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LOMLOE
✓ Ready



Collaborate

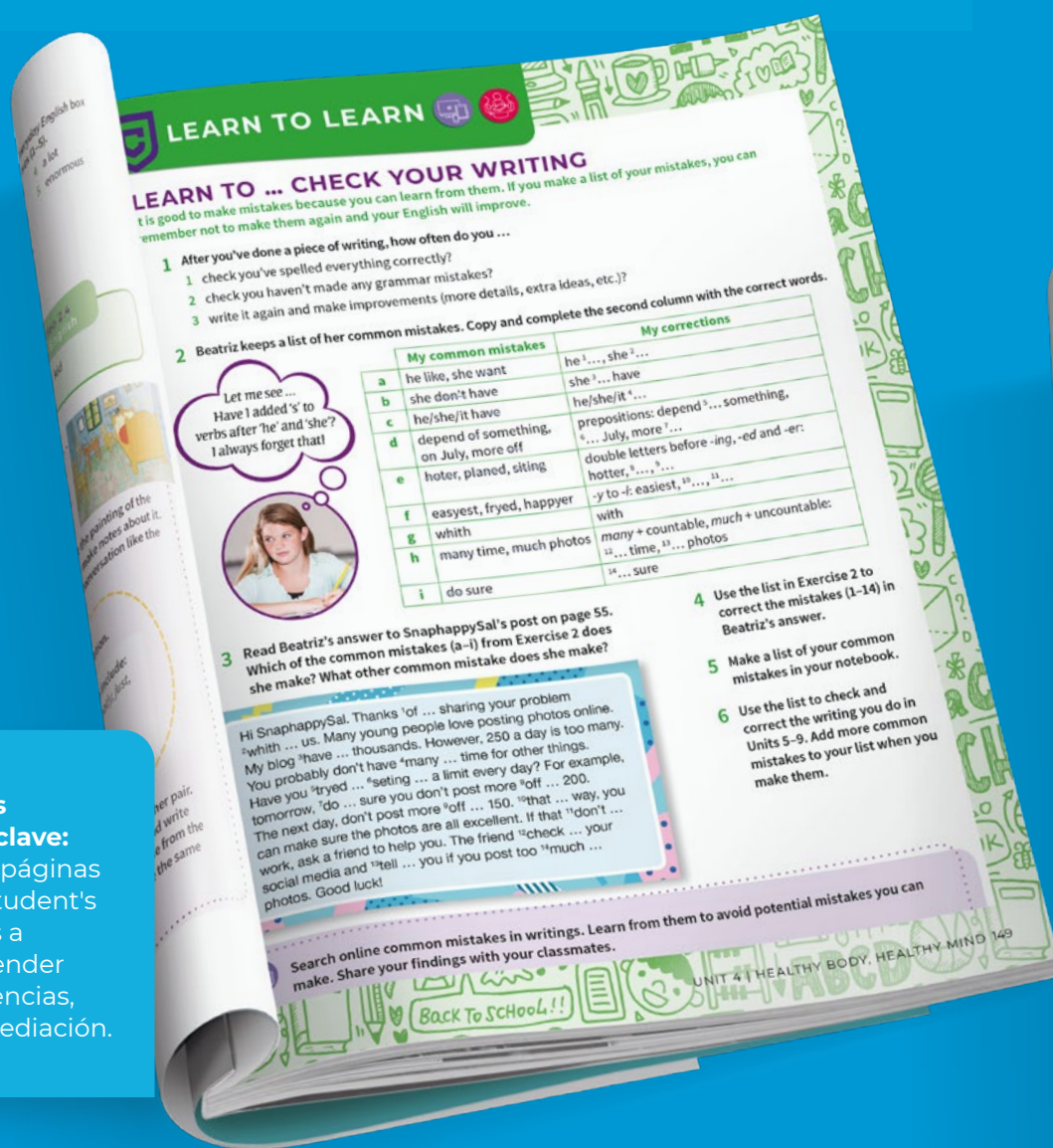


Activa el poder del **nosotros**

— Updated Edition

¡Impulsa un cambio positivo!

Collaborate Updated Edition sigue con su enfoque innovador que te ayudará, a ti y a tus alumnos, a generar un entorno colaborativo y positivo en la clase. Las actualizaciones relacionadas con la LOMLOE, así como otros componentes nuevos, harán que puedas afrontar la adaptación a la nueva ley y los cambios constantes en el aula sin preocupaciones y de manera sencilla.



Prácticas de las competencias clave: se han añadido páginas adicionales al Student's Book dedicadas a Aprender a aprender y otras competencias, incluyendo la Mediación.

¡NUEVO!

Collaborate Updated Edition de un vistazo

- El **Teacher's Book** incluye una descripción de las nuevas competencias clave y esquemas completos de cómo las cubre Collaborate.

- **Basic worksheets**

Estas fichas se encuentran en el Teacher's Resource Bank. Se basan en el Workbook, pero ofrecen contenidos más asequibles para estudiantes que puedan tener problemas para interiorizar los conceptos clave o que necesiten trabajar a un ritmo menor.

