to reflect on with Ss.

4 Look at the highlighted words in the text. Complete the table with the correct adverb.

- Ask Ss to read the instructions and the examples.
- Check they understand the difference between a regular adjective and a strong one. You can have an example: *Can you find different degrees of beauty? Yes, you may be more or less beautiful than somebody. Think about "amazing", or "married", for instance. Can you find different degrees? Something or somebody is amazing or not, the same thing happens with the adjective "married". These are strong adjectives.*
- Have Ss go over the text to complete the table.
- Check Ss' answers.

Answers **adverb + regular adjective** very, quite
adverb + strong adjective absolutely, totally, completely, really

Watch OUT!

Have Ss read the sentences in the box.

5 Choose the correct option.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to complete the activity.
- Check Ss' answers.

Answers **1** absolutely **2** very **3** completely **4** really

6 Use the information in Exercise 4 to make sentences about the things below. Does your partner agree?

- Ask Ss to read the instructions.
- Give Ss a couple of minutes to think about what to say.
- Listen to Ss' ideas. Do they all agree?

Over to YOU Nature and my country: a booklet – Part 2

- Ask Ss to read the instructions.
- Give them time to write about the places.
- Check that Ss keep all their productions.

AT Ss should become aware of how they are improving their reading skill. They should also remember what adverbs to use with gradable and non-gradable adjectives.

WB Answers **2.3 How extreme is the weather in your area?** Page 84

1. **2** c **3** c **4** a **5** a **6** c
2. **1** C **2** A **4** D **5** B
3. **1** c **2** a **3** f **4** b **5** e
4. **2** f, absolutely **3** a, really **4** c, quite **5** d, absolutely

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2.4 What happened? SB page 24

1 a Look at the photo. Why is Mum angry?

- Ask Ss to read the instructions, and look at the title and the photo. Have them think about possible answers to the question.

b 7 17 Watch or listen and check.

- Have Ss watch or listen and go back to their predictions.
- Check Ss' answers.

Answer Because Dan didn't empty his bag.

17 → See SB page 24

7 Video script page 83

OUT of class EVERYDAY EXPRESSIONS BOX

- 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. What did Dan forget to do when he got home last night?

- Ask Ss to read the instructions.
- Play the video again for them to get the information.
- Check Ss' answers.

Answer He forgot about his bag.

Past Continuous

- Ask Ss to read the statements in the table.
- Tell Ss to circle the correct option. You may ask them how to say that in Spanish.

Answer An action in progress in the past.

3 Group work. Find coincidences.

What were you doing last Saturday at 11 in the morning?

- Have Ss read the instructions and the question.
- Divide the class into groups. Have the members answer the question.
- Were there any coincidences?
- You can ask about different moments, e.g. *yesterday at 7 in the evening*.

Simple Past and Past Continuous

- Ask Ss to read the examples in the table.
- Help them notice the use of *when* and *while*.
- Work on the intonation in the first and second clause of the sentence.
- You can ask your Ss to make an audio file to keep as a record of their pronunciation.

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Ask Ss to read the examples and answer the questions.

Answer The longer action takes Past Continuous and the shorter one takes Simple Past.

4 Choose the correct option.

- Ask Ss to read the instructions.
- Give them time to choose the correct options, then check their answers.

Answers **1** heard **2** started, were swimming **3** took, was travelling **4** when **5** fell, was skating

5 Complete the email from Dan's brother with the Simple Past or Past Continuous forms of the verbs in brackets.

- Ask Ss to read the instructions.
- Give them time to complete the email.
- Check Ss' answers.
- Elicit from them how the email may end. What was the noise?

Answers **2** had **3** changed **4** were walking **5** were waiting **6** heard.

➤ Extra activity

You can have a student go out and be the guest. Tell the rest to perform different actions. When the student comes in, everybody should look around to remember what everyone else was doing. Then they have to talk about it, e.g. *When (Mariana) entered the classroom, (Maria) was cooking, (Lautaro) was studying, etc*. Check how many actions they can remember.

AT Ss should recognise in guided contexts when to use Past Continuous as well as when to use it combined with the Simple Past.

WB Answers 2.4 What happened? Page 85

1. **2** weren't listening **3** were you doing **4** were swimming **5** Was it raining **6** wasn't looking
2. **2** was watching **3** started **4** were staying **5** appeared **6** came
3. **2** was shining, arrived **3** was waiting, texted **4** was crying, found **5** heard, were having 6 arrived, was sitting
4. **2** when **3** while **4** When **5** while
5. **2** had **3** was shining **4** started **5** were having **6** didn't stop **7** did you find **8** found **9** were looking for **10** were you doing **11** lost **12** was climbing **13** fell
6. **2** because **3** while, so **4** when, because, so **5** while

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2.5 Outdoors or in the wild? SB page 25

LEAD IN

Have Ss read the title of the lesson and answer the question. Which is more popular?

1 18 Look at the photos from the Go Wild! camp. Decide if sentences 1–3 are true (T) or false (F). Listen and check.

- Ask Ss to read the instructions and the sentences.
- Check their predictions.
- Play the recording and check Ss' answers.

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

18

Would you like to wake up to the sound of wildlife all around you? Then join us at the *Go Wild* Activity Camp for 13 to 17-year-olds. Our summer camps are all about being outdoors. That's why our camps are all in beautiful places. You can stay in the forest, near the beach or at the top of a mountain – we let you decide. Come and learn how to make a fire and cook a meal outside. Have fun sleeping under the stars and discover plants and animals that live around us. So what're you waiting for? It's time to find your wild side …

2 19 Listen. What did Abigail do? Complete her diary.

- Ask Ss to read the instructions.
- Play the recording. Ss can take notes as they listen.
- Check Ss' answers.

Answers **Monday** make a shelter **Wednesday** walk up a path **Thursday** watch the stars **Friday** discover unusual plants

19

M = Max A = Abigail
M: Are these your photos from Go Wild?
A: Yes, it was amazing. That's the sunset on the second day, Tuesday. We made a fire and told scary stories when it was dark!
M: Cool. Did you really sleep outside?
A: No. We learnt how to make a shelter when we got there on Monday, but it was cold at night so we slept in tents in the end. A girl in my tent liked listening to the wildlife in the forest, but I didn't hear a thing. I slept so well.
M: Ugh, it looks freezing.
A: Yes, but at least it wasn't raining. On Thursday night, there weren't any clouds and we watched the stars. It was awesome.
M: And were there lots of spiders?
A: No, I think it was too cold for them. Honestly, Max, it was so good to do something different every day. On Wednesday we walked up a path into the mountain to look for wild animals. Then we ate near a waterfall.
M: Did you see any bears?
A: No, don't be stupid …, but we found a cave where hundreds of bats were living.
M: Ah, now that sounds fun. I like bats.
A: It was. But the best day was the last day. We discovered unusual plants in the forest that you can use for medicine.
M: Great … Er, have you got something for a headache?

3 Match the elements in the landscape with the words.

- Ask Ss to read the instructions and the words in the box. They may know some, so go over the ones that may be new to them. You can explain them, e.g. *They walked along a path* (gesture) *up the mountain.* You can also draw them on the board.
- Give Ss time to do the matching.
- Check Ss' answers

Answers **1** cave **2** path **3** sky **4** leaves **5** waterfall **6** stars **7** wildlife

Vocabulary: Ss can find more examples of words related to wildlife and wildlife activites at www.pearson.com.ar/look_wide.

4 Complete with the right form of the verbs in brackets. Use Simple Past or Past Continuous.

- Ask Ss to read the instructions.
- Give Ss time to complete the sentences.
- Check Ss' answers.

Answers **1** were walking, saw **2** found, was watching **3** was raining, didn't go out **4** heard, were inspecting **5** wanted, walked, found, were getting, heard

Remind Ss they can go online to find information about top places for tourists in Argentina. Remember to type in the words in bold in the internet search engine.

Over to YOU Nature and my country: a booklet – Part 3

- Ask Ss to read the instructions.
- Give them time to find information, get the photos or illustrations and write the captions.
- Remind Ss they can use the vocabulary bank at www.pearson.com.ar/look_wide.

AT Ss should have acquired and developed better listening skills. They should remember a few words related to describing the wild.

WB Answers **2.5 Outdoors or in the wild?** Page 86

1. **2** sky **3** path **4** leaves **5** stars **6** wildlife
2. **2** stars **3** wildlife **4** path **5** sky
3. **2** path **3** leaves **4** stars **5** sky **6** wildlife
4. b
5. **1** f **2** e **3** c **4** a

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2.6 Interaction Criticising SB page 26

1 a Look at Dan and Skye. How are they feeling? Why?

- Ask Ss to read the instructions, look at the photo and the title, and answer the question. Check their ideas.
- Remind them not to read the conversation.

b 8 20 Watch or listen and check.

- Ask Ss to read the instructions.
- Play the recording or the video.
- Go back to Ss' predictions.

20 → See SB page 26

8 Video script page 83

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 and answer the questions.

- Ask Ss to read the instructions and the questions.
- Play the video or recording again for Ss to find the answers to the questions.
- Check Ss' answers.

Answers **1** Because he ran. **2** She showed him a snake. **3** Alisha and Tommo. **4** She got wet.

3 21 Complete the dialogues with the phrases from the box. Listen and check.

- Tell Ss to read the instructions and the expressions in the box.
- Check Ss understand the meaning of the expressions. Have them read the dialogue to see how they are used.
- Focus Ss' attention on the intonation.
- Allot a couple of minutes for Ss to complete the dialogues.
- Check their answers.

Answers **1** didn't mean, didn't realise **2** What did you do that, thought it was **3** were you thinking, be more careful next time

21

1 **A:** Hey, why did you push in to the queue? I was here first.
B: Oh! I didn't mean to push in. I didn't realise you were standing in the queue.

2 **A:** I was so angry. I just shouted at the teacher.
B: What did you do that for?
A: I didn't see who it was. I thought it was another student!

3 **A:** You did the wrong exercise for homework! What were you thinking of?
B: Oh, sorry!
A: Never mind. Just be more careful next time.

➤ Extra activity

You can have Ss role play the previous situations. You can play the recording for them to repeat the lines, imitate pronunciation and remember them. Have different pairs perform.

4 In pairs, role play the situations. Follow the instructions.

- Ask Ss to read the instructions.
- Check the pairs know what to do.
- Give Ss the time they need to prepare the situations, then have them interact.

Culture Wide

Ask Ss to read the questions and reflect on the answers.

5 VOX POPS 9 In pairs, tell your partner about a time when you had a problem. Did you find a good solution? What does your partner think?

- Ask Ss to read the instructions.
- Play the recording for Ss to see some examples.
- Get Ss into pairs and ask them to start the activity.
- You can check by having examples from a few pairs.

9 Video script page 83

AT Ss should recognise expressions to criticise and to respond to criticism.

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2.7 Project A booklet SB pages 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 booklet together.
- They can make a paper booklet 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 87

1. **1** sunny **2** wind **3** foggy **4** mild **5** freezing **6** degrees **7** flood **8** earthquake
2. **1** leaves **2** path **3** discovered **4** really **5** absolutely
3. **1** stayed **2** didn't see **3** went **4** took **5** didn't want **6** Did you have
4. **1** wasn't watching **2** was swimming **3** weren't chatting **4** Was the sun shining, was **5** Were the bears sleeping, weren't
5. **1** saw, was walking **2** were skiing, happened **3** watched, were staying **4** was sitting, got **5** were watching, when
6. **2** found, were making **3** didn't see, were travelling **4** was eating, happened **5** saw, wasn't moving **6** were sleeping, heard
7. **2** When **3** when **4** while **5** when **6** while

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Nice day, innit? SB pages 28–29

LEAD IN

Before working with this consolidation lesson, ask Ss to look at the title and the photo and to say if the question shows sarcasm or not.

1 Is the weather an issue in your area? Discuss with the class.

- Ask Ss to read the instructions. You may tell them that *issue* here means *problem* or *frequent topic of conversation*.
- You can give them a few minutes to discuss the answers.
- You can have some examples from them.

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

- Before Ss do the activity, ask them to go over the text quickly and check if the title is sarcastic or not.
- Have Ss reread the text and mark the sentences.
- Check Ss' answers.

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

3 Read the article again. Answer the questions.

- Ask Ss to read the article again and answer the questions.
- Check Ss' answers.

4 10 Watch Part 1 of the video. Match animals 1–6 from the video with photos A–F. Which of these animals live in your country?

- Ask Ss to read the instructions. You can freeze the first scene of the video and ask Ss to predict what it will be about.
- Play the complete video for Ss to check their predictions.
- Play the video again for Ss to do the matching.
- Check Ss' answers.

Answers **2** B **3** E **4** A **5** F **6** D

10 Video script page 83

5 What does the narrator say about the Atlantic Ocean? Choose the best summary.

- Ask Ss to read the instructions.
- Ss can watch the video again.
- Check Ss' answers. Remind them that the best answer means that the others are not wrong, but maybe less accurate.

Answers **B** (C and A can be accepted as the best because the narrator says how far it stretches and calls it strange.)

6 11 Watch Part 2 of the video. Circle the correct option.

- Ask Ss to read the instructions and the statements.
- Play the video. As they watch it, Ss can circle the options.
- Check Ss' answers.

Answers **1** hot, wild **2** huge, difficult **3** Warm, black **4** Torrential, enormous, strong

11 Video script page 83

7 What images do you remember of the storm? What most surprised you about it? Discuss in groups.

- Ask Ss to read the instructions.
- Ss can have the discussion in groups.
- Have feedback from Ss. Are there any coincidences in their opinions?

8 12 Watch Part 3 of the video. Complete the sentences.

- Have Ss read the instructions and the sentences.
- Play the video for Ss to do the activity. They can take notes as they watch the video
- Check Ss' answers.

Answers **1** houses, trees and businesses **2** it is alone / sharks might attack it **3** protects the area from storms **4** the weather

12 Video script page 83

9 Do you have examples of extreme or changeable weather in your country? Where? What kind of weather can you get there?

- Ask Ss to read the instructions.
- Give them time to discuss the questions.
- You can have a couple of Ss tell you about their answers.

10 WORLD WIDE PROJECT In groups, prepare an informative text about the weather 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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3 How Healthy Do You Eat?

3.1 Shall we eat? SB pages 30-31

IC This unit is about food. This topic can be viewed from different perspectives. Some people would eat only some foods in particular, e.g. vegans, vegetarians, naturists. Others will avoid foods with certain elements for health issues, such as lactose intolerant people, those who suffer from celiac disease or those who cannot eat sodium. Because of their religion, some people would avoid certain foods, e.g. pork or wine. Food is related to the place where you live. Those who live in mountainous areas away from urban centres will probably drink goat milk, which may be viewed as exotic in cities. There are different food pyramids as well, not just the one we learn about at school. It is crucial 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:** Many teens associate beauty with food. Diets can be extreme + uncontrolled, esp. when summer's around the corner. What are we eating? #HealthyDiet

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 ask Ss to read the title of this unit and answer the question.

1 Which is your favourite meal of the day?

- Ask Ss to read the instructions and the meals. If necessary, go over the difference between the words *meal* and *food*, both translated as *comida* in Spanish.
- You can have a pie chart with the results.
- You may ask which they think is the most important meal of the day, and if this is so everywhere.

2 Look at the words and pictures and then write them in the correct category.

- Ask Ss to read the instructions.
- Give Ss the time they need to write the words in the correct category.
- Check Ss' answers.

Answers **Fruit** grapes, pear, pineapple **Meats** tuna, chicken **Drinks** smoothie **Cereals and grains** flour, rice, peanuts **Sweets and snacks** strawberry and cream, honey, french fries, crisps

Vocabulary: Ss can find further examples of foods and drinks at www.pearson.com.ar/look_wide.

Culture Wide

Ask Ss to read the box and discuss the questions. Can they see the connection between culture and meals?

3 Work in groups. How many words can you add to each category in Exercise 2 in one minute? Compare your ideas with the class.

- Ask Ss to read the instructions and check they know what they have to do.
- Get them into groups. Tell them how you'll show when time's up (clapping, for instance).
- Check Ss' answers.

4 Match the colour ice cream and the flavour. There is an extra flavour.

- Ask Ss to read the instructions and the options.
- Give Ss a minute to do the matching.
- Check their answers

Answer **Pink** strawberry **yellowish** vanilla **green** mint **brown** chocolate or coffee

➤ Extra activity

Going on with the idea in Exercise 4, you can name a colour for Ss to come up with as many flavours as they can for that colour, e.g. pink: cherry, raspberry. Alternatively, you can name a flavour for Ss to say what colour it is.

Watch OUT!

- Have Ss read the examples in the box.
- Check they understand the difference between *foods* and *dishes*.

5 22 Complete the text with the words below. Listen and check. Can you think of other kinds of food that makes your mouth feel hot or cold when you eat them?

- You can ask Ss to read the instructions and the words.
- If there are words they do not know, you can either explain them or ask Ss to read and complete the text to see if they can get their meaning.
- Check Ss' answers.

Answers **2** coffee **3** mint **4** drink **5** taste **6** dishes **7** beef **8** chilli

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22

People usually enjoy ice cream in the summer because it is cold, in the same way they enjoy hot tea or coffee in the winter. But did you notice that some food is not really hot or cold but makes you feel like that? For example, in some hot countries mint lemonade is very popular. It's a cool, refreshing drink. But does this herb really make your mouth cold?
When you taste mint flavours, your mouth sends a message to your brain: 'Hey, that feels cold!' In fact, it's a 'trick' because the temperature in your mouth doesn't change. Spicy dishes do the opposite, they make you feel hot. Take chilli con carne, for example — a famous Mexican dish with meat – usually beef and beans, served with rice. Chilli doesn't really make you hot. But it makes you FEEL hot.

