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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 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 short lists of words that will help students talk about the photos. The aim of this section is to stimulate interest in the topic and help students express simple ideas about it. 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

In every unit of What’s Up? there are two Vocabulary sections followed by a Grammar section each. Each Vocabulary page introduces one or two sets of words or phrases and includes photos or illustrations to help students work out the meaning of new words. Varied exercises and activities allow students to practise the words through meaningful spoken and written activities.

Grammar

The two Grammar sections in every unit are preceded by a Vocabulary section. The grammar points are clearly presented in boxes which include both complete sentences and gapped sentences. The purpose of these boxes is to help students find patterns in the new grammar points they are learning and to make grammar rules more memorable after having reflected on them. The grammar boxes are followed by a sequence of oral and written activities which practise the new structures in a guided way and recycle language from the Vocabulary section on the preceding page. These activities lead to the Your turn section, in which the target structures are contextualised in short conversations or narratives. This section always includes pairwork activities, some of which direct students to the back matter on pages 73-75. It allows students to use English in meaningful contexts and revise the language they have learnt.

Reading and Writing

This two-page section includes a reading and a writing section.

Interesting and updated texts cover a wide range of text types including a web page, a catalogue, an online ad, a magazine article, a magazine interview and online film reviews. Their purpose is to expose students to the new vocabulary and grammar in a natural context. Pre-reading activities encourage students to predict the content of a text. Post-reading comprehension activities, which first focus on gist and then on more detailed information, help students obtain a full understanding of the text and train them 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. Varied discussion activities encourage students to get involved with the topic dealt with and express their own ideas in a simple way.

The writing section consists of a complete column devoted to developing writing skills. It features a Writing rule box that helps students develop such micro skills as punctuation, organisation and linkers, and guided writing exercises that help students produce their own piece of writing successfully. Pre-writing activities are always provided.

Listening and Speaking

This one-page section features a conversation that is related to the unit theme and incorporates some of the vocabulary and grammar that students have previously learnt. The pre-listening activities are usually related to a colourful photo that sets the context for the first listening. These activities will aid students’ comprehension by making them aware of the kind of conversation they are going to listen to. The comprehension exercises that follow are of two types. The first exercise develops global comprehension as it encourages students to understand gist. The second exercise develops detailed comprehension by asking students to understand specific information. Whenever necessary, there is a third activity which also focuses on details. These activities develop the students’ confidence and ability to understand simple conversations in English.

A speaking activity leads on naturally from the listening activity. It includes a functional conversation that teaches some of the language students might need in simple everyday situations. Students will learn how to ask someone how he/she is, compliment someone on something he/she has, introduce a friend, ask the time, order food, and buy something in a shop. The section provides a recorded model to encourage students to imitate pronunciation and intonation.

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? Starter*, students will need:
- A word processor, for example, Microsoft Word.
- A presentation programme, for example, Microsoft PowerPoint.
- Cmap Tools or Microsoft Office Word SmartArt.
- An Internet connection.
- MSN or another instant messenger chat forum.
- An email account.
- A classroom website or blog where students’ work can be published (optional).

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. In addition, it will help students develop their ICT (information and communication technology) skills, which will enable them to succeed in tomorrow’s world.

The final tasks in *What’s Up?* encourage students to use technology as a tool to either access and evaluate information or use information creatively as they communicate it to others. They provide a chance to incorporate 21st century skills into the classroom by encouraging students to become critical thinkers, good communicators and collaborators and creative workers, thus developing the four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation).

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), [www.sites.google.com](http://www.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.
Introduction

2 When working with software such as PowerPoint or CMap Tools, 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. 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 three Break Time sections, appearing after units 2, 4 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 first two Break Time sections feature a Puzzle Time page and a Song page. The Puzzle Time page includes word games that revise language in preceding units. The Song page contains simple activities based on a song chosen by the students themselves and whose recording they should bring to class. The Break Time section that appears at the end of the book features a board game, The Rainbow Game, that revises the main grammar and vocabulary taught in the book.

Pronunciation
Pronunciation notes focusing on sounds, word stress and intonation have been included wherever appropriate in this Teacher’s Guide. Please see Planificación Anual on pages 8-13.

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

Pages 1 and 2: Vocabulary and Grammar
Pages 3 and 4: Vocabulary, Grammar and Reading
Page 5: Writing and Listening
Page 6: Self-check

The Workbook section 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. 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.

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 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.

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 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. Your password to access the site is: 51917.
What’s NEW in What’s Up? Starter

Modern new look
Clear layout and updated unit objectives

Final tasks plus
For our 21st century learners

New readings and activities
A variety of text types offer ample exposure to the language

Syllabus aligned with curricular demands

Online teacher support at www.pearsonelt.com.ar/wu
Password: 51917
## Planificación anual

### Unidad temática 1: Hello

**Tópico:** El adolescente en su entorno.

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| (Página 7)                           | • Saludos formales e informales.  
• Información personal: nombre, edad, origen, domicilio, estudios.  
• Números cardinales: 1 - 20.  
• Letras del alfabeto.  
• Países del mundo, sus capitales y ciudades importantes.  
• Lenguaje de Internet: @ (at), . (dot) | • Pronombres personales.  
• Presente simple del verbo to be en sus formas afirmativa, negativa e interrogativa (preguntas abiertas con What y Where).  
• Adjetivos posesivos: my, your, his, her.  
• Preposiciones de lugar: at, in.  
• Conector de adición: and. | • Los sonidos de las letras del alfabeto.  
• Las vocales /i/ (three), /i/ (six). (Teacher’s Book page 19.)  
• Pronunciación de las formas afirmativas y negativas del verbo to be. (Teacher’s Book, págs. 18 y 20)  
• Pronunciación de los ítems lexicales. | |
| (Página 8)                           | • Asociación de léxico referente al saludo cotidiano con situaciones gráficas que lo representan.  
• Reconocimiento de expresiones formales e informales. | • Reconocimiento y producción de números.  
• Reconocimiento y producción de las vocales /i/ (three), /i/ (six).  
• Identificación de léxico referente a información personal.  
• Producción del alfabeto atendiendo a la pronunciación. | • Reconocimiento de pronombres personales y categorización según su género.  
• Sistematización de la forma afirmativa del presente simple del verbo to be y reconocimiento de su pronunciación.  
• Deducción de reglas gramaticales.  
• Reconocimiento de adjetivos posesivos.  
• Producción escrita, guiada y libre de los contenidos gramaticales aprendidos. | |
| (Página 9)                           | • Reconocimiento y producción de números.  
• Reconocimiento y producción de las vocales /i/ (three), /i/ (six).  
• Identificación de léxico referente a información personal.  
• Producción del alfabeto atendiendo a la pronunciación. | • Reconocimiento de pronombres personales y categorización según su género.  
• Sistematización de la forma afirmativa del presente simple del verbo to be y reconocimiento de su pronunciación.  
• Deducción de reglas gramaticales.  
• Reconocimiento de adjetivos posesivos.  
• Producción escrita, guiada y libre de los contenidos gramaticales aprendidos. | • Identificación de continentes, países y ciudades en un planisferio y producción de sus nombres.  
• Intercambio oral sobre ciudades y países. | |
| (Página 10)                          | • Reconocimiento y producción de números.  
• Reconocimiento y producción de las vocales /i/ (three), /i/ (six).  
• Identificación de léxico referente a información personal.  
• Producción del alfabeto atendiendo a la pronunciación. | • Reconocimiento de pronombres personales y categorización según su género.  
• Sistematización de la forma afirmativa del presente simple del verbo to be y reconocimiento de su pronunciación.  
• Deducción de reglas gramaticales.  
• Reconocimiento de adjetivos posesivos.  
• Producción escrita, guiada y libre de los contenidos gramaticales aprendidos. | • Identificación de continentes, países y ciudades en un planisferio y producción de sus nombres.  
• Intercambio oral sobre ciudades y países. | |
| (Página 11)                          | • Reconocimiento de preguntas abiertas con What y Where?  
• Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.  
• Participación en actividades lúdicas en pares. | • Reconocimiento de pronombres personales y categorización según su género.  
• Sistematización de la forma afirmativa del presente simple del verbo to be y reconocimiento de su pronunciación.  
• Deducción de reglas gramaticales.  
• Reconocimiento de adjetivos posesivos.  
• Producción escrita, guiada y libre de los contenidos gramaticales aprendidos. | • Descripción de fotos y anticipación como estrategias de comprensión lectora.  
• Lectura y comprensión de dos textos que brindan información personal e identificación de ideas generales y específicas.  
• Comparación de culturas y comunidades educativas.  
• Reconocimiento del significado del conector and.  
• Inserción de datos en un formulario como tarea de preparación para la escritura.  
• Redacción de un párrafo descriptivo sobre un amigo. | |
| (Páginas 12-13)                      | • Descripción de fotos y anticipación como estrategias de comprensión lectora.  
• Lectura y comprensión de dos textos que brindan información personal e identificación de ideas generales y específicas.  
• Comparación de culturas y comunidades educativas.  
• Reconocimiento del significado del conector and.  
• Inserción de datos en un formulario como tarea de preparación para la escritura.  
• Redacción de un párrafo descriptivo sobre un amigo. | • Reconocimiento de preguntas abiertas con What y Where?  
• Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.  
• Participación en actividades lúdicas en pares. | • Lectura de un póster que servirá de modelo.  
• Redacción de un borrador para su posterior edición. | |
| (Página 14)                          | • Descripción de una foto y anticipación como estrategias de comprensión auditiva.  
• Escucha de una conversación entre un alumno y una asistente en una escuela de idiomas e identificación de información general y específica.  
• Escucha y posterior elaboración de un diálogo breve entre dos amigos que se saludan.  
• Participación en juego de roles. | • Uso del tiempo presente simple del verbo to be.  
• Uso de adjetivos posesivos y preposiciones de lugar.  
• Uso de vocabulario para describir la edad, la ciudad, el país, la escuela, el horario escolar y los amigos.  
• Uso contextualizado de las macro habilidades.  
• Uso de las habilidades del siglo XXI. | • Uso contextualizado de las macro habilidades.  
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| (Página 16)                          | • Autoevaluación guiada. | • Uso de la comprensión auditiva.  
• Uso de los ítems lexicales. | • Uso de la comprensión auditiva.  
• Uso de los ítems lexicales. | |