- **Exam worksheets**

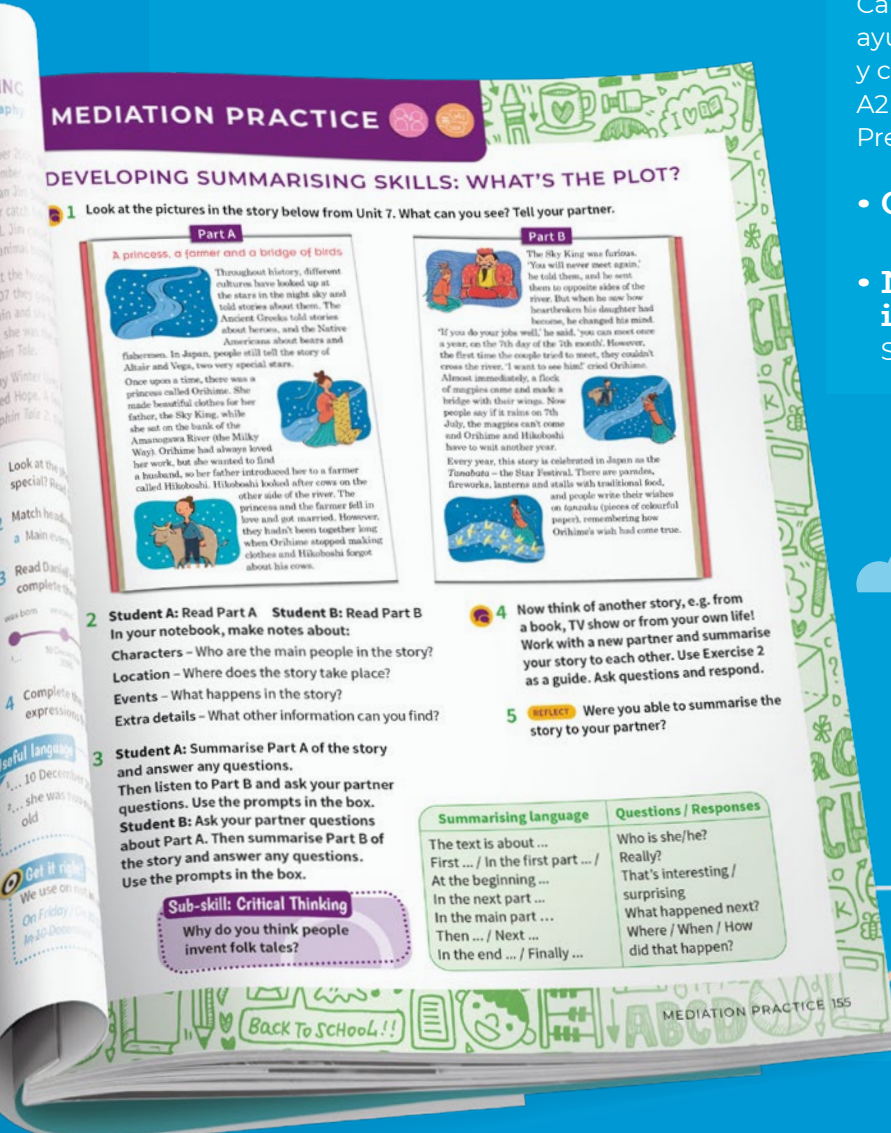
Ofrecen una preparación completa para las titulaciones de Cambridge. Los materiales han sido aprobados por Cambridge Assessment English y ayudarán a los estudiantes a prepararse y superar con éxito los exámenes A2 Key for Schools y B1 Preliminary for Schools.

Test & Train

Asegúrate de que tus alumnos están preparados para el examen con auténticos exámenes de Cambridge para practicar, que les ayudarán a desarrollar estrategias y competencias para el examen A2 Key for Schools (con nivel 2), B1 Preliminary for Schools (con nivel 4).

- **Cuestionarios Kahoot!**

- **Nuevos eBooks interactivos** ahora con los Student's Books y los Workbooks.



El progreso de la tecnología ha cambiado nuestra forma de comunicarnos, enseñar y aprender. Los estudiantes de hoy en día progresan a través de la interacción entre ellos: es el aprendizaje colaborativo. Como expertos en educación, en Cambridge University Press hemos adoptado este eje del aprendizaje, muy en consonancia con la nueva ley LOMLOE.

Collaborate aborda este eje mediante:

1

La creación de un entorno positivo de aprendizaje en base en objetivos compartidos.

2

El fomento de la autonomía del estudiante.

3

El desarrollo de competencias colaborativas y sociales.

4

Motivación asegurada.

Un proceso estimulante e interactivo que desarrolla las competencias clave y los valores que los estudiantes necesitarán en un mundo globalizado e interconectado.

¡Lo importante es el trabajo en equipo!

Collaborate es una nueva forma de enseñar y aprender, innovadora pero práctica. Es hora de cambiar y abrir la clase a la auténtica colaboración.

¿Cómo podemos hacerlo?

A

Aprendizaje colaborativo

A través del aprendizaje colaborativo, con proyectos y tareas colaborativas en cada unidad, que motivan y generan un entorno positivo de aprendizaje.

B

Competencias clave

Preparando a los estudiantes para colaborar y participar activamente en la sociedad por medio del eje en competencias para la vida.

C

Clases con diversidad de capacidades

A través de un enfoque integral y práctico de la diversidad de capacidades.



Aprendizaje colaborativo

Inmersión lingüística (CLIL) y Proyectos culturales

Cada unidad propone un proyecto fácil de seguir que se puede poner en práctica satisfactoriamente en el aula.

Un enfoque práctico

Centrarse en los proyectos es estimulante tanto para los alumnos como para los profesores. El Student's Book ofrece una guía paso a paso para preparar el proyecto, y el profesorado tiene orientaciones y formación en el Project Book.



Cambridge Life Competencies Framework

Se cubren competencias para la vida, como el pensamiento crítico, los valores y las emociones, haciendo hincapié en la conciencia multicultural. Basado en el *Cambridge Life Competencies Framework*.



Collaborate y las competencias clave

Las competencias clave son una combinación de conocimientos, competencias y actitudes pensada para ayudar a los jóvenes a desarrollar herramientas que podrán usar tanto en contextos académicos como en contextos sociales en general. El sistema educativo español ha ido adaptando y ajustando gradualmente los descriptores originales que estableció el Consejo de Europa, y la nueva ley, la LOMLOE, define ocho competencias clave:



C1
Competencia en comunicación lingüística



C5
Competencia personal, social y de aprender a aprender



C2
Competencia plurilingüe



C6
Competencia ciudadana



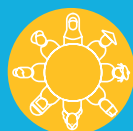
C3
Competencia matemática y en ciencia y tecnología (STEM)



C7
Competencia emprendedora



C4
Competencia digital



C8
Competencia en conciencia y expresión culturales

¡NUEVO!

El tratamiento de las competencias en *Collaborate* se basa en el *Cambridge Life Competencies Framework*, que define claramente las que se encuentran en el nuevo currículo.

KEY COMPETENCIES

In this unit, students will learn how to ...

