

1.1 I'm from London.

Weekly Objectives

Topic Personal information
Grammar *To be* (singular)
Vocabulary Age, countries



Warmer

Spell a S's name and the class say who it is. E.g. *A-N-A-L-I-A, who is it?* Then, ask Ss to do the same with other Ss' names.

1 10 Meet five new friends! Listen and number. Then listen again and check.

Tell Ss they are going to meet the main characters of the book. Encourage them to talk about their physical appearance, their personality and interests, etc. At this stage, Ss will probably have to turn to Spanish.

Before listening, ask Ss to predict who is who. E.g. *Number 1 is Alfie.*

Ss listen to the recording and check their predictions. Ask them what words helped them recognise who was speaking.

Answers

a1 b3 c5 d4 e2

Check Ss understand what a *youth club* is (a club for teenagers where they meet friends and do activities like sports or arts).

10 Audioscript

See SB page 8.

2 Answer with a name or names.

(A = Alfie, G = Grace, R = Ruby, J = Jay, D = Dani)

Answers

1 G, R 2 A, J 3 D 4 G 5 A, J

Extra practice 1

Grammar | Verb to be: singular. Affirmative, interrogative and negative.

Help Ss remember word-order in interrogative form. Remind them contractions are more common in spoken English while full forms are more frequent in writing.

Make sure Ss notice the pronoun *it* has no equivalent in Spanish and that it is used for objects and animals.

Answers

Affirmative: 's

Negative: 'm not / isn't

Questions: Are / Is

Short answers: am / aren't / isn't / is / isn't

3 Complete.

Ss complete the exercise and they check first with a friend and then with the whole class.

Answers

1 'm 2 'm 3 is 4 isn't / is not 5 's / is 6 am
7 's / is 8 are 9 are 10 Is

4 Complete with information about you.

Ss complete the chart. Check Ss remember the meaning of the words *age* and *town*.

Answers

Ss' own answers.

5 Write about you.

Ss are now ready to complete this simple information about themselves.

Answers

Ss' own answers.

Digital connection 1

In order to practise the *Wh-* questions, one S looks for the age and home town of a famous living sportsperson or artist on the net. The other Ss ask him / her questions to guess who it is. E.g. *Is it a boy / man or a girl / woman? How old is he / she? Where is he / she from?*

Suggested website:

www.biography.com

6a Ask two friends (a boy and a girl) and complete the table.

In this exercise, you may ask Ss to move around the class.

Answers

Ss' own answers.

! Activities that require movement are very appealing to Ss but the dynamics should be planned in advance. Decide if all the Ss will stand up and move at the same time or if they will move in turns. Remember the importance of giving clear instructions before Ss start moving, so as to avoid disruptions.

b Write the names of your friends in the questions and answer them.

Check the answers before Ss do activity c to work on possible mistakes.

Answers

Ss' own answers.

c Write about your friends.

Ss do this exercise individually, using the information from Exercises 6a and b.

Ask some Ss to read their sentences aloud for the whole class to check.

Answers

Ss' own answers.

7 Circle the correct words.

Ask Ss to read the whole text in silence before they do the exercise.

Ss check their answers with the class.

Answers

1 'm 2 'm 3 is 4 isn't 5 he 6 is 7 He 8 is 9 is
10 Are 11 are

It would be a good idea to exploit the text a little further by asking Ss to talk about Theo Marakis. E.g. *Where is he from? What does he do?*, etc.

8 Match the questions with the answers. There is one extra answer.

Ss complete the activity individually and check their answers in pairs.

Then, go through the answers again with the class by eliciting the questions and answers from different Ss.

Answers

1 b 2 c 3 a 4 f 5 d

Extra practice 2

Extra practice 1

You can use the information from the lesson to help Ss create the following table:

NAME What's his / her name?	
AGE How old is he / she?	
SCHOOL YEAR What year is he / she in?	
ROLE What's his / her role?	
TOWN Where is he / she from?	

Extra practice 2

Ss could role-play a short conversation as if they were registering into a youth club. Draw this registration form on the bb.

YOUTH CLUB – Registration Form
Member number: 78
Name:
Age:
Town:
ID Card number: Telephone number: email:

Act out the dialogue with one or two Ss. You may ask them to spell their names.

Workbook

Answers

1 b, d and f: Ss' own answers.

2 1 c 2 a 3 d 4 e 5 b

3  ² C / j / H / a / u / r / G / O / x / Z / b / k / N / s / y /
M / E / i / q / d

Audioscript

 ² c, j, h, a, u, r, g, o, x, z, b, k, n, s, y, m, e, i, q, d

1.2 Where are they from?

Weekly Objectives

- Topic** Personal information
Grammar To be (plural)
Vocabulary Countries and nationalities



12 Audioscript

Argentinian, Polish, Chinese, South African, French, Spanish, Japanese, Mexican, British, Australian, Brazilian, Nigerian, Chilean, Lebanese, Russian, American, Greek, Indian

For this lesson, it would be useful to have an updated map of the world on the bb.

Warmer

Elicit from Ss the names of some countries that participated in the last FIFA World Cup, the Olympic Games or any other international sports event. Ask Ss to point to the countries on the map. Write the names on the board and check Ss' pronunciation.

1 11 Match the countries with the numbers on the map. Then listen and check.

Ss work in pairs. Tell them they may use a wall map, an Atlas or the Internet for help. After they check with the recording, help them focus on the pronunciation of the countries.

Answers

4 Argentina, 18 Australia, 3 Brazil, 5 Chile, 15 China, 9 France, 12 Greece, 17 India, 16 Japan, 13 Lebanon, 2 Mexico, 7 Nigeria, 11 Poland, 14 Russia, 6 South Africa, 8 Spain, 10 the UK, 1 the USA

11 Audioscript

Argentina four, Australia eighteen, Brazil three, Chile five, China fifteen, France nine, Greece twelve, India seventeen, Japan sixteen, Lebanon thirteen, Mexico two, Nigeria seven, Poland eleven, Russia fourteen, South Africa six, Spain eight, the UK ten, the USA one

Extra practice 1

Extra practice 2

2 12 Listen and number the nationalities in the order you hear them.

Ss listen and number the nationalities. For pronunciation practice, Ss may repeat the nationalities they think are difficult to pronounce. They may also underline the stressed syllables (see underlined ending in the answers below). Remind Ss that to pronounce the final -ese /i:z/ correctly, they should imitate the buzzing sound of bees.

Answers

American 16, Argentinian 7, Australian 10, Brazilian 11, British 9, Chilean 13, Chinese 3, French 5, Greek 17, Indian 18, Japanese 7, Lebanese 14, Mexican 8, Nigerian 12, Polish 2, Russian 15, South African 4, Spanish 6

3 Write the nationalities in the correct column.

Ask Ss to look at the nationalities and say what they have in common with the countries (the beginning / root of the word). Ss classify the nationalities according to their ending. Elicit from Ss that in English, nationalities always start with a capital letter.

Answers

-an / -ian: Argentinian, American, Australian, Brazilian, Chilean, Indian, Mexican, Nigerian, Russian, South African
-ish: Polish, British, Spanish
-ese: Chinese, Japanese, Lebanese
others: French, Greek

Extra practice 3

Grammar | Verb to be: plural. Affirmative, interrogative and negative.

Remind Ss that *are* has two different pronunciation forms: a weak form in questions and affirmative sentences, and a strong form in short answers.

Make sure they remember that *you* is used both for the singular and the plural.

Answers

Affirmative: 're **Questions:** Are
Negative: aren't **Short answers:** are / aren't / are

4 Make questions and answer them.

Ss work in pairs. Make sure they understand ✓ requires an affirmative answer to the question while ✗ requires a negative one. Have several pairs of Ss read the exchanges to check.

Answers

- A:** Are you and your friend Spanish?
B: No, we aren't. We're Argentinian.
- A:** Are Paul and Lisa American?
B: No, they aren't / are not. They're / are British.
- A:** Is Antonio Italian?
B: No, he isn't / is not. He's / is Spanish.
- A:** Are you and Anna from Poland?
B: Yes, we are.
- A:** Are you two from the UK?
B: No, we aren't / are not. We're / are Australian.

5 Your class is talking to two visitors from the USA. Complete the conversation.

Explain that *Excuse me* is a polite form of interrupting someone.

Ss work in pairs. Ask one pair to read the dialogue aloud for the rest of the class to check answers.

Then, Ss may create similar dialogues and some pairs may role-play them.

Answers

1 *are* 2 *'re / are* 3 *from* 4 *the USA* 5 *American* 6 *Are*
7 *from* 8 *aren't / are not* 9 *'re / are*



Before Ss start working on an activity, read the rubrics aloud and work together on one or two examples to make sure Ss understand what they have to do.

6 Answer the questions in the quiz and complete the crossword.

Make sure Ss understand the meaning of *Across* (horizontal) and *Down* (vertical).

Ss work individually on the puzzle and check in pairs.

Answers

1 *Italy* 2 *Australia* 3 *British* 4 *Japan* 5 *China* 6 *Brazilian*



Digital connection 2

Strategy focus: problem solving

In pairs, Ss write questions to create their own crossword puzzles about countries and nationalities.

There are many free fun websites where Ss can create their own crosswords for their classmates to solve. Encourage Ss to look for interesting facts on the web.

Suggested websites:

www.puzzlemaker.com

www.readwritethink.org

www.bestfunfacts.com

Extra practice 1 CLIL

The T names a country and the Ss say the colours of the flag. E.g. T: *Brazil*. / Ss: *Green and yellow*.

Extra practice 2 CLIL

Present the points of the compass, which are on the map (SB p. 10). Then, a S names a country and the rest say if it is in the North, South, East or West with respect to Argentina.

Extra practice 3 CLIL

Tell Ss what capital city a person is from and they name his / her nationality. E.g. T: *Leonie's from New Delhi*. S: *She's Indian*.

Workbook

Answers

1 *d* 2 *f* 3 *a* 4 *g* 5 *b* 6 *c* 7 *h* 8 *e*

2 *1 are they* 2 *They're* 3 *Are they* 4 *they aren't*
5 *are they* 6 *They're* 7 *are you* 8 *we are* 9 *are you*
10 *We're* 11 *are you*

3 *1 are* 2 *is* 3 *is* 4 *aren't* 5 *are* 6 *is*
7 *are* 8 *are*

4 *1 Where are you from?* 2 *I am from Santiago.*
3 *Are those children Chilean?* 4 *Nicolás is in London.*
5 *How old are your friends?* 6 *Is your mother Italian?*

1.3 Their dog's favourite song

Weekly Objectives

Topic Possession and relations
Grammar Possessive adjectives
 Possessive case
Vocabulary Important things in life



Warmer

Ask Ss what is important to them. Try to elicit a great variety of answers (sports, hobbies, animals, friends, etc.).