**Proyecto final**

**Tópico**
• Información personal: el alumno y su entorno.

**Proyecto**
• Los alumnos elaborarán un póster para compartir información personal.

**Contenidos**
• Uso del tiempo presente simple del verbo to be.
• Uso de adjetivos posesivos y preposiciones de lugar.
• Uso de vocabulario para describir la edad, la ciudad, el país, la escuela, el horario escolar y los amigos.
• Uso contextualizado de las macro habilidades.
• Uso de las habilidades del siglo XXI.

**Tareas de preparación**
• Lectura de un póster que servirá de modelo.
• Redacción de un borrador para su posterior edición.

**Resultado esperado**
• Opción 1: Elaboración de un póster interactivo en www.glogster.com o de una presentación Powerpoint.
• Opción 2: Elaboración de un póster en papel.

**Repercusión pública**
• Opción 1: Exhibición del póster interactivo o de la presentación Powerpoint ante un grupo de alumnos.
• Opción 2: Presentación del póster ante la clase y colocación de los pósters en las paredes de la clase o la escuela.
**Unidad temática 2: Favourite things**

**Tópico:** El adolescente, sus pertenencias y sus objetos preferidos.

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<td>• Los alumnos hablarán sobre sus objetos preferidos.</td>
<td>• Uso del tiempo presente simple de to be and have got.</td>
</tr>
<tr>
<td><strong>Contenidos</strong></td>
<td>• Uso de vocabulario para describir objetos.</td>
</tr>
<tr>
<td>• Uso del tiempo presente simple de to be and have got.</td>
<td>• Uso contextualizado de las macro habilidades.</td>
</tr>
<tr>
<td>• Uso de vocabulario para describir objetos.</td>
<td>• Uso de las habilidades del siglo XXI.</td>
</tr>
<tr>
<td>• Uso contextualizado de las macro habilidades.</td>
<td><strong>Tareas de preparación</strong></td>
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<tr>
<td>• Uso de las habilidades del siglo XXI.</td>
<td>• Lectura e interpretación de un mapa conceptual sobre los objetos preferidos de una adolescente.</td>
</tr>
<tr>
<td><strong>Resultado esperado (con repercusión pública)</strong></td>
<td>• Elaboración en un mapa conceptual como medio para generar y organizar ideas.</td>
</tr>
<tr>
<td>• Tarea grupal: Intercambio de preguntas y respuestas sobre los objetos preferidos de los alumnos del grupo.</td>
<td>• Opción 1: Creación del mapa con software (Cmap Tools).</td>
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<tr>
<td>• Utilización del mapa conceptual como guía para la elaboración de una descripción de objetos preferidos.</td>
<td>• Opción 2: Creación del mapa en papel.</td>
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## Planificación anual

### Unidad temática 3: Family & home

**Tópico:** El adolescente, su familia y su hogar.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| **Lexicales**                        | • Miembros de la familia.  
• Mascotas.  
• Ambientes de una casa.  
• Muebles y objetos del hogar.  
• Expresión: *I think* … . |
| **Gramaticales**                     | • Presente simple del verbo *have got* en sus formas afirmativa, negativa e interrogativa (preguntas cerradas y respuestas breves) con todos los pronombres.  
• Presente simple del verbo *to be* en su forma interrogativa (preguntas abiertas con *Who*? y *How old*?).  
• Adjetivos posesivos: *its*, *their*, *our*.  
• Preposiciones de lugar: *in*, *on*, *under*.  
• Conector de causa o razón: *because*. |
| **Fonológicos**                      | • La vocal /ə/ (*mother*). (Teacher’s Book, pág. 39.)  
• Las sílabas y la acentuación de palabras. (Teacher’s Book, pág. 42.)  
• Pronunciación de los ítems lexicales aprendidos. |

### Proyecto final

**Tópico**

- Intercambio de hogares durante las vacaciones.

**Proyecto**

- Los alumnos elaborarán un aviso de un hogar imaginario para una página web de intercambio de hogares.

**Contenidos**

- Uso del tiempo presente simple del verbo *have got*.
- Uso de preposiciones de lugar.
- Uso de vocabulario relacionado con la descripción de hogares.
- Uso contextualizado de las macro habilidades.
- Uso de las habilidades del siglo XXI.

**Tareas de preparación**

- Búsqueda de fotos como medio para generar ideas.
- Dibujo de un plano de una casa o un departamento como medio para generar ideas.
- Elaboración de un borrador para su posterior edición.

**Resultado esperado**

- Opción 1: Elaboración de un aviso en un documento de Word con incorporación de imágenes.
- Opción 2: Elaboración de un aviso en papel con incorporación de fotos.

**Repercusión pública**

- Intercambio oral en pares sobre los hogares redactados en sus avisos.
**Unidad temática 4: Fun time**  
**Tópico:** El adolescente y su tiempo libre.

