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*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* contains six units based on stimulating, varied topics. They have 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.

### Vocabulary and Reading

This two-page section includes the presentation and practice of key vocabulary and a reading text linked to the unit theme. The vocabulary section introduces one or two sets of words or phrases. Varied exercises and activities allow students to practice new words through meaningful spoken and written activities. 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.

### Grammar

This two-page section provides simple grammatical presentations and practice. The grammar points are clearly presented in boxes and cross-referenced to the *Grammar Reference*, where students can find a more detailed explanation of the grammar point. 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 practice 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 *Vocabulary* and *Reading* sections 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 practice 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 next page.)

### 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?* 1, students will need:

- A word processor, for example, Microsoft Word.
- A presentation programme, 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 <https://sites.google.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 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 reflect on their progress. This section does not have specific notes for each unit. 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. The *Break Time* section that appears after the first three units features a *Puzzle Time* page and a song by a well-known band. The *Break Time* section that appears at the end of the Student's Book features a *Play Snakes and Ladders* page and another well-known song. The *Puzzle Time* page includes word games that revise the language from preceding units. The *Play Snakes and Ladders* page features a board game that revises all the language taught in the book. 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

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:

Page 1 and 2: *Vocabulary and Reading*

Page 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 74).

## 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 and useful *Remember!* and *Be careful!* notes. It also 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/tests](http://www.pearsonelt.com.ar/wu/tests). Your password to access the site is: **51924**.



# What's NEW in What's Up?

Updated syllabus

Aligned with curricular demands

## Modern new look

Clear layout and updated unit objectives



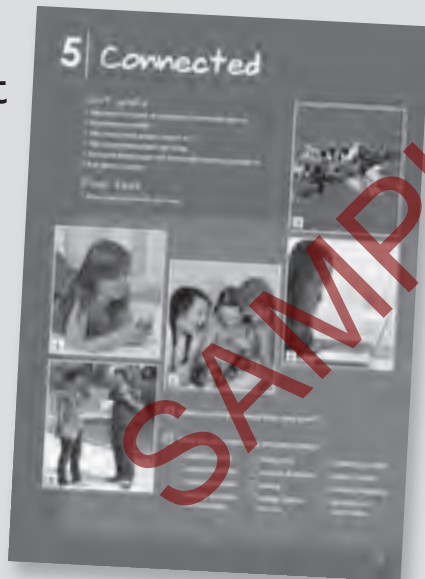
## New recordings and activities

Help reinforce the grammar points covered in the unit



Clear communication goals make students aware of the uses of language

## New unit topics



## Final tasks plus

For our 21<sup>st</sup> century learners



## New readings

A variety of text types offer ample exposure to the language



New discussion activities provide opportunities for students to express their views

Online teacher support at  
[www.pearsonelt.com.ar/wu](http://www.pearsonelt.com.ar/wu)  
Password: 51924

## Unidad temática 1: A new start

**Tópico:** El alumno dentro de su comunidad educativa.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 7-8)</b></p> <ul style="list-style-type: none"> <li>Asociación de léxico referente a la escuela con su representación gráfica.</li> <li>Elaboración grupal de una red conceptual en base a tormenta de ideas sobre vocabulario escolar.</li> <li>Comparación de culturas y de comunidades educativas.</li> <li>Intercambio oral sobre materias preferidas y lugares en que se dictan.</li> <li>Descripción de la hora.</li> <li>Intercambio oral sobre horarios escolares.</li> </ul> <p><b>(Página 9)</b></p> <ul style="list-style-type: none"> <li>Elaboración de predicciones como estrategia de comprensión lectora.</li> <li>Lectura de una carta de lectores e identificación de ideas generales e información específica.</li> <li>Discusión oral sobre distintos tipos de escuelas y preferencias personales.</li> </ul> <p><b>(Páginas 10-11)</b></p> <ul style="list-style-type: none"> <li>Sistematización de la estructura del presente simple del verbo <i>to be</i> en un cuadro.</li> <li>Deducción de reglas gramaticales.</li> <li>Inserción del verbo <i>to be</i> en textos escritos.</li> <li>Escucha para la reproducción de oraciones con <i>He's</i> y <i>She's</i>.</li> <li>Escucha y reproducción de oraciones atendiendo al ritmo y acentuación correctos.</li> <li>Asociación de preguntas con sus correspondientes respuestas.</li> <li>Intercambio oral: preguntas cerradas y respuestas.</li> <li>Identificación de adjetivos en oraciones escritas.</li> <li>Inserción de adjetivos en oraciones descriptivas.</li> <li>Identificación de las preposiciones de tiempo en oraciones.</li> <li>Formulación de preguntas con <i>When</i> y respuestas con preposiciones de tiempo.</li> </ul>	<p><b>Lexicales</b></p> <ul style="list-style-type: none"> <li>Lugares de la escuela.</li> <li>Materias escolares.</li> <li>Hora digital y hora de reloj.</li> <li>Días de la semana.</li> <li>Títulos: <i>Mr, Mrs, Ms</i></li> <li>Adjetivos calificativos: <i>modern, hard, easy, typical, special, long, favourite, good, big, small, nice, friendly, fun, old.</i></li> </ul>	<ul style="list-style-type: none"> <li>Presente simple del verbo <i>to be</i> en sus formas afirmativa, negativa e interrogativa.</li> <li>Preposiciones de tiempo: <i>in, at, on.</i></li> <li>Orden de adjetivos.</li> <li>Uso de <i>can</i> para realizar pedidos amables y solicitar permiso.</li> <li>Uso de <i>want to + infinitivo</i> para expresar deseo.</li> </ul>
<p><b>(Páginas 12-13)</b></p> <ul style="list-style-type: none"> <li>Descripción de una ilustración como estrategia de comprensión auditiva.</li> <li>Escucha de un monólogo de un docente e identificación de información específica para completar un horario escolar.</li> <li>Escucha de una conversación entre alumnos para identificar ideas generales e información específica.</li> <li>Juego de roles.</li> <li>Escucha de intercambios realizando pedidos amables y solicitando favores.</li> <li>Elaboración de preguntas realizando pedidos amables y solicitando favores.</li> </ul> <p><b>(Página 14)</b></p> <ul style="list-style-type: none"> <li>Reconocimiento y producción de párrafos en textos escritos.</li> <li>Reconocimiento y producción de oraciones descriptivas.</li> <li>Lectura de un texto brindando información personal e identificación del tipo de información que contiene.</li> <li>Redacción paralela de un texto brindando información personal.</li> </ul>	<p><b>Gramaticales</b></p> <ul style="list-style-type: none"> <li>Pronunciación de <i>he / she.</i></li> <li>Entonación de preguntas cerradas y abiertas.</li> <li>Formas fuertes y débiles.</li> </ul>	<p><b>Fonológicos</b></p> <ul style="list-style-type: none"> <li>Pronunciación de <i>he / she.</i></li> <li>Entonación de preguntas cerradas y abiertas.</li> <li>Formas fuertes y débiles.</li> </ul>
<b>Proyecto final</b>		
<p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>Información personal: el alumno, sus preferencias y su entorno.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>Los alumnos se comunicarán para compartir información personal.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>Uso del tiempo presente simple del verbo <i>to be.</i></li> <li>Uso de preposiciones de tiempo.</li> <li>Uso de adjetivos calificativos.</li> <li>Uso de vocabulario para describir la escuela, las materias escolares, los horarios escolares y los amigos.</li> <li>Uso contextualizado de las macro habilidades.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>Lectura de una publicación en una página web que servirá de modelo.</li> <li>Ubicación de información en un cuadro generador de ideas.</li> <li>Redacción de un borrador para su posterior edición.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>Opción 1: elaboración de un <i>post.</i></li> <li>Opción 2: elaboración de una presentación personal.</li> </ul> <p><b>Repercusión pública</b></p> <ul style="list-style-type: none"> <li>Opción 1: publicación del <i>post</i> en una página web escolar.</li> <li>Opción 2: presentación personal ante la clase.</li> </ul>		