1 What is important in your life? Number these things in order: 1 = very important, 5 = not very important.

Ss share their answers with the class. This is a good activity to get to know your Ss: their interests, personalities, problems, etc.

Answers
Ss' own answers.

2 Read about Danny Fletcher on this webpage. Which topics from Exercise 1 are in the text? Tick them.

Before reading, check if Ss know what a blog is and find out who, in the class, is a regular blogger. Ss read the text and find the topics. Ask Ss to identify the friends in the photo, explaining what words helped them decide who is who. (E.g. *This is Carla. She's wearing a green T-shirt.*)

Answers
Friends, music.

3 Complete the profile for Danny.

After they work with the exercise individually, Ss compare their answers in pairs and ask the T if they have doubts. Help Ss notice what type of personal information is included in the profile. You may ask them if they can add any other information (E.g. *nationality, age, email address, telephone number*). Point out that people generally give short answers to these questions.

Answers
1 *Danny Fletcher* 2 Manchester, in the UK 3 Friends, music and mobile phone 4 Carla and Rob 5 Purple Days

Grammar | Possessive adjectives

In pairs, Ss match the pronouns to the adjectives, using the examples in the box and in the text as a reference.

Ask Ss which pairs they found difficult to match. They may suggest ways to remember them. Help Ss notice the differences in pronunciation between *he's* /hi:z/ and *his* /hɪz/, and between *they're* /ðeɪə/ and *their* /ðeə/.

Answers
I - my / you - your / he - his / she - her / it - its / we - our / they - their

Extra practice 1

4 Circle the correct words.

Remind Ss it is important to read the whole sentence before circling their option.

Answers
1 *her* 2 Their 3 Our 4 Its 5 your 6 His

Grammar | Possessive 's

Elicit from Ss that 's - s' express possession or relation. Then, ask them to deduce the rule, in pairs.

The possessive 's is difficult for Spanish speakers. The main problem is that we normally tend to keep the Spanish word order.

Have Ss compare the Spanish and the English structures (*Esta es la lapicera de Ben. / This is Ben's pen*). It will enable them to see that 1) there's an inversion in the order of words (in English, Ben comes first) and that 2) 's is attached to the possessor of the object in question (*la lapicera es de Ben = Ben's pen*).

Answers
's: a / s': b

Note!

Pronunciation 13

Help Ss deduce the rule: words ending in /s/ or /z/ add an 's, which is pronounced /ɪz/. Other examples: *Marcos's brother, James's MP3*.

13 Audioscript

Brutus's / Alice's

5 Add the possessive 's or ' next to the underlined words.

Ss work in pairs. When checking with the class, ask a S to write the answers on the bb.

Answers
1 *David's* 2 my parents' 3 your friend's 4 Angelo's 5 Nicholas's

Extra practice 2

6 **14** Look at the topics in Exercise 1. Listen and say which topics are important in Ana's life.

Have Ss read the list of topics in Exercise 1 again. Play the dialogue once and ask them to identify the speakers (Ana, her brother Nathan and a friend) and the topics (sport, family and friends). After checking their answers, play Track 14 again and ask Ss to identify the topics that are not important to Ana (homework and music).

Answers
Sport, family and friends.

14 **Audioscript**

Ana: Nathan!
Nathan: What?
Ana: The music!
Nathan: OK, sorry.
Ana: Sorry! My brother's in a band and music is really important in his life.
Ella: That's OK. What about you, Ana? What's important in your life?
Ana: Good question. I don't know... homework?
Ella: Don't be silly. Isn't music important to you?
Ana: No, it isn't. Not really. But sport is important. Football, tennis, all sports.
Ella: Only sport?
Ana: No, my family is important, too. My mum, my dad...
Ella: And your brother?
Ana: Yes... and Nathan! And my friends are important.
Ella: Friends?
Ana: Yes. You, Toby, Sophie... You're all important in my life.
Ella: Ah, Ana. That's really nice!

7a Interview your friend. Use questions 3, 4 and 5 from Exercise 3.

Have Ss work in pairs. You may want to walk around the class and monitor their work, answering the questions they might have as they go along. You could also make a list of the mistakes you've heard and work on them at the end of the exercise.

If Ss cannot come up with an answer to a **Wh-** question, you may suggest options for them to choose from.

b Now write about your friend.

Ss read their paragraphs in pairs or groups of three. You may want to pick 2 or 3 Ss and have them present a friend to the class.

Answers
Ss' own answers.

Extra practice 3

Extra practice 1

In pairs, Ss look for coincidences as regards their preferences, possessions, family, etc. E.g. *Our favourite band is... Our cars are grey...* and share them with the rest of the class or with another pair.

Extra practice 2

Ss write their name and their favourite music band on a piece of paper. T puts the papers in a bag. A S picks out a paper and reads only the name of the band aloud. The rest of the class has to identify whose favourite band it could be. E.g. S₁: *Coldplay!* S₂: *That's Pedro's favourite band.* This game may also be played with soccer teams, favourite actor or actress, etc.

Extra practice 3

Each S writes two true and one false statement about one of his / her classmates. He / She reads them aloud and the rest of the class should spot the false fact and correct it.

33

Workbook

Answers

1a

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

 1 my 2 your 3 her
4 his 5 its 6 their
7 our

- 1b 1 my 2 your 3 his 4 her 5 its 6 our 7 their
 2 1 Their names are Benji and Rufus. 2 Our trainers are blue. 3 His / Her phone is great. 4 Their names are Clive and Marie. 5 Her bike is Japanese.
 3 1 S 2 P 3 S 4 S
 4 1 This is Sam's ID card. 2 Are these Anna's trainers? 3 That isn't my parents' car. 4 These are the boys' T-shirts. 5 This is my teacher's apple. 6 These are my friend's dogs.

Weekly Objectives

Consolidate new notions
Develop reading, listening, speaking and writing
Integrate skills



EXPLORE & DEVELOP

Elijah Wood's Fan Club

Background information

Elijah Wood /ɪˈlɪjəˌwɒd/ is an American actor. He is best known for his role of Frodo Baggins in *The Lord of the Rings* trilogy. He is currently the protagonist of the popular TV sitcom *Winfred*.

1 Read and complete Elijah's profile.

Before reading, ask Ss what they know about Elijah Wood (profession, nationality, etc).

Ask Ss to read the email and identify who writes it (Elijah), who he writes it to (his fans) and why (to say hello to his fans and answer their emails).

Ask Ss to predict what information they think they may find in the text.

Write their predictions on the bb.

Ss read the text and check their predictions.

Answers

Name	<i>Elijah</i>
Nationality	American
Family	Dad: Warren, Mum: Debra, Brother: Zachariah, Sister: Hannah
Pets	2 dogs: Rascal and Levonne
Favourite groups	Smashing Pumpkins, Massive Attack and The Beatles
Favourite colour	blue



Tell Ss not to worry if they find unfamiliar words in the text as it is not necessary to know the meaning of all the words to understand it.

2 Tanya is a member of Elijah's fan club too. Read her answer to Elijah and complete the chart.

Ask Ss to predict what Tanya may write to Elijah. Write their predictions on the bb.

Ss read the text and check their predictions.

Ss complete the chart in pairs.

Answers

Music	Football team	Computer
Favourite bands: U2, The Beatles and Coldplay Favourite song: "Beautiful day"	Name: <i>Gladiators</i> Team: all girls Play at the club on Saturdays	Great for games, chats, school work

EDB Listening task

See SB page 56.

BUILD

3 Who is your favourite person? An actor, a singer, a sports player, a scientist, a doctor? Design a poster of your favourite person to share with the class.

Help Ss analyse the writing task:

- its purpose (*talking about their favourite person*)
- the readers (*their classmates and teacher*)
- the outcome (*a poster*)

Before Ss start working, you may want to go over the four suggested steps with them.

Step 1 Plan ►

As a class, brainstorm the contents in a profile. Then, ask Ss to collect information about their favourite person and complete the chart. At this stage, you could work with the *Writing notes*. You may also brainstorm some useful vocabulary seen in the unit and write it on the bb. E.g. Adjectives: *fantastic, great, nice, important, favourite, best, horrible*. Nouns: *interest, passion*.

Step 2 Draft ►

Remind Ss that they can look at the texts 1 and 2 to get ideas. Encourage them to use *and, but* and *too* in their text.

Step 3 Edit ►

- Remind Ss they should re-read their texts at least once, and that they may use the *Grammar boxes* in the book and bilingual dictionaries as tools for self-correction.
- Tell Ss to read the text through before correcting specific mistakes (*Can they understand it? Do mistakes interfere in the comprehension of the*

message?). Encourage them to make suggestions for improvement and write them on the margin (so you can go through the mistakes with them later and have them think about whether the suggestions were improving the text). Ask Ss to hand in their drafts so that you may add your comments before they write their final copy.

- c) Ss may ask other friends or consult their book to improve their text, following the comments and suggestions received.

Step 4 Present ►

Ss decorate their work using photos and drawings.

Ss may put up their texts on the class bulletin board or on the net to share their preferences with their peers.

Ss may also give oral presentations on their favourite persons to the whole class or in groups.

Writing notes

It would be a good idea to make a point of the importance of connectors, since we use them to express relationships between ideas and to combine sentences. We should also point out that a 'linker' is a word that is used to join words, phrases or clauses.

And

As they have already seen this connector in the *Get Ready* unit, you may elicit from Ss that *and* expresses addition and it is used to connect words, phrases, or clauses of equal importance.

But

Remind Ss that *but* expresses contrast and it is placed between two main ideas, when the second one is different from the first one.

Too

Have Ss underline the word *too* in Reading 1 and 2. Help them notice that *too* expresses addition or coincidence and that it is used at the end of the sentence.

EDB Listening task

15 Listen to Sandra Peters, a member of the fan club. Answer true (T) or false (F).

Make sure Ss understand they will listen to an interview to one of Elijah's fans.