6 A quiz! Read the clues and answer the questions.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to find the answers.
- Check Ss' answers.

Answers **1** pineapple **2** honey **3** *empanada*

Over to YOU In pairs, follow the instructions.

- Ask Ss to read the instructions.
- Allot a few minutes for Ss to write the facts. Remind them they can get ideas from Exercise 6
- How many guesses were there?

AT Ss should remember the names of some foods and drinks. They should also notice how they are developing their fluency in reading.

WB Answers **3.1 Shall we eat?** Page 88

1. **2** b **3** a **4** c **5** b **6** b **7** c
2. **2** e **3** h **4** b **5** f **6** a **7** d
3. **2** grapes **3** beef **4** Juice **5** honey
4. **2** cheese **3** bread roll **4** chewing gum **5** pear
5. **2** fruit juice **3** lettuce **4** crisps **5** yoghurt **6** strawberry **7** beef **8** tuna **9** pineapple **10** smoothie **11** peanuts **12** vanilla

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3.2 Do you like trying new foods and dishes? SB page 32

LEAD IN

You can ask Ss to answer the question. How many *Yes* and *No* answers are there?

1 a Look at Tommo. He is eating something. What is it? Does he like it?

- Ask Ss to read the instructions, look at the image and answer the questions.
- Check Ss' ideas. Are there any differences?

b 13 23 Watch or listen and check.

- Play the video for Ss to watch and check their ideas.
- Check Ss' ideas.

Answers They're eating ice-cream. Alisha doesn't like one of the ice-cream flavours she has bought.

OUT of class EVERYDAY EXPRESSIONS

- Tell Ss to look at these 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 them in class You can also teach them the expression *Yummy!*, the opposite of *Yuk*.

IC Go over the expression *Yuk!* to show dislike. Remind them that what may look disgusting to somebody may be delicious to somebody else. In this case, it can be considered rude to use this expression, and it can make the other person feel bad. You can work with Ss how to respond politely when somebody offers them something to eat they would not try.

Ss can go online to find exotic foods from around the world. Remind them they can type the words in bold in the search engine to find the information online.

2 Watch or listen again and answer the questions.

- Ask Ss to read the instructions and the questions.
- Play the recording again and check Ss' answers.

Answers **1** They're at the market. **2** He's a famous TV chef / cook. **3** An ice-cream shop. **4** Cheeseburger.

Present Perfect

- Ask Ss to read the examples in the table.
- They can also find further examples in the dialogue.
- Have them circle the answers to the questions.
- You may also help Ss notice we never use a definite time reference when the Present Perfect is used.
- Remember to work on intonation and produce the weak form of the auxiliary. You can play the recording for Ss to imitate the speakers.
- Help Ss notice the structure. Focus their attention on regular and irregular verbs.

Vocabulary: Ss can find a list of irregular verbs at www.pearson.com.ar/look_wide.

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

You may ask Ss if this tense exists in Spanish – it does – and if they use it. Depending on the variety of Spanish they speak, they may not use it.

3 Complete the sentences and questions with the correct form of the words in brackets.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the activity.
- Check Ss' answers. Remind them of the right intonation.

Answers **2** Has Tommo ever cooked **3** have just seen **4** Have Alisha and Tommo tried

Extra activity

Ss can tell the rest about unusual experiences, e.g., *I have participated in the Youth Games.* They can first check the past participle forms they need to use in the Vocabulary Bank.

4 Complete the text with the Present Perfect form of the verbs in brackets.

- Ask Ss to read the instructions.
- Give Ss the time they need to complete the text.
- Check Ss' answers.

Answers **1** haven't called **2** have had **3** haven't spoken **4** Have you decided **5** has just opened **6** have tried

VOX POPS 14 Write about a place where you like to eat with friends.

- Play the recording. Tell Ss they can take notes.
- Ss look at the examples to do the writing.

14 Video script page 83

AT Ss should remember the meaning of the Present Perfect. They are not expected to use it productively.

WB Answers 3.2 Do you like trying new foods and dishes? Page 89

1. **2** has not decided **3** Have you tried **4** haven't had **5** has eaten **6** Has your dad ordered **7** have heard
2. **2** I've never cooked noodles. **3** Molly has just left. **4** I've just had lunch. **5** Have you ever watched his cookery show on TV? **6** I have never tried pineapple pizza.
3. **2** The film has just started. **3** Your email has just arrived. **4** Have you ever made a birthday cake? **5** Mike has never cooked a meal. **6** We have just ordered our food.
4. **2** just **3** ever **4** just **5** never
5. **2** haven't **3** has done **4** Have you ever tried **5** have **6** have just made **7** Have you watched **8** have heard **9** have never seen **10** have learnt (*learned* is also possible)
6. **2** ever **3** haven't **4** just **5** never **6** has **7** haven't

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3.3 Can teenagers be professional cooks? SB page 33

LEAD IN

Before starting the lesson, you can focus on its name and ask Ss to answer the question. How many *Yes* and *No* answers are there?

1 a Look at the photo and the title. What has this person loved?

- Ask Ss to read the instructions and the title. You may ask them if she refers to a person, an animal, a possession or an activity.
- Check Ss' predictions.

b Read and check.

- Ask Ss to read the text quickly and go back to their predictions.
- Check first what it is that she has loved, e.g. a possession, a person, etc.
- What has she loved?

Possible answers Baking, making cakes, cooking

2 Read the title and the first paragraph of the article. What does the title refer to?

- Ask Ss to read the instructions.
- Have Ss reread the first paragraph.
- Check Ss' answer.

Answer b

3 Read the article. Choose the correct answers.

- Ask Ss to read the instructions.
- Have them reread the text to do the activity.
- Check their answers. They can explain what clues they find to do the matching.

Answers **1** c **2** c **3** d **4** b

4 Find the phrases in the text. Write *make* or *do* in the correct place in the box.

- Ask Ss to read the instructions and the words in the table. Remind them that some words always go together.
- Have Ss go back to the text to complete the table.
- Check Ss' answers.

Answers make do

5 Read the text again. Answer the questions.

- Ask Ss to read the instructions.
- Give them time to reread the text and find the answer to the questions.
- Check Ss' answers.

Answers **1** Yes, she has. **2** Cupcakes. **3** In the kitchen. **4** To study Maths, Chemistry and Food Technology. **5** For schoolwork.

IC You can work on different ideas from Martha's example. First, the importance of following your dreams. Secondly, the value of effort and perseverance. Thirdly, the benefits of support. You can work with Ss on how they can be supportive to classmates, friends and family. Remind Ss of the fact that setting realistic goals will help them develop a sense of purpose, and achieving them, a sense of competence; and these are two pillars of our self-esteem.

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

WB Answers **3.3 Can teenagers be professional cooks?** Page 90

1. **2** Do **3** made **4** make **5** did **6** make **7** done
2. **1** c **2** b **3** c **4** d **5** a

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3.4 Would you like to try this? SB page 34

1 a Read the title and look at the images. Why "exotic or crazy"?

- Ask Ss to read the instructions and look at the photo.
- Listen to Ss' ideas.

b Read the article and check.

- Ask Ss to read the article quickly.
- Go back to Ss' predictions.
- How would they answer the last question in the article? How many votes for *crazy* and how many for *exotic*?

Possible answers Because the flavours are strange / weird. Because there are 863 different flavours.

IC The last question in the article can help Ss understand different viewpoints. They should reflect on how people view the world differently. Understanding this can help prevent conflict.

2 Read again and mark T (true) or F (false).

- Ask Ss to read the instructions and the statements.
- Have them reread the text
- Check the answers. Focus on spelling changes, e.g. *carry, carried*.

Answers **2** F **3** F **4** F **5** F

Watch OUT!

Have Ss read the examples. *Eat* is also the verb used for *soup*. You can ask Ss what they can do to remember this.

Culture Wide



Ask Ss to read the table. Focus their attention on the questions. Are the answers the same or different?

AT Ss should reflect on how they are improving their fluency in reading.

WB Answers **3.4 Would you like to try this?** Page 91

1. Cooking and the community
2. **2** T **3** F **4** F **5** DS **6** DS

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3.5 Have you had a dream cake? SB page 35

LEAD IN

- You can ask Ss to read the title of this lesson and try to answer the question.
- Check how many *Yes* and *No* answers there are.

1 24 Look at the box. Then choose the correct option. Listen and check.

- Have Ss read the instructions and the words in the box. Check they understand all of them.
- Allot a couple of minutes for Ss to do the activity.
- Play the recording for Ss to check their answers.
- Check the answers.

Answers **1** spicy **2** bland **3** delicious **4** rich **5** sour **6** stale

24

1 I like empanadas because they're so spicy.
2 These cupcakes aren't very tasty, they're quite bland.
3 I love this fruit juice, it's really delicious.
4 This cake has cream, ice cream and dulce de leche, so it's very rich.
5 This milk has been in the sun too long, it tastes sour.
6 This bread is old, I think it's stale.

2 25 Listen to Gianni talking about a very special cake. Mark the sentences T (true) or F (false).

- Ask Ss to read the instructions and the statements.
- Play the recording for Ss to mark the sentences.
- Check Ss' answers.

Answers **1** T **2** F **3** T **4** F **5** T (In terms of its taste)

25

My dad often takes me to car shows. We've been to places like Boston and Washington, and a few years ago we went to an amazing show in New York. When we went in, there was a massive cake in the shape of a car – a yellow Chevrolet Camaro. The top of the cake was like a Transformer robot from the movie. The baker from the cake shop was there and he told people about his baking. He and his team worked for four days to make the cake! It was really big, about three metres high, so there wasn't enough space in the shop and they made it outside! I was there when they cut the cake. There was plenty for everyone because it weighed about 700 kilos! I tried a piece. It was really tasty and sweet, but it wasn't very fresh. It had been there for a few days, so it was a little bit stale.

IC Going on with what happened to Gianni, have Ss reflect on the difference between appearances and reality. Often we pay so much attention to appearance that we forget how important reality is. Help Ss reflect on situations in which this can apply, apart from cakes or food in general, e.g. the clothes you wear and who you are.

3 Look at the text. In pairs, decide what kind of information is missing from gaps 1–6: words or numbers?

- Ask Ss to read the instructions.
- Have them read the text and decide on the information in each gap.
- Check Ss' answers.

Answers **1** words **2** numbers **3** words **4** words **5** numbers **6** words

VOX POPS 15 **In pairs, describe the best cake you've ever had. Ask and answer the questions:**

- Have Ss read the instructions.
- Play the video for them to see examples.
- Get Ss into pairs. Give them time to answer the questions and prepare the oral presentation.
- Decide on the competition together with Ss.

15 Video script page 83

AT Ss should become aware that they are developing fluency in listening.

WB Answers **3.5 Have you had a dream cake?** Page 92

1. **2** bland **3** bitter **4** fresh **5** sour **6** spicy **7** rich **8** dry **9** delicious **10** stale **11** tasty
2. **2** delicious **3** rich **4** sweet **5** fresh **6** sour
3. **1** F **2** T **3** F **4** T **5** F **6** T
4. **1** Saturday **2** not obligatory **3** don't make **4** before **5** eat **6** smaller **7** don't have **8** the best
5. A D C

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3.6 Interaction Ordering food SB page 36

1 Look at the menu. Is it similar to menus in cafés in your area?

- Ask Ss to read the instruction, look at the menu and answer the question orally.
- Are there more *Yes* or *No* answers?

2 16 27 In pairs, discuss what you think green cake is. Watch or listen and check.

- Have Ss read the instructions. Discuss different possibilities for the green cake.
- Play the recording and go back to their predictions.
- Check Ss' answers.

Answer It's green tea and yoghurt.

27 → See SB page 36

16 Video script page 83

3 Read or listen to the dialogue again. What do Dan, Alisha, Tommo and Skye order?

- Have Ss read the instructions.
- Play the recording again.
- Check Ss' answers.

Answers **Dan** water and a toasted cheese sandwich **Alisha** apple juice and green cake **Tommo** melon and mango smoothie and green cake **Skye** hot chocolate

OUT of class EVERYDAY EXPRESSIONS

- 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.

4 Look at the Interaction box. Match questions 1–5 with answers a–f. There is an extra answer.

- Have Ss read the examples in the box.
- Have them read the different expressions.
- Work on intonation. You can play the recording again for Ss to imitate the speakers.
- You can ask them if the way we order in English is similar to Spanish. How do we show politeness in English and in Spanish?
- Ask Ss to go over the expressions to match. Show them the meaning of *Nearly*.

Answers **1** c **2** e **3** a **4** b **5** d

Culture Wide

Ask Ss to read the box. Have them answer the questions. They can ask adults before they answer the last one.

AT Ss should remember different ways of ordering food and showing politeness.

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3.7 Writing An email to a friend SB page 37

1 **Read Alisha's email. Why is she writing?**

- Ask Ss to read the instructions.
- Give them time to go over the email and answer the question.
- Check Ss' answer.

Answers To invite friends

2 **Look at the Writing tips. Underline the sentences that are in the text in Exercise 1.**

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to read all the tips and find them in the email.

Culture Wide



Have Ss read the box. How often do they write emails? When they write one, who do they write to? They can also ask adults to see if they have similar answers.



Write an email to a friend. Follow the instructions below:

- Ask Ss to read the instructions and the steps to follow.
- Remind them to refer to the writing tips.
- Allot a few minutes for Ss to write the first draft.
- Ss can exchange their pieces and give feedback to classmates.
- Ask Ss to write a second version.

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 93

1. **1** lettuce **2** cream **3** peanuts **4** cheese **5** honey **6** flour
2. **ACROSS: 2** crisps **4** rice **6** lemon **7** cheese **8** pear **9** cream
DOWN: **1** honey **3** strawberry **5** peanuts **6** lettuce
3. **1** stale **2** sour **3** sweet **4** rich 5 spicy **6** fresh **7** bland **8** delicious **9** tasty **10** rich
4. **1** hasn't started **2** Have you ever tried **3** have just finished **4** have never seen **5** Has it stopped raining
5. **1** b **2** b **3** a **4** b
6. **2** make **3** do **4** make **5** do

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What do the British really eat? SB pages 38–39

LEAD IN

- Before working with this consolidation lesson, ask Ss how they would answer the question.
- You can ask them to look at the photo and tell you if that is one of the things they eat.

Ss can go online to look for information about a restaurant in the UK. Remind them they can type the words in bold.

1 In pairs, discuss the answers to 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). Then check your answers to question 3 in Exercise 1.

- Have Ss read the instructions. Tell them not to read the text yet.
- Ask them if they think they will find the answer to the title and the relationship between the article and the photo.
- Have Ss go over the text quickly and check their predictions.
- Ask Ss to reread the text and do the activity.
- Check Ss' answers.

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

3 According to the article, why is each food particularly popular? Match types of food 1–4 with adjectives a–c. There is an extra type of food.

- Ask Ss to read the instructions. They can try doing the matching before they reread the article.
- Check Ss' answers.

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

4 17 Watch Part 1 of the video and answer the questions.

- Ask Ss to read the instructions.
- You can freeze the first scene and ask Ss what the video will be about.
- Check their predictions.
- Play the video and go back to Ss' predictions.
- Play the video again for Ss to answer the questions.
- Check Ss' answers.

Answers **1** Anjum is a food writer and chef; Lynn is a cook in a hospital. **2** Indian food.

17 Video script page 83

5 Watch again. Choose the correct option.

- Ask Ss to read the instructions.
- Ask them to read the statements.
- Play the video again for Ss to do the activity.
- Check Ss' answers.

Answers **1** southern **2** raise money for charity **3** light and healthy **4** easy

6 Tick the three dishes that Anjum and Lynn are going to make.

- Ask Ss to read the instructions and the list of dishes. You may have to translate *wrap*. Explain that noodles are similar to spaghetti.
- You may ask Ss to tick the dishes before you play the video again.
- Play the video for Ss to check their answers.
- Check the answers.

Answers **Tick** 2, 3 and 5

7 Which of the three dishes would you like to try? Why? Which is the favourite dish in your class?

- Ask Ss to read the instructions and the example.
- Have Ss think about the answers.
- Listen to Ss' opinions. Is there a favourite dish?

8 18 Watch Part 2 of the video. Answer the questions.

- Ask Ss to read the instructions and the questions.
- Play the video for Ss to find information for the answers. They can take notes.
- Check Ss' answers.

Answers **1** Yes. (She says it is *amazing* and *perfect*.) **2** 5,000 **3** No. (At first, they aren't sure.) **4** Yes. (*Soon, all of it has gone.*)

18 Video script page 83

9 Have you ever cooked for a lot of people? Or have you ever helped out in the kitchen? What did you do? Do a quick classroom survey.

- Have Ss read the instructions.
- Ask Ss to think about the answers to the questions.
- Ask around. What are the results?

10 WORLD WIDE PROJECT In small groups, prepare a survey based on the question: 'What do people really eat in your town?'

- Have Ss read the instructions.
- Once they get into groups, give them time to prepare the questionnaire for the survey.
- They can prepare a bilingual questionnaire or have it in English but ask the questions in Spanish.
- Once they get the results, Ss report their findings to the rest.

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4 Do Performing Arts Transmit Culture?