## Unidad temática 2: Special days

**Tópico:** El alumno y las tradiciones de su comunidad y su familia.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 17-18)</b></p> <ul style="list-style-type: none"> <li>• Asociación de léxico referente a festividades con las imágenes que los representan.</li> <li>• Comparación de culturas y sus festividades.</li> <li>• Descripción oral de rutinas diarias.</li> <li>• Conexión secuencial de acciones cotidianas en forma oral.</li> <li>• Descripción oral de rutinas típicas de eventos especiales.</li> </ul> <p><b>(Página 19)</b></p> <ul style="list-style-type: none"> <li>• Reflexión previa sobre la propia cultura como estrategia de comprensión lectora.</li> <li>• Lectura de un texto publicado en un blog e identificación de ideas generales e información específica sobre una celebración.</li> <li>• Descripción de festividades de la cultura propia y ajena.</li> <li>• Expresión oral acerca de gustos y preferencias.</li> </ul> <p><b>(Páginas 20-21)</b></p> <ul style="list-style-type: none"> <li>• Sistematización de la estructura del tiempo presente simple en sus formas afirmativa y negativa por medio de cuadros.</li> <li>• Deducción de reglas gramaticales sobre su forma y uso.</li> <li>• Identificación de formas gramaticales correctas.</li> <li>• Inserción del tiempo presente simple en un texto.</li> <li>• Escucha de palabras para identificar las distintas pronunciaciones de la -s final de la tercera persona del singular de verbos en tiempo presente simple.</li> <li>• Producción de la pronunciación correcta de la -s final de la tercera persona del singular del tiempo presente simple.</li> <li>• Producción guiada de oraciones en tiempo presente simple.</li> <li>• Identificación de adverbios de frecuencia y su significado.</li> <li>• Inserción de adverbios de frecuencia en oraciones.</li> <li>• Producción guiada de oraciones con adverbios de frecuencia.</li> <li>• Descripción oral de rutinas propias y ajenas.</li> </ul> <p><b>(Páginas 22-23)</b></p> <ul style="list-style-type: none"> <li>• Descripción oral de ilustraciones como estrategia de comprensión auditiva.</li> <li>• Escucha de dos entrevistas sobre rutinas e identificación de ideas generales e información específica.</li> <li>• Juego de roles.</li> <li>• Escucha de una entrevista sobre deseos personales para identificar información específica.</li> <li>• Intercambios orales expresando deseos personales y utilizando <i>want to</i>.</li> </ul> <p><b>(Página 24)</b></p> <ul style="list-style-type: none"> <li>• Toma de conciencia sobre el uso del sujeto en oraciones y de conectores secuenciales en textos.</li> <li>• Ordenamiento de conectores secuenciales.</li> <li>• Lectura de una descripción de una rutina diaria, selección de los conectores secuenciales apropiados y ordenamiento de las rutinas descriptas.</li> <li>• Redacción libre de un texto sobre un día típico de la semana.</li> </ul>	<p><b>Lexicales</b></p>	<ul style="list-style-type: none"> <li>• Vocabulario relacionado con las rutinas diarias.</li> <li>• Vocabulario relacionado con las actividades que se realizan en eventos especiales.</li> <li>• Meses del año.</li> <li>• Celebraciones y festivales mundialmente famosos.</li> </ul>
	<p><b>Gramaticales</b></p>	<ul style="list-style-type: none"> <li>• Tiempo presente simple en su forma afirmativa, negativa e interrogativa para describir hábitos y rutinas.</li> <li>• Adverbios de frecuencia: <i>never, sometimes, often, usually, always</i>.</li> <li>• Uso de <i>want to</i> + infinitivo para expresar deseo.</li> <li>• Conectores secuenciales: <i>before, after, First, Then, After that, Finally</i>.</li> </ul>
	<p><b>Fonológicos</b></p>	<ul style="list-style-type: none"> <li>• Pronunciación de la s en la tercera persona singular.</li> <li>• Entonación de preguntas abiertas.</li> <li>• Patrones de acentuación y ritmo.</li> </ul>
<b>Proyecto final</b>		
<p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• Festividades y celebraciones preferidas por los alumnos.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos se comunicarán para compartir información sobre sus festividades o celebraciones preferidas.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso del tiempo presente simple y adverbios de frecuencia.</li> <li>• Uso de vocabulario para describir actividades que se realizan en eventos especiales.</li> <li>• Uso de conectores secuenciales.</li> <li>• Uso contextualizado de las macro habilidades.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Lectura de un email sobre una festividad.</li> <li>• Ubicación de información en un mapa conceptual como medio para generar y organizar ideas.</li> <li>• Redacción de un borrador para su posterior edición.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Opción 1: elaboración de un email.</li> <li>• Opción 2: elaboración de una carta.</li> </ul> <p><b>Repercusión pública</b></p> <ul style="list-style-type: none"> <li>• Opción 1: recepción de un email y elaboración de una respuesta.</li> <li>• Opción 2: recepción de una carta y elaboración de una respuesta.</li> </ul>		

## Unidad temática 3: Animals

**Tópico:** El alumno, el reino animal que lo rodea y su conciencia ecológica.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 27-28)</b></p> <ul style="list-style-type: none"> <li>Asociación de léxico referente a partes del cuerpo con las imágenes que los representan.</li> <li>Categorización y producción oral de ítems lexicales.</li> <li>Uso del diccionario y del contexto para descubrir significado.</li> <li>Análisis de las connotaciones de adjetivos descriptivos.</li> <li>Inserción de adjetivos en oraciones descriptivas.</li> </ul> <p><b>(Página 29)</b></p> <ul style="list-style-type: none"> <li>Discusión oral en base a conocimientos previos como estrategia de comprensión lectora.</li> <li>Lectura de un artículo de un periódico e identificación de ideas generales e información específica.</li> <li>Identificación del punto de vista expresado en el artículo.</li> <li>Expresión de opiniones personales sobre el punto de vista expresado en el artículo.</li> </ul> <p><b>(Páginas 30-31)</b></p> <ul style="list-style-type: none"> <li>Sistematización de la forma interrogativa del tiempo presente simple en un cuadro.</li> <li>Deducción de reglas gramaticales sobre su forma y uso.</li> <li>Producción guiada de preguntas cerradas y abiertas.</li> <li>Escucha de oraciones para identificar la correcta pronunciación de <i>does</i> y <i>doesn't</i> y su posterior producción.</li> <li>Intercambio oral de preguntas y respuestas utilizando el tiempo presente simple.</li> <li>Inserción del tiempo presente simple en un diálogo escrito.</li> <li>Sistematización del uso de <i>can</i>, <i>must</i>, <i>can't</i> y <i>mustn't</i> para expresar habilidad, obligación y prohibición respectivamente.</li> <li>Inserción de las formas afirmativas y negativas de <i>can</i> y <i>must</i> en oraciones y textos.</li> <li>Escucha de oraciones para identificar el uso de <i>can</i> y <i>must</i>.</li> <li>Producción libre de diálogos breves sobre habilidades propias.</li> </ul>	<p><b>Lexicales</b></p> <ul style="list-style-type: none"> <li>Partes del cuerpo humano.</li> <li>Partes del cuerpo de animales.</li> <li>Nombres de animales salvajes, de granja y mascotas.</li> <li>Verbos que permiten describir lo que los animales hacen: <i>hide, sting, hibernate, migrate, hunt, bite, build, lay</i>.</li> <li>Adjetivos que permiten describir animales: <i>aggressive, friendly, intelligent, clean, dirty, dangerous, poisonous, slow, fast, quiet, noisy, solitary</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Partes del cuerpo humano.</li> <li>Partes del cuerpo de animales.</li> <li>Nombres de animales salvajes, de granja y mascotas.</li> <li>Verbos que permiten describir lo que los animales hacen: <i>hide, sting, hibernate, migrate, hunt, bite, build, lay</i>.</li> <li>Adjetivos que permiten describir animales: <i>aggressive, friendly, intelligent, clean, dirty, dangerous, poisonous, slow, fast, quiet, noisy, solitary</i>.</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>Preguntas abiertas y cerradas.</li> <li><i>Can</i> para expresar posibilidad.</li> <li><i>Must</i> para expresar obligación y <i>mustn't</i> para expresar prohibición.</li> </ul>	<ul style="list-style-type: none"> <li>Tiempo presente simple en sus formas afirmativa, negativa e interrogativa.</li> <li>Preguntas abiertas y cerradas.</li> <li><i>Can</i> para expresar posibilidad.</li> <li><i>Must</i> para expresar obligación y <i>mustn't</i> para expresar prohibición.</li> </ul>
	<p><b>Fonológicos</b></p> <ul style="list-style-type: none"> <li>Pronunciación de <i>does / doesn't</i>.</li> <li>Entonación de preguntas cerradas.</li> <li>Entonación de preguntas abiertas.</li> <li>Patrones de acentuación y ritmo.</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciación de <i>does / doesn't</i>.</li> <li>Entonación de preguntas cerradas.</li> <li>Entonación de preguntas abiertas.</li> <li>Patrones de acentuación y ritmo.</li> </ul>
<b>Proyecto final</b>		
<b>Tópico</b>		
<ul style="list-style-type: none"> <li>Los animales en peligro de extinción.</li> </ul>		
<b>Proyecto</b>		
<ul style="list-style-type: none"> <li>Los alumnos elaborarán un póster sobre un animal en peligro de extinción.</li> </ul>		
<b>Contenidos</b>		
<ul style="list-style-type: none"> <li>Uso del tiempo presente simple.</li> <li>Uso de <i>can</i> para expresar habilidad.</li> <li>Uso de <i>must</i> y <i>mustn't</i> para expresar obligación y prohibición.</li> <li>Uso de vocabulario relacionado con la descripción de animales.</li> <li>Uso de exclamaciones y preguntas para atraer el interés del lector.</li> <li>Uso contextualizado de las macro habilidades.</li> </ul>		
<b>Tareas de preparación</b>		
<ul style="list-style-type: none"> <li>Lectura de un póster sobre el oso panda.</li> <li>Búsqueda de información en Internet u otras fuentes.</li> <li>Ubicación de información en cuadro como medio para generar y organizar ideas.</li> <li>Elaboración de un borrador para su posterior edición.</li> </ul>		
<b>Resultado esperado</b>		
<ul style="list-style-type: none"> <li>Opción 1: elaboración de un póster interactivo o de una presentación PowerPoint.</li> <li>Opción 2: elaboración de un póster atractivo en papel.</li> </ul>		
<b>Repercusión pública</b>		
<ul style="list-style-type: none"> <li>Opción 1: exhibición del póster interactivo o de la presentación PowerPoint ante un grupo.</li> <li>Opción 2: colocación de los pósters en las paredes de la clase o la escuela.</li> </ul>		