- use vocabulary to talk about family members and describe people C1, C5, C6
- use *have got* C1, C5, C6, C8
- understand written information about a circus family C1, C5, C6
- understand a conversation about a famous actor C1, C5, C6
- phone a friend C1, C5, C6
- write an informal email C1, C5, C6
- pronounce the phoneme /h/ C1, C5
- understand written cultural information about the festival of twins in France and the importance of tradition as a value C1, C5, C6, C8
- design a poster C1, C4, C5, C7, C8
- understand and use information from a video about family and friends C1, C4, C5, C8

- C1** Competence in Linguistic Communication
- C2** Multilingual competence
- C3** Mathematics, science and technology (STEM) competence
- C4** Digital Competence
- C5** Personal, social and learning to learn competence
- C6** Citizenship competence
- C7** Entrepreneurship competence
- C8** Competence in cultural awareness and expression

El Cambridge Life Competencies Framework y las competencias clave

Core Areas: Cambridge Life Competencies and LOMLOE

Creative Thinking

Participating in creative activities	Creating new content from own ideas or other resources	Using newly created content to solve problems and make decisions	C7 Entrepreneurship competence
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Critical Thinking

Understanding and analysing links between ideas	Evaluating ideas, arguments and options	Synthesising ideas and information	C7 Entrepreneurship competence
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Learning to Learn

Practical skills for participating in learning	Taking control of own learning	Reflecting on and evaluating own learning success	C5 Personal, social and learning to learn
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Communication

Using appropriate language and register for context	Managing conversations	Participating with appropriate confidence and clarity	C1 Competence in linguistic communication
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Collaboration

Taking personal responsibility for own contribution to a group task	Listening respectfully and responding constructively to others' contributions	Managing the sharing of tasks in a project	Working towards a resolution related to a task	C5 Personal, social and learning to learn C6 Citizenship competence C7 Entrepreneurship competence
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Social Responsibilities

Understanding personal responsibilities as part of a group and in society – including citizenship	Taking active roles including leadership	Understanding and describing own and others' cultures	Understanding and discussing global issues – environmental, political, financial and social	C5 Personal, social and learning to learn C6 Citizenship competence C8 Competence in cultural awareness and expression
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Foundational layers

Emotional Development	C5 Personal, social and learning to learn
Digital Literacy	C4 Digital competence
Discipline Knowledge	C3 Mathematics, science and technology (STEM)

For a full correlation to the Cambridge Life Competencies Framework, visit www.cambridge.es/thinkingspace
cambridge.org/clcf

El Teacher's Book incluye una descripción de las nuevas competencias clave y un mapeo completo.

¡NUEVO!

The Cambridge Life Competencies Framework and LOMLOE

Skills and LOMLOE	How Collaborate helps develop these skills
CREATIVE THINKING C3 C7	<ul style="list-style-type: none"> Plan, Speak, Check: Students plan and perform dialogues based on models but adding their own ideas and input. Plan, Write, Check: Students write various types of text based on models but adding their own ideas and input. Projects: Students create presentations, posters, pamphlets, etc., using both words and images.
CRITICAL THINKING C3 C7	<ul style="list-style-type: none"> See, Think, Wonder: Students describe, consider and reflect on unit-opener photos. Voice It! Students discuss what they learn and connect it to their own lives. Explore It! Students have to find out facts about a particular topic. Projects: Students research information either online* or offline to build on what they know about the various people, places and ideas they are learning about in the reading and listening texts in each unit. Learn to Learn: a) Students develop reading, listening and word-building skills; b) students develop study and reflective learning skills.
LEARNING TO LEARN C5	<ul style="list-style-type: none"> Plan, Speak, Check: Students learn to use appropriate expressions for particular speaking functions and to distinguish between polite and informal speech. Plan, Write, Check: Students learn to use appropriate expressions for particular text types, to organise their writing and to use the register appropriate for the text they are writing. Projects: Students practise how to contribute ideas to group discussions and to listen respectfully to others; students practise speaking in front of others. Plan, Speak, Check: Students plan and practise dialogues in pairs and give feedback to other pairs. Mini projects: Students work together to further investigate a topic they have been learning about in the Around the World sections of the course. CUL projects: Students collaborate on larger projects, during each of which they focus on developing a particular collaborative skill. Learn to Learn: Students help each other build reading, listening, word-building and study skills through peer-testing, peer-checking, and mutual feedback. CUL projects: Students learn to take initiative and be responsible in their own role in the project and to encourage and support others to contribute fully. Around the World: Students learn about people, culture and customs in other countries and are encouraged to draw connections between them and their own.
COMMUNICATION C1 C2 C3	<ul style="list-style-type: none"> Plan, Speak, Check: Students learn to use appropriate expressions for particular speaking functions and to distinguish between polite and informal speech. Plan, Write, Check: Students learn to use appropriate expressions for particular text types, to organise their writing and to use the register appropriate for the text they are writing. Projects: Students practise how to contribute ideas to group discussions and to listen respectfully to others; students practise speaking in front of others. Plan, Speak, Check: Students plan and practise dialogues in pairs and give feedback to other pairs. Mini projects: Students work together to further investigate a topic they have been learning about in the Around the World sections of the course. CUL projects: Students collaborate on larger projects, during each of which they focus on developing a particular collaborative skill. Learn to Learn: Students help each other build reading, listening, word-building and study skills through peer-testing, peer-checking, and mutual feedback. CUL projects: Students learn to take initiative and be responsible in their own role in the project and to encourage and support others to contribute fully. Around the World: Students learn about people, culture and customs in other countries and are encouraged to draw connections between them and their own.
COLLABORATION C3 C5 C6 C7	<ul style="list-style-type: none"> Plan, Speak, Check: Students learn to use appropriate expressions for particular speaking functions and to distinguish between polite and informal speech. Plan, Write, Check: Students learn to use appropriate expressions for particular text types, to organise their writing and to use the register appropriate for the text they are writing. Projects: Students practise how to contribute ideas to group discussions and to listen respectfully to others; students practise speaking in front of others. Plan, Speak, Check: Students plan and practise dialogues in pairs and give feedback to other pairs. Mini projects: Students work together to further investigate a topic they have been learning about in the Around the World sections of the course. CUL projects: Students collaborate on larger projects, during each of which they focus on developing a particular collaborative skill. Learn to Learn: Students help each other build reading, listening, word-building and study skills through peer-testing, peer-checking, and mutual feedback. CUL projects: Students learn to take initiative and be responsible in their own role in the project and to encourage and support others to contribute fully. Around the World: Students learn about people, culture and customs in other countries and are encouraged to draw connections between them and their own.
SOCIAL RESPONSIBILITIES C3 C5 C6 C8	<ul style="list-style-type: none"> Plan, Speak, Check: Students learn to use appropriate expressions for particular speaking functions and to distinguish between polite and informal speech. Plan, Write, Check: Students learn to use appropriate expressions for particular text types, to organise their writing and to use the register appropriate for the text they are writing. Projects: Students practise how to contribute ideas to group discussions and to listen respectfully to others; students practise speaking in front of others. Plan, Speak, Check: Students plan and practise dialogues in pairs and give feedback to other pairs. Mini projects: Students work together to further investigate a topic they have been learning about in the Around the World sections of the course. CUL projects: Students collaborate on larger projects, during each of which they focus on developing a particular collaborative skill. Learn to Learn: Students help each other build reading, listening, word-building and study skills through peer-testing, peer-checking, and mutual feedback. CUL projects: Students learn to take initiative and be responsible in their own role in the project and to encourage and support others to contribute fully. Around the World: Students learn about people, culture and customs in other countries and are encouraged to draw connections between them and their own.
DISCIPLINE KNOWLEDGE C3	<ul style="list-style-type: none"> CUL: Students are encouraged to make cross-curricular connections with the main themes of each unit.
EMOTIONAL DEVELOPMENT C5	<ul style="list-style-type: none"> Vocabulary and Speaking: Students learn to describe their emotions in English, perspectives. Around the World: Students are encouraged to develop understanding of other people's perspectives. Learn to Learn: Students develop study skills that can help manage exam stress. Explore It! and Projects: Students find information and images online and use word processing and presentation software to share what they learn.*
DIGITAL LITERACY C3 C4	<ul style="list-style-type: none"> Vocabulary and Speaking: Students learn to describe their emotions in English, perspectives. Around the World: Students are encouraged to develop understanding of other people's perspectives. Learn to Learn: Students develop study skills that can help manage exam stress. Explore It! and Projects: Students find information and images online and use word processing and presentation software to share what they learn.*