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<td>Asociación de léxico referente a lugares de esparcimiento con imágenes que los representan.</td>
<td>Actividades de tiempo libre.</td>
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<td>Identificación de objetos en fotografías.</td>
<td>Objetos típicos de actividades de tiempo libre.</td>
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<td><strong>Gramaticales</strong></td>
<td></td>
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<tr>
<td>Sistematización de las formas afirmativa y negativa del presente simple con los pronomnes I, you, we, they.</td>
<td>Tiempo presente simple en su forma afirmativa, negativa e interrogativa. I, You, We, They.</td>
</tr>
<tr>
<td>Reconocimiento de verbos seguidos de sustantivos o expresiones de lugar.</td>
<td>Adverbios de frecuencia: always, sometimes, never.</td>
</tr>
<tr>
<td>Reconocimiento de vocabulario referente a cosas que nos gustan.</td>
<td>Like + sustantivo.</td>
</tr>
<tr>
<td><strong>Fonológicos</strong></td>
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<tr>
<td>Sistematización de la forma interrogativa del presente simple con los pronomnes I, you, we, they: preguntas cerradas y respuestas breves.</td>
<td>Conectores: - de adición: and.</td>
</tr>
<tr>
<td>Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.</td>
<td>- de oposición: but.</td>
</tr>
<tr>
<td>Intercambio oral en pares.</td>
<td>- de causa: because.</td>
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<td><strong>Proyecto final</strong></td>
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<tr>
<td>Reconocimiento de vocabulario referente a comidas y bebidas.</td>
<td>- de opción: or.</td>
</tr>
<tr>
<td>Identificación de la frase have + breakfast / lunch / dinner.</td>
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<tr>
<td>Producción oral y escrita del vocabulario aprendido.</td>
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<tr>
<td><strong>Lexicales</strong></td>
<td></td>
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<tr>
<td>Uso del tiempo presente simple.</td>
<td>Actividades de tiempo libre.</td>
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<tr>
<td>Uso de vocabulario referente a actividades de tiempo libre.</td>
<td>Objetos típicos de actividades de tiempo libre.</td>
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<tr>
<td>Uso contextualizado de las macro habilidades.</td>
<td>Comida y bebida.</td>
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<tr>
<td>Construcción de preguntas de una encuesta para su posterior edición.</td>
<td>Expresiones: Can I help you?</td>
</tr>
<tr>
<td><strong>Resultado esperado</strong></td>
<td></td>
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<tr>
<td>Opción 1: Creación de una encuesta en la página web <a href="http://www.surveymonkey.com">www.surveymonkey.com</a>.</td>
<td>Can I have ...? Here you are.</td>
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<td>Opción 2: Creación de una encuesta en papel.</td>
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<td>Opción 1: Lectura de la encuesta recibida por email y elección de respuestas.</td>
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<tr>
<td>Opción 2: Intercambio oral entre pares. Los alumnos se turnan para realizar las preguntas de su encuesta y responder la encuesta de su compañero.</td>
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<tr>
<td><strong>Tareas de reflexión final</strong></td>
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<tr>
<td>Redacción de un informe sobre el resultado de la encuesta.</td>
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<tr>
<td>Comparación de los datos que surgen de la encuesta con los hábitos propios.</td>
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### Unidad temática 5: Everyday life

**Tópico:** El alumno y su vida cotidiana.

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<td>• Asociación de léxico referente a actividades cotidianas con las imágenes que las representan.</td>
<td>• Tiempos presente simple en sus formas afirmativa, negativa e interrogativa con todos los pronombres.</td>
</tr>
<tr>
<td>• Ordenamiento de actividades en orden cronológico.</td>
<td>• Adverbios de frecuencia: always, sometimes, never.</td>
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<td><strong>(Página 53)</strong></td>
<td>Fonológicos</td>
</tr>
<tr>
<td>• Sistematización de las formas afirmativa y negativa del presente simple con todos los pronombres.</td>
<td>• Preposiciones de tiempo: on, at, in.</td>
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<tr>
<td>• Deducción de reglas gramaticales.</td>
<td>• Otras preposiciones: for, with, to.</td>
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<td><strong>(Página 54)</strong></td>
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<td>• Reconocimiento de vocabulario referente a los meses del año, el clima, los días de la semana y la hora.</td>
<td><strong>Proyecto final</strong></td>
</tr>
<tr>
<td>• Producción de las palabras compuestas por más de una sílaba con la acentuación correcta.</td>
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<tr>
<td><strong>(Página 55)</strong></td>
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</tr>
<tr>
<td>• Sistematización de la forma interrogativa del presente simple con todos los pronombres: preguntas cerradas y respuestas breves.</td>
<td>• Las rutinas diarias.</td>
</tr>
<tr>
<td>• Reconocimiento y producción de entonación ascendente de preguntas cerradas en el presente simple.</td>
<td><strong>Proyecto</strong></td>
</tr>
<tr>
<td>• Deducción de reglas gramaticales.</td>
<td>• Los alumnos compararán los hábitos cotidianos propios y de su familia con los de sus compañeros y sus familias.</td>
</tr>
<tr>
<td>• Reconocimiento de las preposiciones de tiempo.</td>
<td><strong>Contenidos</strong></td>
</tr>
<tr>
<td>• Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.</td>
<td>• Uso del presente simple.</td>
</tr>
<tr>
<td>• Interchange oral en pares.</td>
<td>• Uso de vocabulario relacionado con las actividades cotidianas.</td>
</tr>
<tr>
<td><strong>(Páginas 56-57)</strong></td>
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<tr>
<td>• Elaboración de inferencias previas como estrategia de comprensión lectora.</td>
<td>• Uso contextualizado de las macro habilidades.</td>
</tr>
<tr>
<td>• Lectura y comprensión de un artículo de una revista e identificación de ideas generales e información específica.</td>
<td>• Uso de las habilidades del siglo XXI.</td>
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<tr>
<td>• Análisis del formato de un email.</td>
<td><strong>Tareas de preparación</strong></td>
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<tr>
<td>• Escritura de oraciones aisladas como tarea de preparación para la escritura.</td>
<td>• Inserción de verbos en oraciones sobre una rutina diaria.</td>
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<tr>
<td>• Redacción de un email.</td>
<td>• Escritura de oraciones descriptivas de la rutina propia y de los miembros de la familia.</td>
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<tr>
<td>• Descripción de una foto y anticipación como estrategia de comprensión auditiva.</td>
<td>• Construcción de preguntas acerca de la rutina diaria del compañero y su familia.</td>
</tr>
<tr>
<td>• Escucha de una conversación entre dos amigos acerca del día preferido de la semana de uno de ellos e identificación de información general y específica.</td>
<td><strong>Resultado esperado (con repercusión pública)</strong></td>
</tr>
<tr>
<td>• Escucha y posterior elaboración de un diálogo breve acerca de la hora.</td>
<td>• Opción 1: Los alumnos se registran en MSN e intercambian preguntas y respuestas escritas acerca de sus hábitos cotidianos.</td>
</tr>
<tr>
<td>• Participación en juego de roles.</td>
<td>• Opción 2: Intercambio oral en pares acerca de los hábitos cotidianos. Los alumnos preguntan y responden las preguntas que han preparado.</td>
</tr>
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<td><strong>(Página 60)</strong></td>
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</tr>
<tr>
<td>• Autoevaluación guiada.</td>
<td><strong>(Teacher's Book, pág. 61.)</strong></td>
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</tbody>
</table>

**Fonológicos**

- Las sílabas y la acentuación de palabras.
- Entonación ascendente de preguntas cerradas en el presente simple.

**Lexicales**

- Actividades de la vida diaria de un adolescente.
- Meses del año.
- Días de la semana.
- Estaciones del año.
- Clima.
- La hora.