## Unidad temática 4: About town

**Tópico:** El alumno y la comunidad en que vive.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 39-40)</b></p> <ul style="list-style-type: none"> <li>• Asociación de léxico referente a comercios con las imágenes que los representan.</li> <li>• Clasificación de objetos según los negocios en que pueden ser adquiridos.</li> <li>• Comparación de culturas, sus negocios y centros comerciales.</li> <li>• Identificación de las actividades que se pueden realizar en distintos comercios.</li> <li>• Juego de memoria en base a un mapa de un área urbana y descripción de la ubicación de cada comercio.</li> <li>• Escucha de hábitos personales para identificar los lugares en que se realizan.</li> <li>• Producción guiada de descripciones de hábitos propios.</li> <li>• Elaboración libre de diálogos breves sobre hábitos propios.</li> </ul> <p><b>(Página 41)</b></p> <ul style="list-style-type: none"> <li>• Elaboración de inferencias previas como estrategia de comprensión lectora.</li> <li>• Lectura de un artículo de una página web e identificación de ideas generales e información específica.</li> <li>• Expresión de opiniones personales sobre hábitos de compras.</li> </ul> <p><b>(Páginas 42-43)</b></p> <ul style="list-style-type: none"> <li>• Sistematización de la estructura del tiempo presente continuo por medio de un cuadro.</li> <li>• Deducción de reglas gramaticales sobre su forma y uso.</li> <li>• Intercambio oral guiado con elaboración de preguntas abiertas en el tiempo presente continuo y sus respuestas.</li> <li>• Inserción del presente continuo en un diálogo.</li> <li>• Intercambio oral guiado con elaboración de preguntas cerradas en el tiempo presente continuo y sus respuestas.</li> <li>• Categorización de sustantivos contables e incontables.</li> <li>• Deducción del uso de <i>a lot of, some, any, a/an</i>.</li> <li>• Elección de <i>a lot of, some, any, a/an</i> para completar oraciones.</li> <li>• Inserción de <i>some, any, a/an</i> en diálogos escritos.</li> </ul> <p><b>(Páginas 44-45)</b></p> <ul style="list-style-type: none"> <li>• Descripción de una ilustración de una calle comercial como estrategia de comprensión auditiva.</li> <li>• Escucha de conversaciones que tienen lugar en comercios e identificación de ideas generales e información específica.</li> <li>• Escucha de intercambios breves en que los hablantes realizan sugerencias y responden a las mismas.</li> <li>• Elaboración guiada de diálogos breves haciendo sugerencias y respondiendo a las mismas.</li> <li>• Juego de roles.</li> </ul> <p><b>(Página 46)</b></p> <ul style="list-style-type: none"> <li>• Toma de conciencia del uso de los artículos definido e indefinido.</li> <li>• Toma de conciencia del uso de pronombres subjetivos conforme a las frases nominales a las que se refieren.</li> <li>• Lectura de la descripción de una foto de una ciudad.</li> <li>• Producción libre de la descripción de una imagen de un lugar.</li> </ul>	<p><b>Lexicales</b></p> <ul style="list-style-type: none"> <li>• Vocabulario relacionado con edificios y espacios públicos de una población.</li> <li>• Vocabulario relacionado con actividades que se desarrollan en los distintos espacios de una población.</li> <li>• Preposiciones de lugar: <i>next to, between, opposite, near</i>.</li> </ul>	
	<p><b>Gramaticales</b></p> <ul style="list-style-type: none"> <li>• Tiempo presente continuo en su forma afirmativa, negativa e interrogativa.</li> <li>• Sustantivos contables e incontables.</li> <li>• <i>A lot of / some / any / a(n)</i></li> <li>• Palabra interrogativa: <i>how much</i>.</li> <li>• <i>Let's ... Why don't we ...? What about ...? y Shall we ...?</i> para expresar sugerencias.</li> <li>• Artículo indefinido (<i>a/an</i>) y artículo definido (<i>the</i>).</li> <li>• Pronombres sustantivos y sus antecedentes.</li> </ul>	
	<p><b>Fonológicos</b></p> <ul style="list-style-type: none"> <li>• Toma de conciencia sobre la existencia de diferencias entre pronunciación de acento americano y acento británico.</li> <li>• Pronunciación de <i>-ing</i>.</li> <li>• Entonación de preguntas abiertas.</li> <li>• Patrones de acentuación y ritmo.</li> </ul>	
	<b>Proyecto final</b>	
	<p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• Una salida entre amigos.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos se comunicarán para organizar una salida social.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso del tiempo presente continuo.</li> <li>• Uso de <i>Let's ..., Why don't we ...? What about ...? y Shall we ...?</i> para expresar sugerencias.</li> <li>• Uso de vocabulario sobre actividades de tiempo libre.</li> <li>• Uso contextualizado de las macro habilidades.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Lectura de la primera parte de una conversación.</li> <li>• Ordenamiento de los intercambios de la segunda parte de la conversación.</li> <li>• Lectura de pautas para la producción de una conversación.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Opción 1: intercambio de mensajes virtuales escritos instantáneos.</li> <li>• Opción 2: una conversación.</li> </ul>	

