

# Introduction

*What's Up?* is a four-year English course specifically written for teenage students. The material and design is clear, relevant, up-to-date and motivating. The main aim of *What's Up?* is to help students learn English in meaningful, communicative contexts and to provide them with a clear understanding of the language.

## Student's Book

The Student's Book 3 contains six units based on stimulating, varied topics. Each unit has ten pages organised into the following sections:



### Lead-in page

This page introduces the unit theme through colourful photos and questions related to them. The aim of this section is to stimulate interest in the topic, revise some basic vocabulary and encourage students to share prior knowledge and experiences. The page also lists the main objectives of the unit, among which is the task that students will be doing at the end of each unit. It is essential that students are made aware of their final objective – a task in which they will use English the way it is used in the real world.

### Reading and Vocabulary

This two-page section includes a reading text linked to the unit theme and the presentation and practice of key vocabulary.

Interesting and updated texts cover a wide range of text types including magazine, newspaper and websites articles, blog entries, personal diaries, stories, on-the-street interviews, biographies and quizzes. Their purpose is to expose students to the new grammar in a natural context. Pre-reading activities encourage students to predict the content of a text and train them in the strategy of skimming to discover what it is about. Post-reading comprehension activities help students understand gist and detailed information. They train students in the strategy of scanning by asking them to look back at the text and find the information they need to answer the questions successfully. This section ends with a discussion activity, in which students get a chance to sit in groups and share their views on the topic covered in the text.

The vocabulary section introduces one or two sets of words or phrases. Varied exercises and activities allow students to practise new words through meaningful spoken and written activities.

### Grammar

This two-page section provides simple grammatical presentations and practice. Grammar points are clearly

presented in boxes and cross-referenced to the *Grammar Reference*, where students can find a more detailed explanation. The grammar boxes encourage students to reflect on grammatical structures and work out simple rules to help them produce the new structures with accuracy. They are followed by written and oral exercises designed to help students practise the forms in a guided way which is personally relevant to them. After practicing at sentence level, the target structures are frequently contextualised in dialogues or short narratives. Grammar activities recycle vocabulary from the *Reading and Vocabulary* section of current and previous units.

### Listening and Speaking

The *Listening and Speaking* section is a two-page spread that provides two listening texts related to the unit theme.

The *Listening* section exposes students to the target vocabulary and grammar in a natural monologue or conversation. The colourful illustration sets the context for the first listening. Pre-listening activities provide a chance to share prior knowledge and practise some key vocabulary. Post-listening comprehension activities encourage students to understand gist and relevant information. They also help them develop the required confidence and ability to understand the speech of native English speakers from different regions and countries.

The *Speaking* section provides a clear communication goal that makes students aware of possible uses of the new language. The listening text provides a model for the task that will follow. This task offers a unique opportunity for pairs of students to use language in a communicative situation. There is also an A/B Pairwork activity which is located at the back of the book. (See **Pairwork activities** on page 6.)

### Writing

An entire page is devoted to developing writing skills. Writing rule boxes provide tips for good writing and help develop micro skills such as punctuation, organisation and linkers. Writing tasks are carefully guided and cover a wide range of texts, both formal and informal. They give priority to message and encourage students to write for a communicative purpose. A model text is always provided.

### Final task

At the end of each unit students put together all they have learnt in an achievable task that serves a twofold purpose. Each task has been carefully designed to **a)** get students to use the language covered in current and previous units in a communicative context and **b)** help students gain experience using digital tools such as software programs and the Internet.

Given that digital tools may not always be available to students, each final task offers two options.



**Option 1** is to be carried out using laptops or computers.



**Option 2** is to be carried out using traditional methods such as speaking and writing.

For **Option 1** of the final tasks in *What's Up? 3*, students will need:

- A word processor, for example, Microsoft Word.
- Audacity or another sound editing program.
- A presentation program, for example, Microsoft PowerPoint.
- An Internet connection.
- MSN or another instant messenger chat forum.
- An email account.
- A classroom website or blog where students' work can be published.
- A classroom website or blog where students can express their views by posting comments or participating in online discussions.

Whichever option you choose, all tasks share the same advantages:

- They are a goal in themselves – at the beginning of each unit students learn the main goal of the unit so they can work towards it.
- They elicit the language taught in each unit and revise language from previous units.
- They provide an opportunity for students to use English creatively in a meaningful context.
- They include models that students can use as a guide.
- They allow students to work at their own level of linguistic competence.
- They consist of several steps to help students get ready for their final goal and achieve it successfully.
- They give students the opportunity to finish each unit with a sense of fulfillment – of having achieved a goal.

## Technology in the classroom

Technology has become synonymous with modern life. The use of computers and the Internet is an integral part of our daily routine, so students will feel at ease when using technology in the classroom. It will increase their motivation and engagement and thus enhance teaching and learning.

We suggest creating and maintaining a classroom website (or blog) because of its many benefits for both teachers and students. It will improve communication, create new opportunities to practise English and make learning more fun.

You can set up a free website or blog on [www.kidblog.org](http://www.kidblog.org), <http://sites.google.com>, [www.blogger.com](http://www.blogger.com) or any other

available web-building site of your choice. The main purpose of this website is to create a place where students can share their work by having their final drafts published. After being marked up, written assignments are usually put away and then forgotten. If students' work is published on a website, its authors will feel their work becomes memorable and its readers will get the chance to view their classmates' work and learn from it.

A website can have many other purposes. Its uses depend on how much time teachers and students can devote to it. The following is a list of additional uses a website might have.

On a classroom website teachers can:

- Post announcements.
- Post homework assignments.
- List useful links that will allow students to quickly gain access to relevant resources.
- Post a class calendar.
- Upload games and videos.
- Post the PowerPoint presentations they use in class.
- Upload photos for students to describe.
- Post a weekly question for students to answer.
- Post useful tips to help students remember what was taught in class.

On a classroom website students can:

- Post comments to express their views.
- Develop critical thinking by reading their classmates' posts on given topics.
- Contact their teacher outside the classroom.
- Check their homework assignments.
- Find useful links where they can get practice reading authentic materials.
- Post blog entries to share information.
- View the information their teacher has posted.
- Take part in online discussions.
- Take polls.

### Notes:

**1** If you set up a website where students can post comments, make sure to talk to them about the importance of respecting each other and not posting comments which might cause offense to others.

**2** When working with software such as PowerPoint, make sure students are familiar with it. If they are not, before they get started on a final task, you should model the steps for using it.

## Self-assessment

The last page of each Student's Book unit offers students the opportunity to demonstrate what they have learnt and

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reflect on their progress. The following are a few general guidelines as to how to approach it:

- Tell students that this section will help them evaluate their progress. Go over the six tasks and the examples with the class. Clarify any doubts and give a few more examples if necessary.
- Encourage students to write five items for each of the tasks and to use different pronouns, verbs, nouns, etc, to add variety to their answers. Circulate as students write to monitor their work.
- Have students rate their work according to how well they think they did. Tell them they can write from 1 to 5 ticks on the scale below each task. Circulate to help students rate their work.
- Then have students rate their overall work by adding up the total number of ticks they got and writing them on the scale at the bottom of the page.
- Call on six students to come to the board. Each student writes on the board his / her answers to one of the tasks. Discuss the answers with the class, make any necessary corrections and clarify any doubts.
- Have students reflect on how much they have learnt. Students who didn't do as well as expected reflect on how they can improve. Tell them to decide what they need to revise or practise more. Ask them to flick through the Student's Book, Workbook and Extra Practice Book pages to find sections / activities that can help them reinforce the areas they are weaker at. Ask them to write the relevant pages at the bottom of their self-assessment sheet. Circulate and have students show you the pages they have selected. Advise them as necessary.

## Break Time

There are two *Break Time* sections, each appearing after units 3 and 6. The purpose of these sections is to allow students to enjoy English as they play games and listen to songs. They are an opportunity for further practice and for extension as well. *Break Time A* features a *Play right or wrong* page and a song by McFly. *Break Time B* features a *Stay connected!* page and a song by Shania Twain. The songs are accompanied by a wide variety of activities aimed at helping students explore the language used in the song and understand its message.

## Pronunciation

Pronunciation activities are integrated into every unit in either the vocabulary or speaking sections. These focus on sounds, stress and intonation.

## Pairwork activities

*What's Up?* units include pairwork activities that provide opportunities for students to engage in interesting speaking activities. Pairs are asked to open their books at different pages of their Student's Book so that they can exchange the information they find. These activities will enable students to use English in meaningful contexts and revise the language they learnt.

## Workbook section

The *Workbook* section has the same structure as the Student's Book and includes further practice of vocabulary, reading, grammar, listening and writing. As with the Student's Book, the skills and language points are integrated and personalised. Although all the *Workbook* activities are suitable for self-study, many of them can be used for extra material in the class. The *Workbook* units consist of the following pages:

Pages 1 and 2: *Reading and Vocabulary*

Pages 3 and 4: *Grammar and Listening*

Page 5: *Writing*

Page 6: *Self-check*

The *Workbook* also features a listening comprehension section that gives students a new opportunity to practise their listening skills. The *Workbook* audio files can be found in mp3 format at [www.pearsonelt.com.ar/wu/workbookaudio](http://www.pearsonelt.com.ar/wu/workbookaudio). Teachers can assign these listening exercises as homework for correction in the classroom as students will be able to download the audio files to their computers. You will find the audioscript and the answer key to these exercises at the back of this Guide (page 76).