*Where possible, according to the availability of computers and internet access.



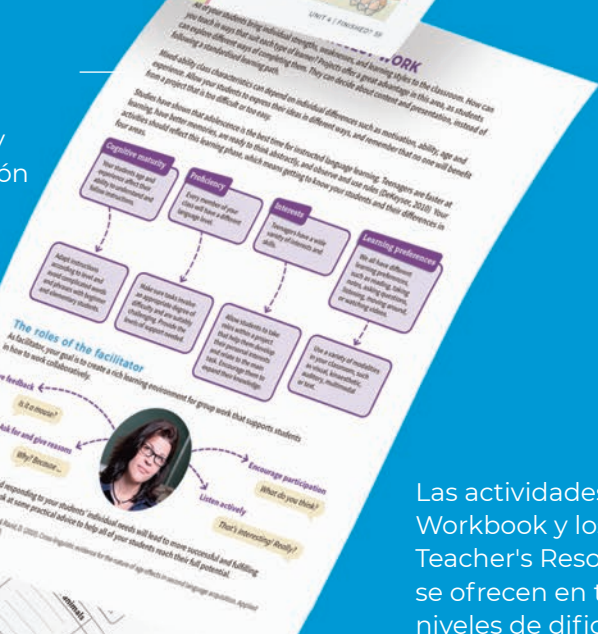
Inclusividad: clases con diversidad de capacidades

Collaborate ofrece muchos recursos para gestionar la diversidad de capacidades en el aula, tanto para estudiantes que necesitan más ayuda como para los que pueden avanzar más.

El trabajo por proyectos permite a los estudiantes asumir diferentes papeles y tareas en el grupo en función de sus capacidades y estilo de aprendizaje.



Actividades para alumnos adelantados al final de cada unidad.



Las actividades del Workbook y los Teacher's Resources se ofrecen en tres niveles de dificultad.

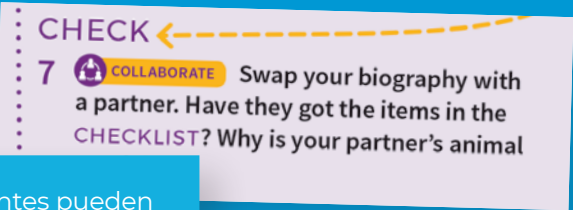
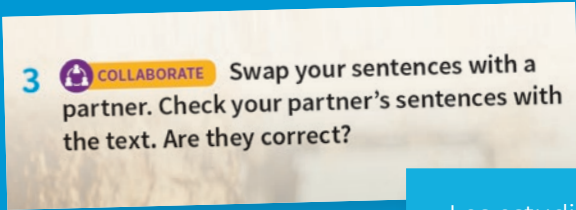


El contenido del Workbook también se ha adaptado para ofrecer fichas básicas para estudiantes rezagados.



Estudiantes

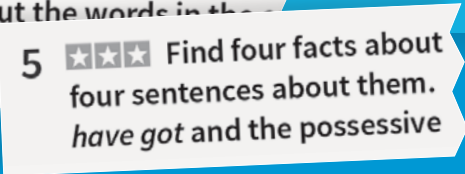
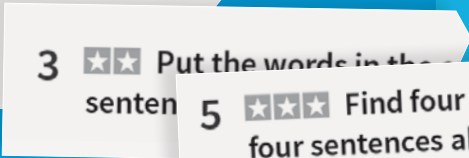
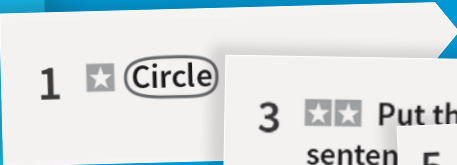
El aprendizaje colaborativo es ideal para clases con diversidad de capacidades. Los estudiantes pueden asumir diferentes papeles y tareas en el grupo en función de sus capacidades y estilo de aprendizaje.