4.1 What's your favourite film or TV show? SB pages 40-41

IC This unit is about performing arts and culture. Some people have a traditional concept of culture and associate it with great works of art. This is often referred to as Culture, with capital C. There is also a more modern view of culture, with a small c, which includes different activities, objects and artefacts. At present, language and culture are intimately associated, they are even part of the same concept since language expresses culture and culture is expressed in language. This unit aims at enlarging Ss' idea of culture.

@ **Tweet:** Traditional music, dance, theatre and other #PerformingArts are part of our cultural heritage. How can globalisation have an impact on culture?

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

ESI Help Ss reflect on the fact that many people associate certain forms of art with a specific gender. Ask them to think the sex of a classical dancer; or think about a carnival parade: who generally plays in the *batucada*? men or women?

LEAD IN

You can have Ss answer the question in the title. They can go back to it at the end of the unit.

1 Look at the types of films. Use the words to describe the films in the posters. Sometimes more than one word is possible.

- Ask Ss to read the instructions and the words in the box. Check they understand the meaning. You can give examples of the ones they may not know, e.g. *Cinderella, Snow White* (or *Cenicienta* and *Blancanieves*) are examples of fairy tales. In a thriller, there is suspense.
- Give Ss time to go over the posters.
- Check Ss' answers. Remind them to look at the example.

Answers The Avengers action film, fantasy, thriller Paper Towns romantic film (officially also *drama* and *mystery*) Ghost Protocol action film, thriller Mirror Mirror comedy, fairy tale, fantasy Arctic Tale documentary

2 Can you add more film types to the Vocabulary box?

- Ask Ss to read the instructions.
- Give Ss a couple of minutes to do the activity, then check the answers.

Vocabulary: Ss can find further examples of film types at www.pearson.com.ar/look_wide.

3 28 Match speakers 1–6 with films in the box.

- Ask Ss to read the instructions.
- Play the recording for Ss to write the film type.
- Check Ss' answers.

Answers **2** romantic film **3** thriller **4** fairy tale **5** sci-fi **6** action film

28

1 It's winter, and the birds are beginning to fly away to a warmer place.
2 Please, don't leave me, Beth. I can't live without you!
3 Who is it? Say something. I know you're behind the door.
4 Once upon a time, a young prince was born in a beautiful castle.
5 We must travel into the future. It's the only way to save this world!
6 Quick! Jump in the car. We have to catch them!

➤ Extra activity

Ss can work in groups. Set a time limit, e.g. 2 minutes. Each group has to think of one example for each of the film types.

4 In pairs, talk about your favourite film or TV programme.

- Ask Ss to read the instructions, the words in the box and the examples.
- Get Ss into pairs and have them interact.
- Check the activity by having a few examples from Ss.

5 Look at the table and complete the sentences.

- Ask Ss to read the instructions and the words in the table. Check they understand the three columns.
- Give them time to do the activity, then check their answers.

Answers **2** produce **3** act **4** entertainment **5** producers

6 Match the words in the box with their definitions. There is an extra word.

- Have Ss read the instructions and the words in the box. Check they understand them.
- Give Ss time to do the matching.
- Check Ss' answers.

Answers **1** episode **2** series **3** hit **4** screen **5** character **6** audience **7** reviews

7 Complete the text with the words in the box.

- Ask Ss to read the instructions. Tell them to use the words in Exercise 6.
- Give Ss time to do the activity, then check their answers.

Answers **2** series **3** hit **4** reviews **5** audience **6** special effects **7** episode **8** character

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8 Read the text. Choose the correct option.

- Ask Ss to read the instructions.
- Give Ss time to do the activity, then check their answers.

Answers **1** an old **2** time machine

9 29 Listen to the dialogue. Complete the table.

- Ask Ss to read the instructions.
- Play the recording for Ss to complete the table.
- Check Ss' answers.
- Once you check the answers, ask Ss to complete the last column.
- Check their answers. Are there any coincidences?

Answers

	Emma	Max
Favourite TV series	*Star Trek*	*The Simpsons*
Type of programme	sci-fi	Cartoon / comedy
What's it like?	dramatic / cool	Funny / sad
Best special effect / scene	a spaceship destroys a city	Bart Simpson fails an exam

29

E = Emma M = Max
E: Did you see Star Trek on TV last night, Max? It was so good.
M: No, I can't stand it. I'm not really into sci-fi or action programmes.
E: But it was really dramatic and the special effects are so cool.
M: Oh, yes, I know. My brother was watching it. I saw the spaceship destroy the city … yes, that was good. But then I carried on watching The Simpsons.
E: Ugh, I hate cartoons.
M: I know you do, but I love them. And … although it's a comedy, there's a mixture of funny and sad scenes. Last night, for example, Bart Simpson failed an exam … by one point! … He was really sad … I nearly cried.
E: Oh, perhaps I should watch that episode. It sounds good.

Over to YOU A brochure about cultural aspects in Argentina – Part 1: Films or TV shows

- Tell Ss that, as they move along the unit, they will be working towards their final task of a project.
- Ask Ss to read the set of instructions.

VOX POPS 19 **Think about a TV series or film you like, and complete the table to make it true for you. In groups, complete Part 1 of your brochure with the information in the table.**

- Ask Ss to read the instructions.
- Play the video for them to see examples.
- Get Ss into groups and give them time to do the first part.
- Remind them that they should refer to the table in Exercise 9.

19 Video script page 83

AT Ss should remember the names of some types of films.

WB Answers **4.1 What's your favourite film or TV show?** Page 94

1. **2** comedy **3** sci-fi **4** documentary **5** fairy tale **6** cartoon **7** action film **8** fantasy **9** thriller
2. **2** e **3** a **4** b
3. **2** about **3** Who's **4** like **5** comedy
4. **2** actor **3** producer **4** perform **5** entertainer **6** produce
5. **2** e **3** a **4** f **5** c **6** b
6. **2** audience **3** character **4** episode

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4.2 What would you recommend? SB page 42

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

- Ask Ss to read the instructions. Remind them not to read the text.
- Are there similarities in their answers?

b Read and check.

- Have Ss go over the text quickly and check their predictions.

Possible answers Technology and the cinema, 4D cinemas, culture, the cinema and technology

2 Read the text again quickly. Choose the correct option.

- Have Ss go over the text quickly again and circle the correct option.
- Check Ss' answers.

Answers **1** 4D **2** at the cinema

Comparatives and Superlatives

- Ask Ss to read the examples in the table. Elicit from them the rules for comparatives and superlatives.
- You can remind them of irregular adjectives.

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Have Ss read the examples and answer the questions. Check they understand.

3 Complete the sentences with the correct form of the words in brackets.

- Ask Ss to read the instructions.
- Give them time to complete the sentences.
- Check Ss' answers.
- You can ask them if they agree with all the statements.

Answers **2** cheaper, more relaxing **3** funniest **4** more interesting **5** most expensive **6** worst

4 Complete the second sentence so that it means the same as the first one.

- Ask Ss to read the instructions and the example. Check they understand what they have to do.
- Give Ss a few minutes to do the exercise, then check their answers.

Answers **2** smaller than **3** as funny as **4** as old as **5** scarier than

➤ Extra activity

Tell Ss you'll have a quiz about Argentina (or any other country). They have to make true sentences comparing the elements, e.g. *Entre Rios is a big province. What about Buenos Aires?* Ss: *It's bigger than Entre Rios. / Entre Rios isn't as big as Buenos Aires*.

Suggested clues: Parana River and Bermejo River (long). Santiago del Estero and Santa Fe cities (old). Tierra del Fuego and La Pampa (cold). Misiones and Cordoba (hot).

5 VOX POPS 20 What's your opinion? Write two sentences for each comparison. Then compare your answers with another classmate's answers.

- Ask Ss to read the instructions.
- Play the video for Ss to see some people giving their opinion.
- Have them go over the examples. Check they understand what to do.
- Give Ss the time to think about what to say, and then have them interact with a classmate.

20 Video script page 83

Ss can go online to rank the best animated films ever. Remind them they can type the words in bold in the search engine to find the information they need.

AT Ss should remember comparative and superlative constructions. They should understand the meaning of the *as … as* construction.

WB Answers 4.2 What would you recommend? Page 95

1. **2** funniest **3** more important **4** most uncomfortable **5** more exciting **6** worst
2. Answers may vary.
3. **2** S **3** S **4** S **5** D **6** S
4. **2** more exciting than **3** as good as **4** too uncomfortable **5** as scary **6** as realistic as **7** too young **8** disappointed as

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4.3 What's on near you? SB page 43

1 Look at the pictures and discuss the answers to the questions.

- Ask Ss to read the instructions and the questions.
- Give Ss time to write the words. You can do the first one with them.
- Tell them some words can be used more than once.
- Check Ss' answers.

Suggested answers **At a theatre** stage, puppets, lights, (Indian) costume, make up **At a circus** light, mime, (Indian) costume, make up **On a TV show** lights, make up **On a film** lights, make up, (Indian) costume

2 Read the texts and *The High Five Entertainment Guide*. Match each person with the best show for them. There is one extra option.

- Have Ss read the instructions and the guide. Check they understand the guide.
- Read the texts for each person and match them with the best show.
- Check Ss' answers.

Answers **Katie** C **Elena** D **Luke** A

3 Which show would you choose? Why?

- Ask Ss to read the instructions. They can use the three texts in Ex 2 as models.
- Listen to Ss' opinions. Is there a favourite?

4 30 Look at the highlighted phrases in the text and complete the sentences. Listen and check.

- Ask Ss to read the instructions. Check they understand each of the highlighted phrases.
- Give Ss time to complete the sentences.
- Play the recording for Ss to check.

Answers **2** gets **3** watching **4** doing **5** tells **6** starring

30

1 He's been an actor for a long time but he's always nervous when he goes on stage.
2 The producer is very happy when the show gets good reviews.
3 There was a lot of noise during the show, and I didn't enjoy watching the performance.
4 Jake wants to learn robotic dancing so he's doing a workshop.
5 The film tells the sad story of a boy who loses his dog.
6 She's always wanted to be famous, and now she's starring in a film in Hollywood.

Over to YOU **A brochure about cultural aspects in Argentina – Part 2**

- Ask Ss to read the instructions and the questions for this second part.
- Give them time to answer the questions and write the descriptions. Remind them to keep their productions.

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

WB Answers **4.3 What's on near you?** Page 96

1. **2** puppets **3** make-up **4** costume **5** mime
2. **2** f **3** e **4** a **5** b **6** d
3. Noah B Beth A Anna D

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4.4 Why are you wearing bangles? SB page 44

LEAD IN

You can ask Ss to look at the photo and think of answers to the question in the title. Keep a record of Ss' answers. As they finish the lesson, they can go back to their predictions.

1 21 31 **Look at the photo. Why do you think Alisha is wearing her traditional costume? Watch or listen and check.**

- Ask Ss to read the instructions and think about possible reasons.
- Listen to Ss' predictions.
- Play the recording and go back to Ss' predictions.
- Check the answer.

Answer Because Tommo is taking photos (for the school magazine).

31 → See SB page 44

21 Video script page 83

OUT of class **EVERYDAY EXPRESSIONS**

- 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 Focus Ss' attention on Alisha and ask them if she's proud of her origins. Reflect with Ss on how important this is and how they should never feel embarrassed about this. You can discuss different ways of responding politely, yet strongly when people make improper comments about people's origins.

They can go online to search for information about world festivals. Remind them to type the words in bold in the search engine to find the information they need.

Quantifiers

- Ask Ss to read the sentences in the box and ask them what they all refer to: quantity.
- Elicit form Ss the difference between countable and uncountable nouns.
- Work on the pronunciation of the quantifiers. You can play the recording again for Ss to imitate the speakers.

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Have Ss read the examples and the questions, and answer them. Help them notice that *little* and *few* have a negative meaning, whereas a *little* and a *few* do not. You can ask them to translate them, e.g. little: *poco / poca*, few: *pocos / pocas*; a little: *un poco de*, a few: *algunos/as.*

2 **Find four countable nouns and four uncountable nouns in the dialogue.**

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to find the words. You can challenge them to find all the countable and all the uncountable nouns.
- Check Ss' answers.

3 **Choose the correct option.**

- Ask Ss to read the instructions.
- Give them time to choose the correct option.
- Check Ss' answer. They can account for their answers saying if the noun is countable or uncountable, if the sentence is affirmative or negative, etc.

Answers **1** a lot of **2** many **3** some **4** a few **5** some

4 **Complete the sentences with one word in each gap.**

- Ask Ss to read the instructions.
- Give them time to complete the sentences.
- Check Ss' answers.

Answers **2** much **3** lot **4** much **5** few

AT Ss should remember the meaning of quantifiers, and recognise which ones are used with countable nouns and which ones with uncountable nouns.

WB Answers 4.4 Why are you wearing bangles? Page 97

1. Countable nouns: many Uncountable nouns: much, (a) little
Countable and uncountable nouns: some, any, a lot of, lots of
2. **2** much **3** some **4** any **5** any **6** a lot of
3. **2** a **3** d **4** b
4. **2** c **3** d **4** b **5** a **6** c **7** b
5. **2** of **3** any **4** many **5** some **6** little **7** lot **8** much
6. **1** c **2** a **3** b

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4.5 What's your favourite festival? SB page 45

LEAD IN

- Ask Ss to answer the question in the title. Keep a record of their results.
- Which is the most popular festival?

1 32 Listen to the first part of an interview with Santiago. Where does he live?

- Have Ss read the instructions.
- Play the recording.
- Check Ss' answers.

Answer USA

32

RP = Radio presenter S = Santiago
RP: Hello, and in this series we're hearing about festivals that are special to you and your friends. In the studio today we've got Santiago.
S: Hi!
RP: Now, Santiago is sixteen and his parents come from Brazil. He was born in the United States and goes to school here. He speaks English at school and Portuguese at home, and he's here to tell us about his favourite festival. Hi, Santiago. Welcome to the show …

2 33 Listen to the second part of the interview. Choose the correct answers.

- Tell Ss to read the instructions.
- Allot a couple of minutes for Ss to read all the sentences.
- Play the recording.
- Check Ss' answers.

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

33

P = Radio presenter S = Santiago
P: So, the Junino festival takes place every year … in June, of course.
S: Yes, it's a huge family party for me. The festival is at the end of winter in Brazil, but it's summer vacation for me so I visit the family. It's the perfect chance for a huge family party. We enjoy doing things together.
P: What costumes do you wear?
S: Well, they're country clothes … what people wore when they worked on the land. The boys have jeans and checked shirts, with straw hats that protect your head in the sun. In the past, the girls wore party dresses, but now they're also beginning to wear jeans with a shirt … and they paint freckles on their faces.
P: Now, I heard that there are a lot of games.
S: Yes, in one of the traditional games, you send a message to somebody, but you don't say who you are … it's fun … And last year there was a game with toilet paper … you wrap a person in toilet paper so that you can't see them at all. People were running around with lots of toilet paper on them!
P: What about the music? Is it like a carnival with dancing in the streets?
S: Not at all. It's traditional music that celebrates life in the country. We do a traditional square dance with partners. Old and young people do it and it's lots of fun.
P: And the food?
S: … and the food is … brilliant! Corn was the food people had at the beginning of winter so there are a lot of corn dishes. There's popcorn, of course, a corn cake, which is nice and sweet, and a type of corn pudding … I think that's the dish I like most.
P: Well, thanks for that, Santiago. Now it's …

3 Match the celebration with the place. There is an extra place.

- Have Ss read the instructions. Check they know what to do.
- Give them time to do the matching.
- Check Ss' answers.

Answers **1** a **2** e **3** f **4** b **5** c

IC You can ask Ss if they know what Halloween is. Most probably, they do. Ask them if they know about Pachamama or any of the festivals in Exercise 3. They can reflect on why most Ss will know more about a foreign celebration than local ones. Help Ss understand how little we may know about our own country.

They can go online to learn more about Pachamama. Remind them to type the words in bold in the search engine to find the tool they need.

4 Read the text and complete the table.

- Ask Ss to read the instructions. You may ask them if they can complete the table without reading the text. If they can, then ask them to go back to the text to check their answers.
- Give Ss time to complete the table.
- Check Ss' answers.

Answers

WHEN	August 1st
WHERE	Northwest region of Argentina
WHY	To ask permission to plant seeds
ACTIVITIES	Pacha's children offer gifts
OTHER INFORMATION	Adults make dishes, people wear traditional clothes

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- Ask Ss to read the instructions.
- Give Ss time to do the writing.
- Ss can exchange pieces to get feedback from other groups.
- After Ss get the feedback, they can write a second version.

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

WB Answers **4.5 What's your favourite festival?** Page 98

1. **2** c **3** e **4** a **5** b
2. a young dancer
3. **1** b **2** b **3** a **4** a **5** a **6** b **7** a **8** c

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4.6 Interaction Talking about preferences SB page 46

1 a Look at Skye. What is she doing?

- Ask Ss to read the instructions and answer the question.
- Listen to Ss' answers.

b 22 34 Watch or listen and check.

- Play the video or the recording.
- Check Ss' answers.

Answer She's dancing.

34 → See SB page 46

22 Video script page 83

AT Ss should remember how to talk about preferences.

OUT of class EVERYDAY EXPRESSIONS

- 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.

Interaction

- Ask Ss to read the examples in the box.
- Help them notice that *would rather* requires an infinitive and *would prefer* requires a *to*-infinitive.
- Check they understand these are polite ways of responding.
- You can play the recording for Ss to imitate the speakers' intonation.

2 Make questions with the words below. Ask and answer them. Use the ideas in brackets to help you.

- Have Ss read the instructions and the example.
- Give Ss time to write the questions.
- You can check the questions before Ss get into pairs to ask and answer them.
- Remind Ss of the intonation.