## Extra Practice Book

This book helps students understand, reinforce and practise the grammar and vocabulary taught in each Student's Book unit. It presents grammar in clear charts with simple explanations and examples plus useful *Remember!* and *Be careful!* notes. It provides numerous practice opportunities in a wide variety of controlled exercises that will help students acquire the new structures.

## Quick Check

The Quick Check features clear grammar charts and examples of the main language covered in the Student's Book. Students will find it an invaluable tool for permanent reference.

## Teacher's Resource Bank

This book is an invaluable tool for teachers. It features a diagnostic test, unit checks and tests for every unit in *What's Up?* It also includes a mid-book revision test and an end-of-book revision test. The material presented in the Teacher's Resource Bank is photocopiable and ready for classroom use.

### ! Note:

Version B of these checks and tests can be found at [www.pearsonelt.com.ar/wu](http://www.pearsonelt.com.ar/wu). Your password to access the site is: **51948**.

# Planificación anual

## Unidad temática 1: A world language

**Tópico:** El lenguaje como medio de comunicación.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 7-9)</b></p> <ul style="list-style-type: none"> <li>• Descripción de fotografías y señales gráficas.</li> <li>• Expresión de preferencias personales, identificación del tipo de texto y la anticipación como estrategias de comprensión lectora.</li> <li>• Lectura y comprensión de un artículo escrito por una columnista e identificación de ideas generales e información específica.</li> <li>• Identificación del punto de vista de la autora y reflexión acerca del mismo.</li> <li>• Participación en una discusión oral grupal sobre la necesidad de una lengua universal.</li> <li>• Reconocimiento de adjetivos calificativos.</li> <li>• Identificación de la concordancia entre verbos y sustantivos o frases nominales en expresiones que describen razones para aprender un idioma.</li> <li>• Producción guiada de los ítems lexicales aprendidos.</li> <li>• Expresión libre de razones por las cuales los alumnos desean aprender inglés.</li> </ul> <p><b>(Páginas 10-11)</b></p> <ul style="list-style-type: none"> <li>• Análisis de los usos y la estructura del presente simple.</li> <li>• Análisis de los usos y la estructura del presente continuo.</li> <li>• Comparación del presente simple y el presente continuo.</li> <li>• Reconocimiento de la estructura <i>like + -ing</i>.</li> <li>• Reconocimiento del uso de <i>can</i> y <i>could</i> para expresar habilidad en el presente y el pasado.</li> <li>• Deducción de reglas gramaticales sobre forma y uso.</li> <li>• Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.</li> </ul>	<p><b>Lexicales</b></p> <ul style="list-style-type: none"> <li>• Adjetivos que describen idiomas.</li> <li>• Concordancia entre verbo y sustantivos en expresiones que describen razones para aprender un idioma.</li> <li>• Vocabulario relacionado con un viaje en avión.</li> </ul>	
	<p><b>Gramaticales</b></p> <ul style="list-style-type: none"> <li>• Tiempo presente simple en sus formas afirmativa, negativa e interrogativa.</li> <li>• Tiempo presente continuo en sus formas afirmativa, negativa e interrogativa.</li> <li>• Contraste entre el tiempo presente simple y el tiempo presente continuo.</li> <li>• <i>Like / love / dislike / hate / don't mind + -ing</i>.</li> <li>• Uso de <i>can / can't / could / couldn't</i> para expresar habilidad.</li> </ul>	
	<p><b>Fonológicos</b></p> <ul style="list-style-type: none"> <li>• Entonación de preguntas abiertas.</li> <li>• Pronunciación de la forma débil <i>can</i> y la forma fuerte <i>can't</i>. (Teacher's Guide, pág. 20)</li> <li>• Pronunciación de la forma débil <i>could</i> y la forma fuerte <i>couldn't</i>. (Teacher's Guide, pág. 20)</li> <li>• Pronunciación de los ítems lexicales aprendidos.</li> </ul>	
	<b>Proyecto final</b>	
	<p><b>(Página 15)</b></p>	
	<p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• El alumno y el idioma inglés.</li> </ul>	
	<p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos compartirán su experiencia de aprendizaje y reflexionarán sobre su interés por tomar un curso en una escuela de idiomas de una ciudad de habla inglesa.</li> </ul>	
	<p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso del tiempo presente simple.</li> <li>• Uso del tiempo presente continuo.</li> <li>• Uso de <i>can</i> y <i>could</i> para expresar habilidad.</li> <li>• Uso de vocabulario para expresar razones para aprender un idioma.</li> <li>• Uso contextualizado de las macro habilidades.</li> <li>• Uso de las habilidades del siglo XXI.</li> </ul>	
	<p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Lectura de un sitio web de una escuela de idiomas.</li> <li>• Respuesta a preguntas confeccionadas por la escuela para los alumnos que tengan interés en asistir a la misma.</li> </ul>	
	<p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Opción 1: Producción y grabación de un mensaje oral expresando interés en aprender inglés en la escuela.</li> <li>• Opción 2: Discusión oral en grupos acerca del interés en aprender inglés en la escuela de idiomas del sitio web.</li> </ul>	
<p><b>(Página 14)</b></p> <ul style="list-style-type: none"> <li>• Análisis de un perfil que aparece en un sitio de redes sociales.</li> <li>• Lectura de un perfil escrito por una adolescente.</li> <li>• Identificación de párrafos, mayúsculas, signos de puntuación y conectores en el texto.</li> <li>• Elaboración guiada de un perfil propio.</li> </ul>		
<p><b>(Página 16)</b></p> <ul style="list-style-type: none"> <li>• Autoevaluación guiada.</li> </ul>		

## Unidad temática 2: Heroes

Tópico: Los héroes y su trascendencia.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 17-19)</b></p> <ul style="list-style-type: none"> <li>• Discusión oral del concepto de héroe.</li> <li>• Uso del conocimiento previo y descripción breve de los logros alcanzados por grandes personalidades.</li> <li>• Descripción de una ilustración y elaboración de predicciones como estrategias de comprensión lectora.</li> <li>• Lectura y comprensión de un artículo de un periódico que narra una historia real.</li> <li>• Participación en una discusión oral grupal para reflexionar sobre lo relatado en el artículo y la realidad del alumno.</li> <li>• Identificación de la concordancia entre verbos y sustantivos o frases nominales en expresiones que describen accidentes.</li> <li>• Reconocimiento de expresiones que describen reacciones ante un accidente.</li> <li>• Producción guiada de los ítems lexicales aprendidos.</li> <li>• Intercambio oral para narrar experiencias propias.</li> </ul>	<p><b>Lexicales</b></p>	<ul style="list-style-type: none"> <li>• Expresiones que describen accidentes.</li> <li>• Expresiones que describen reacciones.</li> <li>• Expresiones útiles para hacer relatos.</li> </ul>
	<p><b>Gramaticales</b></p>	<ul style="list-style-type: none"> <li>• Tiempo pasado continuo en sus formas afirmativa, negativa e interrogativa.</li> <li>• Contraste entre el pasado simple y el pasado continuo.</li> <li>• Uso de <i>when</i> y <i>while</i>.</li> </ul>
	<p><b>Fonológicos</b></p>	<ul style="list-style-type: none"> <li>• Entonación de exclamaciones que expresan sorpresa.</li> <li>• Pronunciación de los ítems lexicales aprendidos.</li> <li>• Entonación de preguntas abiertas y cerradas.</li> </ul>
	<b>Proyecto final</b>	
<p><b>(Páginas 20-21)</b></p> <ul style="list-style-type: none"> <li>• Análisis del uso y la estructura del pasado continuo.</li> <li>• Comparación del uso del pasado simple y el pasado continuo.</li> <li>• Toma de conciencia del uso de ambos tiempos en forma combinada.</li> <li>• Comparación del uso de <i>when</i> y <i>while</i> con los tiempos gramaticales aprendidos.</li> <li>• Deducción de reglas gramaticales sobre forma y uso.</li> <li>• Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.</li> </ul>		
<p><b>(Páginas 22-23)</b></p> <ul style="list-style-type: none"> <li>• Escucha y comprensión de una conversación acerca de un accidente e identificación de ideas generales e información específica.</li> <li>• Colocación de las viñetas de una historia en el orden en que sucedieron los hechos.</li> <li>• Reconocimiento de expresiones que expresan sorpresa e interés por el acontecimiento narrado.</li> <li>• Producción de la entonación correcta en exclamaciones.</li> <li>• Elaboración guiada y libre de conversaciones que versan sobre accidentes / hechos ocurridos en el pasado.</li> <li>• Participación en un juego de roles.</li> </ul>	<p><b>(Página 25)</b></p> <p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• Un héroe merecedor de un reconocimiento especial.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos elegirán una persona que realizó uno o más hechos heroicos para contar brevemente su historia y posteriormente votar por el héroe merecedor de un reconocimiento especial de la clase.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso del pasado simple.</li> <li>• Uso del pasado continuo.</li> <li>• Uso de vocabulario para describir hechos y logros.</li> <li>• Uso de vocabulario para describir reacciones.</li> <li>• Uso contextualizado de las macro habilidades.</li> <li>• Uso de las habilidades del siglo XXI.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Elección individual de un héroe y organización de información relevante en base a preguntas.</li> <li>• Búsqueda de información en caso de ser necesario.</li> <li>• Elección de un héroe por grupo para presentar ante el resto de la clase.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Opción 1: Elaboración grupal de una presentación sobre el héroe seleccionado utilizando PowerPoint.</li> <li>• Opción 2: Elaboración grupal de una presentación oral sobre el héroe seleccionado. Preparación de soporte visual para utilizar durante la presentación.</li> </ul> <p><b>Repercusión pública</b></p> <ul style="list-style-type: none"> <li>• Los alumnos hacen sus presentaciones ante el resto de la clase y votan por el héroe que consideren más merecedor de un reconocimiento especial.</li> <li>• Nota: Como opción, los alumnos podrán preparar un póster sobre el héroe ganador para desplegarlo en las paredes del aula o de la escuela.</li> </ul>	
<p><b>(Página 24)</b></p> <ul style="list-style-type: none"> <li>• Lectura y comprensión de una biografía.</li> <li>• Análisis del tipo de información que contiene una biografía.</li> <li>• Identificación del orden cronológico en que se presenta la información.</li> <li>• Elaboración escrita libre de una biografía.</li> </ul>		
<p><b>(Página 26)</b></p> <ul style="list-style-type: none"> <li>• Autoevaluación guiada.</li> </ul>		