Los estudiantes pueden ayudarse mutuamente en las actividades colaborativas **Collaborate**.

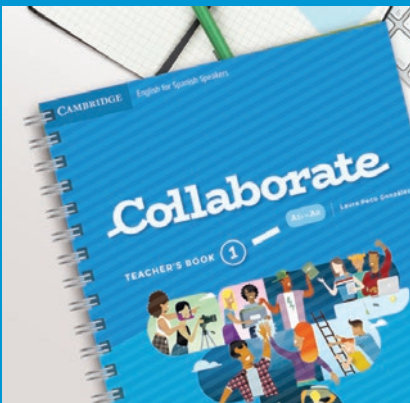
¡NUEVO!
Los contenidos del **Workbook** se han adaptado en Basic Worksheets disponibles en el Teacher's Resource Bank.

El **Workbook** ofrece actividades graduadas en tres niveles. El nivel de dificultad está indicado mediante estrellas, para que puedas verlo de un vistazo.



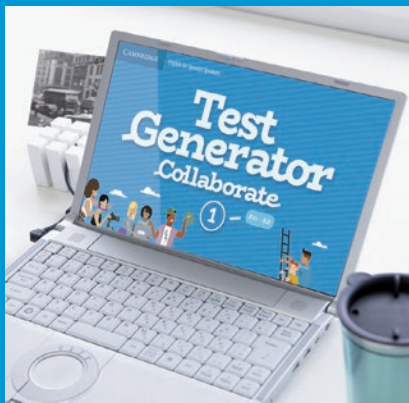
Profesor

Los componentes del profesor también ofrecen soluciones para clases con diversidad de capacidades.



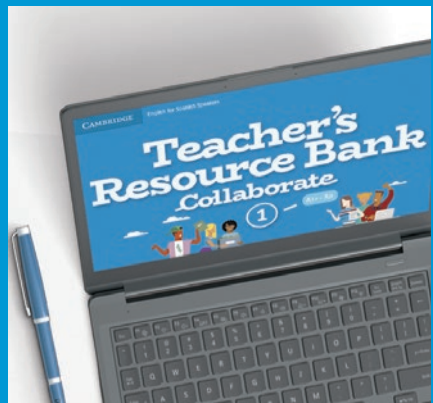
TEACHER'S BOOK

Actividades opcionales con tres niveles de diversidad de capacidades: básico, estándar y ampliación, al igual que en el Student's Book.



TEST GENERATOR

Pruebas de evaluación de nivel, exámenes por unidad, examen fin de evaluación y examen de fin de curso en tres niveles: básico, estándar y ampliación.



TEACHER'S RESOURCE BANK

Fichas de gramática: en tres niveles (básico, estándar y ampliación)
Fichas de vocabulario
Fichas básicas: también en tres niveles.

Presentación de las unidades

*Arrancar con el pie derecho:
¡la primera impresión
es la que cuenta!*

Cada unidad comienza con una página impactante para estimular la curiosidad de los estudiantes sobre el tema de la unidad, y para comprobar sus conocimientos previos.

El primer vídeo documental presenta el tema, estimulando y motivando a los estudiantes.



La página de presentación incluye un resumen de todos los vídeos, lo cual genera expectación por los contenidos de la unidad.



El recuadro de **Learning Outcomes** muestra un claro esquema de los contenidos de la unidad, para que los estudiantes sean conscientes de lo que van a hacer y puedan usarlo como lista de comprobación de sus progresos.

4

YOU ARE WHAT YOU EAT

LEARNING OUTCOMES

- I can ...
- understand texts about food
 - order in a snack bar
 - write a description of my favourite food
 - understand how to use countable and uncountable nouns and *There is/are*
 - talk about and describe food
 - personalise vocabulary and answer true/false questions
 - design a food truck and evaluate a design project.

WATCH VIDEO 4.1

- Before you watch, name three types of food.
- Watch and check. How many types of bread are there?
- Do you like cooking?



KICK-OFF! 4.1



GRAMMAR IN ACTION 4.2



GRAMMAR IN ACTION 4.3



EVERYDAY ENGLISH 4.4

YOU ARE WHAT YOU EAT | UNIT 4



VOCABULARY
Food and drink

- 1 Write all the food and drink words you know in English. Compare with a partner. How many words have you got?
- 2 Match the words in the box with the photos. Then list, check and repeat.

- | | | | | |
|---------|-----------|-------|---------|-------------|
| apples | bananas | beans | carrots | cheese |
| chicken | chocolate | eggs | fish | fizzy drink |
| juice | meat | rice | water | |

LEARN TO LEARN

Personalising vocabulary
It's a good idea to think about your own routines and habits when you learn new vocabulary. This can help you to remember the words.

- 3 When do you have the food and drinks in Exercise 2? Write the words in the table.

Breakfast	Lunch	Dinner

- 4 **COLLABORATE** Compare with a partner. Write sentences about your partner's meals. Use *always, usually, often, sometimes* or *never*.
Eva always has an egg and juice for breakfast.

Get it right!
We say I don't like apples. NOT I don't like the apples.



Reading

Cada unidad contiene dos lecciones de lectura

Cada texto de lectura cubre un género concreto, como hojas informativas, artículos web, diarios, noticias de prensa o folletos.

La primera lección de lectura ofrece el contexto para la siguiente lección, dedicada a la gramática. Todos los textos de lectura se han escogido para suscitar el interés de los adolescentes y estimular su curiosidad sobre el mundo que nos rodea.

READING

A profile

A day in the life of ...



This is Amir from the Bajau tribe in Borneo. His life is unusual. He lives with his family in a house – but it's in the water. Amir doesn't know his age or the date of his birthday. The Bajau tribe don't count days and hours; they use the movement of the sea to count time.

Every morning, Amir wakes up early, but he doesn't have breakfast. He and his father go out in their boat. They swim

in the water to look for food for the day. Amir and the people in his tribe can see really well under water. Amir catches a fish for breakfast and his father catches an octopus for dinner.

After breakfast, Amir usually meets his friends. They don't go to school and they don't study subjects like English. The older Bajau people teach them how to make nets and build boats.

In the afternoons, Amir and his friends dive into the water from bridges and they play in the water, too. It's their favourite place!