## Unidad temática 5: Connected

**Tópico:** El alumno y su vida social: sus amigos y el uso de la tecnología como medio de comunicación.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 49-50)</b></p> <ul style="list-style-type: none"> <li>Asociación de léxico referente a actividades de la vida cotidiana con las imágenes que los representan.</li> <li>Reconocimiento de léxico referente a los recursos tecnológicos y la comunicación virtual e inserción del mismo en textos que describen hábitos de los adolescentes.</li> <li>Reconocimiento de adjetivos descriptivos en un texto.</li> <li>Inserción de adjetivos descriptivos en oraciones.</li> </ul> <p><b>(Página 51)</b></p> <ul style="list-style-type: none"> <li>Discusión oral previa sobre hábitos de comunicación virtual como estrategia de comunicación lectora.</li> <li>Lectura de un artículo de una revista sobre la seguridad en el uso de redes sociales virtuales e identificación de ideas generales e información específica.</li> <li>Reflexión grupal acerca del uso consciente y seguro de redes sociales virtuales.</li> </ul> <p><b>(Páginas 52-53)</b></p> <ul style="list-style-type: none"> <li>Sistematización de los tiempos presente simple y presente continuo.</li> <li>Deducción de reglas gramaticales sobre su forma y uso.</li> <li>Clasificación de expresiones de tiempo de acuerdo al tiempo verbal con que suelen usarse.</li> <li>Inserción de los tiempos presente simple y presente continuo en textos breves.</li> <li>Descripción de ilustraciones utilizando los tiempos presente simple y presente continuo.</li> <li>Sistematización de los pronombres objetivos y deducción de reglas sobre su uso.</li> <li>Identificación de pronombres subjetivos y objetivos en oraciones.</li> <li>Clasificación de pronombres subjetivos y objetivos en una tabla.</li> <li>Inserción de pronombres objetivos en oraciones.</li> <li>Reemplazo de sustantivos por pronombres subjetivos y objetivos en oraciones.</li> </ul> <p><b>(Páginas 54-55)</b></p> <ul style="list-style-type: none"> <li>Descripción de una ilustración de adolescentes en escenas de su vida cotidiana como estrategia de comprensión auditiva.</li> <li>Escucha de un monólogo descriptivo de una escena e identificación de ideas generales e información específica.</li> <li>Escucha de preguntas e identificación del foco.</li> <li>Lectura de intercambios breves colocando énfasis en el foco.</li> <li>Elaboración libre de intercambios breves colocando énfasis en el foco.</li> </ul> <p><b>(Página 56)</b></p> <ul style="list-style-type: none"> <li>Toma de conciencia del uso de conectores para expresar adición, oposición y propósito.</li> <li>Toma de conciencia acerca de cómo enriquecer una descripción de una escena proporcionando detalles relacionados.</li> <li>Lectura de un texto que describe una escena.</li> <li>Redacción libre de una descripción de una escena.</li> </ul>	<p><b>Lexicales</b></p> <ul style="list-style-type: none"> <li>Actividades de la vida diaria de un adolescente.</li> <li>Recursos tecnológicos y la comunicación virtual.</li> <li>Adjetivos que describen personalidad: <i>kind, friendly, lazy, funny, quiet, fun.</i></li> </ul>	
	<p><b>Gramaticales</b></p> <ul style="list-style-type: none"> <li>Contraste entre el tiempo presente simple y el tiempo continuo.</li> <li>Tiempos presente simple y presente continuo en sus formas afirmativa, negativa e interrogativa.</li> <li>Uso de pronombres objetivos.</li> <li>Conectores de adición y oposición: <i>and, but.</i></li> <li>Conectores de propósito: <i>so, because.</i></li> </ul>	
	<p><b>Fonológicos</b></p> <ul style="list-style-type: none"> <li>Identificación de foco.</li> <li>Entonación de preguntas cerradas.</li> <li>Entonación de preguntas abiertas.</li> <li>Patrones de acentuación y ritmo.</li> </ul>	
<p style="text-align: center;"><b>Proyecto final</b></p>		
<p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>Los amigos, la comunicación virtual y los recursos tecnológicos.</li> </ul>		
<p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>Los alumnos intercambiarán ideas acerca del uso y la importancia de la computadora y el celular para hacer nuevas amistades y/o mantenerlas.</li> </ul>		
<p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>Uso del presente simple.</li> <li>Uso de vocabulario relacionado con los recursos tecnológicos y la comunicación virtual.</li> <li>Uso contextualizado de las macro habilidades.</li> </ul>		
<p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>Lectura y realización de una encuesta.</li> <li>Reflexión en pares sobre las preguntas de la encuesta.</li> </ul>		
<p><b>Resultado esperado (con repercusión pública)</b></p> <ul style="list-style-type: none"> <li>Opción 1: participación en un foro de discusión virtual con los compañeros de clase.</li> <li>Opción 2: participación de un debate oral entre los compañeros de clase.</li> </ul>		

## Unidad temática 6: Holidays

**Tópico:** El alumno, sus experiencias y vacaciones vividas en el pasado.

Tareas de comunicación y aprendizaje	Contenidos	
<p><b>(Páginas 59-60)</b></p> <ul style="list-style-type: none"> <li>• Asociación de léxico referente a zonas geográficas y de interés turístico con las imágenes que los representan.</li> <li>• Discusión oral sobre los lugares de vacaciones que frecuentan los alumnos.</li> <li>• Expresión de preferencias personales sobre lugares a visitar.</li> <li>• Asociación léxico referente a medios de transporte con las imágenes que los representan.</li> <li>• Intercambio oral sobre los medios de transporte utilizados por los alumnos.</li> <li>• Asociación de íconos con actividades típicas de vacaciones.</li> <li>• Narración oral de hábitos vacacionales.</li> </ul> <p><b>(Página 61)</b></p> <ul style="list-style-type: none"> <li>• Reflexión previa sobre el uso de diarios personales como estrategia de comprensión lectora.</li> <li>• Lectura de un diario personal e identificación de ideas generales e información específica.</li> <li>• Clasificación de información en una tabla.</li> <li>• Expresión de opiniones personales acerca de actividades vacacionales.</li> </ul> <p><b>(Páginas 62-63)</b></p> <ul style="list-style-type: none"> <li>• Sistematización de la estructura del tiempo pasado simple del verbo <i>to be</i> en un cuadro.</li> <li>• Deducción de reglas gramaticales sobre su forma y uso.</li> <li>• Inserción de las diferentes formas del tiempo pasado simple del verbo <i>to be</i> en oraciones y un diálogo escrito.</li> <li>• Ubicación de expresiones de tiempo pasado simple en orden cronológico.</li> <li>• Intercambio oral utilizando el pasado simple del verbo <i>to be</i>.</li> <li>• Sistematización de la estructura del pasado simple de verbos regulares e irregulares en un cuadro.</li> <li>• Deducción de reglas gramaticales sobre su forma y uso.</li> <li>• Inserción de verbos regulares e irregulares en el tiempo pasado simple en textos breves u oraciones.</li> <li>• Escucha de verbos regulares en pasado simple para identificar las distintas pronunciaciones de la terminación <i>-ed</i> y su posterior producción.</li> </ul>	<p><b>Lexicales</b></p> <ul style="list-style-type: none"> <li>• Vocabulario relacionado con zonas geográficas y de interés turístico.</li> <li>• Medios de transporte.</li> <li>• Vocabulario relacionado con actividades en tiempo de vacaciones.</li> <li>• Vocabulario relacionado con la compra y venta de pasajes en distintos medios de transporte.</li> </ul>	
	<p><b>Gramaticales</b></p> <ul style="list-style-type: none"> <li>• El verbo <i>to be</i> en tiempo pasado en sus formas afirmativa, negativa e interrogativa.</li> <li>• El tiempo pasado simple de verbos regulares e irregulares en su forma afirmativa y negativa.</li> <li>• Expresiones que denotan tiempo pasado: <i>yesterday (morning)</i>, <i>last (week)</i>, <i>(a month) ago</i>.</li> <li>• Palabras interrogativas: <i>how much</i>, <i>how many</i>.</li> </ul>	
	<p><b>Fonológicos</b></p> <ul style="list-style-type: none"> <li>• Pronunciación de la desinencia <i>-ed</i> en los verbos regulares en el tiempo pasado simple.</li> <li>• Entonación de preguntas abiertas y cerradas.</li> <li>• Patrones de acentuación y ritmo.</li> </ul>	
	<b>Proyecto final</b>	
	<p><b>Tópico</b></p> <ul style="list-style-type: none"> <li>• Una experiencia pasada.</li> </ul> <p><b>Proyecto</b></p> <ul style="list-style-type: none"> <li>• Los alumnos compartirán una experiencia fantástica o terrible que hayan vivido.</li> </ul> <p><b>Contenidos</b></p> <ul style="list-style-type: none"> <li>• Uso del tiempo pasado simple.</li> <li>• Uso de expresiones de tiempo.</li> <li>• Uso de vocabulario para indicar y describir tiempo y lugar.</li> <li>• Uso de vocabulario relacionado con las actividades realizadas.</li> <li>• Uso contextualizado de las macro habilidades.</li> </ul> <p><b>Tareas de preparación</b></p> <ul style="list-style-type: none"> <li>• Elección de la experiencia.</li> <li>• Tormenta de ideas para completar oraciones que describan experiencias imaginarias.</li> <li>• Redacción de oraciones aisladas sobre la experiencia vivida.</li> <li>• Redacción de un borrador para su posterior edición.</li> </ul> <p><b>Resultado esperado</b></p> <ul style="list-style-type: none"> <li>• Opción 1: elaboración de un <i>post</i> que narre una historia breve.</li> <li>• Opción 2: elaboración de una historia breve.</li> </ul> <p><b>Repercusión pública</b></p> <ul style="list-style-type: none"> <li>• Opción 1: publicación del <i>post</i> en una página web escolar.</li> <li>• Opción 2: presentación personal de la experiencia a los miembros del grupo.</li> </ul>	

## Student's Book page 49

## Contents

**Communication**

Talk about uses of computers and mobile phones.  
Describe personality.  
Talk about what people usually do.  
Talk about what people are doing.  
Compare what people are doing with what they usually do.  
Ask a about a person.  
Write a description of a photo.