# Planificación anual

## Unidad temática 3: Experiences

Tópico: Experiencias personales y estilos de vida.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 27-29)</b></p> <ul style="list-style-type: none"> <li>• Descripción de fotografías que representan distintos lugares y estilos de vida.</li> <li>• Expresión de preferencias personales acerca de estilos de vida.</li> <li>• Expresión de la opinión personal e identificación del tipo de texto como estrategias de comprensión lectora.</li> <li>• Lectura y comprensión de un cuento popular e identificación de ideas generales e información específica.</li> <li>• Identificación de adjetivos y los sustantivos descriptos por los mismos.</li> <li>• Participación en una discusión oral grupal sobre lo relatado en el cuento.</li> <li>• Identificación de la concordancia entre verbos y sustantivos o frases nominales en expresiones que describen experiencias.</li> <li>• Categorización de adjetivos para describir experiencias según su connotación positiva o negativa.</li> <li>• Producción guiada y libre de los ítems lexicales aprendidos.</li> </ul> <p><b>(Páginas 30-31)</b></p> <ul style="list-style-type: none"> <li>• Sistematización de la estructura del tiempo presente perfecto.</li> <li>• Reconocimiento de infinitivos, verbos en pasado simple y participios.</li> <li>• Comparación de los usos del pasado simple y el presente perfecto.</li> <li>• Análisis del uso del presente perfecto con <i>just</i>, <i>ever</i> y <i>never</i>.</li> <li>• Identificación del uso de <i>would like</i> para expresar deseo y formular invitaciones.</li> <li>• Deducción de reglas gramaticales sobre forma y uso.</li> <li>• Producción guiada oral y escrita de los contenidos gramaticales aprendidos.</li> </ul> <p><b>(Páginas 32-33)</b></p> <ul style="list-style-type: none"> <li>• Descripción de una ilustración como estrategia de comprensión auditiva.</li> <li>• Expresión personal de las experiencias que el alumno quisiera tener.</li> <li>• Escucha y comprensión de una conversación entre dos adolescentes sobre experiencias vividas e identificación de ideas generales e información específica.</li> <li>• Escucha de una conversación sobre experiencias personales que servirá de modelo para el intercambio entre los alumnos.</li> <li>• Intercambio oral en pares.</li> <li>• Participación en juego de roles.</li> </ul> <p><b>(Página 34)</b></p> <ul style="list-style-type: none"> <li>• Identificación de los temas a incluir en una descripción del estilo de vida de una persona.</li> <li>• Análisis de los tiempos verbales a utilizar en este tipo de descripciones.</li> <li>• Lectura y comprensión de una descripción de un estilo de vida.</li> <li>• Elaboración guiada y libre de una descripción.</li> </ul> <p><b>(Página 38)</b></p> <ul style="list-style-type: none"> <li>• Autoevaluación guiada.</li> </ul>	<p><b>Lexicales</b></p> <ul style="list-style-type: none"> <li>• Experiencias personales.</li> <li>• Estilos de vida.</li> <li>• Concordancia entre verbos y sustantivos o frases nominales en expresiones que describen experiencias.</li> <li>• Adjetivos que describen experiencias.</li> </ul>	
	<p><b>Gramaticales</b></p> <ul style="list-style-type: none"> <li>• Presente perfecto en sus formas afirmativa negativa e interrogativa.</li> <li>• Formas regulares e irregulares del pasado participio.</li> <li>• Uso de presente perfecto con <i>ever</i> / <i>never</i> / <i>just</i>.</li> <li>• Contraste entre el presente perfecto y el pasado simple.</li> <li>• Expresiones de tiempo que acompañan el pasado simple.</li> <li>• Uso de <i>would like</i> para expresar deseos y formular invitaciones.</li> </ul>	
	<p><b>Fonológicos</b></p> <ul style="list-style-type: none"> <li>• Pronunciación de participios regulares e irregulares.</li> <li>• Pronunciación de los ítems lexicales aprendidos.</li> <li>• Entonación de preguntas abiertas y cerradas.</li> </ul>	
	<b>Proyecto final</b>	
	<p><b>Página 35</b></p> <p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• Experiencias divertidas e interesantes.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos se comunicarán para averiguar sobre experiencias divertidas e interesantes que hayan tenido sus compañeros.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso del presente perfecto.</li> <li>• Uso del pasado simple.</li> <li>• Uso de vocabulario relacionado con la descripción de experiencias.</li> <li>• Uso contextualizado de las macro habilidades.</li> <li>• Uso de las habilidades del siglo XXI.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Selección de experiencias de un listado.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Opción 1: Los alumnos se registran en MSN e intercambian preguntas y experiencias sobre las experiencias que han vivido.</li> <li>• Opción 2: Intercambio oral en pares sobre las experiencias vividas por los alumnos.</li> </ul>	

## Unidad temática 4: Teen problems

**Tópico:** El alumno, los problemas que lo preocupan y su salud.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 30-40)</b></p> <ul style="list-style-type: none"> <li>• Descripción de fotos que representan situaciones alegres y estresantes.</li> <li>• Expresión de la opinión personal acerca de la importancia de tener un estilo de vida saludable.</li> <li>• Anticipación, descripción de una fotografía y expresión de la opinión personal como estrategias de comprensión lectora.</li> <li>• Lectura de un artículo de una revista sobre situaciones estresantes para un adolescente e identificación de ideas generales e información específica.</li> <li>• Identificación del punto de vista del autor.</li> <li>• Participación en una discusión oral grupal sobre las opiniones expresadas en el artículo.</li> <li>• Reconocimiento de adjetivos que describen estados de ánimo.</li> <li>• Identificación de la sílaba tónica en adjetivos.</li> <li>• Reconocimiento de léxico referente a problemas de salud.</li> <li>• Producción guiada de los ítems lexicales aprendidos.</li> </ul>	<p><b>Lexicales</b></p>	<ul style="list-style-type: none"> <li>• Adjetivos que describen estados de ánimo.</li> <li>• Problemas de salud.</li> </ul>
	<p><b>Gramaticales</b></p>	<ul style="list-style-type: none"> <li>• <i>Have to / don't have to</i> para expresar obligación y falta de obligación.</li> <li>• <i>Must / mustn't</i> para expresar obligación y prohibición.</li> <li>• <i>Should / shouldn't</i> para dar y pedir consejos.</li> <li>• Oraciones condicionales reales (<i>zero conditional sentences</i>).</li> </ul>
<p><b>(Páginas 42-43)</b></p> <ul style="list-style-type: none"> <li>• Reconocimiento del uso de <i>have to / don't have to</i> para expresar obligación y falta de obligación.</li> <li>• Reconocimiento del uso de <i>must / mustn't</i> para expresar obligación y prohibición.</li> <li>• Reconocimiento del uso de <i>should</i> para expresar y pedir consejos.</li> <li>• Reconocimiento del uso de oraciones condicionales reales.</li> <li>• Deducción de reglas gramaticales sobre forma y uso.</li> <li>• Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.</li> </ul>	<p><b>Fonológicos</b></p>	<ul style="list-style-type: none"> <li>• Identificación de palabras de una y dos sílabas.</li> <li>• Acentuación de palabras de dos sílabas.</li> <li>• Pronunciación de los ítems lexicales aprendidos.</li> <li>• Entonación de preguntas abiertas y cerradas.</li> </ul>
	<b>Proyecto final</b>	
<p><b>(Páginas 44-45)</b></p> <ul style="list-style-type: none"> <li>• Anticipación y descripción de fotografías como estrategias de comprensión auditiva.</li> <li>• Escucha de una entrevista a una doctora e identificación de ideas generales e información específica.</li> <li>• Escucha y comprensión de un diálogo en un consultorio médico que servirá de modelos a los alumnos.</li> <li>• Producción libre de un diálogo.</li> <li>• Participación en juego de roles.</li> </ul> <p><b>(Página 46)</b></p> <ul style="list-style-type: none"> <li>• Identificación de vocabulario para expresar estadísticas.</li> <li>• Análisis de la información contenida en un gráfico de barras.</li> <li>• Lectura y comprensión de un informe descriptivo de un gráfico de barras.</li> <li>• Respuesta a preguntas sobre la información proporcionada por un gráfico como tarea de preparación para la escritura.</li> <li>• Redacción guiada de un informe que describe un gráfico de barras.</li> </ul>	<p><b>(Página 47)</b></p> <p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• Problemas que preocupan a los adolescentes.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos describirán un problema imaginario de un adolescente y elaborarán propuestas para solucionarlo.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso de <i>have to / don't have to</i>.</li> <li>• Uso de <i>must / mustn't</i>.</li> <li>• Uso de <i>should / shouldn't</i>.</li> <li>• Uso de oraciones condicionales reales.</li> <li>• Uso de vocabulario relacionado con problemas y estados de ánimo.</li> <li>• Uso contextualizado de las macro habilidades.</li> <li>• Uso de las habilidades del siglo XXI.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Lectura y comprensión de dos problemas planteados por adolescentes.</li> <li>• Elaboración guiada de oraciones que proponen soluciones a los problemas planteados.</li> <li>• Redacción grupal de un párrafo que plantea un problema imaginario de un adolescente.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Opción 1: Publicación de un <i>post</i> en la página web <a href="http://www.wallwisher.com">www.wallwisher.com</a> o en el sitio web de la clase.</li> <li>• Opción 2: Redacción final del párrafo.</li> </ul> <p><b>Repercusión pública</b></p> <ul style="list-style-type: none"> <li>• Opción 1: Lectura del <i>post</i> y elaboración de propuestas para solucionar el problema planteado.</li> <li>• Opción 2: Intercambio oral en grupos. Los alumnos leen el párrafo que plantea el problema y proponen soluciones.</li> </ul>	
<p><b>(Página 48)</b></p> <ul style="list-style-type: none"> <li>• Autoevaluación guiada.</li> </ul>		