Ask Ss to read the statements and predict possible answers.

Ss listen to the dialogue and complete the exercise.

Elicit the answers and ask Ss to correct the false statements (2 No, he says "I'm not his fan.", 3 Sandra says "No, they're from many countries...").

Answers

1 T 2 F 3 F 4 T

15 Audioscript

Interviewer: Hello, Sandra!

Sandra: Hi!

Interviewer: Thank you for the interview!

Sandra: Is it for your school magazine?

Interviewer: Yes. You're a member of Elijah's fan club, right?

Sandra: Yes. I'm the president. Are you Elijah's fan too?

Interviewer: Well, no... He's very nice, but I'm not his fan.

Sandra: You aren't? He's really nice. And a very good actor too!

Interviewer: Sandra, are all fan members from the USA?

Sandra: No, they're from many countries: the USA, the UK, France, Spain, Argentina, Mexico...

Interviewer: How old are the fans?

Sandra: They're different ages but they're all teenagers. This is a teens' club.

Interviewer: Of course. And, Sandra, what's the club's principal activity?

Sandra: Its principal activity is the webpage. The webpage is the club. It is its home.

Interviewer: Oh, I see. Well, thank you very much, Sandra, and congratulations. Your club is very famous.

Sandra: Thanks to you too. We're very happy with it.

Interviewer: Can I take a picture...?

CHECK YOUR PROGRESS 1

1 a: key, pen, camera, bag

an: apple, exercise book, ID card, MP3 player

2 1 keys 2 book 3 cameras 4 bikes

3 1 This is a key. 2 Those are apples. 3 That's a camera. 4 These are books.

4 1 'm 2 'm 3 is 4 He 5 He 6 is 7 is 8 He 9 is 10 he 11 is 12 are 13 are

5 1 It's John's bike. 2 They're my parents' (mobile) phones. 3 They're Sandy's sandwiches. 4 It's Edward's book.

6 1 b 2 a 3 f 4 c 5 d

7 1 our 2 We 3 our 4 our 5 Their 6 They 7 their 8 our 9 your

3.1 I don't work here.

Weekly Objectives

Topic Personal Information
Grammar Present simple: *I, you, we, they*
Vocabulary Jobs



Warmer

Write these names on the bb: *Dani, Ruby, Alfie, Grace*. Elicit what Ss remember about them without looking in their books.

1 24 Listen and answer.

Ask Ss to look at the photo and try to explain the situation: *Who's in the picture? Are they in a restaurant or in the youth club café? What has Dani got in his hand?*

Ss predict what the friends' conversation is about. Ss listen to the recording, check their predictions and answer the question (Yes, he is.).

24 Audioscript

See SB page 24.

2 Answer true (T), false (F) or doesn't say (DS).

Ss listen to the recording a second time and do the exercise. Check the answers with the class and ask Ss to provide the correct information for the false statements (1 He's a nurse., 5 He only speaks a bit of French.).

Answers

1 F 2 DS 3 DS 4 T 5 F

3 Dani has got one more job. What is it?

If necessary, tell Ss to look at the poster in the photo.

Answer

Spanish teacher

4a 25 Match the pictures 1-5 with the jobs a-l. Then listen and check.

Ask Ss look at the jobs and say which ones they know. Ss do the matching and check with the recording.

Answers

1 f 2 j 3 e 4 c 5 l

25 Audioscript

1 waitress 2 secretary 3 police officer 4 doctor 5 teacher

Ss repeat words they find difficult to pronounce. They may underline the stressed syllables, E.g. *artist, scientist*.

You may ask Ss to circle the ending of the words (*er / or, -ian, -ist*) and elicit that they are used to refer to jobs.

Write *actor / actress, waiter / waitress, emperor / empress* on the bb and guide Ss to infer the -ss ending is used for female jobs.

Recycle the circus jobs from Unit 2 (*clown, juggler, acrobat, gymnast*).

b 26 Which jobs are not in the pictures? Listen and check.

Answers

Artist, scientist, farmer, musician, nurse, politician, shop assistant

26 Audioscript

Artist, scientist, farmer, musician, nurse, politician, shop assistant



It's a good idea to do short vocabulary activities, like guessing or memory games, in every class to help Ss recycle and transfer the lexis seen so far. Remember learning a language is not a linear but a spiral process that requires constant recycling.

Grammar | Present simple: *I, you, we, they*. Affirmative and negative.

Help Ss notice that we use the Present simple to talk about situations which are permanent or last for a long time.

Phonology

Help Ss pronounce /d/ by telling them to put the tip of their tongue behind their upper teeth when they say *don't*.

Ss may work with these sentences to practise: *Debbie's daughter is a dentist. The leader is in London.*

Draw their attention to the pronouns in the box (*I, you, we, they*). Ask Ss to deduce the rule about how the negative is formed.

Ss read and complete the table.

Answers

Affirmative: live Negative: don't / do not (x2)

Extra practice

5 Write the words in the correct order to make sentences.

Remind Ss of word order in English (Subject + verb + complement). Ss work individually and check in pairs before the class check.

Answers

1 *We come from Rosario.* 2 My friends don't live in Buenos Aires City. 3 I work in a restaurant. 4 Our parents speak Italian. 5 You don't work in a hospital.

Present simple: *I, you, we, they.* Interrogative.

Point out that the auxiliary *do* has no equivalent in Spanish.

Ss infer the rule about the formation of the questions and complete the table.

Work on the pronunciation of *do*: weak form in questions /də/ and strong form in short answers /du:/.

Answers

Yes / No questions: Do

Short answers: don't / do not *Wh-* questions: do

6 Complete the dialogues with the correct form of the verb in brackets.

Ss work on the exercise individually and check in pairs.

Then ask different pairs to read the exchanges aloud.

Remind Ss we use *too* to express addition and coincidence.

Answers

1 *do / you / live* 2 *Do / speak / do / speak* 3 *do / come from / come from*

Note!

Explain this is the question we use to ask about people's jobs.

Draw Ss' attention to the use of the indefinite article *a / an* before the job, E.g. *I'm a student.*

7 Talk about you with your friend. Ask and answer the questions from Exercise 6.

Remind Ss they may invent information for their answers. Some pairs may then perform the conversation for the class.

Extra practice

Ss write 2 true and 1 false sentences about themselves using *work, live, come, speak* and */ or read*. Then they read them aloud and their classmates try to correct the false statement. E.g. S₁: *I come from Misiones, I live in Almagro, I read novels.* S₂: *You don't come from Misiones.*

Workbook

Answers

1	W	O	F	A	R	M	E	R	T	D
	A	R	T	S	N	U	R	S	E	O
	I	A	R	T	I	S	T	E	A	C
	T	R	A	F	F	I	S	T	C	T
	R	E	A	L	M	C	U	S	H	O
	E	D	I	K	U	I	J	S	E	R
	S	H	O	W	N	A	T	E	R	O
	S	S	C	I	E	N	T	I	S	T

1 *musician* 2 *farmer* 3 *artist* 4 *nurse* 5 *scientist*
6 *teacher* 7 *doctor* 8 *waitress*

- 2 1 *We live in France.* 2 What do your parents do?
3 They work in a restaurant. 4 My parents don't come from France. 5 Where do they come from? 6 They come from Argentina. 7 Do they speak Spanish in Argentina?
- 3 1 *do you come from* 2 you speak 3 don't speak
4 study 5 Do your parents 6 work 7 doctors
- 4  1 *He works on a farm.* 2 They work in an office.
3 She works in a school. 4 He works in a shop.

Audioscript

-  4 One: [farm noise] Two: [office noise] "MT and company, may I help you?" Three: [noise of children in a playground] "Now please go to page forty two and ..." Four: [noises from a supermarket] "This is ten pounds.", "Here you are." "Thank you."

3.2 He doesn't work in an office.

Weekly Objectives

Topic Urban art
Grammar Present simple: *he, she, it*
Vocabulary Places of work



Work on the pronunciation of *doesn't* /'dʌznt/.

Answers

Affirmative: He, comes Negative: doesn't / does not, come

Warmer

Write *3D* on the blackboard. Elicit words associated with *3D* (films, video games, drawings). Ask Ss if they see *3D* films or play *3D* games. Do they like them?

1 Read the article. Where is the drawing?

Ss read the title and describe the photo. You may need to present some key vocabulary, E.g. *street, pavement, chalk*.

Ask Ss to predict what information they will find in the text. Ss read the article.

Answer

On the pavement, in the street

2 Circle the correct options.

Answers

1 b 2 c 3 b 4 c

Digital connection 1

CLIL

Ss look in the net for information about the East Side Gallery Memorial in Berlin, they choose an artist they like and look for information about him / her. They then share their findings with the rest of the class: artist's name, age, where he / she is from, type of art. Encourage Ss to include the artist's work on the Berlin Wall Memorial in their presentation. E.g. *This is Teresa Casanueva. She is Cuban. She lives in Berlin. She is about 50 years old. Her painting is abstract.*
Suggested website:

www.eastsidegallery.com

Grammar | Present simple: *he, she, it*. Affirmative and negative.

Help Ss notice the sentences express situations which are permanent or last for a long time. Elicit from Ss we add a final *s* to the verb in affirmative sentences when the subject is *he, she* or *it*.

Ask Ss to state the rule for the negative and elicit that the *s* in the negative goes in the auxiliary, not in the verb.

3 Circle the correct words.

Ss work in pairs and check their answers with the class.

You may ask Ss to draw the final *s* in the air to apply movement as a memory strategy.

Answers

1 *come* 2 comes 3 doesn't 4 works 5 lives 6 lives
7 doesn't

Note!

Ask Ss to compare the examples and say what is different. Encourage them to state the rules.

Elicit the other pronouns that apply to the rules but that are not in the *Note!*

Present simple: *he, she, it*. Interrogative.

Ss read the dialogue and infer the rules for the interrogative.

Work on the pronunciation of the weak form of *does* /dəz/ in questions, and the intonation in *Wh*-questions and *Yes / No* questions.

Answers

Yes / No questions: Does **Short answers:** doesn't / does not

4 Ask and answer about Julian Beaver.

Answers

1 **A:** *Where does he live?* **B:** *He lives in the UK.* 2 **A:** Does he work in an office? **B:** No, he doesn't / does not. 3 **A:** Where does he work? **B:** He works on the street. 4 **A:** What does he do? **B:** He's / is a street artist.