**Gramaticales**

- Tiempos presente simple en sus formas afirmativa, negativa e interrogativa con todos los pronombres.
- Adverbios de frecuencia: always, sometimes, never.
- Preposiciones de tiempo: on, at, in.
- Otras preposiciones: for, with, to.
### Unidad temática 6: Fiction

**Tópico:** El adolescente, la fantasía, las películas y sus personajes.

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<td><strong>(Página 61)</strong></td>
<td><strong>Lexicales</strong></td>
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<tr>
<td>• Identificación de actores y personajes de películas.</td>
<td>• Partes del cuerpo.</td>
</tr>
<tr>
<td>• Utilización de conocimientos previos sobre películas vistas.</td>
<td>• Adjetivos que describen apariencia personal: ugly / good-looking; short / tall; short / long; weak / strong; young / old.</td>
</tr>
<tr>
<td><strong>(Página 62)</strong></td>
<td>• Verbos que describen destrezas: run, walk, dance, fly, sing, swim, jump, play + (instrument), draw.</td>
</tr>
<tr>
<td>• Asociación de léxico referente a las partes del cuerpo con las imágenes que las representan.</td>
<td>• Expresiones: Excuse me, I’ll take it.</td>
</tr>
<tr>
<td>• Producción oral del léxico aprendido atendiendo a la correcta pronunciación de diptongos.</td>
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<tr>
<td>• Intercambio oral en pares.</td>
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<td><strong>(Página 63)</strong></td>
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<td>• Reconocimiento del caso genitivo.</td>
<td>• Caso posesivo.</td>
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<td>• Deducción de reglas gramaticales.</td>
<td>• 3 = is, 3s = has.</td>
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<tr>
<td>• Producción guiada y libre de los contenidos gramaticales aprendidos.</td>
<td>• Sistematización de las formas afirmativa, negativa e interrogativa de can para expresar habilidad.</td>
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<td>• Participación en actividades lúdicas en pares.</td>
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<td>• Reconocimiento y producción de diptongos.</td>
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<td><strong>(Página 65)</strong></td>
<td><strong>Fonológicos</strong></td>
</tr>
<tr>
<td>• Sistematización de las formas afirmativa, negativa e interrogativa de can para expresar habilidad: preguntas cerradas y respuestas breves.</td>
<td>• Diptongos. (Teacher’s Book, págs. 68 y 70.)</td>
</tr>
<tr>
<td>• Deducción de reglas gramaticales.</td>
<td>• Pronunciación de las formas fuerte y débil de can y de la forma fuerte de can’t. (Teacher’s Book, pag. 71.)</td>
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<tr>
<td>• Reconocimiento y producción de la forma fuerte de can y de la forma fuerte de can’t.</td>
<td>• Pronunciación de los ítems lexicales aprendidos.</td>
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<td>• Producción guiada y libre (oral y escrita) de los contenidos gramaticales aprendidos.</td>
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<td><strong>(Páginas 66-67)</strong></td>
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<tr>
<td>• Reconocimiento de tema, localización en espacio y personajes en los relatos.</td>
<td>Personajes de la ficción.</td>
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<td>• Análisis del uso de la aposición.</td>
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<td>• Reconocimiento de aposiciones en textos.</td>
<td>Los alumnos elaborarán un juego de adivinanza.</td>
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<td>• Uso de vocabulario para describir un personaje, su apariencia física, sus habilidades y sus hábitos.</td>
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<td>• Descripción de una foto y anticipación como estrategia de comprensión auditiva.</td>
<td>• Uso contextualizado de las macro habilidades.</td>
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<tr>
<td>• Escucha de una conversación entre dos amigos que se encuentran en una librería e identificación de información general y específica.</td>
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<td>• Escucha y posterior elaboración de un diálogo breve en una librería en que un cliente compra un libro.</td>
<td><strong>Tareas de preparación</strong></td>
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<tr>
<td>• Participación en juego de roles.</td>
<td>• Descubrimiento de la respuesta de un juego de adivinanza.</td>
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<td><strong>(Página 72)</strong></td>
<td>• Elección de un personaje para crear un juego de adivinanza.</td>
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<tr>
<td>• Autoevaluación guiada.</td>
<td>• Redacción de un borrador para su posterior edición.</td>
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<td><strong>Resultado esperado</strong></td>
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<tr>
<td>• Personajes de la ficción.</td>
<td>• Opción 1: Creación de un juego de adivinanza para subirlo a la página web <a href="http://www.wallwisher.com">www.wallwisher.com</a> o la página web de la clase, si la misma cuenta con ella.</td>
</tr>
<tr>
<td><strong>Proyecto</strong></td>
<td>• Opción 2: Creación de un juego de adivinanza en papel.</td>
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<tr>
<td>• Los alumnos elaborarán un juego de adivinanza.</td>
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<tr>
<td><strong>Contenidos</strong></td>
<td>• Opción 1: Ingreso a la página web <a href="http://www.wallwisher.com">www.wallwisher.com</a> para leer los juegos de adivinanza de los compañeros y resolverlos.</td>
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<tr>
<td>• Uso del presente simple.</td>
<td>• Opción 2: Intercambio de los juegos de adivinanza en papel entre los miembros del grupo.</td>
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Favourite things

Contents

Communication
Describe things.
Say the things you have got.
Say prices.
Ask and answer about personal things.
Write about a technological product.
Tell a friend about something you like.

Grammar
Singular and plural nouns.
Indefinite articles: a / an.
Definite article: the.
Verb to be (all forms): yes / no questions.
Verb have got – affirmative, negative and yes / no questions.
Adjective + noun.

Vocabulary
Everyday things.
Numbers 20 - 100.
Colours.
Adjectives to describe things.

Final Task
Talk about your favourite things:

- Use Cmap Tools to make your mind map.
- Draw your mind map on paper.

Draw students’ attention to the title of the unit, Favourite things. Hold up your book, point to the photos, and say: These are things.

Study the unit goals with the students and clarify any doubts. Then ask students what the final task is (Talk about your favourite things) and make sure they understand what it is about. You may want to have students go to page 25 to have a look at it. Point out that in this unit they will be learning the language they need to carry it out.

Read the example (B - skateboard) aloud. Then have students match the other words to the photos. The transparency of most of the words in this exercise will help students match them successfully. To check answers say the words and have students call out the letters.

To help students remember how to pronounce these words, say the words again and ask students to repeat chorally after you.

ANSWERS

- bicycle: A
- diary: D
- laptop: E
- camera: C
- headphones: D, E

2. Ask students to tick the things they use and then compare answers with a partner. Call on several students to say the things they use.

Linked activities
- Vocabulary, Extra Practice Book, page 9
Student's Book page 18

1) a) Read the list of things aloud and have students repeat chorally after you. Then draw students' attention to the example (A-6) and ask students to do the matching in pairs. Students can use a dictionary if necessary. To check answers, name the things and ask students to say the numbers.

ANSWERS
B. 8, C. 7, D. 3, E. 4, F. 1, G. 2, H. 5, I. 10, J. 9

b) Read the example aloud and clarify the activity: students must find the word that is not related to the other two. Students do the exercise individually. To check answers, read the three words in each question aloud and have the class call out the odd one out.

ANSWERS
2. trainers
3. jacket
4. television
5. phone

b) Read the model aloud. Call on different students to read the other prices. If students need further practice, write new prices on the board and ask the class to read them out. You can also have students come to the front, say different prices and ask students to write them on the board.

c) To model the activity, ask a student to come to the front. Say a price and ask the student to write it on the board.

Pairwork. Walk around and provide help as needed.

Linked activities
- Workbook section, Student's Book, page 82
- Vocabulary, Extra Practice Book, page 9

2) a) Read the numbers 20-29 aloud and ask students to repeat chorally after you. Make sure students pronounce the initial sound in three and thirty correctly. Remind students of the long /aʊ/ in twenty-three.

Read the numbers 30-100 aloud. Then write on the board:

30 - thirty  70 - seventy
13 - thirteen  17 - seventeen

Point out the initial stress in thirty and seventy and the final stress in thirteen and seventeen. Also point out the short /i/ sound in thirty and seventy and the long /aʊ/ sound in thirteen and seventeen.

Then write the following numbers on the board and have the class practise the pairs of numbers chorally. Encourage students to pay attention to initial and final stresses and long and short sounds.

40 50 60 80 90
14 15 16 18 19
Grammar

Student's Book page 19

Singular and plural nouns

Call on a student to read the words in the box aloud. Explain that we add -s to form the plural of most nouns. Write other examples on the board:

- a trainer two trainers
- a jacket three jackets
- a book four books

Have the class read the singular and plural nouns on the board chorally.

Draw students' attention to the box. Explain that nouns ending in -ch form their plural by adding -es. Point out the pronunciation of the -es ending /ɪz/, which adds a new syllable to the word. Write examples on the board. Read the singular and plural forms aloud and ask students to repeat the words chorally:

- watch watches
- match matches
- church churches

Also explain that nouns ending in consonant + -y form their plural by dropping the -y and adding -ies, and that nouns ending in vowel + -y form their plural by adding -s. Write new examples on the board and ask students to repeat them aloud:

- battery batteries
- baby babies
- day days
- boy boys

Note: Nouns ending in -ss, -x, and -sh also form their plural by adding -es (class, classes; box, boxes; dish, dishes).