# Planificación anual

## Unidad temática 5: Good luck!

**Tópico:** El futuro, las predicciones y las supersticiones.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 49-51)</b></p> <ul style="list-style-type: none"> <li>Asociación de imágenes con los conceptos de buena y mala suerte.</li> <li>Expresión de opiniones personales acerca de la posibilidad o no de predecir el futuro.</li> <li>Identificación del tipo de texto y descripción de una ilustración como estrategias de comprensión lectora.</li> <li>Lectura y comprensión de un artículo sobre la influencia de las supersticiones en nuestras vidas e identificación de ideas generales e información específica.</li> <li>Participación en una discusión grupal para compartir experiencias y creencias personales.</li> <li>Identificación de la concordancia entre verbos y sustantivos o frases nominales en expresiones que describen eventos importantes en la vida personal y en el mundo.</li> <li>Producción guiada de los ítems lexicales aprendidos.</li> </ul>	<p><b>Lexicales</b></p>	<ul style="list-style-type: none"> <li>Eventos importantes en la vida personal.</li> <li>Eventos de trascendencia mundial.</li> </ul>
<p><b>(Páginas 52-53)</b></p> <ul style="list-style-type: none"> <li>Reconocimiento del uso de <i>will</i> para efectuar predicciones.</li> <li>Reconocimiento del uso de <i>might</i> para expresar posibilidad en el futuro.</li> </ul>	<p><b>Gramaticales</b></p>	<ul style="list-style-type: none"> <li><i>Will</i> para expresar predicciones.</li> <li><i>Might</i> para expresar posibilidad en el futuro.</li> <li><i>Going to</i> para expresar planes futuros o predicciones basadas en elementos concretos.</li> <li>Contraste entre <i>will</i> y <i>going to</i>.</li> <li><i>I (don't) think / hope that</i> para expresar opiniones personales.</li> <li>Oraciones condicionales del primer tipo.</li> </ul>
<ul style="list-style-type: none"> <li>Reconocimiento del uso de <i>going to</i> para expresar planes y predicciones en base a hechos concretos.</li> <li>Reconocimiento de oraciones condicionales del primer tipo.</li> <li>Expresión de opiniones personales acerca del futuro.</li> <li>Deducción de reglas gramaticales sobre forma y uso.</li> <li>Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.</li> </ul>	<p><b>Fonológicos</b></p>	<ul style="list-style-type: none"> <li>Patrones de acentuación en oraciones.</li> <li>Pronunciación de los ítems lexicales aprendidos.</li> <li>Entonación de preguntas abiertas y cerradas.</li> </ul>
<p><b>(Páginas 54-55)</b></p> <ul style="list-style-type: none"> <li>Descripción de ilustraciones como estrategia de comprensión auditiva.</li> <li>Escucha y comprensión de una conversación en un restaurant e identificación de ideas generales e información específica.</li> <li>Escucha y comprensión de una entrevista sobre la lectura de la palma de la mano e identificación de ideas generales e información específica.</li> <li>Identificación de las palabras claves que se acentúan en una oración.</li> <li>Intercambio oral en pares y elaboración de predicciones en base a la lectura de la palma de la mano.</li> <li>Participación en juego de roles.</li> </ul>	<b>Proyecto final</b>	
<p><b>(Página 56)</b></p> <ul style="list-style-type: none"> <li>Toma de conciencia del uso de conectores y estructuras diversas para evitar la repetición en un texto escrito.</li> <li>Lectura y comprensión de un texto en que se describe el futuro.</li> <li>Análisis de los tópicos incluidos en el texto.</li> <li>Categorización de predicciones en ciertas e inciertas en base a la gramática elegida para expresarlas.</li> <li>Producción libre de un texto descriptivo del futuro del alumno.</li> </ul>	<p><b>(Página 57)</b> <b>Tópico</b></p> <ul style="list-style-type: none"> <li>Un juego para pronosticar el futuro.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>Los alumnos elaborarán cartas para utilizar en un juego que predice el futuro y luego jugarán al mismo en grupos.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>Uso de <i>will</i>, <i>might</i> y <i>going to</i>.</li> <li>Uso de oraciones condicionales del primer tipo.</li> <li>Uso de vocabulario referente a eventos importantes en la vida personal y en el mundo.</li> <li>Uso contextualizado de las macro habilidades.</li> <li>Uso de las habilidades del siglo XXI.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>Elaboración de un cuadro que contiene predicciones para cinco temas diferentes.</li> <li>Opción 1: Elaboración de las cartas del juego utilizando Microsoft Word y WordArt.</li> <li>Opción 2: Elaboración de las cartas del juego en papel o cartulina.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>Participación en el juego y expresión de opiniones críticas acerca de los resultados obtenidos en el juego.</li> </ul>	
<p><b>(Página 58)</b></p> <ul style="list-style-type: none"> <li>Autoevaluación guiada.</li> </ul>		



## Unidad temática 6: Solidarity

**Tópico:** La vida en sociedad y la solidaridad.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 59-61)</b></p> <ul style="list-style-type: none"> <li>• Descripción de fotografías asociadas con la vida en sociedad y la solidaridad.</li> <li>• Discusión oral sobre las necesidades de las personas.</li> <li>• Anticipación como estrategia de comprensión lectora.</li> <li>• Lectura de una entrevista a una persona responsable de un emprendimiento solidario e identificación de ideas generales e información específica.</li> <li>• Identificación del punto de vista de la persona entrevistada y expresión libre de la opinión personal.</li> <li>• Participación en una discusión oral sobre la información proporcionada en el artículo.</li> <li>• Reconocimiento de palabras que describen problemas que afectan a la población mundial.</li> <li>• Identificación de la concordancia entre verbos y sustantivos o frases nominales en expresiones que describen acciones solidarias.</li> <li>• Producción guiada de los ítems lexicales aprendidos.</li> <li>• Discusión oral sobre experiencias personales y modos de ayuda solidaria.</li> </ul>	<p><b>Lexicales</b></p>	<ul style="list-style-type: none"> <li>• Problemas que afectan a la población mundial.</li> <li>• Expresiones relacionadas con acciones solidarias.</li> </ul>
	<p><b>Gramaticales</b></p>	<ul style="list-style-type: none"> <li>• Uso del presente perfecto con <i>for / since</i>.</li> <li>• Preguntas abiertas con <i>How long?</i></li> <li>• Contraste entre el presente perfecto y el pasado simple.</li> <li>• Identificación de expresiones de tiempo utilizadas con el presente perfecto y el pasado simple.</li> <li>• Adverbios en sus formas comparativa y superlativa.</li> </ul>
	<p><b>Fonológicos</b></p>	<ul style="list-style-type: none"> <li>• Patrones de entonación en preguntas que expresan pedidos.</li> <li>• Pronunciación de los ítems lexicales aprendidos.</li> <li>• Entonación de preguntas abiertas y cerradas.</li> </ul>
<b>Proyecto final</b>		
<p><b>(Páginas 62-63)</b></p> <ul style="list-style-type: none"> <li>• Análisis del uso del presente perfecto con <i>for</i> y <i>since</i>.</li> <li>• Reconocimiento de preguntas abiertas con <i>How long?</i></li> <li>• Comparación del pasado simple y el presente perfecto.</li> <li>• Categorización de expresiones de tiempo utilizadas con el pasado simple y el presente perfecto.</li> <li>• Reconocimiento de las formas comparativa y superlativa de adverbios.</li> <li>• Deducción de reglas gramaticales sobre forma y uso.</li> <li>• Producción guiada y libre (oral y escrita) de los ítems gramaticales aprendidos.</li> </ul> <p><b>(Páginas 64-65)</b></p> <ul style="list-style-type: none"> <li>• Descripción de una fotografía como estrategia de comprensión lectora.</li> <li>• Escucha y comprensión de una conversación acerca de un proyecto solidario e identificación de ideas generales e información específica.</li> <li>• Escucha de un diálogo en que una persona pide un favor e identificación de ideas generales e información específica.</li> <li>• Identificación de patrones de entonación en preguntas que expresan pedidos.</li> <li>• Elaboración libre de una conversación en la que se pide un favor.</li> <li>• Participación en juego de roles.</li> </ul> <p><b>(Página 66)</b></p> <ul style="list-style-type: none"> <li>• Identificación en un texto de la oración que presenta el tópico y de las oraciones siguientes que proporcionan detalles.</li> <li>• Lectura de un folleto y análisis de la información brindada.</li> <li>• Elaboración libre de un folleto.</li> </ul> <p><b>(Página 70)</b></p> <ul style="list-style-type: none"> <li>• Autoevaluación guiada.</li> </ul>	<p><b>(Página 67)</b></p> <p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• Las organizaciones caritativas.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos investigarán sobre una organización caritativa y compartirán el resultado de su investigación con sus compañeros.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso del presente simple.</li> <li>• Uso del pasado simple.</li> <li>• Uso del presente perfecto.</li> <li>• Uso de vocabulario relacionado con la descripción de problemas sociales y acciones solidarias.</li> <li>• Uso contextualizado de las macro habilidades.</li> <li>• Uso de las habilidades del siglo XXI.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Opción 1: Investigación en Internet sobre una organización caritativa. Identificación de objetivos y logros. Elaboración de repuestas a preguntas.</li> <li>• Opción 2: Lectura de información sobre una organización caritativa. Identificación de objetivos y logros. Elaboración de repuestas a preguntas.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Los alumnos participan en una discusión grupal sobre las organizaciones caritativas objeto de investigación en la cual comparten información y reflexiones personales.</li> </ul> <p><b>Repercusión pública</b></p> <ul style="list-style-type: none"> <li>• Nota: Como opción, los alumnos podrán preparar un póster sobre la organización acerca de la cual investigaron y desplegarlo en las paredes del aula o de la escuela.</li> </ul>	