**Grammar**

Present simple and present continuous.  
Object pronouns.  
*and / but*

**Vocabulary**

Uses of computers and mobile phones.  
Adjectives of personality.

**Pronunciation**

Stress on questions.

**Final task**

Take a quiz and share your view:



Take part in an online discussion with your classmates.



Take part in a class or group debate.

- 2 Ask students to tick all the activities they think the teenagers are doing. To review answers, call on a few students to describe the pictures using some of the vocabulary they ticked.

## POSSIBLE ANSWERS

In A, she's sending / reading a text message.  
In B, they're talking.  
In C, they're looking at a photo / reading a text message.  
In D, they're talking and having fun. Some are sitting and some are lying in the sun.  
In E, she's smiling. She's reading an email / chatting online.

## Linked activities

- *Vocabulary*, Extra Practice Book, page 21

Study the unit goals with the students and clarify any doubts. Then read the task that the students will be doing at the end of the unit. Have students go to page 57 to have a look at it. Point out that in this unit they will be learning the language they need to carry it out.

- 1 Ask students to say where the teenage boys and girls are. Encourage them to say full sentences.

## POSSIBLE ANSWERS

In A, she's in her bedroom.  
In B, they're in a park.  
In C, they're at home.  
In D, they're in a park.  
In E, she's in her flat.

**Student's Book page 50**

- 1 Read the activities aloud. Tell students to circle the activities that can only be done using the Internet. Check answers as a class.

**ANSWERS**

3, 4, 5, 6

- 2 Before students do the exercise, ask them to look at the photos and describe what they can see. Then ask them to read the texts for general meaning before choosing the answers. Encourage them to read carefully and point out that only four activities from Exercise 1 will fit the texts successfully. To review, call on two students to read a text aloud each.

**ANSWERS**

1. play online games
2. use Facebook
3. send text messages
4. take photos

- 3 Read the sentences aloud and ask students to call out the adjectives (*good, nice*). Review what students learnt in Unit 1 about the position of adjectives. Elicit or explain that adjectives can come after the verb to be or before nouns. You may want to summarise this information on the board:

*verb to be + adjective*

*adjective + noun*

- 4 Call on a student to read the text aloud. Then ask students to read the text again and circle all the adjectives of personality they find. Have students compare answers with a partner and review as a class.

As you review answers, clarify the meaning of any unknown words. Encourage students to find in the text clues that can help them understand the meaning of the adjectives.

**ANSWERS**

fun, quiet, friendly, funny, lazy

- 5 Students complete the sentences individually and compare answers with a partner. To review, call on students to read the sentences aloud.

**ANSWERS**

- |             |         |
|-------------|---------|
| 1. funny    | 4. fun  |
| 2. quiet    | 5. lazy |
| 3. friendly | 6. kind |

**Optional activity**

Ask students to use the adjectives in Exercise 4 to describe the people in their family. Ask them to write sentences and share them with a partner.

**Linked activities**

- *Workbook section*, Student's Book, page 100
- *Vocabulary*, Extra Practice Book, page 21



**Student's Book page 51**

① To get students to share their own experience, ask them if they chat online and which sites they use. Write the sites on the board as students say them. You may want to take a poll to find out the most popular site among the students in the class.

② Before students read the article, have them skim through the text and ask: *Where is this text from?* (a magazine). *What is it about?* (tips to stay safe when chatting online).

Ask students to read article. Encourage them to scan the text for the information they need to answer the questions. You may want to ask them to underline the information that supports their choices. To review, read the questions aloud and ask students to call out the answers.

**ANSWERS**

- |      |      |
|------|------|
| 1. B | 5. B |
| 2. B | 6. B |
| 3. R | 7. R |
| 4. R | 8. R |

③ Students write the meaning of the abbreviations individually and then compare answers with a partner. Review as a class.

**ANSWERS**

1. you
2. for
3. to
4. are
5. later

④ Individual work. Ask students to make a list of things they do to stay safe when they chat online. Then ask them to choose one item from their list and write a tip to share with their partners. Walk around the room and provide help as needed.

Form small groups. Students share their tips. Encourage them to say why they think it is important to stay safe when chatting online.

To review, call on volunteers from each group to share their tips with the class. Write a list of useful tips on the board as students say them.

**Linked activities**

- *Workbook section*, Student's Book, page 101
- *Fast Finishers Activities*, Extra Practice Book, page VI

Student's Book pages 52 and 53

## Present simple and present continuous

Direct students' attention to the present simple sentences. Ask: *How do we form the present simple affirmative? (I/you/we/they + verb; he/she/it + verb ended in 's'). How do we form the present simple negative? (I/you/we/they + don't + verb; he/she/it + doesn't + verb).* Point out that negative forms are often contracted.

Direct students' attention to the present continuous sentences. Ask: *How do we form the present continuous affirmative? (a form of be: am/is/are + verb ended in -ing). Point out that the form of be is often contracted after pronouns. How do we form the present continuous negative? (am not/isn't/aren't + verb ended in -ing).* Point out that *am not* cannot be contracted into one word.

Direct attention to the present simple and present continuous questions in the box. Elicit or remind students how to form questions.

Write on the board:

*Present simple questions*

Do	+ subject + verb ?
Does	

*Present continuous questions*

Am	+ subject + verb ended in -ing ?
Is	
Are	

To finish, elicit or remind students of the uses of the present simple and the present continuous. The present simple is used to talk about everyday or frequent actions. The present continuous is used to refer to activities that take place at the time of speaking.

## Grammar search

To check your students' recognition of both tenses, write the column heads *Present Simple* and *Present Continuous* on the board. Ask students to go to page 51, look at the chat and find an example of the Present Simple. Write it on the board as students read it aloud. Then ask them to find two examples of the Present Continuous. Write them on the board as students say them.

<u><i>Present simple</i></u>	<u><i>Present continuous</i></u>
<i>I never read for history.</i>	<i>I'm doing my history homework.</i>
<i>I'm listening to music.</i>	

- 1 Read the time expressions aloud. Call on a volunteer to explain the difference between the use of the present simple and the present continuous. (We use the Present Simple to talk about everyday actions. We use the Present Continuous to talk about what we are doing at the moment of speaking.) Students classify the expressions individually and then compare answers with a partner. Check answers as a class.

### ANSWERS

**Present simple:** usually, every day, once a week  
**Present continuous:** right now, now, today

## Optional activity

Ask students to write sentences using the time expressions in the chart and exchange them with a partner for peer correction.

- 2 Encourage students to read each paragraph for meaning before writing their answers. Encourage them to find time expressions that will help them decide which tense they need. Tell them to use contracted forms where possible. Students do the exercise individually. To check answers, call on four students to read a paragraph each.

### ANSWERS

1. does, is doing / 's doing
2. watch, am not watching / 'm not watching, reading
3. does, walk, walks, is riding / 's riding
4. are, doing, am taking / 'm taking, am listening / 'm listening

- 3 Before students do the exercise, point out that this exercise also practices the difference between the Present simple and the Present continuous.

Read the example aloud. Ask: *Where does Mark usually have breakfast? (in the kitchen). Where is he having breakfast today? (in bed).*

Have students write the sentences individually and check answers as a class.

### POSSIBLE ANSWERS

Mark usually has lunch in his office, but today he's having a barbecue at home.  
 Mark usually works in his office, but today he's resting in his living room.

## Object pronouns

Direct students' attention to the grammar box. Ask them to study the examples and then complete the rules.