Refer students to Grammar Reference 2, Extra Practice Book, p. 6.

1. Read the example aloud and have students write singular and plural nouns, as appropriate, in the boxes. To check answers, write the words on the board as you get feedback from students.

**ANSWERS**

B. backpacks  C. skateboard  D. jacket

2. Read the example aloud. Students match the articles with the words. Then call on several students to say the answers.

Draw student's attention to the box. Write on the board:

- a book ✓  a books ×
- an email ✓  an emails ×

Note: You may want to explain that the can be used before singular and plural nouns (the book, the books, the email, the emails).

**ANSWERS**

a: laptop, skateboard
an: email, English book, MP3 player

Verb have got – affirmative and negative

To illustrate the meaning of have got, say: I've got a book as you point to yourself and show your book to the class. Do the same with other objects, for example, a pen, a dictionary or a jacket.

Students study the full and contracted forms of have got and fill in the blanks. To check answers, write the sapped sentences on the board and complete the blanks as you get feedback from students.

To make sure students know how to pronounce the full and contracted forms of have got, read the sentences in the grammar box aloud and have students repeat chorally after you. Remind students that contracted forms are very common in spoken English.

Refer students to Grammar Reference 2, Extra Practice Book, p. 6.

3. Read the example aloud. Have students do the exercise individually. To check answers, call on two students to read a sentence aloud each.

**ANSWERS**

2. We haven't got mobile phones.
3. You've got a computer.

a and an

Call on a student to read the words in the box aloud. Explain that an is used before words starting with a vowel sound. Write new examples on the board:

- an elephant  an idea  an orange

Refer students to Grammar Reference 2, Extra Practice Book, p. 6.
Tell students they will play a memory game. They will use the vocabulary they have learnt in this unit to write sentences about the things they have got and haven’t got. Then they will tell their partners what they have / haven’t got and their partners will say what they remember. Write examples on the board:

I’ve got a jacket.
I’ve got a CD player.
I haven’t got a DVD player.

Before students write their sentences individually, remind them that they should write two affirmative sentences and one negative sentence.

Ask students to sit in groups of four. Students take turns reading their sentences aloud to their partners.

Linked activities

- Workbook section, Student’s Book, page 83
- Grammar Reference and Grammar Practice, Extra Practice Book, pages 6, 7 and 8
Student's Book page 20

**1. a)** Read the list of colours aloud and have students repeat chorally after you.

Ask students to write the colours individually and compare answers with a partner. Students can use a dictionary if necessary. Check answers by saying the letters and having the class call out the colours.

**ANSWERS**

B. 7, C. 6, D. 5, E. 8, F. 1, G. 4, H. 3, I. 9, J. 2

**b)** Say: *Number 1, blue.* Allow students time to circle the blue blob of paint. Do the same with the following: *Number 2, yellow.* *Number 3, pink.* *Number 4, grey.* *Number 5, white.* To check answers, say: *Number 1, brown or blue?* and have the class call out the colour.

Do the same with items 2-5. Make sure you name the colours in the order in which they appear on the page.

**ANSWERS**

1. blue
2. yellow
3. pink
4. grey
5. white

**c)** Read the model aloud and call on students to say the colours they like.

**Note:** The verb *like* followed by a noun is introduced in this unit as a structure. Students are not expected to learn the Present simple at this stage. This use of *like* reappears in Unit 2, Student's Book, page 23 and Unit 3, Student's Book, page 35. The Present simple is taught in Unit 4, Student's Book, page 41.

**2. a)** Draw students' attention to the first picture. Read the adjectives in this picture aloud. To make clear they are opposites, write on the board:

*expensive ≠ cheap*

*bad ≠ good*

Encourage students to work out the meaning of the adjectives and say their equivalent in Spanish. Do the same with the other pictures.

To make sure students remember how to pronounce the adjectives, read them again, and have students repeat chorally after you.

**b)** Read the two examples aloud. Point out the use of *It's* to refer to one object and *They're* to refer to two objects. Do items 3-5 orally as a class. Then have students write the sentences individually.

**ANSWERS**

3. It's cheap.
4. It's fast.
5. They're slow.

**Optional activity**

Ask students to bring in magazines, cut out pictures of objects they can name in English and give each picture a number. (Some of the objects may have prices.) Students sit in groups of 4-5 students and take turns describing the objects and saying the correct picture number and the name of the object. Example: Student A: *They're modern and blue.* Student B: *Picture 3. Jeans!*

**Linked activities**

- *Workbook section, Student's Book, page 84*
- *Vocabulary, Extra Practice Book, page 9*
Grammar

Student's Book page 21

Adjective + noun

Call on a student to read the examples in the grammar box aloud. Point out the position of adjectives in English: adjectives precede nouns.

To help clarify, write on the board:

\[ \text{a big plane} \quad \text{✓} \quad \text{a plane big} \quad \times \]

Then draw students’ attention to the box. Explain that, unlike in Spanish, in English adjectives don’t have a plural form.

Refer students to Grammar Reference 2, Extra Practice Book, p. 6.

1 Read the example aloud. Students do the exercise individually. To check answers, call on students to read an answer aloud each.

ANSWERS

2. We haven’t got a grey car.
3. It’s a new computer.
4. They’re blue jeans.

Verb to be – yes / no questions

Students study the sentences in the grammar box and fill in the blanks. To check answers, write the gapped sentences on the board and complete the blanks as you get feedback from students.

To emphasise the inversion needed in questions, write on the board:

\[ \text{It is blue.} \quad \text{✓} \quad \text{Is it blue?} \]

Explain that in Spanish questions are recognised from their intonation. In English, they are recognised from their change in form (inversion) as well as intonation. Read the questions in the box aloud. Use rising intonation. Ask students to read the questions imitating the intonation you used.

Draw students’ attention to the box. Write on the board:

\[ \text{Is the chair red?} \quad \text{Are the chairs red?} \]

\[ \text{Is it big?} \quad \text{Are they big?} \]

Explain that we use the + noun to refer to specific things. Then we can use the appropriate pronoun (it or they) to keep referring to the same thing or things.

Refer students to Grammar Reference 2, Extra Practice Book, p. 6.

2 Tell students they will play a memory game in pairs. Read the instructions and the model aloud. Point out the use of the + bicycle the first time the bicycle is mentioned in the first question and the use of it in the question and answers that follow. Walk around as students play, monitoring their work.

Verb have got – yes / no questions

Students study the questions and answers in the box and fill in the blanks. To check answers, write the gapped sentences on the board and complete the blanks as you get feedback from students.

Remind students of the inversion needed in questions. Write on the board:

\[ \text{We have got a CD.} \quad \text{✓} \quad \text{Have we got a CD?} \]

Read the questions in the grammar box aloud and have students repeat chorally after you. Make sure they use rising intonation.

Refer students to Grammar Reference 2, Extra Practice Book, p. 6.

3 a) Read the example aloud. Students complete the exercise individually. Call on several students to read an answer aloud each.

ANSWERS

2. Have / got 3. Have / a 4. Have / got a

b) Have students answer the questions individually. To check answers, address different students and ask the questions in Exercise 3 a).

Tell students they will work in pairs and ask each other questions to find out the things their partner has got and complete a chart.

Pairwork. Arrange pairs in Students A and Students B. Ask students to look at the charts on page 74. Call on a pair to read the model for Student A aloud. Then call on another pair to read the model for Student B. As students practise, walk around to monitor their work and provide help as needed.

Linked activities

- Workbook section, Student's Book, page 85
- Grammar Reference and Grammar Practice, Extra Practice Book, pages 6, 7 and 8

Your turn
Reading and Writing

**Student's Book pages 22 and 23**

1. Ask students to look at the catalogue and find the name of the shop (*Techworld*). You may want to ask them if they ever look at printed or online catalogues and to give examples.

   **ANSWER**

   The name of the shop is ‘Techworld’.