# Teen problems

# 4

## Student's Book page 39

### Contents

#### Communication

Talk about health problems.  
Describe how you feel.  
Talk about what you have to do.  
Give advice.  
Describe the results of actions.  
Listen to an interview with a doctor.  
Visit the doctor.  
Write a report.

#### Grammar

*Have to / don't have to.*  
*Must / mustn't.*  
*Should / shouldn't.*  
Zero conditional.

#### Vocabulary

Feelings.  
Common health problems.

#### Pronunciation

Word stress.

#### Final task

Describe problems and suggest solutions:



Post the problem on a Wallwisher wall or a classroom website. Then read some of the problems on the website and post possible solutions.



Write the problem on a slip of paper. Exchange slips with another group. Read the problem aloud and suggest possible solutions.

Study the unit goals with the students and clarify any doubts. Then ask students what the final task is (*Describe problems and suggest solutions*) and make sure they understand what it is about. You may want to ask students to go to page 47 and have a look at it. Point out that in this unit they will be learning the language they need to carry it out.

- ① In pairs, students decide where the people are and what they are doing. To check answers, say, *Look at picture A. Where are these boys and girls?* (They're in a park.) *What are they doing?* (They're dancing / jumping / singing / having fun.) Do the same for the other pictures.

#### POSSIBLE ANSWERS

- A. They are at a park. They are dancing / having fun.  
B. She's at school. She's doing an exercise / an exam.  
C. She's at home. She's crossing her arms to show she's angry / upset.  
D. He's at home. He's studying.  
E. They're in a hospital. They're waiting to see the doctor.

- ② Ask students to say if they think the teens in the photo are happy or unhappy and explain why.

#### POSSIBLE ANSWERS

- The teens in picture A are happy because they're having fun.  
The girl in picture B is unhappy because she's doing a difficult task.  
The girl in picture C is unhappy because she's angry about something.  
The boy in picture D is unhappy because he doesn't want to study any more.  
The teens in picture E are unhappy because they have a health problem. They might be in pain.

- ③ Have students write notes of the things that are important for a happy and healthy lifestyle. Then have students share their ideas with the class. Write a list of ideas on the board. For example:

*friends*  
*a family*  
*a home*  
*exercise*  
*a good diet*  
*free time*  
*some money*

### Linked activities

- *Vocabulary*, Extra Practice Book, page 17

## Student's Book pages 40 and 41

- 1 Call on students to answer the questions. Encourage students to anticipate the content of the article.

## POSSIBLE ANSWERS

There are two teens in the photo. They look worried / tired / stressed. They are taking an exam / doing an exercise.

The article is about stress / causes of stress / reasons why teenagers are stressed.

- 2 Ask students to say if they think teenagers have stressful lives. If students say they do, ask them to say name the causes of stress in their lives. Write them on the board. For example:

*school*

*exams*

*too much to do*

*little free time*

*little money*

*arguments with parents*

*friendship problems*

**Note:** Do not clean the board. Students will be using this list after doing Exercise 6.

- 3 Read the list of topics aloud. Have students read the text individually and focus on main ideas. Point out that they should decide which topics from the list are covered in the article.

## ANSWERS

a, c, e, f

- 4 Go over the questions with the class. Ask students to read the text again and focus on the details they are asked about. Ask them to underline relevant pieces of information in the text. Check answers as a class.

## ANSWERS

2. No. Teen-parent relationships, friendship problems, school grades, girlfriends and boyfriends can all contribute to teen stress.
3. Yes. He has joined a rugby club and taken up a part-time job.
4. Yes. He has to train four times a week and work four hours every Saturday. He sleeps 6 hours a night.
5. No. Teenagers have to sleep between 8 and 9 hours a night.
6. Yes. If they push their children to be perfect, they put a lot of pressure on them.
7. No. If parents don't tell their children to do their work, they don't always do it.

- 5 Ask students to find the words in the text and circle them. Then ask them to read the sentence in which they are used to match them to their meaning. Check answers as a class.

## ANSWERS

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

- 6 Students think of their answers to the questions individually. Then they discuss them in groups.

After students discuss in groups, take a poll of the class to find out if most students think that starting the school day later can help them get better grades, and call on several students to say if they think they are responsible and give their opinion of the ideal situation in a teenager-parent relationship.

To finish, draw students' attention to the causes of stress in the yellow box. Briefly discuss if they agree with the information. Ask them to compare the list in the article with the list you wrote on the board. (See the Note in Exercise 2.)

- 7 Go over the words in the box. If necessary, clarify their meaning or have students look them up in the dictionary. Have students complete the sentences individually and check answers as a class.


### ANSWERS

1. down
2. worried
3. tired
4. stressed
5. relaxed
6. angry
7. upset

### Pronunciation

Point out that in English, just as in Spanish, some words have only one syllable. The difference lies in that some English words, for example *worked*, look fairly long when written but have just one syllable when said.


Also point out that some English words have two syllables. Many two-syllable words are stressed on the first syllable, but some are stressed on the second. Give two examples: *teacher* has two syllables and the first syllable is stressed; *collect* has two syllables and the second syllable is stressed.

 Play CD Track 16 and have students repeat the words. Make sure students pronounce *stressed* as a one-syllable word.

### AUDIOSCRIPT

CD TRACK 16

Stressed  
Relaxed

- 8  Play CD Track 17 and have students underline the one-syllable words. Then play the track again and have them underline the stressed syllable in the two-syllable words. To check answers, write the words on the board and ask students to read them aloud.

### ANSWERS

**angry:** two syllables, stress on first syllable  
**upset:** two syllables, stress on second syllable  
**sleepy:** two syllables, stress on first syllable  
**down:** one syllable  
**tired:** one syllable  
**worried:** two syllables, stress on first syllable

### AUDIOSCRIPT

CD TRACK 17

Angry  
Upset  
Sleepy  
Down  
Tired  
Worried

- 9 Read the words aloud and have students repeat them. Do not clarify meaning at this stage. Ask students to do the matching in pairs. Encourage them to match the easier ones first and then use the pictures to work out the meaning of the remaining words. Check answers as a class and clarify any doubts.

### ANSWERS

A. a cough  
B. a cold  
C. a toothache  
D. a sprained ankle  
E. a headache  
F. a sore throat  
G. a temperature  
H. a rash

### Linked activities

- *Workbook section*, Student's Book, pages 94 and 95
- *Vocabulary*, Extra Practice Book, page 17
- *Fast Finishers Activities*, Extra Practice Book, page V

Student's Book pages 42 and 43

### Obligation and prohibition – *must / have to*

Have students study the examples in the grammar box.

Draw students' attention to the first example. Point out that *must* indicates obligation. To check comprehension, write on the board:

*hurry, study, clean it*

1. I have a test. I \_\_\_\_.
2. It's late. We \_\_\_\_.
3. His room is dirty. He \_\_\_\_.

Call on a student to come to the board and use the words in the box to complete the sentences. (1. must study, 2. must hurry, 3. must clean it.)

Draw students' attention to the second example. Point out that *have to* also indicates obligation. Ask students to orally restate the second sentence in each item on the board using *have to*. (1. I have to study, 2. We have to hurry, 3. He has to clean it.) Remind students of the use of *has* after *he, she* and *it*. Do not clean the board.

Draw students' attention to the third example. Point out that *don't have to* expresses that something is not necessary. Add to the examples already on the board:

1. I have a test. I must study. ≠ I don't have a test. I \_\_\_\_.
2. It's late. We must hurry. ≠ It's not late. We \_\_\_\_.
3. His room is dirty. He has to clean it. ≠ His room isn't dirty. He \_\_\_\_.

Have students compare the sentences and elicit the actions that are not necessary in each case. (1. I don't have to study, 2. We don't have to hurry, 3. He doesn't have to clean it.)

Draw students' attention to the last example. Point out that *mustn't* expresses prohibition. Make sure students understand that *must* and *have to* have the same meaning but *mustn't* and *don't have to* don't have the same meaning.

Write on the board:

*shout*  
*play music*  
*use our mobile phone*

Ask students to use the prompts on the board to say what they *mustn't* do in class. (We *mustn't* shout. We *mustn't* play music. We *mustn't* use our mobile phone.)