Extra practice 1

5 27 Listen and repeat. Then match the places of work with the jobs 1-7 below.

Play Track 27. Ss repeat the words.

Set a short time limit for Ss to work on the exercise.

Answers

1 *hospital* 2 office 3 school 4 restaurant /'restrɒnt/
5 farm 6 shop 7 police station

27 Audioscript

police station, farm, hospital, office, restaurant, shop, school

6 Say where the people in Exercise 5 work.

Point out that we use the preposition *on* with *on a farm* and *on the street* as they are open places.

Answers

1 A doctor works in a hospital. 2 A secretary works in an office. 3 A teacher works in a school. 4 A waiter works in a restaurant. 5 A farmer works on a farm. 6 A shop assistant works in a shop. 7 A police officer works in a police station.

Extra practice 2

7 Complete the text with the correct verb form.

Ss may work in pairs. Remind them to read all the text before they start completing it.

Pronunciation

It is quite common for Spanish speakers to have difficulty in pronouncing initial *s* + consonant (as in *school, station, street, etc.*). It might be useful to tell Ss to pronounce the *s* two or three times before saying each word, E.g. *s, s, school - s, s, street - s, s, speak, etc.*

When checking, ask Ss to read the sentences aloud and justify their answers.

Answers

1 *don't live* 2 *live* 3 *speak* 4 *don't / do not live*
5 *doesn't / does not like* 6 *loves* 7 *works*

Extra practice 3

8 Ask your friend about his / her mum or dad.

Ss work in pairs, talking about their parents.

Ss may change partners to practise the interaction more than once.

When they have finished, Ss may report their findings to the class.



It could be useful to create a correction code with Ss, based on simple gestures, to help them self-correct their oral productions. E.g. *flipping fingers = wrong word order.*

Extra practice 1

Write the following questions on the bb, *What does he / she do? Where does he / she live? What language does he / she speak?* Ask a S to choose a famous person and the rest of the class tries to guess who he / she is using the questions on the bb.

Extra practice 2

Crossword puzzle: Ss could invent their own crossword puzzles using the different jobs and places of work as clues. E.g. *This person works in a hospital. = DOCTOR*

Extra practice 3

Ss write 5 questions about Jaycee and her parents on Exercise 7 (E.g. *Where does Jaycee live? Does she speak English?*). Then, they ask their classmates to answer them.

Workbook

Answers

- 1 1 *school* 2 *police station* 3 *restaurant*
- 2 1 *comes* 2 *doesn't / does not come* 3 *speaks*
4 *lives* 5 *doesn't / does not live* 6 *lives* 7 *speaks*
8 *lives* 9 *works* 10 *does / do* 11 *Does / work*
- 3 1 *His name is Colin Simpson.* 2 *Where does he live?*
3 *He lives in Newcastle, but he comes from Durham.*
4 *He doesn't / does not work in an office.* 5 *He's / is an artist.* 6 *He doesn't / does not want to live in England.* 7 *He wants to live in Los Angeles.*
- 4a 1 *What's her name?* 2 *Where does she come from?*
3 *Where does she live now?* 4 *What does she do?*
5 *Where does she work?* 6 *Does she speak French?*
- b *Her name's Melanie Phillips. She is / comes from Chester in England but she lives in New York in the USA now. She is a doctor and she works in a hospital near Central Park. She speaks French and English and Japanese.*

3.3 I love him.

Weekly Objectives

- Topic** Opinions, descriptions
- Grammar** Verb *like, love, hate*
Object pronouns
- Vocabulary** Description and opinion words



Warmer

Ask Ss who their favourite sportspersons and artists are.

1 Look at the photos below and guess who the famous people are. Check your answers at the bottom of the page.

Ss look at the distorted photos in the quiz and try to identify the characters.

Tell Ss to say *I think ...* in order to express their opinion.

2 Listen and answer.

Ss describe the photo and predict the answer to the general question (*three*).

Ss listen and check. Then, they identify who number two is (*Ginóbili*).

Audioscript

See SB page 28.

3 Who likes who? Complete the table with ✓, ✗ or ?.

Give Ss one minute to read the dialogue and complete the exercise.

Elicit full sentences when checking with the class.

Answers

- 1 Ruby and Alfie ✓ 2 Ruby ✓ Alfie ? 3 Ruby ✗ Alfie ?

Grammar | Object pronouns

Ask Ss to circle *her* and make an arrow pointing to the word it refers to (*Madonna*).

Help them notice we use the object pronoun after the verb or a preposition, E.g. *What do you think of her?* Write **to me**.

You may ask them to mark the object pronouns and their referents in the text.

Answers

me, you, him, her, it, us, them

4 Subject or object? Read the article and circle the correct words.

Ss work in pairs. Ask them to justify their choices by writing S (subject) or O (object) on the margin. Go through the answers with the whole class.

Answers

- 1 *She* 2 *her* 3 *She* 4 *He* 5 *we* 6 *We* 7 *them*
8 *they* 9 *us*

If Ss are ready, you may write these sentences on the bb. Ss may work in pairs before class check. Ask them to justify their choices.

I, *my* or *me*?

1 _____ *think he loves* 2 _____, *but he hates* 3 _____ *cats.*

We, *our* or *us*?

4 _____ *'ve got a popular football team.*
5 _____ *fans adore* 6 _____.

Answers

- 1 I 2 me 3 my 4 We 5 our 6 us

Note!

Ss look at the faces and infer the meaning of the new words. Draw their attention to the position of the phrases to express degree.

5 Write four sentences about Alfie and Grace. And what about you?

Ss work individually and compare their answers in pairs before the class check.

Encourage Ss to express degree when they talk about their likes and dislikes.

Answers

- 1 *Alfie likes rap music but Grace doesn't like it.* 2 *Alfie loves computer games but Grace doesn't / does not like them.*
3 *Alfie doesn't / does not like Jim Carey but Grace loves him.*
4 *Alfie hates Jennifer Lopez but Grace likes her.*



Digital connection 2

As a home assignment, Ss create their own scrambled photos of famous people to work in class. E.g. S₁: *Who's this?* S₂: *I think it's...*
S₁: *Do you like him / her / them?* S₂: *Yes, a lot. / No, not very much.*

Suggested website:

www.cellsea.com/media

Follow the on-screen instructions to upload, edit (distort) and save the photos.

6 Are these adjectives of opinion positive or negative? Put them in the correct group.

Most of the adjectives in the box are transparent and will only require work on pronunciation. Ss may look up the words they do not know in the dictionary.

Ss sort out the adjectives in pairs and then, check with the whole class.

Answers

- 😊 cool, great, funny, fantastic, brilliant
 😞 bad, awful /'ɔ:fl/, terrible, boring

You may elicit adjectives from previous units

(E.g. *nice, comical, sweet, intelligent, excellent, interesting, horrible*) and encourage Ss to classify them into positive or negative.

Extra practice

! Remember you can always turn an activity into a game by timing it. E.g. *You've got 2 minutes to do it!*

7 29 Listen and repeat. Then practise the conversation in groups.

Ss read the title "Exchange opinions" and try to guess the meaning.

Help Ss notice the stress and intonation patterns as they listen to the recording.

Ss work in pairs, changing roles. Encourage them to use the correct intonation and stress.

Ss may act out the conversation for the class.

29 Audioscript

See SB page 29.

8 Exchange opinions about the people in Exercise 1 and other famous people.

Ss may work in groups of three or four and try to find coincidences.

! Move around while Ss are working in groups and take notes of common language difficulties so that you could go over them afterwards.

Encourage them to express degree (*very much, a lot*).

Answers

Ss' own answers.

Extra practice

Group opinion: Say an activity, sport, etc. (E.g. *golf, football, chats, fast food, rock concerts*) and Ss express their opinion. E.g.

S₁: *Golf*

S₂: *I think it's awful.*

S₁: *Rock concerts*

S₂: *I think they're fantastic.*

Workbook

Answers

- 1 *awful* 2 *funny* 3 *brilliant* 4 *good* 5 *horrible*
6 *great*
- 1 *him* 2 *them* 3 *her* 4 *it* 5 *us* 6 *them*
7 *you*
- 1 *it* 2 *them* 3 *them* 4 *us* 5 *her* 6 *them*
7 *me*
- 1 *No, I don't. I hate it. It's terrible.* 2 *I like you. You're cool!* 3 *Yes, I do. I love him. He's brilliant.*
- Ss' own answers.
- A:** do you think? **B:** What do you think **A:** I think they're **B:** do you think of **A:** think they're fantastic. / love them.

Weekly Objectives

Consolidate new notions
Develop reading, listening, speaking and writing
Integrate skills



EXPLORE & DEVELOP

The CG Universe

Warmer

Talk with Ss about computers. *What do they do with their computers? Do they draw? Do they use 2D or 3D? What for?*

Background information

Computer graphics (CG) is the use of computers to create images in art, printed media, video games, etc. The term "CG" in the case of images or art is most commonly used to refer to 3D computer graphics.

Suggested websites:

Meats Meier: www.3dartspace.com

Other CG artists: www.fantasygallery.net

1 Read about the CG universe and circle the best option.

Give Ss thirty seconds to skim the text (look at the photo, read the title, browse through the text) and predict Meier's job.

Have Ss look at his work, describe it and say their opinion about it.

Ask Ss what they think the letters C.G. stand for? (Computer Graphics art)

Ss read the text and check their predictions.

They do the exercise in pairs.

Answer c

2 Circle the information that is not in the text.

Ss do the exercise in pairs.

Answers
1 4 5 7



Ask Ss to re-read the texts after they have worked on them. Making sense of a text as a whole requires reading it more than once. This will encourage exploring, developing and building concepts and ideas, by processes of construction, deconstruction and reconstruction of the texts.

3 Read about a young artist from Buenos Aires and complete the file below.

Ss look at the pictures and predict what kind of information they will find in the text.

Ss read the text, check their predictions and complete the chart in pairs.

Ask some Ss to read their answers.

Name	Pedro Perelman
Place of origin	Buenos Aires City
Personal information	Young street artist, does street art and fine arts, works freelance
Place of work	Street - studio
Materials	Markers, acrylics, oil paint, engraving, computer programmes

EDB Listening task

See SB page 56.

BUILD

4 In groups, write an article about a street artist and his / her work. Look for photos of the artist and some of his / her works.