Answers **2** What would you prefer to watch at the cinema? **3** What would you rather have for dinner? **4** What would you rather learn? **5** What would you prefer to dance?

3 Look at the poster. In pairs, discuss which activities you'd prefer to do.

- Have Ss read the instructions, the poster and the examples.
- Get Ss into pairs and have them interact.
- You can have a few pairs show their interaction to the rest.

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4.7 Project A brochure SB pages 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 brochure together.
- They can make a paper brochure or use a digital app or software.



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 99

1. **1** sci-fi **2** cartoon **3** performance **4** character **5** hit **6** audience
2. **1** holiday **2** toilet **3** dance **4** life **5** party **6** cake
3. **1** more popular than **2** were smaller than **3** the tallest **4** as expensive as **5** the best play
4. **1** Festival tickets are too expensive for students. **2** The new TV series isn't as good as the old one. **3** The singing was the worst part of the performance. **4** You can find the cheapest costumes at the market. **5** Pop concerts are more relaxing than music festivals.
5. **1** many **2** lots of **3** any **4** much **5** a few **6** little
6. **2** some **3** lots of **4** some **5** a lot of **6** some **7** many **8** any

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How do you like to celebrate? SB pages 48–49

LEAD IN

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

1 What events do you celebrate in your country? You can divide the list of events into national and local.

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

2 Read the text. Complete the sentences with the words below.

- Before Ss read the article, ask them if they think the text will describe only British festivals or other festivals as well.
- Ask Ss to go over the text quickly and check their predictions.
- Ask Ss to read the article again to complete the sentences.
- Check Ss' answers.

Answers **2** traditional **3** parade **4** animal

3 Match festivals 1–4 with descriptions a–e. There is an extra description.

- Ask Ss to read the instructions and the descriptions.
- Allot a couple of minutes for Ss to do the matching.
- Check Ss' answers.

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

4 Which of the festivals from the text would you most like to go to? Why?

- Ask Ss to read the instructions and answer the questions. Is there a favourite?

5 23 Watch Part 1 of the video and answer the questions.

- You can freeze the first scene and ask Ss what the video is about.
- Play the video and go back to Ss' predictions.
- Ask Ss to read the questions.
- Play the video again for them to find the answers.
- Check Ss' answers.

Answers **1** Shanghai **2** "It has got the western touch, which makes it very unique". **3** It's the largest Chinese New Year Celebration outside China.

23 Video script page 83

6 Watch again. Choose the correct option.

- Have Ss read the instructions and the questions.
- Play the video for Ss to circle the options.
- Check Ss' answers.

Answers **1** February **2** money **3** near

7 24 Watch Part 2 of the video. Tick the things you see.

- Ask Ss to read the instructions and the list of things. You may have to tell them that *steel* is *acero* in Spanish.
- Play the recording.
- Check Ss' answers.

Answers **Tick** 2, 3 and 5

24 Video script page 83

8 Watch again. Complete the text with the words below. There are four extra words.

- Ask Ss to read the instructions and the text.
- Play the video.
- Check Ss' answers.

Answers **2** Caribbean **3** costumes **4** biggest **5** million **6** ages **7** police **8** weather

9 Have you ever been to a festival like the ones in the video? What were the differences and similarities?

- Have Ss read the instructions.
- You can have a general discussion.

10 WORLD WIDE PROJECT Group work. Design a website about celebrations in your country.

- Have Ss read the instructions.
- Once they get into groups, you can ask them where they can get the information.
- Ask Ss to share their productions.
- If your Ss have access to digital technology, they can build their website using Blogger, or make a prototype using PowerPoint. If ICT is not available, you can ask your Ss to make a prototype of their website on paper.

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5 Can You Play Any Sports?

5.1 Do you want to participate? SB pages 50-51

IC This unit is about sports. First there is a difference between sports, whose emphasis is on competing and winning, and physical education. There are many who are interested in competition and winning at all costs. When this is the case, those who are not very good at a sport never get the chance to participate and are made to feel like outcasts.

ESI When it comes to sports, there is the question of sports and gender. Some sports have traditionally been played by men while others by women. Students should be helped to reflect on this. They should never mock people for the sport they play and should never be mocked for the same reason. They should also be free to choose which sports to play.

@ **Tweet:** At many schools, boys play football and girls play hockey. Why can't we choose what to play? That's #GenderDiscrimination, isn't it?

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 have a survey on what sports Ss can play.
- You can show the results with a pie chart.

1 35 Look at the Sports box. Match the pictures with the names of sports. Then listen and check.

- Ask Ss to read the instructions and the sports. Check if they know all of them.
- Give Ss a few minutes to do the matching.
- Check Ss' answers.

Answers **1** climbing **2** horse-riding **3** diving **4** handball **5** kayaking **6** badminton **7** surfing **8** table tennis **9** volleyball **10** ice hockey **11** ice-skating **12** basketball **13** snowboarding **14** yoga **15** gymnastics **16** skateboarding

35

badminton – 6
basketball – 12
climbing – 1
diving – 3
gymnastics – 15
handball – 4
horse-riding – 2
ice hockey – 10
ice-skating – 11
kayaking – 5
skateboarding – 16
snowboarding – 13
surfing – 7
table tennis – 8
volleyball – 9
yoga – 14

Vocabulary: Ss can find further sports at www.pearson.com.ar/look_wide.

2 Use the Sports box to give three examples of each type of sport.

- Ask Ss to read the instructions and the types of sport. Check Ss know what to do.
- Check after a couple of minutes.

➤ Extra activity

Ss can take turns to mime sports for the rest to say what sport it is.

Ss can go online to look for information about weird sports. Remind Ss they can type the words in bold in a search engine to find the information online.

3 36 Listen to people taking part in the Mayfield sports camp. Complete the gaps with the names of sports.

- Ask Ss to read the instructions.
- Play the recording.
- Check Ss' answers.

Answers **1** diving **2** kayaking **3** handball **4** ice hockey **5** table tennis **6** gymnastics

36

1 K = Katia C = Coach
K: Wow, this board is very high … OK!
C: Well done, Katia. You entered the water perfectly! Excellent.
2 C = Commentator
C: So, there are four pairs of you in the lake now. Just wait for the starting whistle … And they're off! Max and Heather are in the lead …
3 S = Spectators
S1: Wow, this is an exciting game! They're both very strong teams.
S2: What's the score? Can you see the scoreboard?
S1: Yes, it's 20–22 at the moment. Oh no, the blue team have got the ball … but the red goalkeeper has stopped it! Well done!
4 S = Spectators
S1: Look at the green team go! They're moving very fast on the ice.
S2: Oh, and they've scored again!
5 P = Players
P1: Come on, Alexia!
P2: I'm trying! This game isn't easy!
P1: You're right. The ball moves so fast! I keep missing the table. Oops!
6 C = Coach
C: Wow! That move was so difficult. Good try, Leo.

4 a 37 Complete the gaps with the words below. Listen and check.

- Ask Ss to read the instructions. Remind them that some words go together.
- Give them time to go over the different sports and activities.
- Play the recording for Ss to check their answers.

Answers **2** karate, yoga, gymnastics **3** ball games or competitive games **4** swimming, walking, climbing, skiing **5** a sport **6** a sport

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37

1 have football lessons
2 do karate, do yoga, do gymnastics
3 play ball games or competitive games
4 go swimming, go walking, go climbing, go skiing
5 practise a sport
6 take up a sport

b Which of these sports related activities do you do at school?

- Ask Ss to read the instructions and answer the question.

5 a Which sports from the Sports box …

- Ask Ss to read the instructions and the different options.
- Give Ss a couple of minutes to answer the questions.
- Check Ss' answers.

b What sports do people play in your country which are not on the list?

- Ask Ss to read the instructions.
- They can check the vocabulary bank at www.pearson.com.ar/look_wide.

6 38 Look at the Sporting events box. Listen and match as many words as you can with the pictures.

- Ask Ss to read the instructions and the list of words. Check they know the meaning. You can explain the ones they do not know by giving examples or by pointing to those which they can see in the pictures.
- Check Ss' answers.

Answers **Tick** changing rooms, fans, kit, mascot, pitch, seats, stadium, team

38

changing rooms	pitch
fans	score
goal	scoreboard
kit	seats
mascot	stadium
match	team

7 39 Complete the text with words from the Sporting events box. Listen and check.

- Ask Ss to read the instructions.
- Give Ss time to complete the text.
- Check Ss' answers.

Answers **2** stadium **3** changing rooms **4** kit **5** pitch **6** fans **7** seats **8** scoreboard

39

Yesterday afternoon I was a team mascot for the English football team. There were twelve of us mascots, boys and girls, and we had a tour of the famous Wembley Stadium in London in the morning. Before the match, we went to get ready in the changing rooms. I was very excited because they gave each of us a present, a new white-and-red kit to wear!
Finally, we walked along the tunnel in pairs, with each mascot next to a player. Then we came into the stadium, and we stood on the beautiful green pitch. The crowd made a lot of noise because there were thousands of fans. When the match started, we sat in special seats at the front. By the end of the match, the score on the big scoreboard was 2–1. Our team won!

Culture Wide



Have Ss read the questions in the box. Listen to their opinions.

AT Ss should remember a few sports.

WB Answers **5.1 Do you want to participate?** Page 100

1. **2** ice-skating **3** gymnastics **4** diving **5** skateboarding **6** volley-ball **7** handball **8** surfing
2. **2** yoga **3** basketball **4** climbing **5** table tennis
3. **1** c **2** b **3** a **4** d
4. **1** do **2** take **3** go **4** have **5** play
5. **2** team **3** score **4** goal **5** fans **6** pitch

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5.2 Are you going to participate? SB page 52

LEAD IN

Ask Ss about the next competition or game at school. You can ask to answer the question in the title of the lesson.

1 a Tommo and Skye have got a weight in their hands. Why?

- Ask Ss to read the instructions. Show them what a weight is.
- Listen to Ss' ideas.

b 25 40 Watch or listen and check.

- Ask Ss to read the instruction.
- Play the recording.
- Check Ss' answers.

Answer Because he's training / preparing for a competition.

40 → See SB page 52

25 Video script page 83

The future

- Ask Ss to read the examples in the table.
- Check they understand the difference between decisions, arrangements or plans, intentions and statements about a timetable.

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Ask Ss to read the box and answer the question.

2 Complete the sentences using *will* or *going to*. Are they predictions, decisions or intentions? Choose P, D or I.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the activity.
- Check Ss' answers. They can tell you which clues they found to decide on the tense to use.

Answers **1** 'll be, P **2** am going to buy, I **3** 'll give, D **4** is going to, I

3 Complete the sentences with the future form of the verbs in brackets.

- Ask Ss to read the instructions.
- Allot a couple of minutes for Ss to do the exercise.
- When checking Ss' answers, you can ask them to account for their choice of tense.

Answers **1** is going to have **2** won't be **3** starts **4** are going **5** Are you going to buy

4 41 Complete the text with the words below. Listen and check.

- Ask Ss to read the instructions and the words below.
- Give Ss time to complete the text.
- Play the recording for Ss to check their answers.
- Check Ss' answers.

Answers **2** is going to help **3** begins **4** will need **5** are offering **6** will be **7** won't have

41

What are you doing this summer?
If you don't have any plans, join us at your local park. Fitness in the Park is a new idea that is going to help you to get fit and make friends. The fun begins on June 22 with a special yoga class for beginners. All you will need is a good pair of trainers and a bottle of water. Each day for four weeks we are offering a different activity for you to try. We think it will be the best summer ever so don't miss out. Call us now to register. But hurry! We won't have enough places for everyone.

Over to YOU Complete the sentences to make them true for you. You can collect your sentences in a poster and illustrate with photos.

- Ask Ss to read the instructions and the examples.
- Allot a couple of minutes for Ss to do the activity.
- Ss can make a poster at school or at home. It can be a paper or digital poster.
- Share Ss' posters.

AT Ss should remember there are different ways to refer to the future. They should recognise which one to use in very guided contexts.

WB Answers 5.2 Are you going to participate? Page 101

1. **2** d **3** a **4** e **5** c **6** a
2. **2** is leaving **3** I'll help **4** I'm going **5** is going to join **6** you're going to fall
3. **2** b **3** a **4** b **5** b **6** a
4. **2** the gym closing **3** will be **4** you meeting **5** going to write the report tonight **6** will open the window
5. **1** is coming **2** are you going **3** 'll enjoy **4** am finishing **5** is going to order **6** 'll bring

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5.3 What's your favourite sport? SB page 53

LEAD IN

Before starting the lesson, ask Ss to look at the title and answer the question. Is there a favourite sport in the group?

1 a Read the title and look at the images. What is the text about?

- Ask Ss to read the instructions. Remind them not to read the text.
- Check Ss' ideas.

b Read the text and check.

- Ask Ss to read the text and go back to their predictions.
- Check the answers.

Answer Athletics in two countries

2 Read these comments from participants and write J (Juan Manuel) or C (Coty).

- 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 **Juan** 1, 2, 5, 8, 9, 10 **Coty** 3, 4, 6, 7

3 Read the text about Araucanía Games and complete the table. Then use the info in the table and write about The Evita Games. Use the Araucanía text as a model.

- Ask Ss to read the instructions.
- Give Ss time to complete the table, then check their answers.
- Once you have checked their answers, they can start writing about The Evita Games.

Answers

Name of the event	Araucanía Games
When and where	November, Chile or Argentina
Sports	athletics, basketball, volleyball, judo, cycling, football and swimming
Number of participants	about 2,000
Participants' age	under 18
Participants' origin	Chilean and Argentine Patagonian schools

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

WB Answers **5.3 What's your favourite sport?** Page 102

1. The reporter is going to interview a disabled tennis player.
2. **1** 14 May **2** two **3** swimming pool **4** videos **5** 2 p.m. **6** food tent
3. **1** F **2** T **3** F **4** F **5** T **6** F
4. **2** hang out **3** miss out **4** check out **5** look out for

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5.4 Do you want to try something different? SB page 54

LEAD IN

Ask Ss to read the title of the lesson and answer the question. How many *Yes* and how many *No* answers?

1 a Read the poster. What is a slackline?

- Ask Ss to read the instructions and select one of the options.

b Read and check.

- Ask Ss to read the text and go back to their predictions.

Answers Walking on a rope

Conditional I

- Ask Ss to read the table. They can also check the examples in the text.
- Check that Ss understand the meaning.

Language Wide CIAO Hello MAITEI ZDRAVO HOLA BONJOUR

Ask Ss to go over the examples in the box and answer the questions.

2 Match phrases 1–4 with phrases a–e to make sentences. There is an extra phrase.

- Ask Ss to read the instructions.
- Give Ss time to do the matching.
- Check Ss' answers.

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

➤ Extra activity

You can set a condition and Ss will tell you about the results, e.g. *If it is fine next Saturday*, …

3 Read and complete the sentences with the correct form of the verbs in brackets.

- Have Ss read the instructions.
- Allot a couple of minutes for Ss to do the activity.
- Check Ss' answers.

Answers **2** won't stop **3** won't have, doesn't find **4** will go, build **5** are, will take up **6** will join, is not

VOX POPS 26 **Finish the sentences to make them true for you. In pairs, discuss your ideas. You can record your answers as in the video.**

- Have Ss read the instructions.
- Play the video for Ss to get examples.
- Have Ss get into pairs, read the example and interact.

26 Video script page 83

AT Ss should remember the meaning of conditional sentences. However, mistakes will be expected, especially the use of a future form in the *if* clause.

WB Answers **5.4 Do you want to try something different?** Page 103

1. **1** you try **2** you have, you'll be **3** won't go, isn't **4** You'll get, join **5** I'll call, I get **6** won't improve, don't practise

2. **2** if he doesn't **3** If you train **4** if it starts to rain **5** If John arrives **6** if you don't

3. **2** ask **3** 'll hurt **4** fall **5** won't get **6** are **7** is **8** will wait **9** won't **10** don't

4. **2** I'll make the beds if you tidy your room. / If you tidy your room, I'll make the beds. **3** If you bring some sandwiches, I'll get the drinks. / I'll get the drinks if you bring some sandwiches. **4** If you google some information, I'll go to the library. / I'll go to the library if you google some information.

5. **1** b **2** a **3** b **4** c **5** b **6** c

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5.5 Are you a sportsperson? SB page 55

1 Should a 16-year-old play sport professionally or wait until he or she is older? Why? What is the most common answer in your class?

- Have Ss read the instructions.
- Ask Ss to answer the question. What is the most common answer?

2 42 Listen to the sports news. Choose the correct answers.

- Ask Ss to read the instructions and the questions.
- Play the recording for Ss to find the answers.
- Check Ss' answers.

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

42

… and the exciting news from the world of football today is that Champions League winners Real Madrid have just signed up Martin Ødegaard from Norway. Ødegaard was born in 1998 and, at just sixteen years and thirty-six days, is the youngest in the team. It's less than a year since he first appeared in his number seventy-six shirt playing for Norway. In fact, Ødegaard only played in a few games for his mother country but he managed to score five times. What type of player is he? Does he like to run with the ball or head it? Ødegaard says he likes to have the ball and 'kick it'. What an exciting future he's going to have …

3 43 Listen to a dialogue. Mark the sentences T (true) or F (false). Correct the false sentences.

- Ask Ss to read the instructions and the sentences.
- Play the recording for Ss to mark the sentences.
- Check Ss' answers.