In the evenings, Amir's mother and sisters cook the octopus and then the family has dinner together. It's always delicious!



- 1 Tell your partner three things you do after breakfast.
- 2.04 Read and listen to the profile. Say one surprising thing about Amir's routine.
- 3 Find words in the profile to match the photos.

a




b



c



d


- 4 Read the profile again and complete the sentences.
 - 1 Amir lives in an unusual house with his family.
 - 2 Amir and his father look for ... every morning
 - 3 The Bajau people can ... really well under water.
 - 4 Amir and his friends play in the water in the ...
 - 5 Amir's favourite place is the ...
- 5 Are the sentences *T* (true) or *F* (false)?
 - 1 Amir's house isn't in the water. *F*
 - 2 Amir's family has got a boat.
 - 3 Before breakfast, Amir is in the water.
 - 4 Amir isn't happy in water.
 - 5 Amir hasn't got any sisters.
- 6 **Voice it!** Discuss the questions.
 - 1 How is Amir's life different from yours?
 - 2 What do you like about Amir's day?

Finished

24 THAT'S LIFE! | UNIT 2

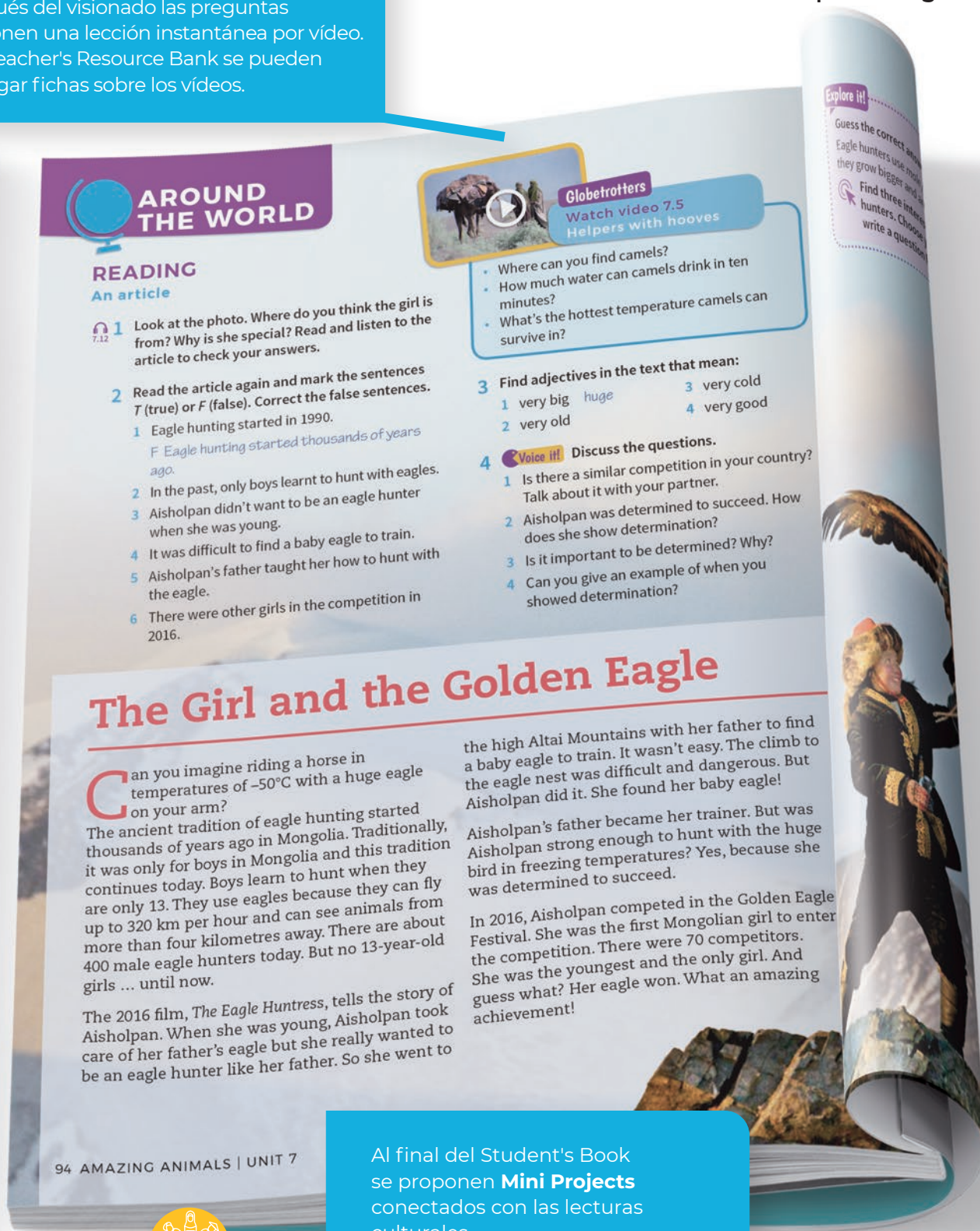


Las actividades **Voice it!** invitan a los estudiantes a dar su opinión sobre el tema del texto, lo cual permite la personalización y fomenta el pensamiento crítico.

Reading Around the World

La lección comienza con **Globetrotters**, una serie de vídeos documentales dinámicos sobre el tema de la lectura. Antes, durante y después del visionado las preguntas componen una lección instantánea por vídeo. En el Teacher's Resource Bank se pueden descargar fichas sobre los vídeos.

La segunda lectura cultural aparece en unidades alternas. Se basa en temas de la vida real, centrándose en algún aspecto de la vida en un abanico de países de todo el mundo, no solo países anglófonos.



Al final del Student's Book se proponen **Mini Projects** conectados con las lecturas culturales.

Grammar

Cada unidad contiene dos lecciones de gramática.

La primera lección de gramática es un repaso de los elementos lingüísticos que aparecen en la lección anterior de lectura, para asegurar que los estudiantes observen la gramática en contexto. A continuación se presenta una serie de explicaciones y ejercicios prácticos que culminan con la producción de los nuevos aspectos aprendidos en la sección **Use it!**

Una tabla de gramática explica claramente la estructura y las normas y sirve como referencia para hacer los siguientes ejercicios.