Refer students to *Grammar Reference 4, Extra Practice Book, p. 14*.

- 1 Students should be able to do this exercise successfully after studying the examples in the grammar box. Check answers as a class.

#### ANSWERS

1. must, have to
2. don't have to
3. mustn't

- 2 Have students do the exercise individually. You may want to ask students to decide if the sentences express prohibition, obligation or no obligation to choose their answers. Check answers as a class.

#### ANSWERS

1. have to
2. has to
3. have to
4. mustn't
5. don't have to
6. don't have to
7. must
8. mustn't

- 3 Ask students to read the dialogues for meaning before choosing their answers. To check answers, call on two pairs to read the dialogues aloud.

#### ANSWERS

2. don't have to
3. must
4. has to
5. doesn't have to
6. mustn't

- 4 Have students use the cues to write sentences. They can also write their own ideas about healthy living.

#### POSSIBLE ANSWERS

You *mustn't* be obsessive.  
You *mustn't* smoke.  
You *must / have to* eat fruit and vegetables.  
You *must / have to* get enough sleep.  
You *mustn't* eat too much fried food.  
You *don't have to* be a supermodel.  
You *must / have to* eat spinach.

### Advice – *should / shouldn't*

Have students study the examples in the grammar box. Remind students that we use *should* to give advice.

Write on the board:

*We should go.*

Read the example aloud and ask students to provide the negative sentence and the question. (We *shouldn't* go. Should we go?)

Refer students to *Grammar Reference 4, Extra Practice Book, p. 14*.

- 5 Have students do the exercise individually. Point out that they should decide whether to use *should* or *shouldn't* in each case. Check answers as a class.

## ANSWERS

2. You shouldn't smoke.
3. You should get new glasses.
4. You shouldn't go to bed late.
5. You shouldn't go out.
6. You should drink some hot tea.

- 6 a) Go over the gapped sentences with the class. Encourage students to be creative.

b) After students have compared answers with a partner, say *Number 1*, and have several students read their sentences aloud. Do the same for the other items.

## Zero conditional

Have students study the grammar box. Point out that zero conditional sentences are used to express truths – what normally happens when something else happens.

Ask students to identify the two clauses in each example and the tense used in each clause (Present simple). Emphasise that the Present simple is used in both clauses of zero conditional sentences.

Remind students that the condition can come at the beginning or at the end of the sentence. A comma is used if the condition comes first in the sentence.

To check comprehension, write on the board:  
*she / feel down / listen to music*

Ask students to use the cues on the board to write two zero conditional sentences, one starting with the condition and the other starting with the result. (If she feels down, she listens to music. / She listens to music if she feels down.)

Refer students to *Grammar Reference 4*, Extra Practice Book, p. 14.

## Grammar search

Ask students to go to page 40 and scan the text for examples of *should*, *have to* and the zero conditional. Call on a few volunteers to read the examples they have identified aloud and write some of them on the board.

- 7 Students should be able to do this exercise successfully after studying the examples in the grammar box. Check answers as a class.

## ANSWERS

1. There are two clauses.
2. Present simple.
3. Present simple.
4. Yes.
5. When the *if* clause comes first.

- 8 Have students do the exercise individually. Check answers as a class.

## ANSWERS

2. If teenagers are responsible, parents don't have to tell them what to do.
3. If students don't study, they don't learn.
4. Teenagers work hard if their teacher motivates them.
5. If we have problems with our friends, we don't concentrate on our work.
6. She listens to music if she wants to relax.

- 9 Go over the gapped sentences with the class. Encourage students to be creative. After students have written their sentences, say *Number 1*, and have several students read their sentences aloud. Do the same for the other items.

## Linked activities


- *Workbook section*, Student's Book, pages 96 and 97
- *Grammar Reference* and *Grammar Practice*, Extra Practice Book, pages 14, 15 and 16

## Student's Book pages 44 and 45

- 1 To help students get ready for listening, ask them to look at the pictures and answer the questions.

## ANSWERS


- The man is sneezing. The boy has asthma.
- A. a rash; D. eggs; E. pills; F. a cat; G. flowers. The interview might be about allergies.

- 2 a)  Tell students that they are going to listen to the first part of an interview with a doctor.

1<sup>st</sup> listening: Read the list of topics aloud and ask students to focus on main ideas as they listen. Play CD Track 18. Check answers as a class.

## ANSWERS

a, c

- b)  Tell students that this exercise also focuses on main ideas. Tell students that they have to listen and identify the pictures as the people talk about them.

2<sup>nd</sup> listening: Play CD Track 19 and ask students to number the pictures. If necessary, pause after each relevant piece of information.


## ANSWERS

A.5, B.6, C.7, D.2, E.4, F.3, G.1

- c) Ask students to use the information they remember to classify the pictures. Only if necessary, play the track again for students to do this exercise.

## ANSWERS

- B, D, E, F, G
- A, B, C

- d)  Tell students that this exercise focuses on detailed information provided by the doctor. Read the questions aloud so students know what information to listen for.

3<sup>rd</sup> listening: Play CD Track 20. Check answers as a class.

## ANSWERS

- Things that are not dangerous.
- Some get a headache, some get red eyes, others are sick.

AUDIOSCRIPT 

CD TRACKS 18, 19 and 20

## Part 1

**INTERVIEWER:** So, Doctor Lewis, what exactly is an allergy?


**DOCTOR:** That's a very interesting question. Normally our body attacks dangerous things, like infection, but if we have an allergy, our body attacks things that are not dangerous at all.

**INTERVIEWER:** Not dangerous? For example?

**DOCTOR:** Well, people have allergy to trees and flowers, to food like eggs, to cat hair and even to medicines like antibiotics.

**INTERVIEWER:** And what symptoms do people have?

**DOCTOR:** Well, some people get rashes on their skin, some get a headache; others start sneezing and get red eyes. Some people get asthma attacks, some are sick. There are a lot of different reactions to allergies.

- 3  Tell students they are going to listen to the second part of the interview. Go over the statements with the class. Ask students to listen carefully to decide if the statements are true or false.

1<sup>st</sup> listening: Play CD Track 21. As you check answers, ask students to correct the false statements.

## ANSWERS

- F. (30% of teenagers in Britain have allergies.)
- F. (Today people are too clean.)
- T
- T
- F. (The doctor says people have to be clean.)
- T

## AUDIOSCRIPT

CD TRACKS 21

## Part 2

**INTERVIEWER:** And do we have more allergies now than 50 years ago?

**DOCTOR:** Oh, yes! 30% of teenagers in Britain have allergies.

**INTERVIEWER:** And why's that?

**DOCTOR:** Well, there are many reasons. One reason is air pollution. People in cities suffer from a lot of allergies because the air is very polluted.

**INTERVIEWER:** And are there any other reasons?

**DOCTOR:** Yes. Believe it or not, another reason is that we are too clean!

**INTERVIEWER:** Too clean?

**DOCTOR:** Yes. If we clean our homes and have a shower every day, we kill the bacteria around us. And at the same time we kill our resistance.

**INTERVIEWER:** So in poorer countries people have fewer allergies?

**DOCTOR:** Right. People in poorer countries and children on farms don't have so many allergies.

**INTERVIEWER:** So the answer is 'if you don't wash too much, you have fewer allergies?'

**DOCTOR:** Yes, that's right. We have to be clean, but we mustn't too fussy about it!

**INTERVIEWER:** My teenage son will be happy to hear that. Thank you Doctor Lewis.

**DOCTOR:** Thank you.

6 Ask students to use the language in the box to create a conversation. Circulate, helping as needed. Then ask several pairs to role-play their dialogue for the class.

7 Check that the students understand how this *information gap* activity works. Each student in a pair has information that the other does not have and they have to ask questions to find the information.

## POSSIBLE ANSWERS

## First round

1. A: I'm really stressed and I can't sleep. What should I do?

B: Well, I think you should take it easy and do some exercise.

2. A: My Dad is getting married again and I don't like his new wife. What should I do?

B: Well, you should understand that it is your father's life and try to have your own life.

3. A: I don't get on with my teacher. I think he / she hates me. What should I do?

B: You should talk to your teacher and also be good in class.

4. A: I've got a horrible rash on my arms. What should I do?

B: You shouldn't scratch it and you should go to the doctor's.

5. A: I'm always arguing with my parents. What should I do?

B: Well, you should talk to them and tell them that you are growing up and you need more independence.

## Second round

1. B: My boy friend / girlfriend has left me. What should I do?

A: Well, I think you should forget him / her and find new friends.

2. B: I never have enough time to do everything. What should I do?

A: You shouldn't do so many things and you should get organised.

3. B: I can't see the blackboard. I think I need glasses. What should I do?

A: Well, you should go to the optician.

4. B: I want to go on holiday but I haven't got any money. What should I do?


A: You should visit your grandparents and all your cousins.

5. B: I want to lose weight but I love chocolate. What should I do?

A: Well, you shouldn't eat too much chocolate but you can have a small portion.

4 a) Have students answer the questions individually in their notebook.

b) To get students to share their own experiences, form pairs and ask students to take turns asking and answering the questions. To finish, call on volunteers to share their experiences with the class.

5  Tell students that they are going to listen to a conversation between a patient and a doctor.

Play CD Track 22 and ask students to listen for the problem the patient has and what the doctor says the patient should do. (The patient has a sore throat and a cough. The doctor tells the patient to go to bed, take an aspirin and drink lots of liquid.)

Ask students to practise the dialogue in pairs to memorise it. Then ask one pair to role-play the dialogue for the class.