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

43

B = Ben A = Avril
B: Avril, did you hear about that footballer from Norway?
A: Martin Ødegaard? Yes, he must be really excited. He's going to train with one of the best football teams in the world.
B: He's only our age but he'll have to leave his country and live in Spain. I think that's a bit scary.
A: But he's going to train with some great footballers.
B: I know, but he'll have to learn another language. I don't think he speaks much Spanish.
A: That'll be easy and he'll learn quickly because he'll be with Spanish people all day.
B: That's true. What will he do in his free time?
A: I don't think he'll have much free time because he'll be so busy. Footballers practise most days of the week.
B: Yes, I suppose you're right. But … he'll miss his family when he goes abroad.
A: Ah, but he won't be without his family. His dad is a football coach and he'll coach Real Madrid now. He's coached his son since he was very small.
B: That's cool!
A: And don't forget the money he'll have when he's with Madrid. Footballers always get lots of money.
B: If he scores lots of goals, he'll earn lots of money.
A: Yeah, that's true. We'll have to wait and see.

4 In pairs, tell your partner what you can remember about Martin Ødegaard. Use Exercises 2 and 3 to help you.

- Ask Ss to read the instructions.
- Get Ss into pairs and read the example.
- To close the activity, ask Ss how much they remembered.

5 Look at the table. Decide if the word underlined is a verb, noun (action) or noun (person).

- Have Ss read the instructions and the table.
- Check Ss' understand all the words.
- Give Ss time to decide on verb, action or person.
- Check Ss' answers.

Answers **1** noun (action) **2** verb **3** noun (action) **4** verb **5** noun (person) **6** verb

6 Circle the correct option.

- Ask Ss to read the instructions and the sentences.
- Give Ss a couple of minutes to do the activity.
- Check Ss' answers.

Answers **1** training **2** running **3** practising **4** coach **5** score, kicked, scored **6** kicks

7 Complete the text with one word in each gap. Use Exercise 5 to help you.

- Ask Ss to read the instructions.
- Give Ss time to complete the gaps.
- They can check in pairs before the general checking.
- Check Ss' answers.

Answers **2** score **3** practice **4** coach **5** training

AT Ss should remember words connected with sports.

WB Answers **5.5 Are you a sportsperson?** Page 104

1. **2** trainer **3** running **4** player **5** practise **6** coach **7** race **8** score **9** kick
2. **2** practises **3** player **4** runners **5** trainer **6** scored
3. **1** B **2** C **3** A **4** A

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5.6 Interaction Talking about plans SB page 56

1 In pairs, look at the photo. What do you think is happening?

- Ask Ss to read the instructions and think about possible questions.
- Listen to Ss' ideas.

2 27 44 Watch or listen and check your answer to Exercise 1. Mark the sentences T (true) or F (false).

- Play the recording or the video for Ss to check their predictions.
- Have them read the statements.
- Play the recording again for Ss to mark the sentences.
- Check Ss' answers.

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

44 → See SB page 56

27 Video script page 83

OUT of class EVERYDAY EXPRESSIONS

- 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 the expressions in class when relevant. You can ask them to make a poster with the expressions and pin it on a wall. Alternatively, they can have a card with the expressions.

3 45 Look at the Interaction box. Order the sentences. Listen and check.

- Have Ss read the instructions and the examples in the box.
- Check Ss understand the meaning.
- Focus Ss' attention on intonation.
- Have Ss read the sentences.
- Give Ss time to order them.
- Play the recording for Ss to check.
- Check Ss' answers.

Answers **a** 5 **b** 1 **c** 4 **d** 2 **e** 3

45

S = Sam T = Tara
S: What are you up to this weekend?
T: Well, first I'm visiting my grandparents on Saturday morning. Then we're going to go to a basketball match together. It starts at 4 p.m.
S: That's nice. Have you got any plans after that?
T: We'll get home late, so I'm definitely going to have a lie-in on Sunday … Then I'll probably do some homework. We could go to the cinema after that, if you like?
S: Yes, OK. I'll probably see you on Sunday, then.

➤ Extra activity

Ss can role play the situation in Ex 3. You can play the recording for them to learn the lines and imitate the speakers. Ss can vote for the best performance.

Over to YOU In pairs, ask and answer questions about your plans for the weekend. Use the ideas below to help you.

Tell the class about some of your partner's plans. Similar ideas?

- Have Ss read the instructions and the examples.
- Get Ss into pairs and give them time to talk about their plans for the weekend.
- Were there any similar ideas?

Ss can go online to look for information about obstacle races. Remind them to type the words in bold.

AT Ss should remember different ways of talking about plans.

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5.7 Writing A personal email SB page 57

1 Read the messages. What type of message is it?

- Ask Ss to read the instructions and answer the question.

Answer An email

Culture Wide



Ask Ss to read the box and answer the question. They can also discuss how they communicate with friends and when they write emails.

Look at the Writing Tips.

- Ask Ss to read the Writing Tips box.
- Go over the examples and check Ss understand them.



You were a runner at the Wild Run. Write an email to Peter Benson. Follow the instructions below:

- Ask Ss to read the instructions.
- Have Ss focus on the Writing Tips. Check they understand everything.
- Remind Ss they can use the email as a model.
- Ss can exchange the first version of their emails to get feedback from classmates.
- After Ss write the final version, you can make a classroom display of the emails.

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** basketball **2** diving **3** snowboarding **4** yoga **5** ice-skating **6** climbing
2. **1** pitch **2** kit **3** fans **4** score **5** do **6** have **7** player **8** practise **9** take
3. **1** 's opening **2** 'll win **3** 's going to score **4** 'm going to take up **5** 'm meeting **6** 'll pay
4. **1** 'll get, take up **2** don't practise, won't get **3** 'll win, run **4** rains, 'll play **5** 'll arrive, isn't
5. **1** go **2** finishes **3** have **4** gives
6. **1** d **2** c **3** f **4** a **5** e **6** g

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Where do they toss the caber? SB pages 58–59

LEAD IN

- Before working with this consolidation lesson, ask Ss if they understand the question.
- Tell them you'll come back to this after they do the unit.

1 Think about these questions. Make notes. Discuss with the class.

- Ask Ss to read the instructions.
- You can give them a few minutes to think about the answers.
- Discuss with the whole class.

2 Read the article and answer the questions.

- Before Ss read the article, ask them if they think they will be able to understand the question in the title, and get to know the answer.
- Have Ss read the text quickly and go back to their predictions.
- Tell Ss Aussie is short for Australian and is pronounced /ˈɒzi/.
- Allot a few minutes for Ss to go over the article again and answer the questions.
- Check Ss' answers.

Answers **1** It is rich in cultural history and references. Australians identify with it. They are proud to have a sport they can call their own. **2** E.g. American football.

3 28 Watch Part 1 of the video with no sound. Order the actions as they appear in the video.

- Have Ss read the instructions and the actions.
- Play the video with no sound for Ss to order the actions.
- Check their answers.

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

28 Video script page 83

4 Watch Part 1 of the video with sound. Complete the sentences with the words below. There is an extra word.

- Have Ss read the instructions and the sentences. Check they understand them.
- Play the video again, this time with sound.
- Check Ss' answers.

Answers **2** disappeared **3** celebration **4** parks **5** Olympics

5 Watch again. Answer the questions.

- Ask Ss to read the instructions and the questions.
- Play the video again. Alternatively, Ss can try answering the questions first, and can check by watching the video again.
- Check Ss' answers.

6 29 Watch Part 2 of the video. Tick ✓ six sports you hear or see.

- Ask Ss to read the instructions and the sports. Check they know what they are.
- Play the video. Tell Ss they can tick as they watch.
- Check Ss' answers.

Answers **Tick** cycling, tossing the caber, running, wrestling, hammer throw, stone shot

29 Video script page 83

7 Watch again. Circle the correct option.

- Ask Ss to read the instructions and the sentences.
- Play the video.
- Check Ss' answers.

Answers **1** culture **2** always **3** fifty-five **4** outside **5** friends

8 In pairs or groups, discuss the answers to the questions.

- Have Ss read the instructions and the questions.
- Organise Ss into pairs or groups to have the discussion.
- To close the activity, listen to different opinions.

9 WORLD WIDE PROJECT In groups, prepare a presentation about a national sport in other countries.

- 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 Would You Like to Show your Country to the World?

6.1 How do you move around in your city? SB pages 60-61

IC This unit is about countries. In every group there may be Ss from a different country. 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.

ESI Help Ss reflect on sexist ideas as regards some family rules. Ask them to think about backpacking or travelling alone, for instance. Then ask them if they would equally allow boys and girls to go backpacking or travel alone if they were parents.

@ **Tweet:** We all move around in our cities. How eco-friendly is your #MeansofTransport to go to school? Make a difference. Act locally!

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

1 a Write the name under the pictures. Use the words in the box. There are extra words.

- Ask Ss to read the instructions and the words, and look at the pictures.
- Check Ss know the meaning of all. You can explain the difference between *bus* and *coach*, e.g. *The bus is public transport for the city, the coach is from one province to another, long distance*.
- Give Ss a couple of minutes to write the words.
- Check Ss' answers.

Answers coach, bus, ship, underground

b Write the types of transport for each means of transport.

- Have Ss look at the four drawings numbered 1 to 4. Check they understand they refer to types of transport.
- Give Ss time to think about the answers.
- Check Ss' answers.

Answers **1 by sea** boat, ship **2 by rail** train, underground **3 by road** bike, bus, car, coach **4 by air** helicopter, plane

Vocabulary: Ss can find more means of transport at www.pearson.com.ar/look_wide.

Watch OUT!

- Have Ss look at the examples. Show them they refer to the way we can travel.
- Help them see that when you are on a ship, you also say *by boat*, it does not mean an actual boat.
- When we walk, we say *on foot*.
- Depending on where Ss live, you may also teach them *on horseback*.

2 How do you get to school? How many students get to school ...

- Ask Ss to read the instructions. Focus Ss' attention on the question to ask about means of transport: *How …?*
- Have Ss answer the question. If a student gets to school by taxi, either tell them it's *by car* or add *by taxi*.
- Make a pie chart with the results. Which is the most popular means of transport?

They can go online to search for top tourist attractions. Remind them to type the words in bold in the search engine to find the tool they need.

3 What are the holiday possibilities in your city? What about other places in your province or country?

- Ask Ss to read the instructions and the examples. You can brainstorm different activities.
- Allot a couple of minutes for Ss to decide on the possibilities.
- Check Ss' answers.

4 Look at the box. Match the words with photos 1–7.

- Ask Ss to read the instructions and the words in the box.
- You can ask them what strategies they can use to do the matching.
- Have Ss do the matching.
- Check Ss' answers.

Answers **1** backpacking holiday **2** cruise **3** city break **4** camping trip **5** activity camp **6** beach holiday **7** sightseeing holiday

➤ Extra activity

Ss can work in groups to decide on landmarks or interesting things to visit in the place where they live, imagining they prepare the stops for a sightseeing tour. After the groups prepare the route, see how many coincidences there are.

IC The holidays presented here by no way represent what is desirable or the standard. Ss can discuss what tourists can do in their country or in the place where they live. Ss can also discuss what a holiday means to them, e.g. no routines, a different routine, the possibility of meeting friends and going out more often, etc.

Vocabulary: Ss can find more types of holidays at www.pearson.com.ar/look_wide.

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Extra activity

Ss can look at the types of holiday in the box and think about what tourists can do in their country or the place where they live. They can also check the vocabulary bank or add more holiday types, e.g. *a mountain holiday*.

5 46 Listen and match dialogues 1–5 with the types of holidays in the box.

- Ask Ss to read the instructions.
- Play the recording for Ss to do the matching.
- Check Ss' answers.

Answers **1** backpacking holiday **2** city break **3** beach holiday **4** activity camp **5** cruise

46

1 A: At last, I thought we would never find the train station. I'm hot, this backpack is really heavy and my legs are tired.
B: I know, but come on. Let's get on the train and then we can rest. In four hours we'll be in Spain.
2 A: Look at the view from the window, Anna. It's beautiful at night, especially the tall buildings on the other side of the bridge.
B: Wow, that's amazing! Two days isn't enough time to do everything.
A: You're right. I think we should come back next year and have a longer holiday here.
3 A: Come on, Jack! The sea's really warm.
B: No, thanks, Emma. I don't fancy going in the water at the moment. I think I'll go and get an ice cream at the shop.
4 A: That was the best thing I have ever done! I didn't know zip-wiring was so cool.
B: Hah! You looked very scared.
5 A: Look at this postcard from Grandma and Grandpa, Mum … It's a photo of their ship and it's got two swimming pools … It says they're sailing from Portugal to Spain and then Italy … Cool!
B: Yes, I think they're having a very relaxing holiday.

6 In pairs, describe:

- Have Ss read the instructions and the list.
- You can brainstorm different activities before Ss get into pairs.
- Give them time to describe each of the points.
- Listen to what all the pairs have to say. Are there any coincidences?

7 Read this page from a diary and circle the correct option.

- Ask Ss to read the instructions.
- Give them time to do the activity, then check their answers. You can ask Ss how they decided on each of the options.

Answers **1** reception **2** reservation **3** tents **4** woke up **5** There are **6** rooms **7** floor **8** view **9** are visiting **10** am going to swim **11** will climb **12** will enjoy **13** backpack **14** as **15** biggest

Vocabulary: Ss can have further examples of holiday related words at www.pearson.com.ar/look_wide.

Extra activity

You can have Ss go back to the page from the diary. You can write *A backpacking holiday* and *A hotel holiday* on the board. Ss go over the text and find words for each type of holiday. Some words can be repeated. You can also have them look at the vocabulary bank for further words.

ESL You can have a discussion with Ss as to keeping a diary. Is it considered a girl's activity? Wouldn't this be a sexist attitude? Help Ss reflect on how important it is not to associate activities with boys or girls only.

8 Look at the words in the box and complete the sentences below.

- Ask Ss to read the instructions and the words in the box. Explain as necessary, e.g. *You put your clothes in a suitcase when you travel. When you go to the beach, you wear a bikini or a swimsuit if you are a girl, and trunks if you are a boy. You use a torch typically at a campsite at night when there is no light.*
- Have Ss complete the sentences.
- Check Ss' answers.

Answers **2** sleeping bag **3** backpack / rucksack **4** tent **5** sun cream (also *sun block*), sunglasses, swimsuit, trunks

9 VOX POPS 30 Choose a holiday from the list below. In pairs, make a list of things you should take with you. Compare your ideas with the class.

- Ask Ss to read the instructions.
- Play the videos for Ss to get more ideas.
- Have Ss get into pairs and make the list.
- When checking the different lists, see if there are any coincidences.

30 Video Script page 83

Over to YOU Holidays in my country A guidebook

- Ask Ss to read the set of instructions for the first part of the guidebook.
- Give Ss time to get the photos or draw the places and write the captions.
- Remind them to keep their work for they will use it in subsequent lessons.

AT Ss should remember the use of *by* to refer to means of transport, and some of the holiday related words.

WB Answers **6.1 How do you move around in your city?** Page 106

1. **2** activity camp **3** beach holiday **4** city break **5** camping trip **6** sightseeing holiday **7** backpacking holiday
2. **2** city break **3** cruise **4** beach holiday **5** camping trip
3. **2** rucksack **3** tent **4** suitcase **5** guidebook **6** map
4. **2** torch **3** sun cream **4** sleeping bag **5** sunglasses **6** passport
5. **2** reservation **3** single **4** floor **5** view **6** pool **7** guests **8** facilities **9** check out

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6.2 Should people learn some tips before going on holiday? SB page 62

1 a Grandma has a passport in her hand. Why?

- Ask Ss to read the question and think of different possibilities to answer the question.
- Listen to Ss' ideas.

b 31 47 Watch or listen and check.

- Play the video or the recording and go back to Ss' predictions.
- Check the answer.

Answer Because she's going to travel.

47 → See SB page 62

31 Video Script page 83

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 the expressions in class when relevant. You can ask them to make a poster with the expressions and pin it on a wall. Alternatively, they can have a card with the expressions.

2 Watch or listen again. Why is Skye disappointed?

- Have Ss read the instructions. Check Ss remember the meaning of the word *disappointed*. You can explain it, e.g. *You feel unhappy because something or somebody was not as good as you expected or thought*. You can ask Ss to translate it after your explanation, e.g. *desilusionado/a*.
- Play the video or the recording for Ss to find the answer to the question.
- Check Ss' answer.

Answer Because she wanted a beach holiday.

Obligation and prohibition

- Have Ss read the examples in the table.
- Remind them that advice is a type of recommendation, *consejo* in Spanish.
- Check that Ss understand the meanings.
- Help Ss listen to the weak forms of *must* and *should*.

3 Choose the correct option.

- Ask Ss to read the instructions.
- Have Ss do the activity, then check their answers.

Answers **1** must **2** should **3** Do we have to **4** don't have to **5** mustn't

➤ Extra activity

You can set a type of holiday, e.g. a backpacking holiday or a campsite holiday. Divide the class into groups and tell them to write a list of obligations, recommendations and prohibitions. You can then check and see how many coincidences there are.

4 48 Complete the text with the words below. There are two extra words. Listen and check.

- Ask Ss to read the instructions.
- Give them time to complete the text.
- Play the recording for Ss to check their answers.
- Check Ss' answers. They can choose *must* or *have to*, both are OK.

Answers **2** don't have to **3** must / have to **4** have to / must **5** mustn't

48

Mountain fun
Are you looking for adventure this summer? Then you should try our mountain activity camp. You don't have to bring any special equipment because we provide everything. You must be between 13 and 17 years old and have your parents' permission. All you have to bring are enough clothes for a week of camping, hiking and climbing and, of course, you mustn't forget a warm coat for evenings around the camp fire. Reserve a place now!