Una actividad **Collaborate** plantea una tarea colaborativa a los estudiantes, que se ayudan mutuamente comprobando si su trabajo es correcto, cosa que a su vez desarrolla la autonomía del alumno.

GRAMMAR IN ACTION

Was/were, there was/were



Watch video 7.2
How many animals were there?
What colour was the baby flamingo?

	Singular	Plural
+	His name was Snowflake.	They were orange with black stripes.
	There was a special gorilla.	There were many African elephants.
	Artico wasn't like his parents.	His parents weren't white.
-	There wasn't a white elephant.	There weren't any black tigers.
	Was Artico white? Yes, he was . / No, he wasn't .	Were they tigers? Yes, they were . / No, they weren't .
?	Was there a gorilla? Yes, there was . / No, there wasn't .	Were there any elephants? Yes, there were . / No, there weren't .

Grammar reference p125

1 Find information in the fact files to correct the sentences.

- Snowflake and Artico were black.
They *were* black. They *were* white.
- Snowflake was from Barcelona.
- Nómade was born in Spain.
- Nómade was an Indian elephant.
- Artico was a lion.

2 Remember the information from the fact files. Write sentences with *there was(n't)* and *there were(n't)*.

There was a special gorilla in Barcelona until 2003.

- COLLABORATE** Swap your sentences with a partner. Check your partner's sentences with the text. Are they correct?

4 Complete the text with *was(n't)/were(n't)* or *there was(n't)/there weren't*.

50,000 years ago on the Indonesian island of Flores, ¹there were animals like elephants. But ²... one difference: they ³... very small. ⁴... also Komodo dragons and huge rats on the island. ⁵... people on Flores? Yes, ⁶... but they ⁷... like modern humans. They ⁸... only about one metre tall. That's the size of a three year old! And their brain ⁹... the size of an orange!

5 Use it! Write questions with *was/were*. Then ask and answer with a partner.

- Where / you born? *Where were you born?*
In Ankara. *Where were you born?*
- What / your favourite subject at primary school?
- What / your favourite animal / when / you / six?
- What / your favourite film / when / you / eight?
- Who / your best friend / when / you / nine?
- Where / you / at six o'clock on Sunday evening?

Finished? p97



UNIT 7 | AMAZING ANIMALS



Grammar in Action

Los vídeos de **Grammar in Action** consisten en vídeos de entrevistas a adolescentes que presentan el aspecto gramatical en contexto. Se destacan las nuevas estructuras y a continuación se practican. Aplicando el modelo de aula invertida, los vídeos pueden visionarse antes de clase, dejando el tiempo de clase para actividades participativas.

El uso de tablas de gramática, vídeos y juegos digitales ayuda con la diversidad de capacidades.

GRAMMAR IN ACTION

Past simple: regular and irregular



Watch video 7.3
Where was the school trip?
How many bears were there?

	Regular verbs	Irregular verbs
+	They lived in Denver.	They did lots of things together.
-	She didn't want to wait.	Meagan didn't have any children.
Past time expressions	It happened more than ten years ago . You shared some great stories with us last week .	We heard this amazing story yesterday .

Grammar reference p125

Pronunciation p143

1 Complete the sentences. Then correct three of the facts about the listening.

Meagan ...

- and Samantha **studied** (study) in Denver.
- ... (not hear) Willie.
- ... (not make) Hannah some toast.
- ... (leave) the toast on the table.
- ... (see) Hannah's face was blue.
- and Willie ... (not save) Hannah's life.

3 Use it! Write five true or false sentences about you. Use the past simple (see p144) and the past words below.

yesterday ago
last week/month/year/summer/Friday

I went to Brazil on holiday *three weeks ago*.

4 Take turns to say your sentences. Can your partner guess which are true and false?

2 Complete the text. Then listen and check.

Gilberto 'Chito' Shedden was a fisherman from Costa Rica. One day, he ¹ **saw** (see) a crocodile in the river. It ² ... (have) an eye problem, so Chito ³ ... (decide) to take the crocodile home. He ⁴ ... (feed) the crocodile and ⁵ ... (give) it medicine. He called it Pocho. Chito ⁶ ... (not leave) Pocho and at night they ⁷ ... (sleep) in the same room. When Pocho was healthy again, Chito ⁸ ... (take) him to the river. But Pocho ⁹ ... (not want) to stay in the river, so he ¹⁰ ... (follow) Chito home! Pocho and Chito ¹¹ ... (become) best friends until Pocho ¹² ... (die) a few years ago.



Finished? p97

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Vocabulary & Listening

El segundo bloque léxico de la unidad se presenta en la lección de comprensión auditiva.

El audio de comprensión auditiva, al igual que la lectura, también corresponde cada vez a un género concreto. Aquí tenemos unas preguntas. Otras unidades incluyen géneros como conversaciones, entrevistas en la calle, programas de radio y entrevistas.

Watch video 4.2
What food can you see at the market?
What's his favourite food?

Uncountable nouns
Other nouns are uncountable: you can't count them.
chocolate, salt, sugar, meat, garlic

3 Complete the conversation with *a, an, some* or *any*. Then listen and check.

CELIA: Have we got ¹any food for the party?
OSCAR: Let's have a look. Right, we've got ²... cheese.
CELIA: OK. Have we got ³... bread?
OSCAR: Sorry. We haven't got ⁴... bread but we've got ⁵... pasta.
CELIA: Have we got ⁶... fruit or vegetables?
OSCAR: We've got ⁷... apple and ⁸... carrot.
CELIA: What about drinks?
OSCAR: We've got ⁹... water.
CELIA: Great. What a party! I can't wait.

4 Use it! Work with a partner. Change the food and drink words in Exercise 3 and write your own conversation. Practise your conversation.