Step 1 Plan ►

Ss may ask their Art teacher about modern contemporary artists.

Ss choose their artist and look for information on the net. Then, they complete the chart.

Suggested websites:

www.coolandskull.com

www.buenosairesstreetart.com

Step 2 Draft ►

Go through the *Writing notes* so that Ss incorporate the writing suggestion in their texts.

Invite Ss to use the new vocabulary in the unit.



Writing notes

Ask Ss to underline *also* in the second text. Help them notice *also* expresses addition (like *and* and *too*).

Draw their attention to the position of the linker (before main verbs but after the verb *to be*).

You may ask them to look at the *Writing notes* in EDB 1, Unit 1, page 15 to contrast the position of *too* and *also*.

Step 3 Edit ▶

Ask Ss if they have included both information about the artist and his work, and their opinion.

Find out if they have followed the order they planned.

For self-correction, you may help them focus on the use of punctuation (full stops at the end of the sentences and the paragraphs), grammar (verbs, pronouns and linkers), vocabulary (new lexical items), and spelling.

Step 4 Present ▶

Ss prepare an artistic version of the article as a home assignment.

Ss' productions can be posted on their blogs or contribute to a class art magazine. You can also invite Ss to vote and prepare the Top 5 artists class chart.

REVISION 2

- 1 2 my 3 their 4 her 5 his 6 its 7 our
- 2 3 She's Rafael's mother. 4 It's my parents' dog.
5 They're James's brothers. 6 He's Bernardo's father.
- 3 3 My grandparents haven't got a big house. 4 Have you got a brother? 5 My friend Max has got ten cousins. 6 We haven't got a big garden. 7 Has your sister got a TV in your bedroom? 8 They haven't got any grandparents.
- 4 2 No, I haven't. 3 Yes, we have. 4 No, they haven't.
5 No, he hasn't. 6 Yes, I have.
- 5 3 works 4 don't live 5 comes 6 don't speak
7 works
- 6 2 him 3 them 4 me 5 her 6 us 7 it
- 7 1 Colours: green, yellow, brown. 2 Seasons:
summer, autumn, winter. 3 Adjectives of opinion:
funny, brilliant, terrible. 4 Jobs: doctor, artist, teacher.
- 8 2 beautiful 3 curly 4 beard 5 medium-length
6 long 7 short 8 moustache Hidden word: straight
- 9 Conversation A: 1, 3, 5, 2, 6, 4. Conversation B: 2,
4, 6, 3, 1, 5 Conversation C: 5, 3, 7, 1, 6, 4, 8, 2
- 10 2 The Argentinian Revolution Day is in the autumn, on
the twenty-fifth of May. This year it's on Saturday.
3 Students' Day is in the spring, on the twenty-first
of September. This year it's on Friday. 4 The Sports
Festival is in the spring. This year it's on Thursday
the seventeenth of October. 5 The Argentinian
Mathematical Olympiad is in the spring. This year
it's on Friday the first of November. 6 The Football
Cup Final is in the spring. This year it's on Sunday the
fifteenth of December.
- 11 Joe: UK-office Jack: nurse-hospital Jim: Australia-
doctor-hospital
- 12a 1 She works in an office. 2 She lives in Newton
3 She comes from Tshwane
b She works in an office in the city. She lives in Newton
in the west of England, but she comes from Tshwane
in South Africa.

EDB Listening task**30 Sarah is in a computer shop. Listen and circle the correct options.**

Ss predict what the conversation is about.

Ss listen and check their predictions.

You may want to present some vocabulary like *unpleasant, annoying or stuck up*.

Ss work with the exercise in pairs.

If necessary, play the recording a second time before the class check.

Answers

1 c 2 a 3 c 4 b

30 Audioscript

Assistant: Hi, do you like computers?

Sarah: Aha...

Assistant: Do you use a computer?

Sarah: Aha ...

Assistant: Probably, you chat with your friends ... and...
your boyfriend?

Sarah: I've got two super computers at home. Only for
me and they're not for chatting!

Assistant: Well, well ... oops, sorry!

Sarah: I work with computers. I don't play with them.
My brother only chats with his friends and plays
games online. Not me.

Assistant: Really. And what do you do on two computers?

Sarah: I work with very complicated programs,
especially Zbrush, Maya, and Photoshop.

Assistant: What's that?

Sarah: Computer programs ... software. I work in 3
dimension. I'm an artist, and I'm the inventor of
'The Emperor'.

Assistant: The game? How old are you?

Sarah: Eleven... Excuse me, do you work here?

Assistant: Yes ... ahem ... can I help you?

CHECK YOUR PROGRESS 3

- 1 1 doctor / b 2 waiter / e 3 secretary / c
4 farmer / a 5 teacher / f 6 police officer / d
7 nurse / b 8 shop assistant / g
- 2 1 awful 😞 2 bad 😞 3 boring 😞
4 fantastic 😊 5 funny 😊 6 cool 😊
7 great 😊 8 terrible 😞
- 3 1 you 2 him / me 3 it 4 it 5 her 6 them 7 us
- 4 1 speak 2 speaks 3 does 4 is 5 in 6 go 7 goes
8 studies
- 5 1 does your brother work 2 works 3 Do you like
4 Do your parents come 5 like, don't / do not like
6 doesn't / does not come, comes 7 **A:** Does Mary
speak **B:** does / speaks

5.1 There is a big living room.

Weekly Objectives

Topic Homes
Grammar *There is*
Vocabulary Rooms and house equipment



Warmer

Write the word *bus* on the bb. Ask Ss if they usually use buses: *Where do you go by bus? Which bus lines / numbers do you use? Have these buses got one floor / deck or are they double deckers?* Tell Ss they will read an article about a special bus.

1 Read the text and name the rooms 1-6 on the plans.

Ask Ss to describe the bus.
 Ss look at the plan and say the things they can see. They predict why this bus is special.
 Ss read the text and check their predictions.

Answers
 1 Bedroom 2 Bathroom 3 Bedroom 4 Dining room
 5 Kitchen 6 Living room

2 Answer the questions.

Ss re-read the text and answer the questions in pairs.

Answers
 1 red 2 It's a family home for holidays. 3 He's Tom's brother. 4 No. There's only one room for Tom and Luke.

3a Match the house equipment with the drawings. Then listen and check.

Ss read the words and say which ones they know. They match the names with the drawings. Guide them to infer meaning from pictures and context. Play the recording for Ss to check.
 Ss repeat the vocabulary to work on sound pronunciation and stress.

Answers
 1 TV 2 mirror 3 shower 4 fridge 5 dishwasher
 6 washing machine 7 toilet 8 cooker 9 basin 10 sink
 11 bath

40 Audioscript

1 TV 2 mirror 3 shower 4 fridge 5 dishwasher 6 washing machine 7 toilet 8 cooker 9 basin 10 sink 11 bath

b Go back to page 40 and list the house equipment not on the plan.

Elicit from Ss the steps necessary to do this exercise:

- 1 Read the vocabulary in the box.
- 2 Identify and list the equipment on the plan. Ss work in pairs and then check their answers with the class.

Answers
 bath, dishwasher, mirror, washing machine

Extra practice

Grammar | There is

Tell Ss we use *There is* to refer to the existence of objects in a place. Help them notice this structure does not exist in Spanish and that we use the verb *Haber (hay)* instead. Work on the pronunciation of the *there's* /ðəz/ and *there isn't* /ðə ɪznt/.

Answer
 We use **there is** for singular nouns.

4 Look at the advertisement and describe the bathroom and the kitchen.

Ask Ss where they can find this ad (newspapers). Help them deduce the meaning of *flat to let* (*apartment to rent*). You may want to tell Ss London is divided into sections in accordance with the points of the compass. *SE* stands for south east. You may turn this into a memory game by asking Ss to close their books and describe the kitchen and bathroom.

Answers
There's a cooker in the kitchen. There's a sink / fridge in the kitchen. There's a toilet / bath / basin in the bathroom.

5a Talk with a friend about your homes.

Ss work in pairs and take turns to ask and answer about their homes. You may encourage Ss to make other questions and draw the plan of their friend's house.

Answers
 1 **A:** *Is there a dining room in your home?* **B:** *No, there isn't.*
 2 **A:** *Is there a shower in the bathroom?* **B:** *Ss' own answers.*
 3 **A:** *Is there a television in your bedroom?* **B:** *Ss' own answers.*
 4 **A:** *Is there a fridge in your bedroom?* **B:** *Ss' own answers.*

b Write about your friend's house.

Monitor the activity and help as necessary. Check and analyse common errors.

Answers

Ss' own answers.

6  **41 Listen to Sarah and Kate on the phone. Write 5 things Kate mentions about her room.**

Read the rubric and ask Ss to identify the speakers and the topic.

Ss predict possible things Kate says about her room. Play the recording for Ss to confirm their predictions.

Answers

1 *It's nice.* 2 *It's small.* 3 *There isn't a television.* 4 *There's a big desk / computer.* 5 *There isn't a mirror in the bedroom. / There's a mirror in the bathroom.*

7  **41 Audioscript**

Sarah: *Hello.*

Kate: *Hi, Sarah. This is Kate.*

Sarah: *Oh, hi Kate. Where are you?*

Kate: *In my new bedroom.*

Sarah: *Your new bedroom. Wow! Fantastic. Is it nice?*

Kate: *Nice? Yes, I really like it.*

Sarah: *Is your room big?*

Kate: *No, it's small.*

Sarah: *Is there a TV?*

Kate: *No, there isn't a TV in my room but there's a big desk and a computer.*

Sarah: *Is there a mirror?*

Kate: *A mirror? No, there isn't. The mirror is in the bathroom.*

Pronunciation: /ð/ there - /θ/ bath

7  **42 Listen and repeat.**

Help Ss pronounce /ð/ and /θ/ by asking them to show the tip of their tongues when they pronounce them. Elicit other words they know. E.g. *they, this, father, think, fourth*

You may also want to work with Ss on stress patterns in English and show them how unstressed words are joined together. Play the recording and ask Ss which words they can hear more clearly (*kitchen, bathroom, bath*). Help Ss notice not all the sounds are audible. Ask them to repeat after the recording.

7  **42 Audioscript**

See SB page 41.



To develop self-access skills, encourage Ss to use resource material (their book, dictionaries, the net, etc.) or check with their peers before asking the teacher for help.