Over to YOU Holidays in my country A guidebook Part 2

- Ask Ss to read the instructions.

VOX POPS 32 Finish the sentences to make them true for you. Compare your ideas with the class.

- Play the video for Ss to get further ideas.
- Give Ss time to do the activity. Remind them to read the questions and the example.
- Remind them they have to keep their productions for the final project.

32 Video Script page 83

AT Ss should remember the modals for obligation, advice and prohibition.

WB Answers 6.2 Should people learn some tips before going on holiday? Page 107

1. **2** d **3** f **4** b **5** a
2. **2** mustn't pay **3** must go **4** should drink **5** shouldn't spend **6** will have to ask
3. **2** don't have to buy **3** mustn't take **4** 'll have to get **5** should wear
4. **1** d **2** b **3** a **4** b **5** c **6** b **7** c **8** d **9** b **10** b

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6.3 What can we do on holiday? SB page 63

LEAD IN

You can ask Ss to answer this question.

1 a Look at the image. Is the young man on holiday?

- Ask Ss to read the instructions and answer the question. Remind them not to read the text.
- Listen to Ss' opinions.

b Read and check.

- Ask Ss to go over the text quickly and check if their predictions were OK.

Answer Yes, he is.

2 Read the text again. Answer the questions.

- Ask Ss to read the instructions and the questions.
- Challenge Ss to do the activity before rereading the text.
- Allot a couple of minutes for Ss to do the exercise.
- Now give Ss time to read the text and check their original answers.
- Check Ss' answers. Ss can say where in the text they have found the information to answer the questions.

Answers **1** It's helped him to explore different places around the world and meet local people in different countries. **2** Because he has parents who have always travelled with him. **3** He enjoys the feeling of adventure that goes with travelling. **4** His skateboard or surfboard, a video camera and a notebook. **5** He rides his skateboard to school.

3 a Find the words in the text and complete the Travel phrases box. Use the words in the correct form.

- Ask Ss to read the instructions and the phrases.
- Give them time to go back to the text and complete the box.
- Check Ss' answers.

Answers explore, meet, share, plan, go

b Look at the Travel phrases box.

Which of these activities can you do in your town / city? Can you use them only when you are in a different place having a holiday?

- Ask Ss to read the instructions and the questions.
- Help them understand you can do lots of things in your own place.
- Give Ss time to make a list of what they can do. Remind them they can make some changes, e.g. instead of learning a language, they can learn other things. They can also plan different things, not only a trip.
- Check Ss' answers. Challenge them to think of as many options as possible.

Over to YOU Holidays in my country A guidebook Part 3

- Ask Ss to read the set of instructions for this second part.
- Remind them they can use the vocabulary bank and the information in this and other units.
- Give them time to write. Ss can exchange their pieces and provide useful feedback to classmates.
- When Ss get their pieces back, they can write a second draft.

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

WB Answers 6.3 What can we do on holiday? Page 108

1. **2** visit **3** learn **4** go **5** share **6** meet
2. **1** America / the USA **2** city **3** classes **4** food **5** barbecues **6** cheerleader
3. **1** F **2** T **3** T **4** F **5** F **6** T
4. **1** consult **2** have **3** admire **4** experience **5** go on

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6.4 What do you know about this? SB page 64

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

- Ask Ss to read the instructions and the title. You may have to explain the meaning of *wonder*. You can refer to *Wonder Woman* for Ss to get it.
- After Ss tell you what the text may be about, ask them what they associate with Japan. You can give them an example, e.g. technology.
- Keep a record of Ss' ideas.

b Read and check.

- Ask Ss to read the text quickly and go back to their predictions.

2 Look at the photos and write the correct caption. There is an extra caption.

- Ask Ss to read the instructions and the captions. Remind them that a queue is a line of people, e.g. to take the bus, to enter the cinema.
- Give Ss time to write the captions.
- When checking, you can ask them which were the clues to decide on each caption.

Answers **Left** a Japanese temple **Right top** Beautiful flowers in Okinawa **Right bottom** Plants protected from the typhoon, Clean streets

They can go online to search for **Rimi Natsukawa** singing the song "**Shima Uta**" with the sanshin, a typical Japanese type of guitar. Remind them to type the words in bold in the search engine to find the tool they need.

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

- Ask Ss to read the instructions and the statements.
- They can do the activity before going back to the text.
- After they do the activity, have them go to the text to check their answers.
- Check the Ss' answers. You can ask them about the clues that helped them decide in each case.

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

➤ Extra activity

Go back to Ss' ideas about Japan. Ask them if they would like to change any or add more.

➤ Extra activity

You can ask Ss to go back to the text and tell you the most interesting things they have read about Japan. You can have a ranking of Ss' ideas.

Culture Wide

Ask Ss to read the box. Reflect with them on how much we can do to be like Japan.

AT Ss should become aware of how they are developing their fluency in reading.

WB Answers 6.4 What do you know about this? Page 109-110

1. a Yes
2. C, D, A, E, B
3. **1** F **2** F **3** F **4** F **5** T **6** T **7** T **8** F **9** T **10** T
4. **1** Yes **2** No **3** No **4** Yes **5** No **6** Yes **7** Yes **8** Yes **9** Yes **10** Yes

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6.5 How can you make a dream come true? SB page 65

1 a In pairs, describe the photo. What do you think is happening?

- Ask Ss to read the instructions and look at the photo.
- Get Ss into pairs and describe it. They can use the examples. You can elicit from them why they have to use Present Continuous (to describe what is happening, what is going on, an action in progress).
- After Ss interact, have a few examples from them. How many different ideas?

b 49 50 Listen and check.

- Have Ss read the instructions.
- Play the recording for them to check their predictions.
- This time, you have to play both parts.

49 → See TB page 77

50 → See TB page 77

2 49 Listen to the first part of the interview again. What does Nick do?

- Ask Ss to read the instructions.
- Play the recording for Ss to answer the question.
- Check Ss' answers.

Answer He organises holidays for blind teenagers / teenagers who can't see.

IC Help Ss reflect on how anybody with any sort of disability has the right to enjoy what the rest of society enjoy. They can think of different ways to make the classroom first, then the school, and then the area more disability-friendly.

3 50 Listen to the second part of the interview again and mark the sentences T (true) or F (false).

- Ask Ss to read the instructions and the sentences.
- Play the recording again for Ss to mark the sentences.
- Check Ss' answers.

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

4 Work in groups of three. Listen again and write down:

- Ask Ss to read the instructions and the list of what they have to do.
- Play the recording again. Tell Ss they can take notes as they listen.
- Check Ss' answers.

Answers **activities** swimming, sailing, hiking, cycling
holidays city breaks, beach holidays, activity camps
problems can't read a menu, eating can be frustrating, can't read the number on their key or on the door to their hotel room

5 51 Listen to Jess's story and answer the questions.

- Ask Ss to read the instructions and the questions.
- Play the recording.
- Check Ss' answers.

Answers **1** 16, New Zealand **2** sailing holiday **3** something different / climb the mast

51

Jess is sixteen years old and comes from New Zealand. She's been blind since she was born, but she's always loved adventure. Last year Jess went on a sailing holiday. During the trip, Jess decided that she wanted to do something different. With the help of the organisers she climbed the mast. It was very high, but she knew she could do it. 'It doesn't matter what disability you've got,' says Jess. 'You know you're going to have a good time and you're going to get lots of help.'

6 a Read and complete the table.

- Have them look at the text and ask them to predict what it can be about.
- Have them read it quickly and go back to their predictions.
- Ask Ss to read it again, this time to complete the table.
- Check Ss' answers.

Answers **Tick** music and physical **Volunteers** Yes **Activities for volunteers** Yes

b Group work. Think about different activities you can do as a volunteer. Compare your list with your classmates'.

- Ask Ss to read the instructions. In this case, they have to consider being a volunteer at ASAC.
- Organise Ss into groups and have the groups list activities.
- How many different activities in all?

IC You can reflect with Ss how they can make a big difference with very little. They can brainstorm different ways to help. They can look for information online. They can also check if there are NGOs or places where help is needed, a home for old people, an orphanage, etc.

Over to YOU Holidays in my country – A guidebook Part 4

- Ask Ss to read the instructions.
- They can make a list of places or other aspects that they consider important about Argentina and would include in their guidebooks.

AT Ss should realise how they are improving their reading and listening skills.

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6.7 Project A booklet 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 guidebook together.
- They can make a paper guidebook 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** platform **2** ticket **3** excursion **4** cruise **5** break **6** camp
2. **1** reservation **2** view 3 sunglasses **4** torch **5** guidebook **6** swimsuit **7** sun cream **8** backpack
3. **1** a **2** d **3** e **4** f **5** c
4. **1** shouldn't **2** mustn't **3** don't have to **4** mustn't **5** 'll have to **6** have to **7** should **8** don't have to
5. **1** should **2** don't have to **3** shouldn't **4** mustn't **5** must

49 → See TB page 76

I = Interviewer N = Nick
I: Thanks for coming to talk to us, Nick. Now, can you explain what you do?
N: Yes, I organise holidays for teenagers who need help when they're travelling because they can't see.

50 → See TB page 76

I = Interviewer N = Nick
I: Why did you decide to help in this organisation?
N: Well, I've always loved travelling … and once I was on holiday in South America and I met an amazing girl who couldn't see. She was on holiday with her parents and cousins and they helped her to swim in the sea. It made her very happy because she couldn't swim on her own. I decided I wanted to help people to have a good holiday.
I: And, what holidays do you offer?
N: Oh, we've got something for everybody, from city breaks and beach holidays to activity camps. On our activity camps we offer sailing, hiking and cycling. We've got special bikes with two seats. They're popular with kids who can't go cycling at home because they don't have the right bikes.
I: It must be difficult to travel to a place when you have problems with your sight.
N: It can be. We plan the journey carefully so that people feel safe. But we also want it to be exciting – the journey is as important as the holiday.
I: Is it easy to find accommodation?
N: Not always. Some hotels don't understand the difficulties our travellers have.
I: What do you mean?
N: Well, it depends but … for example, a blind person can't read a menu. Eating can be very frustrating too. Also, he or she can't read the number on their key or the door to the room. Hotels have to understand that.
I: What are the most popular holidays?
N: Both winter and summer holidays are popular, but I think our summer activity camps are the most popular because we offer sailing. Everybody loves the sun on their face and the fresh air. It's a very exciting experience.

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6.7 Challenge! SB page 67

This game provides revision of all the topics covered in ***Look Wide 3***. Ss will play in small groups. They can use a coin, a small paper ball or anything to mark their spot on the board.

You can elicit a few ground rules from Ss, some of which are suggested below.

- You have to be honest.
- You can / can't look for information in the book or in your notes.
- You mustn't shout or stand up.
- You have to respect turns.
- You have to listen to your classmates' answers to check if they are OK.
- You have to be a good loser and a good winner.

Get in groups of 4. Throw a dice and move. Solve the challenge.

Correct answer? You throw again. Incorrect answer, you miss your turn.

The first player to reach the end is the winner.

- Have Ss go over the instructions.
- If they do not have a dice, they can use a pen or pencil with 6 sides as shown in the image. Ss can use masking tape to write numbers 1 to 6, one on each side.
- Ss roll the dice, the pencil or the pen to see how far they have to move on the board.
- You may wait till one member in each group gets to the finish line, you may wait for everybody to get there or you may assign a time limit, which you can agree upon with Ss. In this case, Ss need to see how far they got in the time allotted to see who the winner is. As they work in groups, one of the members should be in charge of checking that they finish on time.



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Can ironing make holidays exciting? SB pages 68–69

LEAD IN:

- Before working with this consolidation lesson, check Ss remember the most common meaning of *ironing*. Mime it.
- Refer them to the title and ask the question. How many *Yes* and *No* answers are there?

1 Use these questions to do a quick classroom survey.

- Ask Ss to read the instructions.
- You can give them a few minutes to discuss the answers and do the survey.
- Listen to the results.

2 Read the article. Answer the questions.

- Before Ss read the article, ask them to look at the title and the photo. Is there only one meaning of ironing?
- Have Ss go over the text quickly and answer the question.
- Ask Ss to read the questions.
- Allot a few minutes for Ss to go over the article and answer the questions.
- Check Ss' answers.

Possible answers **1** Because the weather in Britain is unpredictable. **2** There are lots of cheap, budget airlines. **3** There are many destinations close enough for a weekend break. **4** Because activity holidays are active and cruises are relaxing and lazy. **5** It's got a beach, a port for cruise ships, mountains nearby and attractions such as the football club. In addition, the weather is good, lots of people speak English, the people are friendly and the food is popular.

3 33 Watch Part 1 of the video. Mark the sentences T (true) or F (false). Correct the false sentences.

- Play the recording. Freeze the first scene and ask Ss what it may be about.
- Play the complete part and go back to Ss' predictions.
- Now ask Ss to read the instructions and the sentences.
- Play the video again for Ss to mark the sentences.
- Check Ss' answers.

Answers **1** T **2** F (She's nervous at first.) **3** F (It's expensive.)

33 Video Script page 83

4 34 Watch Part 2 of the video. Circle the correct option.

- Ask Ss to read the instructions and the sentences.
- Play the video. Ss can do the activity as they watch the second time.
- Check Ss' answers.

Answers **1** clothing **2** dangerous **3** the Moon

34 Video Script page 83

5 35 Watch Part 3 of the video. Complete the sentences with one word in each gap.

- Ask Ss to read the instructions and the sentences.
- As they watch the video, let them mark the sentences.
- Check Ss' answers.

Answers **1** relaxing **2** silence **3** perspective

35 Video Script page 83

6 Watch the three parts of the video again. Match sports a–c with sentences 1–9 used to describe them.

- Ask Ss to read the instructions.
- They may try to do the matching before you play the video again.
- They can check the answers in pairs.
- Play the three parts of the video for Ss to check their answers.
- Check the answers.

Answers **1** a **2** b **3** b **4** c **5** a **6** c **7** a **8** c **9** c

7 Which of these three sports would you most like to do? What rules and regulations do you have to follow to do each one? How would you imagine doing each sport? Discuss in pairs.

- Have Ss read the instructions.
- Get Ss into pairs and discuss the answers to the questions.
- Listen to different opinions.

8 WORLD WIDE PROJECT In groups, prepare a descriptive text about an adventure sport.

- 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 word processor software available.
- Ss share their productions.

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Great expectations

Consolidation Units 1-2 SB pages 70-71

LEAD IN

Ask Ss to guess what the connection is between the title and the image of the man. Have them go over the text quickly and check their predictions.

1 a What do you know about Charles Dickens? Circle.

- Ask Ss to read the instructions and the statements.
- At this stage, they should guess the answers.
- You can check Ss' guesses.

b Now read and check.

- Ask Ss to read the text quickly.
- Give Ss time to correct their answers in 1a.
- Check Ss' answers.

Answers **1** Yes **2** No **3** No **4** Yes **5** Yes

2 Read the following episode from Great Expectations. Is the ending happy?

- Ask Ss to read the instructions.
- Give them time to read the episode.
- Check Ss' answers. Do they all agree?

Answer Be ready to accept both *yes* and *no* answers.

3 Imagine Pip has a conversation with his sister when he returns home. Complete the dialogue. Use the phrases in the box. There is an extra phrase.

- Ask Ss to read the instructions and the phrases.
- Give them time to read and complete the dialogue.
- Check Ss' answers.

Answer Why make you angry, sorry! had a problem. When I was at the cemetery, a prisoner asked me to do this. I love going to the cemetery.

4 Read the next episode from Great Expectations. Is Miss Havisham sad or resentful? Read and check.

- Ask Ss to read the instructions. Check they understand *resentful*.
- Give them time to read and go back to the question.
- Do all the Ss agree on the answer?

5 You are Pip. Write your diary entry after meeting Miss Havisham and Estella using the verbs below. There is an extra verb.

- Have Ss read the instructions. You can ask them where they can check if the verbs take an infinitive or an *–ing* form.
- Give them time to complete the diary entry.
- Check Ss' answers.

Answers **1** to go **2** to take **3** to meet **4** to pay **5** cleaning **6** wearing **7** to leave **8** talking **9** to see **10** thinking

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The Invisible Man

Consolidation Units 3-4 SB pages 72-73

LEAD IN

Ask Ss to read the title and the first text. Can they identify what type of text it is?

1 Read the comic. Is this possible?

- Ask Ss to read the instructions.
- Give Ss time to go over the text.
- Check Ss' answers. Are there more *yes* or *no* answers?

2 You are the innkeeper. You go to the police station to describe the Invisible Man. Complete the dialogue:

- Ask Ss to read the instructions.
- Focus their attention on the drawings on the right.
- Give them time to complete the dialogue. Tell them to go back to the comic to get information.
- Check Ss' answers.

Possible answers **1** I don't know. **2** Old. **3** How old? 4 Older than, me / my husband / etc. **5** Thin. **6** How thin? **7** Thinner, me / my husband / etc. **8** Short. **9** Shorter, my husband.

3 Now you are the Policeman. Complete the police report.

- Ask Ss to read the instructions.
- Tell them they can make notes for each of the questions and then write the complete answers for the report.
- Give Ss time to complete the report.
- Ss can share their answers.

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Macbeth

Consolidation Units 5-6 SB pages 74-75

LEAD IN

You can ask Ss to read the first part and check if they already know anything about Macbeth.