After students complete the rules, make sure students understand that:

- Subject pronouns go in subject position (before the verb).
- Object pronouns go in object position (after the verb or after a preposition).

Ask students to name common prepositions in English. Write them on the board:  
*about, for, from, to, with*

Give examples of the object pronoun *me* following different prepositions. Write them on the board.

*It's for me.      Give it to me.*  
*It's from me.      He came with me.*  
*They're talking about me.*

Circle the prepositions and underline the object pronoun *me*. Point out that *me* is the object pronoun for the subject pronoun *I*. Tell students that in the exercises that follow they will be practicing all the subject and object pronouns.

- 4 Students do the exercise individually and compare answers with a partner. To check answers, call on students to read the sentences and name the subject and object pronouns in them.

### ANSWERS

1. They chat with me.
2. Do you want to use it?
3. He gave her a flower.
4. I'm listening to you.
5. We're writing to him.
6. It's for them.
7. She's talking to us.
8. They're looking at you.
9. Is he reading it right now?
10. We would like to invite you to our party.

- 5 Point out that the sentences in Exercise 4 use all subject and object pronouns. Encourage students to look back at this exercise to help them complete the chart. You may want to point out that some subject and object pronouns have the same form. To review answers, draw the chart on the board and fill it in as students call out the pronouns.

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
they	them

- 6 Tell students that this exercise practises object pronouns. Before students do the exercise, point out that object pronouns often refer to a noun or subject pronoun that has been previously mentioned.

Write an example on the board:

*I like your mobile. Can you show it to me?*

Circle the object pronoun (*it*). Ask: *What does the object pronoun 'it' refer to?* (your mobile) Draw an arrow from *it* to *your mobile*.

As students do the exercise, encourage them to find the nouns/subject pronouns the objects pronouns refer to. This will help them write correct answers.

### ANSWERS

1. them
2. her
3. it
4. you
5. them
6. us
7. me
8. him

- 7 Tell students that this exercise practises both subject and object pronouns. Students do it individually. Check answers as a class.

### ANSWERS

1. She never uses it.
2. They always visit her.
3. He is looking at me.
4. It is good for him.

## Linked activities


- *Workbook section*, Student's Book, pages 102 and 103
- *Grammar Reference* and *Grammar Practice*, Extra Practice Book, pages 18, 19 and 20

## Student's Book pages 54 and 55

- 1 Draw students' attention to the pictures. Read out the example and allow students a couple of minutes to look at the pictures and decide what each person is doing. Then call on volunteers to say sentences describing the pictures.

### POSSIBLE ANSWERS

A girl is chatting online / using Facebook / playing online games / playing computer games.  
 A girl is sending / reading a text message / looking at photos on her mobile.  
 A girl is sitting on the bed. She's listening to music on her MP3 player.  
 The boys are reading a text message. They're looking at a photo on their mobile.


- 2  Tell students they are going to listen to a description of what is happening in the pictures.

1<sup>st</sup> listening: Read the names aloud. Play the CD Track 26 and encourage students to listen for each name and then what is said about that person. If necessary, pause after each relevant piece of information to allow students time to write their answers.

2<sup>nd</sup> listening: Play the CD without pausing for students to check their answers. Review answers as a class.

### ANSWERS

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

- 3  Students read the sentences so they know what information to listen for.

1<sup>st</sup> listening: Play the CD Track 27. Students complete the sentences.

2<sup>nd</sup> listening: Play the track again. Students confirm their answers. Then check answers as a class.

### ANSWERS

- |      |       |
|------|-------|
| 1. b | 6. b  |
| 2. a | 7. a  |
| 3. b | 8. b  |
| 4. a | 9. a  |
| 5. b | 10. b |

## AUDIOSCRIPT


CD TRACKS 26 and 27

**NARRATOR:** Mandy loves to invite her friends home. She invites them every Friday. They listen to music, chat online and play games. They have a great time together. Mandy is sitting in the middle of her bedroom. She's chatting online with some friends. Sol's favourite possession is her mobile. Her hobby is taking photos and posting them on her site. Then she has fun reading her friends' funny comments on her photos. Right now she isn't taking a photo. She's texting her friend, Mark.

Mark and Paul are good friends. Their favourite pastime is playing online games. Right now they aren't playing online. They're in the street. Mark is reading Sol's message on his mobile. His friend, Paul, is reading it too. Alexandra is very quiet. She doesn't like the music her friends are playing so she's listening to her favourite songs on her MP3 player. Mandy's dog, Bart, is jumping at her. He's very friendly and he always jumps at people. Joanna doesn't like to do homework and she doesn't usually do Maths exercises, but she's reading a Maths webpage right now because she has a difficult test next week. She wants to be sure to pass it!

### Optional activity

Ask students to sit in small groups. Students take turns saying false sentences about the teenagers in the pictures and correcting them. Example: A: Sol's favourite possession is her computer. B: No, her favourite possession is her mobile.

- 4  Tell students that they are going to listen to questions about the teenagers in the pictures and answer them using short answers.

You may want to review how to answer present simple and present continuous *yes/no* questions. Write on the board:

1. *Does Kate do her homework?*
2. *Is Kate doing her homework?*

Elicit the two possible answers for each question. (1. Yes, she does. No, she doesn't. 2. Yes, she is. No, she isn't.) Remind students that we don't repeat names in short answers. We use subject pronouns instead.

Play CD Track 28. Pause after each question to allow students time to write down their answer. Have students confirm each answer by listening to the short answer on the CD.

AUDIOSCRIPT 

CD TRACK 28

1. **A:** Does Mandy usually invite her friends?  
**B:** Yes, she does.
2. **A:** Do the girls meet every Friday?  
**B:** Yes, they do.
3. **A:** Is Mandy's dog friendly?  
**B:** Yes, it is.
4. **A:** Does Joanna always do her Maths homework?  
**B:** No, she doesn't.
5. **A:** Is Alexandra chatting online?  
**B:** No, she isn't.
6. **A:** Does Sol usually take photos?  
**B:** Yes, she does.
7. **A:** Is Mark reading a text message?  
**B:** Yes, he is.
8. **A:** Are Mark and Paul playing online games?  
**B:** No, they aren't.

6 a) Practise the dialogue with a student to demonstrate the correct pronunciation and stress. Then students practise in pairs.


b) Students replace the underlined words and practise the dialogue again. Insist on correct pronunciation and emphasis in the sentence.

7 Practise this dialogue with a student to demonstrate the correct pronunciation; then get students to act out their dialogues in pairs or in a chain, correcting their pronunciation if necessary.

## Linked activities

- *Workbook section*, Student's Book, page 103


## Pronunciation

 Explain that in every question there is a word that carries the main stress. This word is often related to the information we want to find out. Play CD Track 29. Students listen and repeat.

AUDIOSCRIPT 

CD TRACK 29

**NARRATOR:** What's his **name**?

5  Play CD Track 30 and have students underline the words that carry the main stress. Then play the CD again. Practise choral and individual repetitions with students, tapping the correct rhythm on the desk.

## ANSWERS

1. What's his name?
2. What's he doing?
3. How old is he?
4. What's he like?
5. Is he on Facebook?

AUDIOSCRIPT 

CD TRACK 30

1. **A:** What's his name?
2. **A:** What's he doing?
3. **A:** How old is he?
4. **A:** What's he like?
5. **A:** Is he on Facebook?



**Student's Book page 56**

Ask students to look at the photo and describe what they can see. Call on several students to contribute a sentence each. (There's a girl. She's in the street. She's listening to music. She's dancing. She's very happy.)

Note: Students can read the description of the photo at this moment or when they do Exercise 1. If you choose to ask students to read it now, do not ask any comprehension questions at this stage.

Students will be doing comprehension activities in Exercises 1 and 2.

**Writing rule**

Students read the explanations and the examples. Ask for more examples to make sure they understand the use of conjunctions.

Refer students to *Grammar Reference 5*, Extra Practice Book, p. 19.

- 1 a) Ask students to read the description and find information about Vicky's personality and the reason why she is dancing. Review as a class.

**ANSWERS**

1. She's nice and friendly. She's fun to be with.
2. She's dancing because she's happy. It's Friday and she has no homework for next week.

b) Ask students to circle the conjunctions *and*, *but*, *because* and *so* in the text. Encourage them to identify the extra information, the contrasting information, the reason and the cause in each case. To review answers, have a student read the sentences aloud.