Extra practice

Incomplete drawings: A S starts drawing one of the new house objects and the rest try to guess what it is while he / she draws. E.g. *Is your drawing a (basin)? Is it a (sink)?*

Variation: Two / three Ss draw on the bb at the same time and the class tries to guess, using the 's genitive in their questions.

E.g. *Is (Pedro)'s drawing a (cooker)?*

Workbook**Answers**

1 1 fridge 2 dining room 3 bathroom 4 shower
5 kitchen 6 dishwasher

2 Bathroom *bath*, shower, toilet, basin
Kitchen cooker, dishwasher, fridge, sink

3  5 1 *There's* 2 *Is there* 3 *there is* 4 *there isn't*
5 *Is there* 6 *there is* 7 *there isn't* 8 *There's*

5  **Mum:** *How's your flat?*

Sandra: *It's OK. There's a bedroom and a living room.*

Mum: *Is there a bathroom?*

Sandra: *Yes, there is but there isn't a bath, only a shower.*

Mum: *Is there a washing machine?*

Sandra: *Yes, there is but the kitchen is awful. The cooker's OK but there isn't a dishwasher.*

Dad: *A dishwasher! So what's the problem? There's a sink and hot water!*

4 1 *There's a living room in my house. There's a bag in the living room. There isn't a fridge in the living room. Is there a door in the living room? Yes, there is.* 2 *There's / is a bathroom in my house. There isn't / is not a shower in the bathroom. Is there a bath in the bathroom? Yes, there is.* 3 *There's / is a kitchen in my house. Is there a washing machine in the kitchen? Yes, there is. There's a cooker in the kitchen. There isn't / is not a dishwasher in the kitchen.*

5.2 There are some chairs.

Weekly Objectives

Topic	Rooms
Grammar	<i>There are</i> <i>Some</i> and <i>any</i> with plural nouns
Vocabulary	House objects, furniture



Warmer

Write *house* on the bb and ask Ss to name rooms that are generally downstairs and upstairs. Start building a mind map. Then, elicit the objects in each room and complete it.

1a Complete the blanks with words from the box.

Ss read the words in the box and say which ones they know before completing the blanks.

Answer

1 chest of drawers 2 armchair 3 wardrobe 4 lamp
5 mirror 6 desk 7 cupboard 8 DVD player 9 bin
10 shelf (shelves)

b 43 Listen and check your answers.

Make a point of the irregular plural of *shelf* (*shelves*).

You may use the recording to work with the pronunciation of difficult words such as *cupboard* /'kʌbəd/, *wardrobe* /'wɔ:drəʊb/ and *drawers* /drɔ:z/.

43 Audioscript

1 chest of drawers 2 armchair 3 wardrobe 4 lamp 5 mirror 6 desk
7 cupboard 8 DVD player 9 bin 10 shelf / shelves

2 44 Listen and answer true (T), false (F) or doesn't say (DS).

Ask Ss to describe the photo before listening.

Answer

DS

44 Audioscript

See SB page 45.

3a Now read the dialogue and circle the objects in the new club room.

Elicit from Ss what objects are needed for the club room (books, DVDs, computers, new CDs).

Answers

chairs, armchairs, a TV, a DVD player, a CD player, CDs

b Now look at the photo on page 42. Tick the other objects in the room.

Ss work individually and check with the class.

Answers

Shelves, a lamp, a table, a bookcase

Note!

Ask Ss how they differentiate singular from plural nouns (*final s in the plural, the use of a / an in the singular*). Remind them of some irregular plurals they have seen: *shelf / shelves, foot / feet, man / men, child / children*.

Ss infer whether we use *some* with singular or plural nouns.

Tell them we use *some* when we don't know the exact quantity, but we know it is more than one. We generally pronounce it /səm/ and stress the plural noun after it. E.g. *some 'chairs*.

Grammar | *There are*

As in the previous lesson, elicit from Ss we use *There are* to refer to the existence of objects in a place and that its Spanish equivalent is *hay*. Work on pronunciation of *there are* /ðeəə/.

Answers

We use **there is** for singular nouns. We use **there are** for plural nouns.

4 Read about Kate and Sarah's new club room and circle the correct words.

Ss work in pairs.

When checking with the class, ask Ss to justify their choice.

Answers

1 are 2 is 3 are 4 are 5 is 6 is



Digital connection

Memory game: Ss choose a photo of a fully-equipped room in a house show it to their classmates for 30 seconds and check what they can remember. E.g. *There are 4 chairs in the living room*.

Suggested website:

www.apartmenttherapy.com

Grammar | *There are*

Elicit from Ss how questions are formed (inversion). Ss infer the rule for the use of *some* (affirmative sentences) and *any* (negative and interrogative sentences).

Answers

We use **any** for plural nouns in the negative and interrogative.

Extra practice 1**5 Read more about Kate and Sarah's new club room and circle the correct words.**

Ss work individually and check in pairs before the class check.

Answers

1 *any* 2 *some* 3 *any* 4 *some*

6 Write true sentences about your classroom. Use *there are / aren't*.

You may do this as an oral game first, asking some Ss to close their eyes and describe the classroom.

Answers

Ss' own answers.

7a Plan a youth club room. Choose six objects from the box in Exercise 1a. Write a list.

Ss write down their suggestions individually.

Answers

Ss' own answers.

b  Now ask and answer about your club room.

In small groups, Ss take turns asking and answering questions about their list. They check if there are coincidences in their proposals and come up with one list.

Answers

Ss' own answers.

Extra practice 2**Extra practice 3**

You may help Ss to develop confidence in oral work by lowering the level of difficulty of the questions; giving them more time for thinking, calling them after other Ss have participated and / or inviting them to practise in pairs or small groups before they speak out.

Extra practice 1

Memory game: *What's there in our school canteen / library / playground?* Ss write down what they remember in one minute. Then, some Ss read their lists aloud. The one who remembers the most items is the winner. E.g. *There are some posters in the library.*

Extra practice 2

School survey: Ss prepare a survey with questions about the school for their classmates to answer. E.g. *How many Ss are there in the school? How many Maths periods have we got on Mondays? How many trees are there in the playground?*

Extra practice 3

Ss design their ideal classroom / bedroom and present their project.

Workbook**Answers**

- 1 armchair 2 curtains 3 mirror 4 plant 5 sofa
6 desk 7 bin 8 lamp 9 computer 10 chair
- 1 c 2 f 3 e 4 a 5 b 6 d
- 1 *any* 2 *are* 3 *a* 4 *aren't* 5 *a* 6 *any* 7 *isn't*
8 *some*
- 1 *b* 2 *d* 3 *a* 4 *c* 5 *f*
- 1 *How many students are there in your classroom?*
There are (Ss' own answers). 2 *Is there a blackboard in your classroom?* Yes, there is. / No, there isn't / is not.
3 *How many computers are there in your school?* There are (ten) computers in my school. 4 *Are there any armchairs in your bedroom?* Yes, there are some. / No, there aren't / are not any.

5.3 Can I borrow your mobile phone?

Weekly Objectives

- Topic** Requests
- Grammar** Prepositions of place
Can – can't
- Vocabulary** *Want (to)*



Use your English (1)

Elicit from Ss we use requests to ask for something. Help Ss notice we pronounce *can* /kən/ or /kɪ/ in these questions. Draw Ss' attention to the use of *please* in polite requests.

Answers

1 Can 2 you

Warmer

Tell Ss you want to do a survey about activities young people usually do in their bedrooms. They will listen to some questions and they should put up their hands if they do the activity. E.g. 1 *Do you watch TV in your bedroom?* 2 *Do you do your homework?* 3 *Do you read?* 4 *Do you have dinner?* 5 *Do you play football in your bedroom?* Encourage Ss to analyse the results: *Are there any activities they all do? Are there any activities nobody does?*

1 Look at the photo. How many bags are there?

Encourage Ss to describe the photo in detail. Ask them their opinion about this bedroom. You may incidentally teach the word *messy*.

Answer

Two

2 45 Listen and circle the objects you hear.

Check Ss understand what Grace borrows from Alfie (*MP3 player and mobile phone*). Ask Ss if they think this is Alfie's or Grace's bedroom (*Alfie's*).

45 Audioscript

See SB page 44.

Grammar | Prepositions of place

Ss infer the meaning of the prepositions of place from the drawings.

To check understanding, give instructions and ask Ss to move objects according to what you say. E.g. *Put your pen under your desk.*

Ask Ss to build sentences with the objects in Alfie's bedroom. E.g. *The bag is behind Jay's chair.*

Extra practice 1

3 Read and complete.

Invite Ss to say which are the most usual requests they make to their parents, friends, brothers or sisters. E.g. *Can I borrow your dress?*

Answers

1 Can you 2 Can I 3 can you 4 Can you

Note!

Check Ss understand *want* expresses desire. Elicit from Ss that *want* may be followed by a noun or a *to* infinitive.

4 46 Charlie and Sue usually do their homework together. Listen and circle.

Ss read the rubric and describe the situation before listening (speakers, activity, place).

Answers

1 *some water* 2 go to the cinema 3 wants

46 Audioscript

Charlie: *Do you want a sandwich, Sue?*

Sue: *No, thanks, Charlie, but can I have some water, please?*

Charlie: *Here you are. Hey, Sue, do you want to go to the cinema this afternoon?*

Sue: *Good idea! Let's phone Sarah.*

Charlie: *No, she can't. She wants to study for the exam all day today.*

Extra practice 2

5 What do they want? Write sentences.

Ss will probably have difficulties with the Present simple. If so, refer them back to the Grammar Boxes in U3 (pages 25 and 27) before the class check.

Answers

1 *Sue wants some water.* 2 *Tommy wants to go to the cinema.* 3 *We want holidays.* 4 *She doesn't want to phone her mother.*

6 What do you say in these situations?

Answers

- 1 *Can I borrow your T-shirt?* 2 *Can you buy me an ice-cream, please?* 3 *Can you close the window, please?*
4 *Can you explain Exercise 5, please?*

Use your English (2)

7 47 Listen and repeat. Then practise the conversation in pairs.

Invite Ss to imitate the pronunciation and intonation patterns when they repeat.

You may use this recording to work on stress.

Ss may underline the words that are more prominent in each sentence (see *Pronunciation Teaching notes*, page 9).

47 Audioscript

See SB page 45.

8 Practise more conversations in pairs. Use the words in the box.

Encourage Ss to work with different partners.