## Linked activities

- *Workbook section*, Student's Book, page 97



## Student's Book page 46

**Writing rule**

The objective of the activity on this page is to involve the students in the writing of reports that include numerical information (percentages, exact and indeterminate quantities, approximations and fractions) using graphical data.

Read the information in the box. Draw students' attention to the fact that you can talk about the idea of quantity in many different ways (using percentages, fractions, exact and approximate quantities) depending on the idea that you wish to express.

- 1 Have students do the exercise individually and check answers as a class.

**ANSWERS**

2. f, 3. e, 4. a, 5. b, 6. c, 7. g

- 2 Read the questions aloud. Ask students to look at the graph and make sure that they understand the information represented on each axis. Students can answer the questions individually or in pairs. Remind students that they should use the phrases from the previous activity.

**ANSWERS**

1. All of them get up before 8.00 am.
2. Less than half always have breakfast.
3. The majority feel sleepy during the first class.
4. Over / More than half eat something during the morning.
5. 50% / A half eat a cooked lunch.
6. Less than a quarter eat fruit or vegetables every day.
7. About / More than 50% / a half do some exercise.
8. The majority go to bed after midnight.

- 3 Tell students that this exercise provides a model of a report that describes the information provided by a graph. (It describes the graph that they analysed in Exercise 2.) To check answers, call on a student to read the report aloud.

**ANSWERS**

- |               |                 |
|---------------|-----------------|
| 1. All        | 5. 50%          |
| 2. Under half | 6. Less than    |
| 3. 80%        | 7. Over         |
| 4. Twelve     | 8. most of them |

- 4 Read the exercise and the questions with the students and look at the graph with the answers with them. Check that all the students understand. Read the beginning of the text that they have to write and remind them that they should use the text from the previous exercise as a model. Circulate among students and help them as necessary. Then ask some students to read out their text.

**POSSIBLE ANSWER**

We asked 20 teenagers six questions about their health. These are the results: More than three quarters feel stressed. More than 50% have a healthy diet. All of them feel tired when they get up in the morning. Less than half often get a cold or a cough. Over a quarter suffer from an allergy and, finally around 75% get headaches.

**Linked activities**

- *Workbook section*, Student's Book, pages 98
- *Fast Finishers Activities*, Extra Practice Book, page V

## Student's Book page 47

1 Clarify the task: Ask students to read about Bonnie and Ralph and identify their problem. (Bonnie has changed schools and wants to make new friends. Ralph is not doing well at school and has failed three tests.) Then ask students to say how they feel. (Bonnie feels worried / lonely /sad. Ralph feels tired / sleepy / worried.)

2 Ask students to imagine they will post comments for Bonnie and Ralph to read. Go over the language in the coloured boxes and ask students to work in groups and to write sentences expressing their own ideas. Walk around the room, helping as needed. Encourage students to use the grammar they learnt in this unit.

To finish the activity, call on students to read out their pieces of advice for Bonnie and Ralph. Write some of them on the board as students say them.

3 Form groups. Ask students to use the paragraphs about Bonnie and Ralph as a guide to write their own message. Students submit their paragraph to you for correction so that they can write an edited copy of their piece of writing in the next activity.

There are two options for this activity. For **Option 1**, students will need:

- laptops or computers to log on to [www.wallwisher.com](http://www.wallwisher.com) and post their paragraph
- an Internet connection in the classroom

**Note:** Wallwisher is an online notice board. The teacher must go to [www.wallwisher.com](http://www.wallwisher.com), register and build a "wall" (webpage) where students can post their paragraphs. To post their paragraphs, students should double click anywhere on the wall so that a comment window pops up.

If you haven't got the items listed above, choose **Option 2**.



**Option 1.** Students post their edited piece of writing on [www.wallwisher.com](http://www.wallwisher.com). Then they visit the Wallwisher website to read their classmates' posts and post possible solutions.



**Option 2.** Students write a final draft of their paragraph on a slip of paper. Then they exchange slips with another group and discuss possible solutions for the problem they have read.

## Linked activities

- Vocabulary, Extra Practice Book, page 17
- Self-assessment, Student's Book, page 48
- Self-check, Student's Book, page 99
- Unit check (version A), Teacher's Resource Bank, page 8
- Unit test (version A), Teacher's Resource Bank, pages 17 and 18
- Unit check and Unit test (version B) at [www.pearsonelt.com.ar/wu](http://www.pearsonelt.com.ar/wu)

## Unit Check 4 A

Name: ..... Class: ..... Date: .....

### > Grammar and vocabulary

#### 1 Complete with the correct form of the verbs in brackets.

- 1 If you \_\_\_\_\_ (eat) well, you \_\_\_\_\_ (be) healthy.
- 2 If you \_\_\_\_\_ (not / study), you \_\_\_\_\_ (not / learn).
- 3 You \_\_\_\_\_ (fall) asleep if you \_\_\_\_\_ (be) tired.
- 4 Students \_\_\_\_\_ (enjoy) their lessons if they \_\_\_\_\_ (solve) challenging problems.
- 5 If the teacher \_\_\_\_\_ (plan) good lessons, students \_\_\_\_\_ (participate) enthusiastically.

#### 2 Match the halves.

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1 You are unhappy about something | a you want to shout.       |
| 2 You are calm                    | b if you are upset.        |
| 3 If you are angry                | c you are sad.             |
| 4 If you are down,                | d if you are not stressed. |

#### 3 Choose the correct option.

- 1 We *have to* / *mustn't* see a doctor when we have a temperature.
- 2 You *have to* / *don't have to* finish your homework now. You can go on later.
- 3 I *don't have to* / *mustn't* get up early. It's Sunday!
- 4 Students *mustn't* / *don't have to* answer all the questions correctly to pass.

#### 4 Complete with *should* or *shouldn't*.

- 1 Peter has a sore throat. He \_\_\_\_\_ shout.
- 2 Students \_\_\_\_\_ bully their peers.
- 3 You \_\_\_\_\_ be worried, everything will be all right.
- 4 We \_\_\_\_\_ phone Maggy. I've heard she's ill.

### > Reading

#### 5 Read and choose the best title.

- 1 Adolescents at school
- 2 Adolescents' health
- 3 Adolescents and parents

According to a publication of the U.S. Department of Health and Human Services from 2009, when children grow up into adolescence, they develop certain patterns of behaviour and make choices that can influence their health. Risks are associated with car or motorbike crashes, street fights, unprotected sex and alcohol or drug abuse.

On the other hand, some teenagers try to have a healthy life, practise sports and avoid using tobacco and any addictive substances.

The choices teenagers make are influenced by peers, family, school and society. This is the main reason why parents must maintain a good communication with their children and with their school.

Government policies should promote healthy behaviour through education programmes and advice in the media. One of these programmes is called *School Connectedness* and it aims to ensure that adolescents will be healthy and productive members of society.

Source [www.cdc.gov/HealthyYouth](http://www.cdc.gov/HealthyYouth).

#### 6 Find words or phrases in the text meaning:

- 1 Conduct \_\_\_\_\_
- 2 Have an effect on \_\_\_\_\_
- 3 Other equals \_\_\_\_\_

#### 7 According to the article:

- 1 *All / many / a few* children learn how to behave when they grow older.
- 2 *Many / a few / none* of the adolescents might run risks because of their choices.
- 3 Adolescents *should / must* practise sports to have a healthy life.
- 4 Parents *must / don't have to* share time with their children.
- 5 Government policies *must / don't have to* develop education programmes.

Name: ..... Class: ..... Date: .....

> Grammar

**1 Write sentences using the zero conditional.**

1 if / we not sleep well / we have a headache

\_\_\_\_\_

2 babies cry / if / they be hungry

\_\_\_\_\_  
\_\_\_\_\_

3 if / you not study / you not learn

\_\_\_\_\_  
\_\_\_\_\_

4 teenagers work hard / if / lessons be interesting

\_\_\_\_\_  
\_\_\_\_\_

5 if / we do gym / we get tired

\_\_\_\_\_  
\_\_\_\_\_

**2 Complete with *must, mustn't* or *don't have to*.**

When we are at school, we <sup>1</sup>\_\_\_\_\_ follow rules. We <sup>2</sup>\_\_\_\_\_ run in the corridors and we <sup>3</sup>\_\_\_\_\_ stay in the classroom during lessons. We <sup>4</sup>\_\_\_\_\_ to sweep the floor, but we <sup>5</sup>\_\_\_\_\_ keep the classroom clean. We <sup>6</sup>\_\_\_\_\_ throw papers on the floor. We <sup>7</sup>\_\_\_\_\_ say "good morning" to teachers and we <sup>8</sup>\_\_\_\_\_ talk when they are teaching. We <sup>9</sup>\_\_\_\_\_ be our teachers' friends, but we <sup>10</sup>\_\_\_\_\_ respect them.

**3 Match the problems (1-5) with the pieces of advice (a-e). Use *should* or *shouldn't*.**

- |                            |                       |
|----------------------------|-----------------------|
| 1 Fred is tired.           | a see a dentist.      |
| 2 Maggy has red eyes.      | b go on working.      |
| 3 The children are hungry. | c visit the optician. |
| 4 You are too nervous.     | d relax.              |
| 5 I've got a toothache.    | e skip breakfast.     |

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

> Vocabulary

**4 Read and complete the adjectives.**

- When things go wrong, I feel *d*\_\_\_\_\_ .
- When I can't relax, I am *s*\_\_\_\_\_ .
- When I don't sleep 8 hours, I feel *t*\_\_\_\_\_ .
- When I work at night, I feel *s*\_\_\_\_\_ in the morning.
- When my mum is ill, I am *w*\_\_\_\_\_ .