**Optional activity**

Write on the board:

*Megan is sad and ...*  
*but ...*  
*because ...*  
*so ...*

Form pairs. Ask students to finish the sentences with their own ideas. Review answers by calling on several pairs to read some of their sentences aloud. (Examples: Megan is sad and she is crying. Megan is sad but she is smiling. Megan is sad because she failed a test. Megan is sad so she doesn't want to go out today.)

**Writing rule**

Students read the explanations. To help clarify, write examples on the board:

*He is playing online. He spends hours on his computer.*

Point out the use of the present continuous to describe what the person is doing and the present simple to give related information about that action.

- 2 Ask students to read the questions and then read the text to find the information they need. As you review answers as a class, make sure students understand which piece of information describes what Vicky is doing now and which piece of information gives related information about what she usually does.

**ANSWERS**

1. She's listening to music and dancing.
2. She always listens to music on her MP3 player but she doesn't always dance in the street.

- 3 Read the instructions aloud. Before students write their description:

- Encourage them to use some of the vocabulary they've learnt in this unit to describe personality.
- Encourage them to use conjunctions to connect ideas.
- Remind them to give related information about the person's habits or likes using the present simple.
- Remind them to answer the three questions given as a guide.

Students write their description. Have them submit their descriptions to you for correction and then write a final draft.

**Linked activities**

- *Workbook section*, Student's Book, page 104
- *Fast Finishers Activities*, Extra Practice Book, page VI

**Student's Book page 57**

- ① Tell students they are going to take a quiz. Ask: *Where can we find quizzes? Do you ever take quizzes? What are they about? Do you like them? Are they useful? Why/Why not?*

Then ask students to skim through the quiz to find out what it is about. Elicit key words (uses of computers, uses of mobile phones, friends, staying connected, time spent on computers).

Students take the survey individually.

- ② Form pairs. Students ask each other the questions on the survey and discuss their answers. Encourage them to ask each other follow up questions.  
Example: Student A: What do you use your computer for? Student B: I always use it to chat online.  
Student B: Do you use it to play games?  
Student A: Yes, sometimes.  
Walk around the room, helping as needed. Encourage students to show interest in their partners and keep the conversation going!

- ③ Tell students they are going to take part in a group discussion or debate. To help students generate ideas, write the following questions on the board:

- *What do you use your computer or mobile phone for?*
- *Why are / aren't they important for you?*
- *Can you make friends or stay connected without them?*
- *Do you prefer to make friends online or in person?*

Before students discuss online or debate in class, point out that when discussing ideas, it is important to be polite and show respect for other people's opinion. Write on the board some useful vocabulary for agreeing and disagreeing that students can use:

**Agreeing**

*I agree.  
I think you're right.  
That's true.*

**Disagreeing**

*Well, I don't agree.  
I see your point, but ...  
Well, I think that ...*

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

- laptops or computers
- a classroom website where they can take part in an online discussion or post comments
- an Internet connection in the classroom

If you don't have all of the items listed above, choose **Option 2**.



**Option 1.** Students join the discussion forum on their classroom website and discuss the questions on the board. Ask them to express their opinion about all the questions you listed. Encourage a friendly discussion. Remind students to use the vocabulary for agreeing and disagreeing politely.

Note: Alternatively, if there is no discussion forum on your classroom website, students post comments expressing their views on the questions on the board. Then they read some of their partners' comments and write their own messages saying why they agree or disagree with them.



**Option 2.** Students debate the questions on the board. You can hold a whole class debate or several group debates. Encourage a friendly discussion. Remind students to use the vocabulary for agreeing and disagreeing politely. As students debate, make sure they all get a chance to express their opinion and they respect their partners' views.

**Linked activities**

- *Vocabulary*, Extra Practice Book, page 21
- *Self-assessment*, Student's Book, page 58
- *Self-check*, Student's Book, page 105
- *Unit check* (version A), Teacher's Resource Bank, page 9
- *Unit test* (version A), Teacher's Resource Bank, pages 19 and 20
- *Unit check* and *Unit test* (version B) at [www.pearsonelt.com.ar/wu/tests](http://www.pearsonelt.com.ar/wu/tests)

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

## &gt; Grammar and vocabulary

**1 Write sentences in the Present continuous.**

- Jane / chat with friends
- Albert / play video games?
- My parents / not / work with the computer.
- My cat / sleep under my chair.
- You / listen to me?

**2 Simple present or Present continuous?**

- Ramiro usually (walk) \_\_\_\_\_ to school, but today he (ride) \_\_\_\_\_ his bicycle.
- We (not / eat) \_\_\_\_\_ at the school canteen every day.
- Where you (work) \_\_\_\_\_ now?
- What Eugenia (do) \_\_\_\_\_ on Sundays?
- The kids (not / chat) \_\_\_\_\_ with friends at the moment.

**3 Complete the sentences with the corresponding Subject or Object pronouns.**

- This my friend Juan. \_\_\_\_\_ wants to meet you. Say "Hello" to \_\_\_\_\_.
- Alice wants to contact you. \_\_\_\_\_ is nice. Please, phone \_\_\_\_\_.
- Listen to \_\_\_\_\_! I have to tell \_\_\_\_\_ some big news.
- We want to go. Please wait for \_\_\_\_\_.
- The babies are crying. \_\_\_\_\_ are hungry. Please, give \_\_\_\_\_ some milk.

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

download	posts	take	stay	sends
----------	-------	------	------	-------

- I always \_\_\_\_\_ connected with friends in the chat rooms.
- Can we \_\_\_\_\_ e-books from the internet?
- Grandma \_\_\_\_\_ emails to her friends.
- We \_\_\_\_\_ photos with our mobile phone.
- My brother \_\_\_\_\_ photos and comments on Facebook.

**5 Fill in the blanks with adjectives of personality.**

- Jerry never speaks. He's a \_\_\_\_\_ boy.
- I love Mary's parties because they are \_\_\_\_\_.
- My sisters are \_\_\_\_\_. They never help Mom.
- Mrs Arlt is very \_\_\_\_\_. She always helps us with our homework.

**6 Complete with *and, so, because* or *but*.**

- Mr West is our favourite teacher \_\_\_\_\_ his lessons are fun.
- I can send messages \_\_\_\_\_ take photos with my new mobile.
- Mrs Lendl is a very kind teacher, \_\_\_\_\_ she is really strict.
- All my friends have netbooks \_\_\_\_\_ we can stay connected.

## &gt; Reading

**7 Read the text and answer the questions.****E-learning**

Many people are now studying at University without leaving their homes. Some Universities offer online courses. You can study Law, Linguistics, Business, etc. on the net. You can watch teachers in video conferences and ask questions to **them** online. When you sit exams, you speak to your teachers using video cameras. You can prepare your papers and send them by email and you can download notes or e-books from the internet. You can also discuss some topics in forums so other students can help you and you can help them. But you must be careful. Not all online offers are serious. You must ask your teachers before you do these courses.

- Why can people study at University without leaving their homes?
- What does **them** refer to?
- Who can you contact in forums?

**8 Complete the sentences.**

- There are \_\_\_\_\_ courses, \_\_\_\_\_ people can study from their homes.
- You can send your papers by \_\_\_\_\_.
- You can meet other students in \_\_\_\_\_.

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

> Grammar

**1 Complete with the Present simple.**

- 1 What (you / do) \_\_\_\_\_ with your mobile?
- 2 I (not / chat) \_\_\_\_\_ with friends in the morning.
- 3 Kids (not / work) \_\_\_\_\_ online.
- 4 (you / make) \_\_\_\_\_ friends online?
- 5 We always (post) \_\_\_\_\_ photos on Facebook.

**2 Complete with the Present continuous.**

- 1 Teenagers (read) \_\_\_\_\_ online encyclopedias.
- 2 Marcia (solve) \_\_\_\_\_ problems with her calculator.
- 3 Mom (buy) \_\_\_\_\_ some books online.
- 4 We (download) \_\_\_\_\_ music for our school celebration.
- 5 Grandpa (chat) \_\_\_\_\_ with uncle Tim in the net.