2. Have students look at the catalogue individually. Encourage them to identify the products, their characteristics, their prices and special offers.

   Have students read the sentences individually and look back at the catalogue to find the information they need to decide if the sentences are true or false. Check answers as a class. You may want to ask students to provide the correct information for false sentences.

   **ANSWERS**

   1. T
   2. F (It’s cheap. It’s on sale.)
   3. T
   4. F (It’s $499.99.)
   5. T
   6. T
   7. F (Its new price is $139)
   8. T
   9. F (It isn’t on sale.)
   10. F (It’s black.)

3. Read the questions aloud. Students scan the text for the information they need to answer the questions. Four students read an answer aloud each.

   **ANSWERS**

   1. Yes, it is.
   2. It’s big.
   3. No, it isn’t. (It’s $999.)
   4. It’s from China.

4. Read the model aloud. Call on several students to say what they like from the catalogue and briefly explain their choices.

**Writing rule**

Read the examples aloud. Explain that *but* is used to join two sentences that express contrasting ideas. You may want to ask students to say what the equivalent of *but* is in Spanish.

Write sentences on the board and ask the class to join them with *and* or *but*, as necessary.

- The printer is slow. It is bad.
- The cell phone is old. It is very good.
- The TV is very big. It is expensive.

Draw students’ attention to the box. Explain that we use *the* followed by a brand and a product. Give other examples: *a Sony TV, a Samsung mobile phone*.

5. a) Go over the chart as a class. Encourage students to work out the meaning of the words *quality* and *size*.

   Tell students they can complete the chart with information about a real product or an imaginary product.

   b) Ask students to write a description of the product using the chart as a guide. Remind students to use *and* or *but* to join some of their ideas.

   c) Follow one of these notes:

   1. **Peer correction.** Before students hand in their work to you for correction, have them exchange descriptions with a partner and correct each other’s work. Walk around and answer any questions students might have.

   OR

   2. **Editing.** Have students hand in their work for correction. Underline the mistakes in their piece of writing. Give it back to students and ask them to correct the mistakes, write a final draft and hand it back to you for final correction.

**Linked activities**

- *Workbook section, Student’s Book, pages 85 and 86*
- *Fast Finishers Activities, Extra Practice Book, page III*

**Optional activity**

Bring in printouts of online catalogues in English. Hand them out to groups of 3-4 students. Ask students to write sentences describing some of the items in the catalogue.
2 Listening and Speaking

Student’s Book page 24

1 Have students look at the photo. Ask: Who is in the photo? (Fran and Carol). What things can you see in the photo? (cameras, computers, TVs).

ANSWER
Fran and Carol / Cameras, televisions and computers.

2 Tell students they will listen to Carol and Fran talking about their favourite things. Ask a student to read the list of objects aloud (camera, DVD player, etc.).

Make sure students understand that they should write a tick next to each of the objects they hear.

First listening: Play CD Track 7. Have students listen to the conversation. Students tick the boxes.

ANSWERS
3, 5, 7, 8

3 Ask students to go through the gapped sentences. Tell them they will complete them with information about Carol’s and Fran’s favourite things.

Second listening: Play CD Track 8 and ask students to complete the sentences. If necessary, pause after each relevant piece of information to allow students time to complete the exercise.

To check answers, write the gapped sentences on the board and complete them as you get feedback from students.

ANSWERS
1. MP3 player
2. small
3. orange
4. bicycle
5. computer
6. bicycle
7. new
8. computer
9. old

4 a) Read the title of this section, Tell a friend about something you like, and make sure students remember its meaning. Note: This is a unit goal students read on page 17.

Play CD Track 9. Then draw students’ attention to the boxes. Point out the two ways to say Thank you and make sure students understand that Cool watch! is very informal.

AUDIOSCRIPT
CD TRACK 9

FRAN: I like your watch. Is it new?
BRAD: No, it isn’t.
FRAN: It’s very nice.
BRAD: Thank you.

b) and c) Before students practise in pairs, play the CD a third time, pausing after each sentence so students can repeat chorally. Encourage them to imitate pronunciation and intonation.

Pairwork. Ask students to use other objects in their conversation, for example, I like your jacket. Walk around helping as needed.

Linked activities
• Workbook section, Student’s Book, page 86
Student's Book page 25

1. Ask students to look at the mind map and say, This is Joanna’s mind map. It’s about her favourite things. Then read the example aloud. Form pairs and walk around the room as students take turns describing Joanna’s favourite things. To check answers, ask the class:
   - What's Joanna's favourite number?
   - What's her favourite book?
   - What's her favourite TV programme?
   - What are her favourite colours?
   - What's her favourite website?
   - What's her favourite CD?

2. There are two options for this activity. For Option 1, students will need:
   - laptops or computers
   - Cmap Tools (OR Microsoft Office Word SmartArt) to create mind maps

   If you haven’t got all of the items listed above, choose Option 2.

   Option 1. Students use Cmap Tools (OR Microsoft Office Word SmartArt) to create a mind map about their favourite things. Encourage students to include photos.

   Option 2. Students use coloured card to make a mind map about their favourite things. Encourage students to use colours and add drawings or photos.

   For either option, remind students to:
   - a) use Joanna’s mind map as a guide,
   - b) use the language they learnt in this unit,
   - c) include one or two things for each category, and
   - d) use colours or a nice design to make their mind map attractive. Walk around the room as students create their mind maps, providing help as needed.

3. Read the model aloud. You may want to write a new model on the board and ask a few comprehension questions about it. You can write:

   My favourite thing is my games console. I've got 18 video games. They're really cool! And I've got a good skateboard. It's blue and grey. It's not new. It's old, but it's OK. – Paul

   You can ask, What’s Paul favourite thing? How many video games has he got? Has he got a skateboard or a bicycle? What colour is it? Is it new?

4. Ask students to sit in groups of 4-5 students. Read the model questions aloud. Walk around the room as students ask and answer questions to monitor their work. To finish the activity, call on volunteers to talk about one of their partner’s favourite things. Example: Camila’s favourite thing is her computer. It’s fast and new!

   Note: If students created their mind maps on paper, you may want to ask them to put them up in the classroom.

Linked activities
   - Vocabulary, Extra Practice Book, page 9
   - Self-assessment, Student’s Book, page 28
   - Self-check, Student’s Book, page 87
   - Unit check (version A), Teacher’s Resource Bank, page 5
   - Unit test (version A), Teacher’s Resource Bank, pages 12 and 13
   - Unit check and Unit test (version B) at www.pearsonelt.com.ar/wutests
PUZZLE TIME

DISCOVER THE SECRET MESSAGE

Clarify the task: Students will do the crossword puzzle and discover the secret message by putting letters from the crossword grid into the squares below the grid. To explain how to discover the secret message, draw students’ attention to the orange square with the letter ‘L’ in the grid and the orange square with the letter ‘L’ in the secret message.

Have students do the crossword puzzle individually. Discourage them from asking their partners the words they don’t know. Tell them to do the ones they find easy first and then go back to the ones they find more challenging. Point out that letters from the words they were able to put into the grid will help them find difficult answers. You may want to ask students to insert letters in the secret message as they do the crossword - this can also help them sort out difficult answers.

As students do the puzzle, circulate to provide help as needed. Check answers as a class.

ANSWERS

<table>
<thead>
<tr>
<th>WATCH</th>
<th>CHEAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>E</td>
</tr>
<tr>
<td>E</td>
<td>N</td>
</tr>
<tr>
<td>R</td>
<td>I</td>
</tr>
<tr>
<td>N</td>
<td>E</td>
</tr>
<tr>
<td>S</td>
<td>E</td>
</tr>
</tbody>
</table>

Secret message: Fran and Carol are good friends.

PLAY THE GAME

Tell students they will play a game in pairs. They will take turns throwing a dice and writing sentences on their card.