Some pairs may role-play their dialogues for the class.



Ask Ss to re-read the objectives at the end of the lesson / unit to remind them what they have learnt and help them become aware of their progress.

Extra practice 1

Guessing game: A S gives a clue about another S. The other Ss have to discover which classmate he / she is speaking about.

E.g. S₁: *This person is near (Pedro) S₂: Is it (María)?* The S adds clues until the person is discovered.

Help Ss notice that clues with *near* and *next to* are more difficult to guess.

Extra practice 2

Present a situation and ask Ss to brainstorm ideas they associate with it.

E.g. 1 *It's / is 10 p.m. What does your grandpa / your little brother / your dog want to do? He wants to go to bed. He wants to watch TV. He wants to go out.*

2 *It's his / her birthday. What does your grandma / your little sister / your friend want to do? 3 It's / is Sunday afternoon. What do your parents / your friends / you want to do?*

Workbook

Answers

- 1 1 on 2 in front of 3 on 4 near 5 behind
2 **Picture A** 1 *The magazines are on the shelf.* 2 The CD player is on the bookcase. 3 The bag is on the bed. 4 The trainers are under the bed. 5 The telephone is on the table. 6 There are two photos in the bookcase.
Picture B 1 *The magazines are under the bed.* 2 The CD player is in front of the bookcase. 3 The bag is between the bed and the chest of drawers. 4 The trainers are in the chest of drawers. 5 The telephone is on the chest of drawers. 6 There is only one photo in the bookcase.
3 1 *I want to ask you a question.* 2 Can I use your computer? 3 We want to go to the cinema, Mum. 4 I want to eat chocolate. 5 Can I open the door?
4 1 *Can you repeat the example, please?* 2 Can Billy come to the party with us? 3 Do you want a sandwich? 4 Do you want to go to the cinema this evening? 5 Can you use your father's notebook?
5 a 5 b 4 c 1 d 2 e 3
6 1 *I don't want to drink coffee.* 2 I want / don't / do not want to play video games. 3 My dad wants / doesn't / does not want to play football.

Weekly Objectives

Consolidate new notions
Develop reading, listening, speaking and writing
Integrate skills



EXPLORE & DEVELOP

Ecological houses

! To help Ss improve their comprehension skills, you may ask them to read the True / False statements before reading the text to see what information they must look for (scanning). You may also encourage them to underline this information as they read on.

1 Read the article about ecological houses and answer true (T), false (F) or not in the text (NT).

Write *ecology* on the bb and ask Ss what they associate with this concept. E.g. *Protect nature, Greenpeace, pollution, solar energy, etc.* Accept suggestions / words in Spanish but provide the English version.

Ss look at the title. Ask them what they know about ecological houses to check if they have the necessary background knowledge to understand the text. E.g. *solar panels, etc.*

They may read the true and false statements before reading the article and make predictions.

Ss read the article and check whether their predictions were right or wrong. Invite them to provide the correct sentences for the false statements (1 The text says: "In these houses, insulation is essential.", 2 It is important as the energy comes from the sun.).

Answers

1 F 2 F 3 T 4 T 5 NT

2 What do these words refer to?

Answers

1 *ecological homes* 2 houses 3 the roofs 4 water

Extra practice

EDB Listening tasks

See SB page 56.

3 What's there in this adobe house? Read the ad and complete the chart.

Ask Ss to look at the picture and predict what this is: *A holiday resort or a family house?* Elicit from them where this ad appears (on the net). How do they know?

Ss read the text and complete the chart.

UPSTAIRS rooms	CONTENTS
Bedroom 1	a large balcony a big wardrobe
Bedroom 2	a big wardrobe
Playroom	
Bathroom	
DOWNSTAIRS rooms	CONTENTS
living room	big windows
Bedroom 3	
Study	
Kitchen	a cooker a washing machine
Bathroom	

Invite Ss to say what information, apart from the description of the rooms, can be included in an ad (*name of the house, opinion, location, accommodation, cost, e-mail and telephone*).

BUILD

Special houses in the world

4 As a class, choose a famous person / character and think about his / her ideal house. Where is it? How many rooms? Why is it ideal for him / her? Find pictures to illustrate this special house and design an ad to publish on a TO BUY, TO RENT webpage.

Step 1 Plan

There are some eco-friendly celebrities. E.g. Leonardo Di Caprio, Cameron Díaz, Brad Pitt, etc. Ask your Ss to search on the Internet and decide on one. Then, have them discuss about the kind of home they imagine for their eco-friendly celebrity. Once Ss have come out with the characteristics of this house, they will look for pictures to illustrate their idea, or they might want to design it themselves.

Ask Ss to look at the ad of the adobe house to decide what kind of information they need and how they will organise it in their text. E.g. name

of the house, opinion, location, accommodation, description (upstairs and downstairs), rent, e-mail / telephone.

Encourage Ss to read the *Writing notes* and use the vocabulary they have learnt in the unit.

Step 2 Draft ►

Ss write the first draft of their ad.

Step 3 Edit ►

Ss have already edited their texts in Units 1-4 so, at this stage, they should be able to discuss the ways to go about this step and take decisions. Move around the classroom and help them if necessary.

Step 4 Present ►

Ss write their final copy and present it to the class.

The ads may be exhibited in the classroom or on the class blog.

You may want Ss to give oral presentations and describe the houses as if they were the owners or state agents.

Ss may also vote and choose the ad they like best.

CHECK YOUR PROGRESS 5

1 1 bathroom 2 toilet 3 bath 4 hall 5 bedroom
6 bed 7 kitchen 8 fridge 9 cooker

10 dishwasher 11 dining room 12 living room

2 1 a 2 h 3 c 4 e 5 f 6 d 7 g 8 b 9 i

3a 1 There's a 2 There's a 3 There's a 4 There's a
5 There are some

b 1 Q: Are ... any A: there are 2 Q: Are ... any A:
aren't / are not ... are ... any 3 Q: Is ... an A: is ... is

4 1 The CD is behind the curtains. 2 The CD is near
the armchair. 3 The CD is under the armchair.

5 1 Can I 2 I'm sorry 3 can you 4 please 5 Sure.

6 1 like 2 don't want 3 don't want 4 Can I
borrow it? 5 don't want 6 love 7 like

Extra practice

You may ask Ss to identify in which paragraph the following ideas are expressed: a) saving water, b) saving light, c) energy-efficient technology, d) insulation, e) ventilation.

Answers

1 b 2 e 3 d 4 a 5 c

EDB Listening tasks

1  48 Listen to an interview with Peter Smith and complete the plan of his ecological house.

Answers

1 c 2 a 3 c 4 b

48 Audioscript

Interviewer: Thank you, Peter, for showing us your house.

Peter: My pleasure. It is very simple. There are some rooms here downstairs and some upstairs.

Interviewer: How many rooms are there?

Peter: Seven in all.

Interviewer: OK. Let's start here. We are in the living room now, right?

Peter: Yes, and the dining room is next to it.

Interviewer: I see. Wow! The windows are really large.

Peter: Yes, sure. Thanks to these windows the rooms are warm in winter.

Interviewer: I love these sofas! Is there a toilet or bathroom downstairs?

Peter: Yes, there is a toilet downstairs. It is in front of the kitchen. It is not very big. Only a toilet and a basin.

Interviewer: And where's the kitchen?

Peter: Here... Come. Here it is.

Interviewer: Do you have your meals here?

Peter: Yes, but we don't usually have lunch or tea at home.

Interviewer: Is that an energy-efficient cooker?

Peter: Of course. The house is energy-efficient.

Interviewer: Cool. Can we go upstairs?

Peter: Sure. There are four rooms there.

Interviewer: I can see two bedrooms but... where is the bathroom?

Peter: Over there, between the two bedrooms. And that's the playroom for our daughter.

Interviewer: Tell me, Peter, has the house got a special system for...

2 Answer these questions.

Answers

1 The large windows and the sofas. 2 A toilet and a basin.
3 Yes, they do. 4 In the playroom.

PLANIFICACIÓN ANUAL

Dado que el aprendizaje de una lengua extranjera no es lineal sino espiralado, de niveles cada vez más amplios y profundos, los contenidos, habilidades y estrategias incluidas en cada unidad se reciclarán e integrarán en las demás unidades.

Aún cuando las estrategias se mencionan por separado en cada unidad, su aprendizaje se hará en forma integral desde la primera lección, profundizándolas a lo largo del año, tal y como lo recomienda el Consejo Federal de Educación en los Núcleos de Aprendizajes Prioritarios (NAP).

Tiempo / Unidad	Dimensión contextual (Temas, situaciones comunicativas y macrohabilidades)	Dimensión textual			Estrategias
		Vocabulario	Gramática	Fonología	
Unidad Preparatoria I Get Ready 4 horas	Comprensión y producción relacionadas con los temas desarrollados para la revisión	Instrucciones áulicas Identificación personal Abecedario Números de 1 a 100 Días de la semana Meses del año Colores Objetos de uso diario	Artículos indefinidos: <i>a / an / ø</i> Pronombres demostrativos: <i>this / that / these / those</i> Conectores: Adición: <i>and</i> Contraste: <i>but</i>	Pronunciación de /ð/ en <i>this, that, those</i> y <i>these</i> Pronunciación de /dʒ/ en <i>June</i> y <i>July</i>	Organización de la forma diaria y semanal de trabajo Reflexión sobre la organización y modo de uso del libro Desarrollo de la atención selectiva en clase Recuperación de conocimientos previos Iniciación del trabajo participativo, responsable y cooperativo
1 My life 12 horas	Comprensión de un email sobre información personal Comprensión de una entrevista Diálogos de intercambio de información personal Elaboración de un blog con datos personales Redacción de un perfil de la persona favorita Actividades de integración	Información personal: nombre, edad, procedencia Países y nacionalidades	Inferencia de reglas gramaticales Presente simple del verbo <i>to be</i> en sus formas afirmativa, negativa e interrogativa con todos los pronombres Pronombres personales Posesión: Adjetivos posesivos Caso genitivo Palabras interrogativas: <i>what, who, where</i> y <i>how old</i> Adición: <i>too</i>	Pronunciación de s en el caso genitivo: /s/, /z/ y /ɪz/ Pronunciación de /ɪ/ e /i:/ en <i>his</i> y <i>he's</i> Pronunciación de <i>aren't</i> e <i>isn't</i> Formas fuertes y débiles Entonación de preguntas abiertas y cerradas	Aprendizaje de la planificación de tareas: naturaleza de la tarea, recursos, etc. Iniciación en estrategias para la comprensión de textos orales y escritos Iniciación en actividades para inferencia de reglas gramaticales Iniciación en la reflexión metalingüística Desarrollo de estrategias sociales (compromiso, cooperación y empatía con otros) Desarrollo de la conciencia cultural y su diversidad