**3 Present continuous or Simple present?**

- 1 Andrew usually \_\_\_\_\_ (have) coffee for breakfast, but today he \_\_\_\_\_ (have) tea.
- 2 Look! The dog \_\_\_\_\_ (eat) your shoe!
- 3 I always \_\_\_\_\_ (go) to the gym on Mondays and Wednesdays. Today is Wednesday, so I \_\_\_\_\_ (walk) to the gym with my friend Ximena.
- 4 What \_\_\_\_\_ you \_\_\_\_\_ (do) right now? I \_\_\_\_\_ (drive) to work. I usually \_\_\_\_\_ (take) a taxi, but it \_\_\_\_\_ (rain) at the moment.

> Vocabulary

**4 Complete with the corresponding subject pronoun.**

- 1 That's Amy. \_\_\_\_\_ is my sister.
- 2 There is a man at the door. \_\_\_\_\_ is waiting for Marisel.
- 3 Peter and Angela are at the cyber café. \_\_\_\_\_ are posting messages.
- 4 Can \_\_\_\_\_ help me? \_\_\_\_\_ can't download this song.
- 5 Peter and I are in the same course. \_\_\_\_\_ usually do homework together.

**5 Complete with the corresponding object pronoun.**

- 1 Leonardo has a new mobile. He loves \_\_\_\_\_.
- 2 Please, listen to \_\_\_\_\_. I have something important to tell \_\_\_\_\_.
- 3 That is my brother Joaquín. Look at \_\_\_\_\_.
- 4 Magda's at home. Why don't you phone \_\_\_\_\_.
- 5 Your photographs are great! Post \_\_\_\_\_ on Facebook.

> Communication

**6 Circle the correct option.**

- 1 Mariana is really *boring* / *friendly*. She loves talking to people.
- 2 Mr Harris is *lazy* / *kind*. He never finishes his work on time.
- 3 My friends are *quiet* / *kind*. They always help me with my homework.
- 4 I don't speak much because I'm a *lazy* / *quiet* person.
- 5 We always invite Peter to our parties because he's really *fun* / *boring*.

# Test 5 A

Name: .....

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

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

<i>chat</i>	<i>do</i>	<i>download</i>	<i>play</i>
<i>post</i>	<i>send</i>	<i>surf</i>	<i>read</i>

I always use my computer to <sup>1</sup> \_\_\_\_\_ emails and to <sup>2</sup> \_\_\_\_\_ music. I sometimes <sup>3</sup> \_\_\_\_\_ photos on Facebook and <sup>4</sup> \_\_\_\_\_ online with friends. When I have to <sup>5</sup> \_\_\_\_\_ some research, I <sup>6</sup> \_\_\_\_\_ the net or <sup>7</sup> \_\_\_\_\_ e-books. When I don't have to do homework, I <sup>8</sup> \_\_\_\_\_ video games.

> **Reading**

**8 Read the text below.**

My friend Alison is a technology freak. She can't do anything if she is not connected. She is a gossip, so she loves Facebook because she can see everybody's photograph there. She can immediately know who her friends are dating. As soon as she reads something on the net, she sends emails or texts her friends with her new mobile. And she can stay long hours chatting online with friends. And now she's delighted with Twitter. She's connected with the world in seconds! If she goes jogging, she takes her MP4 with her because she listens to music. She can't solve any Maths problem if she doesn't have her calculator. And she always surfs the net to do her homework. When she goes cycling, she takes her father's GPS to find her way back home. And she usually takes her camera to photograph anything she likes on her way. But there is only one thing she can't change. She loves reading real books because she reads them in bed and enjoys thumbing pages.

**9 Write the technological object Alison uses to:**

- 1 Find out information about her friends.  
\_\_\_\_\_
- 2 Listen to music.  
\_\_\_\_\_
- 3 Find her way back home.  
\_\_\_\_\_
- 4 Solve Maths problems.  
\_\_\_\_\_

**10 Choose the correct option.**

- 1 Alison ... technology.  
a loves    b hates
- 2 Alison's mobile is ... .  
a old.    b new
- 3 She usually finds information for her homework ... .  
a in encyclopedias                            b in the Internet
- 4 She ... e-books.  
a doesn't like reading                        b prefers

**11 Find words in the text meaning:**

- 1 Fanatic. \_\_\_\_\_
- 2 Person who loves knowing about everybody's lives. \_\_\_\_\_
- 3 Move in the World Wide Web.  
\_\_\_\_\_

> **Writing**

**12 Write about your best friend.**

- What is he / she like?
  - What can he / she do with his / her mobile?
  - What is he / she doing right now?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



3. A tiger can swim and run fast, but it can't sting animals or climb trees.

4 1. You mustn't smoke.  
2. You mustn't touch animals.  
3. You must wash your hands.  
4. You must fill in this form.  
5. You mustn't get near the animals.

5 1. is                      6. because  
2. has                    7. must  
3. and                    8. they  
4. There                9. mustn't  
5. in                      10. can't

6 1. Where                4. What  
2. How many          5. When  
3. What time

7 1. T    2. F    3. F    4. T

8 1. In their habitats.  
2. They must hunt to eat.  
3. Because they can survive for days without water.  
4. In the ocean.

## Unit Check 4 A

1 1. a            5. a            9. isn't  
2. some      6. some      10. a  
3. any        7. Is  
4. some      8. any

2 2, 3, 6, 8

3 1. a / It    2. The / the / They    3. A / a / The    4. The / He    5. The / He

4 1. is paying            4. are surfing  
2. are buying          5. are buying  
3. is having

5 1. I am borrowing a book.  
2. Is Beatriz renting a video?  
3. He is not buying any bread.  
4. Where are they eating an apple?  
5. What are the children reading?

6 1. Where's            6. any  
2. He's                7. some  
3. repairing          8. Can  
4. are                 9. can't  
5. They're            10. must

7 1. T    2. T

8 1. great                3. have fun  
2. expensive

## Unit Check 5 A

1 1. Jane is chatting with friends.  
2. Is Albert playing video games?  
3. My parents aren't working with the computer.  
4. My cat is sleeping under my chair.  
5. Are you listening to me?

2 1. walks / is riding  
2. don't eat  
3. do you work  
4. does Eugenia do  
5. aren't / chatting

3 1. He / you            4. us  
2. She / her            5. They / them  
3. me / you

4 1. stay                4. take  
2. download        5. posts  
3. sends

5 1. quiet                3. lazy  
2. fun                   4. nice

6 1. because            3. but  
2. and                   4. so

7 1. Because they take online courses.  
2. Teachers.  
3. Other students.

8 1. online / for        3. forums  
2. email

## Unit Check 6 A

1 1. were    4. wasn't    7. wasn't  
2. were    5. wasn't    8. was  
3. was    6. was

2 1. In Brazil.  
2. My parents.  
3. A week.  
4. It wasn't too hot.  
5. No, my friends weren't with me.

3 1. went                7. invited  
2. took                8. went  
3. arrived            9. walked  
4. hired               10. didn't stay  
5. travelled        11. had  
6. didn't stay

4 1. c    2. a    3. b

5 1. am having        4. arrived  
2. am staying      5. went  
3. don't like        6. was

6 3 and 4

7 1. Mustafa didn't live in Peru. He lived in Arabia.  
2. He wasn't an old man. He was a young boy.  
3. There weren't video games in Arabia.  
4. Mustafa and his sisters didn't play in the park / outside.  
5. His father wasn't a teacher. He was a merchant.

8 1. hot and sunny  
2. long  
3. expensive  
4. young

## Test 1 A

1 1. Are            3. aren't    5. aren't  
2. isn't          4. 'm not

2 1. are            3. Are        5. is  
2. isn't          4. 'm

3 1. Where        3. What     5. When  
2. How old     4. Who

4 1. at    2. on    3. in    4. on    5. at

5 1. A            3. Our    5. her    7. his  
2. My          4. an     6. my

6 1. quarter past eleven  
2. lunch  
3. quarter to twelve  
4. Science  
5. quarter past ten

7 (students' own answers)

8 1. b    2. b    3. b

9 1. T    2. T    3. F    4. F

10 a)

A María José is my best friend. She is 13 years old and she's kind and intelligent. She's in grade 10 at "Mantovani" School.

Her school is big and old.

B Her favourite subjects are Spanish and Science. There is a modern lab at school.

C The school day starts at 7:00 and finishes at 4:00. It's hard, but interesting.

D María José goes to the Crafts club twice a week. She does pottery there. It's her favourite activity at school.