1 Read this scene and then answer the question at the end.

- Ask Ss to read the instructions.
- Have them read the text.
- Listen to Ss' opinions. How many *yes* and *no* answers are there?

2 Complete the crystal ball with the witches' predictions.

- Ask Ss to read the instructions. You can elicit from them what tense is used for predictions.
- Allot a couple of minutes for Ss to do the activity.
- Check Ss' answers. How many predictions did they make?

3 How is each character feeling after the witches' predictions? Complete each character's social media status and explain why they are feeling like that.

- Ask Ss to read the instructions. Elicit different feelings from them.
- Give Ss time to write the social media status.
- Ss can share their productions. Are there many similarities?

4 Complete the following list with 5 things Macbeth will do soon after listening to the witches' predictions.

- Ask Ss to read the instructions.
- Have Ss complete the sentences.
- Listen to Ss' ideas.

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Video Script

Video 1 Unit 1. Does Everybody Use Technology? P. 11 Over to You

BBC VOX POPS

P = Presenter R = Roshni C = Cecile A = Adrian

P: Hi, I'm Sian from BBC Learning English. I'm going to ask people in the streets of London about their hobbies, holidays, favourite TV programmes, how they use technology and other things. London is a huge and exciting city. There are nearly ten million people living here. And even more visit it every year from all over the world. Let's see who I'll meet today and what they're going to tell me. Who in your family uses technology the most? What do they use it for?

R: I think my dad uses technology the most. He is always on his computer or his iPad, emailing people at work and he's always using his phone, much more than I do probably, just phoning other work colleagues I guess. My mum uses technology but she only really uses her computer to watch programmes online. She doesn't know that much about how to use a computer. And I guess I use my phone and my computer a lot to do uni work and write essays and that's about it.

C: So my boyfriend uses technology a lot for everything. He does use his computer or tablet or smartphone for anything, starting from the weather.

A: My older brother, my oldest brother uses the most technology. He is an architect and all his architecture and design programs.

Video 2 Unit 1. Does Everybody Use Technology? P. 12 Over to You

BBC VOX POPS

H = Holly R = Reema A = Akshay M = Mary A = Annette C = Chee

What sports do you like?

H: I like all sorts of things, really. I'm, like, on my way actually to a yoga class right now, and I recently joined a health club near my home, so I'm doing classes like spinning, the circuits, step classes and stuff like that. I'd like to try water skiing. I've never done it but it looks very difficult, so I'm not sure how good I'd be.

What sports do you like to do in your free time?

R: I love baking. So that's what I try and do over weekends or whenever I have the free time and I love to sing. I try and do that once a week where I, where I have a group of guys who love doing the same and we get together once a week and spend, like, a couple of hours singing. Yeah.

A: And as she loves baking, I love eating the stuff that she bakes.

What sports would you like to learn?

M: I'd love to learn self-defence, some kind of self-defence sport. But I've never really pursued a dream, so maybe I'll do that in the future.

A: I really would like to learn volleyball, but I'm not so good in it, but I really would like to learn it.

What sports do you enjoy? What new sports would you like to try?

C: I quite like jogging, and, or strolling. It depends what mood I'm in. But I like exploring the green and that kind of calms me down and relaxes me quite a lot. I quite like badminton. I haven't played it in a long time, though. It does get my heart rate going. I'm not perfect at it, but it makes me happy and I also enjoy bouldering, which is like rock climbing but it's like man-made rocks, does that make sense? And yeah, that's quite fun. So I'd really like to try skydiving. That's, oh, I'm really scared of heights, actually, but I'd really be proud of myself if I tried skydiving.

Video 3 Unit 1. Does Everybody Use Technology? P. 14 Ex. 1b

T = Tommo A = Alisha

T: Hi, Alisha. Are you busy?

A: Yes. I'm trying to finish my homework but it's taking ages. I'd love to be outside in this weather.

T: Me too, but I've got a problem with my computer. Dan says you're good at fixing things.

A: Well, I enjoy trying. What's up?

T: I'm making a poster for a competition. I prefer using my own photos but when I upload them from my phone to the computer, they're upside down.

A: That's strange.

T: It's really annoying. I want to put the posters up in town but now I've got ten photos … upside down!

A: Tommo, the problem is your settings.

T: Oh, so what can I do?

A: I can't explain now but I don't mind coming to your boat later.

T: OK ... but don't forget to bring a snack. It could take a long time.

A: Tommo!

Video 4 Unit 1. Does Everybody Use Technology? P. 16 Ex. 1b

T = Tommo A = Alisha

T: Hi, Alisha. Welcome to my canal boat. Let's go in.

A: This is so cool! So, are you doing your poster?

T: No, not now. I'm filming my cat for an online video. Like these.

A: Aah! I love Ninja Cat! Your cat can be famous too.

T: You could help me.

A: OK, cool. Where's your cat? What's his name?

T: *Her* name is Hissy. She's a girl.

A: Oops, sorry! So, where is she?

T: Er, I don't know. She usually hides from visitors.

A: Why don't we look for her? Maybe she's behind the sofa.

T: I can't see her. Oh yes, she's there, but she isn't coming out.

A: What about putting some food down?

T: Good idea. Dinner time, Hissy!

A: Look! I can see her eyes. Shall we film her there?

T: Yeah, why not? She looks funny.

A: What's up? Oh, she doesn't like the camera.

T: Hissy! Where are you going? Come back!

A: Don't worry! You can call the video 'Cross Cat'!

Video 5 Unit 1. World Wide P. 19 Ex. 3

Addicted to screens, Part 1

How long do you spend online every day? Is this increasing at the moment? And when you're online, what do you do there – chat with friends, listen to music, watch videos, play games, send messages? Can you do them all at the same time? The internet is transforming our society too. It has a huge impact on culture, politics and business.

Now there are 'screenagers' who live most of their lives in the virtual world. Some people spend more time online than with their families!

And this is the country where people are connected more than anywhere else in the world: South Korea. Here you can access the internet very easily, and it's really fast. You can download files ten times quicker here than in most countries in the world. Even young children of three to five years old use the internet and spend eight hours a week online.

Then there are teenagers using the internet for eighteen hours a day. Experts say that if you take away the internet from these teens, they start to feel anxious and unhappy. So, is Korea creating a nation of screen addicts? And will your country be like this in just two or three years' time?

Video 6 Unit 1. World Wide P. 19 Ex. 6

Addicted to screens, Part 2

But is internet addiction a bad thing? Think for a moment about the information that you receive on screens. It's certainly not like reading a book. Now we receive information via connections or hyperlinks. We just click on the link or touch the screen and something new appears.

And what about the videos of pets you watch on YouTube? You think it's funny or superficial, but this is part of a big online conversation. You can watch the angry cat and then create your own clip or meme with a different cat. Sharing these photos and videos is more important than the content itself. It allows us to communicate with people in a more creative way.

So, do smartphones make us smarter or less smart? Let's return to Korea for an answer. There's good news: Korea is the most connected country in the world, but it is also number one for education. It is regularly top of the world's education league tables. The reason may be that from an early age, Korean children are proficient at working together on the internet to solve problems.

Video 7 Unit 2. Is Nature Wild? P. 24 Ex. 1b

M = Mum D = Dan

M: What's that funny smell? Ugh! Dan! You didn't empty your bag last night.

D: Oh, sorry, Mom. Skye called while I was doing it. She wanted to know about the Geography trip. We were chatting for ages and then I forgot about my bag.

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M: These clothes are wet. What were you doing while you were away?
D: Well, most of the time we were studying rocks, but on the last day we had a walk. We were crossing a river when I fell in. Sorry, Mum! It was funny at the time.
M: Mmhh. I'm sure it was. Anyway, take these things to the washing machine. You can put them in now.
D: Oh, Mom. I've got to go out. Tommo texted while you were talking to me. Can I do it later? Please …

Video 8 Unit 2. Is Nature Wild? P. 26 Ex. 1

D = Dan S = Skye G = Gran
D: Phew! I ran all the way here. I'm boiling now.
S: But it's so hot today! What were you thinking of? Do you want a drink?
D: Oh, yes. Cheers. Thanks.
S: Can I introduce you to Basil?
D: Who's Basil?
S: He's my pet. Close your eyes … Surprise!
D: Urgh! What did you do that for? I hate snakes!
S: Oh, I didn't realise. I didn't mean to scare you. I brought Basil outside because I was cleaning his tank. He loves the sunshine! Snakes like warm places. Twenty-nine degrees centigrade is just right. But they need a shady place to cool down.
D: Me too! Can we go to the pool yet?
S: Yes. Alisha texted. She and Tommo are nearly here.
D: Great. I brought my water gun for a water fight.
S: Brilliant. Get them when they come round the corner … ready?
G: Oh! I'm soaking wet! Why did you do that?
S: Oh, Gran. I'm so sorry. We thought you were Tommo
G: Well, just be more careful next time!
D: I'm so sorry.

Video 9 Unit 2. Is Nature Wild? P. 26 Ex. 5

BBC VOX POPS
Co = Corrine G = Geoff Co = Chee A = Andrew
Tell me about a time when you had a problem.
Co: The problem yesterday when I needed to take the train to Nottingham from Bedford, but when I got to the train station I realised I had left my debit card at home, so I couldn't pay for a ticket and I also couldn't pay for a bus back to my house. So I was stuck in a train station and I really had to get to Nottingham that day. So I had to wait there in the train station for about three hours until my parents came and gave me some money on their way back from work and then I could buy tickets and get to Nottingham.
G: I was staying in France on a student exchange, as, as a lecturer rather than as a student and participated in the local marathon. Having completed the marathon in a, in a lamentable time of about four and a half hours, I eventually went back to the house where I was staying and found that I was locked out. So having done a marathon, which completely exhausted me, it was then necessary for me to find a ladder and try to get into the house through, up the ladder and into an upstairs window. It was not an easy task.
Ch: I had misplaced my keys, and these are really important keys. These are keys for work and I work in a mental health hospital where it's a locked ward. So I had difficulty trying to get into hospital. Again I was running late, which seems to be a habit of mine, really bad habit, but eventually I managed to convince one of my colleagues to lend me their keys and they saved the day and I was fine. No one noticed that I was late.
A: I've had problems with people thinking I'm not taking things seriously, when I am.

Video 10 Unit 2. World Wide P. 29 Ex. 4

Severe weather, Part 1
This is the wildest ocean on Earth! It is home to totally amazing marine life: penguins, seals, whales, dolphins and sharks – and people who battle the roughest seas. It stretches 16,000 km from its shallow waters in the sunny tropics to the deep dark waters of the Arctic and Antarctic. It is an ocean of great extremes. It is unpredictable and dangerous, but at the same time absolutely beautiful. This is a strange paradise! Welcome to the Atlantic!

Video 11 Unit 2. World Wide P. 29 Ex. 6

Severe weather, Part 2
This is Cape Verde, a group of islands off the coast of Africa. Here hot winds from the Sahara Desert have made the sea turn wild. The waves are huge and the conditions are difficult. These men were fishing without any problem in the ocean. But suddenly, they decided to turn back. It was too dangerous to continue.
Winds like this cross the Atlantic quickly. Warm air rises from the sea and creates black clouds. A vortex then forms and the water of the ocean spins around very fast. The storm crosses the ocean very quickly and it grows stronger with every mile. At 120 km per hour, this storm is now a hurricane! It's an unstoppable force of nature and is now moving towards the Caribbean. Dolphins swim to deeper water. They must stay together through the storm. Torrential rain arrives on land and enormous waves and strong winds cause devastation. Paradise is now hell!

Video 12 Unit 2. World Wide P. 29 Ex. 8

Severe weather, Part 3
This hurricane was particularly strong. Here in the Bahamas it destroyed houses, trees and businesses, but the people were able to escape. However, in the sea there is no protection for the animals.
Hurricanes break up dolphin groups. Somewhere in the ocean this young dolphin was swimming with its group when it was separated from the others in a big wave. Now it's at risk from a shark attack. Here a manatee finds safety in a mangrove forest. In fact, these underwater forests protect this area very well from storms because the vegetation is so thick.
Soon the coral reefs recover and our young dolphin is reunited with the group. And so life in the Tropical Atlantic returns to normal. The stormy conditions will come again, but for now all is calm in paradise.

Video 13 Unit 2. How Healthy Do You Eat? P. 32 Ex. 1b

T = Tommo A = Alisha
T: I've never seen so much food. Ah, smell that pizza!
A: Yes, I've already had some! This market is great for Chinese food, too. Have you ever eaten noodles?
T: Yes, I have. Dad's cooked them at home.
A: Tommo, look! That's Oliver Jenkins, the famous TV chef. Have you seen his programme?
T: No, but I've heard it's funny.
A: Perhaps he's brought some nice food?
T: Well, he's just opened an ice cream shop. Let's go and see. Perhaps we can try some.
A: Look. There's cheeseburger flavour, or chilli or pea-and-mint. He's used weird flavours!
T: You bet!
A: I hate peas, but cheeseburger flavour sounds OK. What about you?
T: I haven't decided yet … What's it like?
A: Yuck! That's disgusting. Hang on, let's try another. Mmhh, chilli. Now, that's the best ice cream I've ever eaten!

Video 14 Unit 2. How Healthy Do You Eat? P. 32 Over to you

BBC VOX POPS
H = Holly C = Corrine A = Akshay R = Reema
Where do you like to eat with friends?
H: I really like a sushi restaurant in Covent Garden. They do amazing sashimi and soft shell crab. So I've been there quite a few times actually. It's probably my favourite one.
Why do you like it?
H: It's very fresh. You can tell it's all been made, like, there and then. It's really presented lovely with lovely colours and lovely things on the plates. Sort of looks very appetising.
When were you there last time?
H: Probably I was there last about three weeks ago.
Where do you go for Vietnamese food? What's it like? How often do you go there?
C: For Vietnamese food I go to a café in London here in Finsbury Park, where I used to live, and they have food like Bánh mì, which is baguettes filled with different meat and vegetables. I go to this café maybe once a month, whenever I'm in London.
A: On our last trip to Thailand we tried nothing but Thai food because were in Thailand, and now that we're here we would love to just have as much of classic British food that we can, so I'm really looking forward to bangers and mash and shepherd's pie.
R: Fish and chips.
A: And fish and chips, yes. I think we haven't tried any African cuisines as such. We've tried we've definitely had Japanese, southeast Asian in general. We haven't had a lot of Australian specific stuff, so those are on the list now.

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Video 15 Unit 3. How Healthy Do You Eat? P. 35 Over to you

BBC VOX POPS

N = Nympha M = Miguel J = Jamie L = Liam

What's the best cake you've ever had?

N: I had a terrific cake, it was with a crumble crust, a little bit of whipped cream and then some very sweet strawberries on top of it. Delicious. It tasted very sweet. It was a little bit of heaven in my mouth.

M: The best cake I ever had would be something with chocolate and whipped cream and lots of calories.

J: There was like chocolate icing on the top and then it was very moist chocolate cake underneath it, and then there was a layer of raspberry jam in between another layer of chocolate icing. So you had chocolate icing, chocolate cake, raspberry jam and chocolate icing, then more chocolate cake, and then more chocolate icing. I haven't been able to count all those different layers but it was bellissima. Tasted like heaven. And raspberry and chocolate.

L: The best cake I have ever had was the same chocolate cake I would have every year growing up made by my mother. It was a moist chocolate, dark chocolate cake, really delicious, really soft, delicious chocolate.

Video 16 Unit 3. How Healthy Do You Eat? P. 36 Ex. 2

An = Annie Al = Alisha D = Dan S = Skye T = Tommo

An: Hi! Take a seat and I'll get you the menus. Here you are. Now, what can I get you to drink?

Al: I'll have an apple juice, please.

D: Just water for me, thanks.

T: Could I have a melon-and-mango smoothie, please?

An: Of course. Are you ready to order?

Al: Nearly. That green cake looks interesting. What's in it?

An: Green tea and yoghurt. It's quite sweet.

T: Mmhh. I'd like that, please.

Al: Me too.

D: Um, I don't fancy cake today. I'll have a toasted cheese sandwich, please.

An: So that's one toasted sandwich and two slices of cake.

T, D and Al: Thanks.

S: Hi, guys. Sorry I'm late.

T: We've just ordered. What do you want?

S: It's OK. I'll get it. Excuse me. Can I have a hot chocolate, please?

An: Of course. Would you like anything to eat?

S: Not for me, thanks.

D: You should try the green cake. It's delicious.

Al: Mmhh. So why have you ordered a toasted sandwich?

Video 17 Unit 3. World Wide P. 39 Ex. 4

Indian food Liverpool style, Part 1

This is Anjum Anand. She's a food writer and a chef born in London, but of Indian origin. In this series she travels to different cities in the UK to find a wide range of Indian food and flavours. She also teaches inexperienced cooks how to make great Indian food.

In this programme she's in Liverpool, where there's a large community from the Southern Indian state of Kerala. She meets Lynn Mitchell, who works for a hospital in the city. The plan is to take part in a local farmers' market to raise money for charity. Lynn wants to sell Indian food at the market. The problem is that Lynn has never cooked Indian food, so it's going to be a real challenge.

Kerala is in the south-west of India and is a popular holiday destination for British people. A lot of Keralan people have come to Liverpool in the last ten years to look for work. There are now over one thousand families there.

Anjum is going to teach Lynn three traditional Keralan dishes – coconut chicken with ginger, which has a lovely sweet flavour, delicious salmon wraps with curry leaves and finally, rice noodles. Keralan specialities include a lot of fruit and fish. The cuisine is very light and healthy compared to other Indian food.