Unidad / Proyecto	Dimensión contextual (Temas, situaciones comunicativas y macrohabilidades)	Dimensión textual			Estrategias
		Vocabulario	Gramática	Fonología	
2 Families 12 horas	Comprensión de diálogos sobre aspectos relacionados con la composición y descripción de la familia Elaboración de diálogos sobre los miembros de su familia y su aspecto físico Lectura de blogs sobre familias multiculturales Redacción de un texto sobre composición y descripción de la familia Actividades de integración	La familia: los integrantes Descripción física Estaciones del año El zodiaco Números ordinales Fechas importantes	Inferencia de reglas gramaticales Presente simple del verbo <i>have got</i> en sus formas afirmativa, negativa e interrogativa con todos los pronombres Palabra interrogativa: <i>when</i> Preposiciones de tiempo: <i>in, on</i> Orden de los adjetivos	Pronunciación de /θ/ en los números ordinales Diferenciación /b/ y /v/ Formas fuertes y débiles Entonación de preguntas abiertas y cerradas Patrones de acentuación y ritmo	Lectura y comprensión auditiva Activación de los conocimientos previos para la interpretación de los textos Reconocimiento del tipo textual y sus características Localización en tiempo y espacio del discurso oral y / o escrito Utilización del paratexto para la elaboración de hipótesis de lectura / escucha Comprensión de la idea global del texto Comprensión detallada del texto Análisis de la intencionalidad del mensaje oral y / o escrito Interpretación de sentimientos, actitudes u opiniones expresadas en el texto a través de la estructura, el énfasis y la entonación Transferencia de la información del texto relevada a nuevos contextos
Consolidación 1 Time Out A 3 horas	Comprensión y producción de textos orales y escritos que demuestren capacidad de transferir los conocimientos adquiridos en las Unidades 1 y 2 a un nuevo contexto: el reino animal	Revisión y consolidación de vocabulario	Revisión y consolidación de estructuras y funciones gramaticales	Expresión en forma inteligible	Consolidación: Transferencia de nociones lingüísticas a nuevas situaciones comunicativas Integración de saberes en nuevos contextos Iniciación al uso del diccionario bilingüe

<p>3 Work & art 12 horas</p>	<p>Comprensión y producción de textos orales y escritos sobre arte urbano y digital Elaboración de diálogos y presentaciones breves referidos al arte contemporáneo Redacción de un artículo sobre un artista plástico contemporáneo Participación en conversaciones expresando gustos y opinión Actividades de integración</p>	<p>Trabajo: oficios y profesiones Lugares de trabajo Adjetivos de descripción y de opinión</p>	<p>Inferencia de reglas gramaticales Presente simple del modo indicativo: situaciones permanentes y opiniones Pronombres objetivos Adición: <i>also</i></p>	<p>Pronunciación de s en /s/, /z/ y /ɪz/ Pronunciación de /d/ Formas fuertes y débiles Entonación de preguntas abiertas y cerradas Patrones de acentuación y ritmo</p>	<p>Oralidad: Utilización de elementos lingüísticos conocidos en nuevos contextos comunicativos</p> <p>Gramática: Inferencia de reglas gramaticales a partir del análisis de oraciones Uso de técnica de subrayado para resaltar la forma de la estructura Comprensión de la forma, el significado y la función del punto gramatical</p>
<p>4 Daily life 12 horas</p>	<p>Comprensión e interpretación de una entrevista Lectura de artículos periodísticos sobre rutinas de entrenamiento de deportistas Entrevista a pares para responder una encuesta Intercambios dialógicos expresando sorpresa Redacción de un artículo sobre la rutina de un deportista para la revista escolar Actividades de integración</p>	<p>La hora Partes del día Rutinas diarias</p>	<p>Presente simple del modo indicativo: rutinas Preposiciones de tiempo: <i>at, in</i> Adverbios de frecuencia: <i>always, usually, often, sometimes, never</i> Palabras interrogativas: <i>how often, what time, when</i> Enumeradores: <i>first, then, after that, finally</i> Frases adverbiales: <i>every, once, twice, three times</i></p>	<p>Pronunciación de la s en la tercera persona del singular: <i>plays /z/, starts /s/, finishes /ɪz/</i> Entonación de preguntas abiertas y cerradas Patrones de acentuación y ritmo</p>	<p>Escritura: Búsqueda de información para la redacción de un texto Desarrollo de la escritura procesal Autocorrección Cooperación de pares en la redacción de textos</p>
<p>Consolidación 2 Time Out B 3 horas</p>	<p>Comprensión y producción de textos orales y escritos que demuestren capacidad de transferir los conocimientos adquiridos en las Unidades 3 y 4 a un nuevo contexto: los robots como sustitutos de los seres humanos</p>	<p>Revisión y consolidación de vocabulario</p>	<p>Revisión y consolidación de estructuras y funciones gramaticales</p>	<p>Expresión en forma inteligible</p>	<p>Consolidación: Transferencia de nociones lingüísticas a nuevas situaciones comunicativas Integración de saberes en nuevos contextos Iniciación al uso del diccionario bilingüe</p>

Unidad / Proyecto	Dimensión Contextual (Temas, situaciones comunicativas y macrohabilidades)	Dimensión textual			Estrategias
		Vocabulario	Gramática	Fonología	
5 Homes 12 horas	Lectura de artículos sobre casas ecológicas Lectura de avisos clasificados para el alquiler de casas Comprensión de una entrevista donde se recorre una casa ecológica Representación gráfica de la descripción de una casa Elaboración de un aviso clasificado para el alquiler de una propiedad Descripción oral de casas ambientes, instituciones, etc Pedir permiso y responder Actividades de integración	La casa: partes La casa: equipamiento y muebles	Inferencia de reglas gramaticales Existencia: <i>there is / there are</i> Preposiciones de lugar: <i>in, on, under, behind, in front of, next to, between</i> y <i>near</i> Permiso y pedidos: <i>can / can't</i> Cantidad: <i>some, any</i> Palabra interrogativa: <i>how many</i> <i>Want + noun / Want + infinitive</i>	Pronunciación /ð/ en <i>there is / there are</i> Formas fuertes y débiles Entonación de preguntas abiertas y cerradas Patrones de acentuación y ritmo	Comprensión de vocabulario: Inferencia de significado por contexto Uso del diccionario
6 Sports & leisure 12 horas	Comprensión de una entrevista con un experto en tecnología deportiva Lectura de un artículo sobre tecnología vs. talento en el deporte Comprensión y análisis de un comercial sobre tecnología en el fútbol Redacción de un guión de un comercial sobre un artículo deportivo con nueva tecnología y grabación de dicho guión Intercambio dialógico sobre deporte Actividades de integración	Actividades deportivas Actividades recreativas	Inferencia de reglas gramaticales Presente continuo en sus formas afirmativa, negativa e interrogativa para expresar acciones que se están realizando Habilidad: <i>can / can't</i> Sugerencias: <i>let's / what / how about ...?</i>	Pronunciación /æ/ y /ɑ:/ en <i>can / can't</i> Formas fuertes y débiles Entonación de preguntas abiertas y cerradas Patrones de acentuación y ritmo	Autoevaluación: Monitoreo de la propia producción Autocorrección Autoevaluación de actitudes, habilidades y logros Toma de conciencia del propio progreso Formulación de objetivos
Consolidación 3 Time Out C 3 horas	Comprensión y producción de textos orales y escritos que demuestren capacidad de transferir los conocimientos adquiridos en las Unidades 5 y 6 a un nuevo contexto: los museos en Argentina	Revisión y consolidación de vocabulario	Revisión y consolidación de estructuras y funciones gramaticales	Expresión en forma inteligible	Consolidación: Transferencia de nociones lingüísticas a nuevas situaciones comunicativas Integración de saberes en nuevos contextos. Iniciación al uso del diccionario bilingüe

Planificación de proyectos digitales

This is an abridged version of the actual document.

For the full document, go to www.pearsonelt.com.ar/mylife

Unidad / Proyecto	Dimensión contextual	Dimensión Textual		
		Aspecto lexical	Aspecto gramatical	Aspecto fonológico
1 Who are you?	Opción 1 Elaboración de publicidad gráfica	Información personal	El uso del presente simple del verbo <i>to be</i>	Contracción del verbo <i>to be</i>
	Opción 2 - Mayor demanda L2. Redacción de poema autobiográfico Construcción de crucigrama con información personal	Preferencias personales Países y nacionalidades	Adjetivos posesivos Caso posesivo	Caso posesivo
2 Peoples of the World	Elaboración de collage Armado de planisferio interactivo	Apariencia física	El uso del presente simple del verbo <i>have got</i>	Formas fuerte y débil del verbo <i>have got</i>
		Estaciones del año		
		Atracciones turísticas	Preposiciones de tiempo	
3 Julian Beever behind the Camera	Elaboración de video audiovisual con información sobre el arte visual urbano	Ocupaciones	El uso del presente simple	Contracción de <i>Do you /dju/ like it?</i> Entonación de preguntas
		Lugares de trabajo		
		Opiniones		
4 How busy are you?	Elaboración de horario (timetable) multimedial	La hora	El uso del presente simple para expresar horarios fijos Adverbios de frecuencia	Conjugación del verbo de la tercera persona del singular
		Rutinas diarias		
5 My House is Me	Diseño de plano de vivienda para personajes literarios de acuerdo a superficie y presupuesto otorgado	Equipamiento de viviendas	<i>There is / are</i> <i>Some / any</i>	Pronunciación de <i>there is / are</i> en oraciones y respuestas cortas
		Pedidos	Preposiciones de lugar	
6 A Window on Reality	Opción 1 Elaboración de guión para sketch televisivo	Deportes y tiempo libre	El uso del presente continuo	Formas fuerte y débil del verbo modal <i>can</i>
	Opción 2 – Mayor demanda L2 Grabación de segmento de programa radial	Sugerencias	Expresión de habilidades	