Go over the example in the card. To help clarify the game, draw the first row of the chart on the board and play the game as a class. Throw the dice, write the number you got in the first column and ask students to look at box 1. Tell students that this box indicates if you should write an affirmative sentence, a negative sentence or a question. Give an example: If you throw a 5, you should write a question. Then throw the dice again and write the number you got in the first column, next to the other number you previously wrote. Ask students to look at box 2. Tell students that this box indicates the words you should use in your sentence or question. Give an example: If you throw a 3, you should use the word computer. Then write an example question in the middle column, for example, **Have you got a computer?**

Students play the game and complete the first two columns in their chart. Circulate, monitoring their work. Make sure students take turns throwing the dice to write their sentences. Tell students not to use the third column in the chart because they will write the points they got after completing all their card.

Once students have completed their card, ask them to exchange cards and correct their partner’s work. Students score a point if their sentence is correct. They don’t score any points if there is a mistake. Circulate as students correct each other’s work, answering any questions students might have about the sentences on the cards.

To finish, ask students to add up the points they got and write their score in the orange circle.
GUESS THE SONG

STEP 1 - IN CLASS

Form six groups of about 4-6 students each. Ask students to choose a song in English by a solo singer (not a band). Walk around as students choose their song to make sure the same song is not chosen by two or more groups.

Ask students to complete the card with information about the song. They write the information in the green boxes and then they complete the sentences.

For example:

Song  You’re beautiful   The title of the song is “You’re beautiful”.

Tell students who were not able to complete all the boxes in the chart to find out the information they need for the next class.

STEP 2 - AT HOME

If students haven’t completed all the boxes in the card, they do research to find out the information they need. They also get a recording of the song to bring to class.

STEP 3 - IN CLASS

a) and b) Go over the chart in a) and the models in b). Tell students they will listen to the songs their partners have chosen and complete the chart as they listen.

Have students sit in groups. The students in group 1 play their song and the other groups complete their chart. The first group to complete all the rows in a column put up their hand. Students discuss the information about the song as indicated in b).

Ask the other groups to play their songs and follow the same procedure.
Look at the pictures and tick (✓) the items you can find.

- camera
- bicycle
- watch
- book
- magazine
- CD player
- diary
- television
- phone

> Reading

1. The bicycle is slow.
2. Priscila has got an MP3 player.
3. Analía’s camera is from England.
4. Pedro’s telephone number is 4814-2033.
5. The digital camera is red.

Complete with **am, is or are**.
1. You ______ from Brazil.
2. Felipe ______ 14 years old.
3. I ______ in Santa Fe.
4. The jeans ______ old.

Complete the questions and short answers. Use short forms where possible.
1. ______ the bicycle red?
   No, it ______ green.
2. ______ the trainers new?
   No, they ______ old.
3. ______ your bicycle slow?
   No, it ______ old.
4. ______ The Bandits from Italy?
   No, they ______ from England.

Look at the chart and write 9 sentences in the affirmative (✓), negative (✗) and interrogative (?). Use **have got**.

<table>
<thead>
<tr>
<th>Yellow trainers</th>
<th>An expensive camera</th>
<th>A DVD player</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>You</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>They</td>
<td>?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Complete with **a, an or –**.
1. It’s ______ orange jacket.
2. They are ______ new.
3. It isn’t ______ letter. It’s ______ email.
4. It’s ______ blue bag.

Put the words in order to make sentences.
1. have / I / two / books / English / got / .
2. his / yellow / are / trainers / ?
3. not / has / Soledad / new / got / a / MP3 / .
4. have / we / an / got / teacher / old / .

Answer.
1. What colour is the bicycle?
2. What’s its price?
3. What brand is the mobile phone?
4. Is it cheap?
5. Where is the mobile phone from?
Hi. My name is Elina. I am a student at Webster School. I got two favourite things. They are my computer and my MP3 player. My computer is new, it’s great. I like my MP3 because it’s modern and cool.

Complete with am, is or are.
1 I am from Paraná.
2 We are students at Grant School.
3 Ana is 14 years old.
4 They are big.
5 He is old.

Rewrite the sentences in Exercise 1 into the negative or interrogative.
1 I am not from Paraná.
2 Are we students at Grant School?
3 Is Ana 14 years old?
4 Are they big?
5 Is he old?

Look at the chart and write sentences. Use have got or has got.

<table>
<thead>
<tr>
<th>new jeans</th>
<th>a bicycle</th>
<th>an umbrella</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ☒</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>You ☐</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>We ☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>

Complete with words from the box.
are ‘ve but ’m isn’t is it’s and

Hi. My name is Elina. I am a student at Webster School. I got two favourite things. They are my computer and my MP3 player. My computer is new, it’s great. I like my MP3 because it’s modern and cool.

Complete the words for colours.
1 GR
2 B
3 YE

Write the numbers in letters.
1 20
2 12
3 63
4 17
5 45

Match the opposites.
1 expensive
2 old
3 slow
4 big
5 good
6 cheap
7 new
8 fast
9 small
This is the new Raybike!

It's fast and modern.

Colours: red, blue, yellow, green

Only $35.99

Origin: Argentina

1. The ... is Raybike.
   a. name  b. brand

2. It's a ... .
   a. car  b. bicycle

3. It's ... .
   a. fast and new  b. modern, but slow

> Reading

> Writing

Put the text in order.

a. But my favourite thing is my DVD player.

b. I've got a new computer.

c. It isn't new, but it's very good.

d. It is fast and modern.

1. Where is Raybike from?

2. Is it fast or slow?

3. Is it old?

> Communication

Complete the conversation with expressions from the box.

I like  but it’s  What colour  Is it
my favourite  you got

ALEX: 1. ______ your watch. 2. ______ new?

JERRY: No, it isn’t. 3. ______ very good.

ALEX: Have 4. ______ a skateboard?

JERRY: Yes, I have.

ALEX: 5. ______ is it?

JERRY: It’s green. It’s 6. ______ thing.
> Grammar

1 Look at the chart and write sentences. Use the Present simple.

<table>
<thead>
<tr>
<th>get up early</th>
<th>go to school</th>
<th>work in the afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Henry</strong></td>
<td>❌</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Lisa and Maggie</strong></td>
<td>✓</td>
<td>❌</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>?</td>
<td>✓</td>
</tr>
</tbody>
</table>

1  
2  
3  
4  
5

2 Put the words in order.

1 sometimes / Emilce / sandwiches / for lunch / eats

2 play / never / computer games / we / at school

3 in the evening / with friends / I / chat / always

4 my parents / sometimes / to the cinema / go

5 always / a shower / mother / at 7.00 am / has

3 Write the full form of these sentences. Be careful with the possessive 's.'

1 Shrek’s face’s ugly.

2 The pirate’s teeth are grey.

3 Harry Potter’s got blue eyes.

4 Maggie’s got short hair.

5 Charlie’s mother’s young.

4 Write about their abilities.

1 Anita (+)

2 Alberto and Esteban (?)

3 Chayanne (+)

4 Babies (-)

5 You (?)
5 Circle the correct option.

Hi. My name is Julieta and I live in Buenos Aires. My days aren’t always the same. In On Mondays, I get up at 7.00 and make lunch. My sister Lucía has some coffee and I eat an apple. Then, we go to work. I don’t have lunch at home because I work from 8.00 am to 5.00 pm. I work at the Central Hospital. I’m a doctor. My sister gets home at midday. She doesn’t work in the afternoon. She can’t have lunch at home.

6 Complete the questions about Julieta.

1 __________ Julieta live? Yes, she does.
2 __________ her days always the same? No, they aren’t.
3 __________ she lunch at home? No, she doesn’t.
4 __________ her sister’s name? Yes, it is.
5 __________ Lucía lunch at home? Yes, she can.

> Vocabulary

7 Draw the times.

1 It’s three o’clock.

2 It’s half past twelve.

3 It’s six thirty.
> Communication

11 Complete the conversation. Use the phrases in the box.

ANNA: What’s your 1__________?  
ROBBIE: Saturday.  
ANNA: Do you 2__________ on Saturdays?  
ROBBIE: No, I get up at 8.00.  
ANNA: 3__________ to the club?  
ROBBIE: No, I don’t. I go to my 4__________ house.  
ANNA: Do you watch TV?  
ROBBIE: No, Susan 5__________ got a computer and we play 6__________  
ANNA: That’s great!  
ROBBIE: And her mum 7__________ fish fingers for lunch! Mmm...  
ANNA: 8__________ I go, too?