# Test 4 A

Name: ..... Class: ..... Date: .....

**5 Fill in the blanks with words from the box.**

*can't move    does it hurt    in bed  
 feel very well    How can I help  
 sprained ankle    take  
 What's the matter*

**DOCTOR:** Good morning.  
 1 \_\_\_\_\_ you?  
**PATIENT:** I don't 2 \_\_\_\_\_ .  
**DOCTOR:** 3 \_\_\_\_\_ ?  
**PATIENT:** I have a terrible pain.  
**DOCTOR:** Where 4 \_\_\_\_\_ ?  
**PATIENT:** It's my leg.  
 I 5 \_\_\_\_\_ it!  
**DOCTOR:** Let's see... Oh, you've got a  
 6 \_\_\_\_\_ . You  
 must 7 \_\_\_\_\_ an  
 aspirin every 4 hours and stay  
 8 \_\_\_\_\_ .

**> Writing**

**7 Look at the information and report the results of the survey about teenage health awareness. Use the expressions in the box.**

- 1 100% do some sport
- 2 80% sleep 7 or 8 hours a day
- 3 54% eat fruit and vegetables
- 4 23% suffer from eating disorders
- 5 0% consume drugs
- 6 10% smoke

*a few    all of them    more than half  
 most of them    nobody  
 under a quarter*

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**> Reading**

**6 Read the text and complete the sentences.**

**Volcanoes and health problems**

A volcano is similar to a mountain, but it has a crack at its summit. When a volcano erupts, there are many consequences. The first, and maybe the most important, is that people are scared. If the lava comes out of the opening, it covers and destroys the surrounding areas.

At the beginning, ashes and gases come out of the crater. If people breathe them, they cough and have a sore throat and their eyes get red.

People should stay at home. If they have to go out to work or study, they must cover their noses and mouths.

Planes must stop flying because ash clouds cover the sky and it is dangerous to pilot them.

- 1 People are scared when \_\_\_\_\_ .
- 2 People have a sore throat if \_\_\_\_\_ .
- 3 People shouldn't \_\_\_\_\_ .
- 4 Planes mustn't \_\_\_\_\_ .

## Answer key

- 5 1. In 1923  
2. He was a carpenter.  
3. He was working in the cardiovascular surgery department.  
4. He died.

- 6 1. and 2. but

### Unit Check 3 A

- 1 1. Has Alexia ever ridden a motorbike?  
She has never ridden a motorbike in the city, but she has just ridden a motorbike in the countryside.  
2. Have the Watsons ever won the lottery?  
They have never won the lottery, but they have just won an important prize.  
3. Have you ever eaten crocodile?  
I have never eaten crocodile, but I've just eaten seafood.  
4. Have we ever driven a bus?  
We have never driven a bus, but we have just driven a van.  
5. Has Gastón ever run a marathon?  
He has never run a marathon, but he has just run a race.
- 2 1. Marina has climbed the Uritorco.  
2. She has gone hang-gliding.  
3. She has done bungee jumping.  
4. She hasn't returned to Córdoba.
- 3 1. Have / ever met / met / came  
2. Has / ever been / went / was  
3. Have / ever given / gave
- 4 1. Sandra's father.  
2. All over the world.  
3. He has climbed mountains, dived, and ridden a horse.  
4. To study Medicine.
- 5 1. Sandra's father.  
2. Jeremy's life.  
3. Argentines.  
4. Jeremy's life is not boring.

### Unit Check 4 A

- 1 1. eat / are  
2. don't study / don't learn

3. fall / are  
4. enjoy / solve  
5. plans / participate

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

- 3 1. have to  
2-4. don't have to

- 4 1. shouldn't 3. shouldn't  
2. shouldn't 4. should

- 5 Adolescents at school

- 6 1. (patterns of) behaviour  
2. Influence  
3. Peers

- 7 1. All 3. should 5. must  
2. Many 4. must

### Unit Check 5 A

- 1 1. will / will 3. will  
2. won't / will
- 2 1. is going to be  
2. are you doing / 'll go  
3. is going to drink  
4. 'll win
- 3 1. The police might not catch the thief.  
2. Francis might get the job.  
3. Sandra might not pass the exam.  
4. The bus might leave before they arrive.  
5. They might not miss it.
- 4 1. What time is she going to arrive?  
2. What will they finish next month?  
3. Who might he help?  
4. Where are you/we going to travel?  
5. What will you do after 2015?
- 5 1. study / will pass  
2. will have / lives  
3. will travel / go  
4. don't work / won't finish  
5. gets / won't live
- 6 Don't take superstitions seriously
- 7 1. Because they are seen as the image of bad luck.  
2. In Egypt.  
3. He will come back home safely from the seas.

### Unit Check 6 A

- 1 1. since 3. since 5. for  
2. for 4. since
- 2 1. How long have you studied English?  
2. When did Brenda live in France?  
3. How long has Vicky worked for LB & Co?  
4. When did we start the charity?
- 3 1. did not like  
2. has not stopped  
3. met  
4. started  
5. have they done  
6. have made
- 4 1. more carefully 2. the hardest  
3. more actively 4. the earliest
- 5 1. F 2. F 3. F
- 6 1. For over 10 years.  
2. When their families are ready to receive them back or when they are legally adopted.  
3. They will suffer.  
4. Because they are brought up in a family.

### Test 1 A

- 1 1. Do you want 2. helps  
3. study 4. is  
5. doesn't speak
- 2 1. are you doing 2. 'm looking  
3. is sitting 4. Is he reading  
5. 's chatting 6. are playing
- 3 1. What time does your sister usually start her day?  
2. Who is cooking at home now?  
3. How many people speak English around the world?  
4. What are you doing this afternoon?  
5. Where does Anna like to skate?
- 4 Student's own answer.
- 5 1. like / love / hate / don't mind travelling  
2. like / love / hate / don't mind watching

## Answer key

2. on a farm    5. wouldn't like  
3. you like
- 8** 1. Life has changed dramatically over the last three or four decades.  
2. Women share more responsibilities with men. Fathers change diapers and mothers do business. Both men and women work outside their home.  
3. People can work from their homes, so parents don't need to leave their children with unknown people.  
4. New products are appearing every day to make our life easier.  
5. The writer would like to live in an intelligent house.
- 9** Student's own answer.

### Test 4 A

- 1** 1. If we don't sleep well, we have a headache.  
2. Babies cry if they are hungry.  
3. If you don't study, you don't learn.  
4. Teenagers work hard if lessons are interesting.  
5. If we do gym, we get tired.
- 2** 1. must                      6. mustn't  
2. mustn't                  7. must  
3. must                      8. mustn't  
4. don't have to          9. don't have to  
5. must                      10. must
- 3** 1. Fred is tired. He shouldn't go on working.  
2. Maggy has red eyes. She should see a dentist.  
3. The children are hungry. They shouldn't skip breakfast.  
4. You are too nervous. You should relax.  
5. I've got a toothache. I should see a dentist.
- 4** 1. depressed / down  
2. stressed  
3. tired  
4. sleepy  
5. worried
- 5** 1. How can I help  
2. feel very well.  
3. What the matter

4. does it hurt  
5. can't move  
6. sprained ankle  
7. take  
8. in bed
- 6** 1. a volcano erupts  
2. they breathe the ashes and gases  
3. go out (of their homes)  
4. fly
- 7** Possible answer:  
Teenagers have been asked some questions about their health. And these are the results. All of them do some sport and most of them sleep between 7 and 8 hours a day. More than half the teenagers eat fruit and vegetables, but under a quarter suffer from eating disorders. A few of them smoke and none takes drugs.

### Test 5 A

- 1** Student's own answer.  
**2** Student's own answer.  
**3** 1. won't have    4. will like  
2. won't pass    5. will come  
3. will be  
**4** 1. might not    4. might not  
2. might not    5. might  
3. might  
**5** 1. going to buy  
2. not going to make  
3. going to sing  
4. going to have  
5. going to rain  
**6** 1. If we don't take a map, we will get lost in the city.  
2. If she wins the lottery, she will buy a house with a garden.  
3. If I study hard, I will pass all my exams.  
4. If they don't have enough money, they won't go to the theatre and they will have to stay at home.  
5. If he moves to the country, he will buy a new house.  
**7** 1. numerologist    4. have  
2. have                      5. live  
3. get                        6. be

- 8** 1. fortune                  4. spend  
2. unlikely                5. likely  
3. say
- 9** 1. F    2. T    3. T    4. T
- 10** Student's own answer.

### Test 6 A

- 1** 1. Mary has not lived in Madrid since 2005.  
2. He has been waiting to see the doctor since four o'clock.  
3. She has not played the piano for two years.  
4. I have studied English for a long time.  
5. Joe has studied French since January.
- 2** 1. How long have you lived here?  
2. How long has she had this car?  
3. How long have you known Peter?  
4. How long have you had this jacket?  
5. How long has he been at this school?
- 3** Past simple: last Monday, in 2001, yesterday  
Present perfect: since 10 am, for five years, since January
- 4** 1. bought / has had  
2. started / have worked  
3. met / have known  
4. lent / have had  
5. decided / have planned
- 5** 1. harder / the fastest  
2. more carefully  
3. earlier
- 6** 1. e    2. b    3. c    4. a    5. d
- 7** 1. organise                  4. do  
2. raise                      5. sponsor  
3. collected
- 8** 1. Can you                  5. Sorry  
2. of course                6. help you  
3. do for you               7. that's great  
4. lend me
- 9** 1. b    2. b    3. c
- 10** Student's own answer.