In Liverpool it's easy to find the ingredients for these dishes – Anjum can find all the fruit, vegetables and spices that she needs in special Keralan shops.

Video 18 Unit 3. World Wide P. 39 Ex. 8

Indian food Liverpool style, Part 2

First, Lynn chops and fries up all the ingredients. When the dishes are ready, Anjum tries them. They are really tasty! Lynn hasn't made any mistakes yet.

'Mmm, that's amazing!'

'Oh good, oh good!'

'That's perfect!'

'Oh fantastic!'

Now they're both ready to take the food to the market with Lynn's daughter. More than 5,000 people visit Liverpool's monthly farmers' market. Indian food is very popular but the question is, will the local people like these Keralan specialities?

At first, things are not easy – people are not sure. It's the first time Lynn has ever cooked outside and she's very nervous. But then things change – people seem to love the food and soon all of it has gone!

'Beautiful!'

'Mmm, tastes lovely!'

'That is excellent – but very hot!'

Since she began this project, Lynn has learnt a lot about cooking Indian food and they have raised lots of money for charity. Lynn's really, really happy! So, what do the British really eat? Keralan food – at least in Liverpool they do!

Video 19 Unit 4. Do Performing Arts Transmit Culture? P. 4 Over to you

BBC VOX POPS

J = Jaycee Jay = Jay P = Phillip

What's your favourite TV series?

J: Yeah, I've got a few British TV series that I like. I like the one called Not Going Out. It's like a short sitcom. So there's two people sharing the house together, they're housemates, and they got friends. It's just general life things really. They go to work; they share a house. It's quite funny, so it's nice and relaxing to watch that.

Jay: I've recently been watching Wolf Hall. Wolf Hall is a TV series that depicts the Tudor era about Henry VIII, starting from Henry VIII and the numerous wives that he had in search for a son. Because, I suppose, because I have studied British history of that period, the Tudor, Tudor time especially.

P: I think my favourite TV series at the moment is House of Cards, which is an American production but it's based on a British production from some years ago which I think was even better. And I'm watching the current one from the United States of America.

Video 20 Unit 4. Do Performing Arts Transmit Culture? P. 42 Ex. 5

BBC VOX POPS

S = Sophie Ja = Jacqui Jo = Jonathan E = Ellie C = Celia Jay = Jaycee

Which is better: the theatre or the theatre?

S: Theatre is better than cinema, in my opinion. The only reason I think that theatre is better than cinema is because it's more of an experience overall.

Ja: Theatre is better than cinema because it's live and it's, you can't com, you know, compete with a live performance.

Jo: Theatre is better than the cinema because you have a much closer experience with the actors involved. Every day you can go see the same show at the theatre and the show will be a bit different.

E: I think the theatre is better than the cinema because it is, you feel like you're there more, you're more involved. I've always personally loved the theatre because I'm very into theatre myself. The cinema, I don't think you get that real feel from it, that real emotion from it, I feel you get that more from the theatre.

Which is better: comedies or documentaries?

C: I think documentaries are better than comedies because you can learn something and sometimes they can be a bit funny as well. I like David Attenborough. He's very popular and he does actually say some things that are quite funny inside his documentaries.

Jo: Comedies are better than documentaries because and for me I watch TV to kind of distance myself from my real life, to take a break, and comedies, with their jokes and funny scenarios, allow me to relax.

Which is better: books or films?

Jay: Well, in books, if you compare it to films, you can actually imagine in your head, but in films you don't have that option because it's already there for to watch, but in books you can already imagine the characters, you can even create their hair colour, their characters and everything. You've got that option with books, so books can be better than films sometimes, actually

Video 21 Unit 4. Do Performing Arts Transmit Culture? P. 44 Ex. 1

T = Tommo A = Alisha

T: Cool music. You look great! Thanks for letting me take a few photos for the school magazine.

A: No problem. Come in.

T: Let's stand near the window. So, when do you wear these clothes?

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A: Mostly at weddings and Diwali, the festival of life. I've got lots of cousins and we dance too … Like this.
T: Cool, but stand still. This is awesome material. Is it from India?
A: No, we get some material at the market here. There aren't many shops, and there's very little choice, so we mostly buy online.
T: Don't move your hands. Wow, how many bangles are you wearing?
A: Lots! We always wear a lot of jewellery. I've got some anklets too …
T: This is perfect. How much time does it take to paint your hands?
A: Ages! My gran does them, but she doesn't have much patience!
T: Awesome! But stand still, please. I haven't got any photos of the whole outfit.

Video 22 Unit 4. Do Performing Arts Transmit Culture? P. 46 Ex. 1b

D = Dan S = Skye
D: How was the African dance class, Skye?
S: Good, but it was hot. Do you want to try it?
D: No, thanks, I'm not mad about dancing. I'd prefer to watch something.
S: Well, there are two activities this afternoon. There's the outdoor cinema that's showing a comedy, or a puppet show. What would you prefer to see?
D: Definitely the comedy. It sounds very funny. Let's go together.
S: OK. We should take some food with us. I'd rather eat outside in this weather.
D: Great! How about a pizza?
S: Mmhh. I'd prefer to get something different. After all, it's an international festival.
D: OK. What would you rather have?
S: I think I'd prefer a Mexican dish. Maybe the chilli with rice.
D: OK. Cool! Let's see what we can find.

Video 23 Unit 4. World Wide P. 49 Ex. 5

London celebrates, Part 1
N = Narrator M = Man W = Woman
N: A melting pot of cultures, London is quite unique. Now it's February, the usual time to celebrate Chinese New Year. This year is the Year of the Horse. The entertainment certainly is impressive, so it's a great tourist attraction.
M: I'm from Shanghai, China. We are visitors here and we happen to be here. It's a quite exciting place.
W: It's getting better and better, and it has got a Western touch which makes it very unique.
N: This is the largest Chinese New Year Celebration that London has ever seen. It's also the largest celebration outside China with tens of thousands of people here in Central London. It's a great opportunity for Chinese businesses to make some money. With Chinatown just next door to the celebrations in London's Trafalgar Square, you can enjoy a complete Chinese experience. There is lots of singing and dancing here, as well as the delicious food in Soho. As the Chinese say: 'Happy New Year!'

Video 24 Unit 4. World Wide P. 49 Ex. 7

London celebrates, Part 2
N = Narrator W = Woman M = Man P = People
N: For a louder experience, come to the capital at the end of August to see Londoners celebrating the Notting Hill Carnival. So, why is it so special?
W: The food, the music, the vibes … the rain can't stop us. Let's face it.
W: It's just the atmosphere – it's so friendly. Everybody's having such a fantastic time.
M: It's part of the culture. We're here to celebrate that culture. We're here to celebrate our people.
N: For fifty years, people have celebrated UK Caribbean culture with all of the features that make Carnival so unique. There are colourful costumes, great live music performances and lots of partying in the streets. Even the typical British summer weather – light rain and a few clouds – can't stop these people having a good time! It's now the biggest street festival in Europe, with more than a million people coming to the party over the festive weekend – both tourists and locals.
P: Welcome to the final day of the Notting Hill Carnival!
N: These are steel pan instruments from the West Indies. But you can expect modern dance music and a great diversity in the crowd too. In fact, there are people of all ages here, coming together to forget their troubles and have a great time! To make sure everyone is safe, there are 7,000 police officers here to patrol the event. But today the festival is much safer than it was. It's a shame that it's only two days long. When the party is over on Sunday night, the big clean-up begins!

Video 25 Unit 5. Can You Play Any Sports? P. 52 Ex. 1b

S = Skye T = Tommo
S: You got weights. Cool!
T: Yeah, we're having a competition at the kayak club next month. I'll be one of the youngest, so I'm going to train well for it.
S: They aren't very heavy!
T: They don't have to be heavy. The important thing is to use them every day.
S: You won't have much free time then.
T: Yes, I will. It doesn't take long. Look, I'll show you. You lift your arms like this, and repeat about ten times.
S: Here, let me have a quick go. Hey, my swimming training starts next week. These exercises will help.
T: Why don't you stay and do some more?
S: Sorry, Tommo, I can't. I'm going to be late and I'm meeting Dan for a run.
T: Oh, OK, but don't forget. You have to use them every day.
S: I know.

Video 26 Unit 5. Can You Play Any Sports? P. 54 Over to You

BBC VOX POPS
M = Michael N = Nerea C = Christine F = Francis A = Athena
Finish the sentences. If there's a new sports centre in town, …
M: If there is a new sports centre in our city, I would probably go there.
N: If is there a new sports centre in town, I will not go there. Or I will go there, like, for the weekend to have some fun and do some sports.
If my friends are free this evening, …
M: If my friends are free this evening, I will probably go with them to some park or something like that for throwing a Frisbee or something.
N: If my friends are free this evening, I will have some drinks, go to the park, but I'm working, so I cannot.
If I get some money for my birthday, …
C: If I get some money for my birthday, I will buy a whole meal for my family.
M: If I get some money on my birthday, I will make a huge party.
F: If I get some money for my birthday, depending how much I get, I'll look at flights and see where I can book a flight to.
A: If I get some money for my birthday, I will, I will go, like, maybe travel in Africa.
If the weather's nice at the weekend, …
N: If the weather is nice at the weekend, I'm gonna enjoy Ireland a lot because I'm going tomorrow.

Video 27 Unit 5. Can You Play Any Sports? P. 56 Ex. 2

A = Alisha D = Dan
A: So, is this the Wild Run course you organised?
D: Yep. Well, a lot of people helped, of course.
A: Well done! But why is it called a Wild Run? I hope there aren't any wild animals?
D: Don't be daft! It's just a fun run! What are you up to before it starts?
A: Nothing much.
D: Well, if you come with me, I'll explain it all. Over two hundred people are running here later, so I need to check everything. First, they're going under a net.
A: Seriously? It's very muddy.
D: Yeah. Try it! Yeah, that's it.
A: Well, if they don't like dirt, they won't enjoy this run!
D: Come on. Then they're crossing a stream and running up a hill.
A: Oh no! It's fun, but I'm tired already! Have you got any plans for after the run?
D: Yes. When you all finish, we'll give you a medal. Then we're going to have a barbecue.
A: Great. I'll need a medal. Wish me luck!

Video 28 Unit 5. World Wide P. 59 Ex. 3

The Highland Games, Part 1
The Highland Games are a very old tradition. They were set up as way of bringing together Scotland's historical families. They capture the cultural life and sports of this magical nation. They include the colours and symbols of a culture that almost disappeared, but is now stronger than ever. The Highland Games are a meeting place of strength, speed and celebration. Today on sports grounds, farmers' fields and city parks across this country, they are Scotland's very own Olympics!
This is the village of Ceres. It is home to Scotland's oldest Highland Games. For centuries the whole village has gathered for this annual summer celebration. For the people of Ceres, it's a day as important as Hogmanay – New Year's Eve in Scotland – or Christmas.

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Video 29 Unit 5. World Wide P. 59 Ex. 6

The Highland Games, Part 2

The Highland Games are a mixture of fact and fantasy. They are a unique blend of sport and culture.

There is highland dancing, bagpipes and drums, and there is a series of sports too. There is usually athletics, sometimes cycling and wrestling, but always the 'heavy events'. These include the stone shot, the hammer throw and tossing the caber.

At most games the caber is people's favourite sport. It's the final event and a symbol of the Highland Games. The caber is about six metres long and weighs around fifty-five kilograms. Competitors have to throw it, then flip it over and the caber has to land flat. If it lands absolutely straight, it's a perfect throw.

The Highland Games are now also celebrated outside Scotland, in the USA, Canada, Australia and the Far East. These games are organised by families who emigrated from Scotland. The biggest Highland Games in the world take place here, in the Blue Ridge Mountains in North Carolina. They last over four days and 22,000 people come every year to enjoy this traditional Scottish event of their ancestors.

The Highland Games are the most visible display of Scottish identity that you can imagine. They are about competing, of course, but they are also about community, keeping tradition alive and making time for old friends. If you come, you won't regret it!

Video 30 Unit 6. Would You Like to Show Your Country to the World? P. 61 Ex. 9

BBC VOX POPS

H = Harry C = Cecile J = Jan T = Tasha

What should you take with you on a backpacking holiday with friends?

H: On a backpack, on a backpacking holiday with friends I should take a backpack. I should also take strong walking boots or shoes, obviously, if I'm gonna be walking a lot, and I should be taking a tent for staying around wherever I'm staying.

C: When you go backpacking with friends, you, I always remember to bring sunglasses and an umbrella, and suntan lotion, and anti-mosquito products or any other insects. And that's about it.

J: When you are backpacking you have to take medicine and sleeping bag.

What should you take on a city break in Ireland?

C: On a city break to Dublin I would take my camera and good shoes to walk around the city and an umbrella, cos it's Ireland.

What should you take on a cruise around the Mediterranean?

H: My advice for packing for a cruise around the Mediterranean would be to take sun cream and a large brimmed hat so you can keep yourself safe from the sun and not get sunstroke.

J: When you go on a cruise you have to take your bikini, your, a book, a good book, something to write, and maybe sun cream, very important. And maybe your camera, if you want to take some pictures, and I think it's the most important things.

C: For a cruise on the Mediterranean you must take, obviously, your sunglasses, and then bikinis and that's all you need.

T: So if you're going, like, abroad on a cruise ship or whatever, you must take your passport, get visas, valid cheques, and all your essentials.

Video 31 Unit 6. Would You Like to Show Your Country to the World? P. 62 Ex. 1b

G = Gran S = Skye

G: Skye, can you come down? Your mum's calling soon about our visit. We ought to have a quick chat first … Oh, you look lovely, dear.

S: Thanks. It's my party outfit. Have you got the tickets yet?

G: No, I'll get them soon, but I must know the exact date you finish school.

S: Our exams finish on June sixteenth, but I have to be here for Sue's birthday party on July twenty-ninth.

G: Yes. You mustn't miss that! Should we go the first week of July, then?

S: Perfect. Do Mum and Dad have to work in July?

G: They don't have to work every day. It rains quite a lot in July, so they ought to have some free time to be with us.

S: Hang on. What do you mean, it rains? I wanted a beach holiday.

G: Sorry, Skye. In July it's winter in New Zealand.

S: In that case, Mum and Dad should come here.

G: Then I think you have to ask them, Skye.

Video 32 Unit 6. Would You Like to Show Your Country to the World? P. 62 Over to You

BBC VOX POPS

J = Jamie L = Liam

Finish the sentences. When you are on a beach holiday, you should …

J: When you are on a beach holiday, you should remember to bring your swimsuit.

L: You should jump in the water and look at the fish.

When I'm on holiday with my family, I don't have to …

J: When I am on holiday with my family, I don't have to see them very much if I'm clever about it.

L: I don't have to worry about showing up at work on time.

On an activity camp, you have to …

J: On an activity camp, you have to be good at activities.

L: You have to make sure you enjoy the outdoors.

Video 33 Unit 6. World Wide P. 69 Ex. 3

Adventures of a lifetime, Part 1

These are the Maldives, a beautiful series of islands located in the Indian Ocean, where the sun is always shining. It's popular with travellers looking for a luxury option. In fact, most tourists here have their own private island for total relaxation! But further out to sea, there are more energetic options. Meet our hosts, Kirstie and Phil. Here in the Indian Ocean the sea temperature is a wonderful twenty-seven degrees Celsius – just perfect for swimming, snorkelling, scuba diving, fishing, windsurfing and the sport we're going to see now: jet skiing! Kirstie is nervous at first, but she soon gets the idea.

This is the most popular and comfortable model because you can sit down in it. You can go up to 80 kilometres per hour, so it's better to hold on tight! Jet skiing is great fun, but expensive. Other tourists might also get annoyed by the noise, so it's best to do it for short lengths of time.

Video 34 Unit 6. World Wide P. 69 Ex. 4

Adventures of a lifetime, Part 2

Kirstie and Phil are now off to a much colder place. In fact, the temperature has dropped to minus twenty degrees Celsius. They have come to Iceland to try their next adventure sport: snowmobiling!

Here glaciers cover eleven percent of the country, but they are not easy to get to. Kirstie and Phil have to travel in a specially prepared 4x4 vehicle. It's a long and a bit of a rough ride! The landscape looks like the surface of the moon. In fact, astronauts came here to practise for their expeditions. Obviously, to ride one of these vehicles, you need to wear special protective clothing. The good news is that the accelerator and handle bars are heated! The snowmobile's top speed is ninety-five kilometres per hour, but the terrain here is tough, so Kirstie and Phil are taking it easy. With snowmobiling, you should always follow your guide's advice. It's best to do it when snow has just fallen. If not, you might fall through the snow when the ice melts. It can be very dangerous. Again, it's not a cheap option, but the landscapes are unique, especially as night falls over the glacier.

Video 35 Unit 6. World Wide P. 69 Ex. 5

Adventures of a lifetime, Part 3

Kirstie and Phil's final adventure holiday is a much more relaxing option: hot-air ballooning! They are now in Morocco, between the city of Marrakech and the Atlas Mountains. There's only one drawback: to do this sport, you have to get up really early. Balloons fly in the early morning before the wind starts to blow. It's six o'clock in the morning now. The sun is rising over the Atlas, the sky is blue, but the stars are still out. It's a beautiful moment as the dawn breaks.

Compared to the other sports we've seen, the wonderful thing about flying in a hot-air balloon is the slowness and the total silence. You feel like you're floating and the views are stunning. You see everything from such a different perspective. Yes, it's the perfect place to get away from it all, but it's also the most expensive of all the trips. If you want to do it more cheaply, you can share a balloon with other travellers. Enjoy the ride!

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