> Writing

13 Write a paragraph about Floffy, the flying cat. Use the ideas below to help you.

- Floffy / flying cat / live / Italy
- He / thin / but / very strong
- He / fly / climb buildings / but / not swim
- He / help / young girls and boys

Remy and Linguini live in Paris. Remy's nose is long and he has got big ears. He isn’t a man. He is a rat. But he can cook very well.  
Linguini, his friend, can’t cook. Remy helps Linguini. He makes dinner.  
Remy can’t work at the restaurant because people don’t like rats in the kitchen. Remy goes back home.
**Answer key**

**Diagnostic Test A**

1 a) e – d – h – a – i – g – f – b – n – k – h – c


3 1. 1st 2. 2nd 3. 3rd 4. 4th 5. 5th 6. 6th 7. 7th 8. 8th 9. 9th 10. 10th 11. 11th 12. 12th

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

5 1. c 2. g 3. b 4. j 5. i 6. f 7. d 8. o 9. h 10. e

6 1. a 2. 2. 3. 3. 4. a 5.

**Unit Check 1 A**

1 1. am / is 2. is 3. are 4. are

2 1. isn’t / is 2. aren’t / are 3. aren’t / are 4. ‘m not / ‘m

3 1. She 2. I 3. We 4. my 5. her

4 1. your 2. his


6 1. I’m 2. What’s 3. from 4. capital 9. my

7 1. F 2. T 3. F 4. F

8 AGE: 12

SCHOOL YEAR: 1

CITY: Eldorado

COUNTRY: Argentina

LANGUAGES: Spanish and Guarani

**Unit Check 2 A**

1 1. are 2. is 3. am 4. are

2 1. Is / Isn’t? It’s 2. Are / Aren’t? They’re 3. Isn’t / It’s 4. Are / Aren’t? They’re


4 1. an 2. a / an 3. a / an 4. a

5 1. I have got two English books. 2. Are his trainers yellow? 3. Soledad has not got a new MP3. 4. We have got an old teacher.

6 book / magazine / CD player


8 1. Blue 2. US$ 35.00 3. The USA

**Unit Check 3 A**

1 1. There is a ball under the table. 2. There is a lamp on the desk. 3. There are pictures on the walls. 4. There isn’t a bed in the living room. 5. Is there a dog on the sofa?

2 1. Jane has got a brother. 2. Has Jane got two grandmothers? 3. Jane hasn’t got a pet. 4. We haven’t got a brother. 5. We have got two grandmothers.

3 1. have got 2. It 3. have got 4. There is

4 1. my 2. His 3. Its 4. Their


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

7 desk / bed / bathroom / chair


**Unit Check 4 A**

1 1. I listen to music 2. I don’t play board games. 3. You don’t listen to music. 4. You play board games. 5. Do you watch TV?
**Test 2 A**

1. **am**  4. **are**
2. **are**  5. **is**
3. **is**

2. 1. I am not from Paraná.
   2. Are we students at Grant School?
   3. Ana isn't 14 years old.
   4. Are they big?
   5. He isn't old.

3. 1. I haven't got new jeans.
   2. Have you got new jeans?
   3. We have got new jeans.
   4. I've got a bicycle.
   5. You haven't got a bicycle.
   6. Have we got a bicycle?
   7. Have I got an umbrella?
   8. You've got an umbrella.
   9. We haven't got an umbrella.

4. 1. I have got a grey jacket.
   2. My mobile phone is old.
   3. Have you got a blue bicycle?
   4. They haven't got new watches.
   5. Is her car modern?

5. 1. *is*  5. *and*
2. *'m*  6. *isn't*
3. *'ve*  7. *but*
4. *are*  8. *it's*

6. 1. grey
   2. blue
   3. yellow
   4. orange
   5. white

7. 1. twenty
   2. twelve
   3. sixty-three
   4. seventeen
   5. forty-five

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

9. **W**  **J**  **E**  **A**  **N**  **S**  **B**  **T**  **M**
   **C**  **O**  **M**  **P**  **U**  **T**  **E**  **R**  **A**  **I**
   **V**  **K**  **P**  **M**  **V**  **R**  **U**  **G**  **C**
   **E**  **D**  **I**  **L**  **D**  **A**  **H**  **K**  **A**
   **C**  **A**  **M**  **E**  **R**  **A**  **C**  **B**  **Z**  **C**
   **U**  **J**  **T**  **B**  **E**  **L**  **L**  **A**  **I**  **L**
   **V**  **C**  **E**  **L**  **F**  **P**  **L**  **I**  **N**  **E**
   **G**  **R**  **I**  **U**  **L**  **A**  **N**  **Y**  **E**  **I**
   **P**  **H**  **T**  **R**  **A**  **I**  **N**  **E**  **R**  **S**
   **J**  **A**  **C**  **K**  **E**  **T**  **B**  **Y**  **O**  **X**

10. **computer**  **MP3 player**  **jeans**
    **bicycle**
    **jacket**
    **camera**
    **magazine**
    **mobile phone**

11. 1. I like  4. you got
    2. Is it  5. What colour
    3. but it's  6. my favourite

12. 1. b  2. a  3. a

13. 1. It's from Argentina.
    2. It's fast.
    3. No, it isn't. It's new / modern.

14. a  3  b  1  c  4  d  2

**Test 3 A**

1. 1. b  2. b

2. 1. have / Their  3. have / Our  4. has / Its  5. have / Their

3. 1. There is
    2. There are / in
    3. There are / in
    4. There is / on
    5. There is / under
    6. There are / in
    7. There is / on
    8. There are / under

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

5. 1. kitchen
   2. grandmother
   3. garden
   4. dinning-room
   5. brother

6. 1. bedroom
   2. bathroom
   3. teenager
   4. father

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

8. **garage / LCD / small dining room table**

9. 1. No, it isn't.
   2. Yes, there are.
   3. There is a big sofa, a television and a CD player.
   4. His bedroom.
   5. Yes, it is.

10. Students’ own answers.

**Test 4 A**

1. 1. We live in Argentina.
   2. I don't like horror films.
   3. Do you play rugby on Saturdays?
   4. They don't eat pizza for breakfast.
   5. We go to school in the morning.

2. 1. I sometimes drink coffee for breakfast.
   2. They always listen to pop music.
   3. We never read magazines in class.
   5. We always watch cartoons in the afternoon.

3. 1. because  4. but
   2. because  5. or
   3. and

4. 1. live  4. action
   2. always  5. rock
   3. and  6. never
   4. on  7. play
   5. like  11. Do
   6. don't

5. 1. I like sports magazines.
   2. We don't like techno music.
   3. They like romantic films.
   4. You like card games.
   5. I don't like fish fingers.

6. **board**

7. **board**

8. **board**

9. **board**

10. Students’ own answers.
1. Is Alexandra from Jujuy?
2. Is Mar del Plata the capital of Argentina?
3. Is Mar del Plata a small city?
4. Is there a university in Mar del Plata?
5. Have they got modern hotels in Mar del Plata?

1. twenty-one
2. twelve
3. table
4. dog
5. Mexico

1. weak
2. fat
3. early
4. cold
5. ugly

1. Emilce sometimes eats sandwiches for lunch.
2. We never play computer games at school.
3. I always chat with my friends in the evening.
4. My parents sometimes go to the cinema.
5. Mother always has a shower at 7.00 am.

1. weak
2. fat
3. cold
4. early
5. ugly

1. February (M)
2. Wednesday (D)
3. nose (B)
4. October (M)
5. finger (B)

1. favourite day
2. get up late
3. Do you go
4. friend Susan's
5. has
6. computer games
7. makes
8. Can

1. b 2. a 3. a 4. b 5. a

Floffy, the flying cat, lives in Italy. He is thin, but he is very strong. He can fly and climb buildings, but he can't swim. He helps young girls and boys.