5 COLLABORATE Listen carefully to other conversations. Which party do you want to go to?

VOCABULARY AND LISTENING

Adjectives

1 Complete the sentences with the adjectives in the box. Listen and check.

cold delicious disgusting fresh healthy hot nice salty sweet unhealthy

1 Fizzy drinks aren't good for you but I sometimes drink them. I know they're unhealthy.

2 Careful! The soup is....

3 Peanuts have got salt on them. They're...., but they aren't bad for you.

4 I really hate cheese. I don't know how people can eat it. I think it's....

5 These beetles taste great! They're....

6 Yuk! This milk doesn't smell.... I don't want any in my coffee.

7 Dark chocolate hasn't got much sugar in it. It isn't...., but I love it!

8 I never eat ice cream in winter. The weather is... and so is ice cream!

9 The vegetables and fruit in our garden are always... and they're a very... snack.

2 Listen to the words in Exercise 1 and repeat them. Which two words have got a negative meaning?

3 Use it! Write two adjectives to describe a type of food. Tell a partner. Can they guess?
They're disgusting and salty. Are they spiders?

A quiz

LEARN TO LEARN
True or false sentences
With true or false sentences, you've got a 50% chance of being correct! Before you listen, read the sentences then change them into questions and try to predict if the sentences are true or false. This helps you to listen for the correct information.

4 COLLABORATE Change the sentences in Exercise 5 to questions. Then predict if sentences 2-4 are T (true) or F (false).
1 How many peanuts are there in a jar of peanut butter?

5 Listen to the quiz and check. How many of your predictions are correct?



- There are 1,000 peanuts in a jar of peanut butter. F
 - You can't eat durians on public transport.
 - White chocolate isn't really chocolate.
 - Carmine is an orange powder from beetles.
 - Theo answers all the questions correctly.
- 6 VOICE IT!** Discuss the questions.
1 Do you want to try a durian?
2 Do you like orange fizzy drinks? Is

Al final del Student's Book se ofrece una sección de prácticas adicionales de pronunciación.

La actividad Voice it! permite una respuesta personalizada al listening.



Speaking

Colaborate arranca cada lección con un ejercicio de expresión oral e incluye muchas oportunidades para practicarla, especialmente las secciones **Use it!** y **Voice it!** así como las actividades **colaborativas**.

Hay una lección dedicada exclusivamente a las habilidades de expresión oral, con un enfoque paso a paso para ayudar a los estudiantes con esta compleja área de competencias.

La tarea de expresión oral está cuidadosamente guiada para avanzar fase a fase hacia una expresión libre donde planificar, hablar y comprobar. La actividad **Colaborate** propone a parejas de estudiantes comprobar sus respuestas intercambiando turnos.

SPEAKING

Asking for and responding to information

7.11 **1** Listen to the conversation. Where was Martha yesterday?



DANIEL: Hey, Martha. ¹... yesterday.
MARTHA: It was really cool. We went to a ²...
DANIEL: Really? ³...?
MARTHA: ³... amazing!
DANIEL: Were there any elephants?
MARTHA: Yeah, there were, but I didn't see any.
DANIEL: I can't believe you didn't see any elephants. ⁴... lions?
MARTHA: Yeah, there was a family of lions. They were looking inside our tent.
DANIEL: Wow! No way!
MARTHA: Yup. It did. Then it climbed on top of the tent and ate my lunch.
DANIEL: You're joking!
MARTHA: Of course I'm joking!

7.11 **2** Complete the conversation with phrases from the Useful language box. Then listen again and check.

Useful language

How was (the school trip)? What about (lions)?
 It was (amazing)! What was (it) like?

3 Look at the *Everyday English* box. How do you say these phrases in your language?



Watch video 7.4
Everyday English

No way! Really? Wow!
 You're joking!

TASK

Plan your own conversation

PLAN

5 Work with a partner. Decide where you went and which animals you saw. Use the ideas below or your own ideas.

bird sanctuary sea life centre
 wildlife park

SPEAK

6 Practise the conversation.

CHECKLIST Remember to use:

- the past simple and past time expressions
- the vocabulary from this unit
- the *Useful Language* and *Everyday English* phrases.

CHECK

7 **COLLABORATE** Work with another pair. Listen to their conversation and write examples of language they use from the CHECKLIST. Name two animals they saw.

Los recuadros **Everyday English** incluyen un vídeo, del estilo videoblog, que presenta un inglés más coloquial y con modismos que no suelen cubrir los libros de texto.



Writing

Abordar las dos competencias de producción con el mismo enfoque ayuda a los estudiantes a practicar y les confiere más confianza en sí mismos a la hora de preparar y desarrollar la tarea.

La **expresión escrita**, al igual que la otra competencia de producción (la expresión oral), es un área complicada para los estudiantes, y requieren mucha ayuda. Esta lección sigue el mismo proceso que la página de **Speaking**: un modelo, actividades de comprensión, eje en el Useful language y una tarea por fases.

Análisis de la estructura y la lengua.

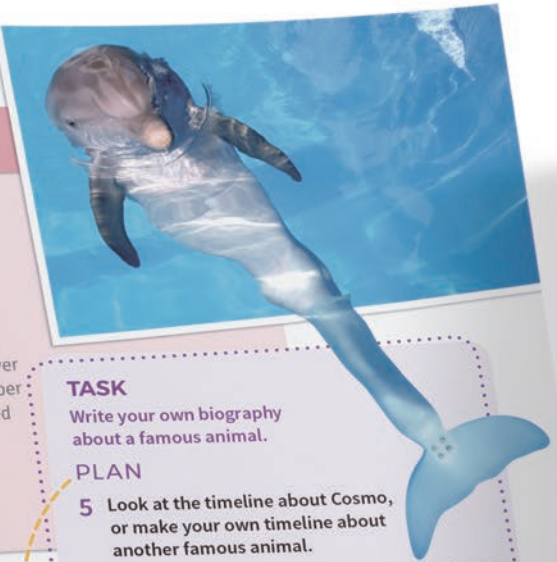
WRITING

A biography

Winter the Dolphin

By Daniel Watson

- In October 2005, Winter the dolphin was born. On 10 December, when she was about two months old, fisherman Jim Savage, found her. Winter couldn't swim or catch fish because she had a problem with her tail. Jim called a rescue team and they took her to an animal hospital.
- Vets at the hospital wanted to help Winter. Finally, in 2007 they gave her a new tail. Winter was a clever dolphin and she learnt to swim quickly. In September 2011 she was the star of a film about her life called *Dolphin Tale*.
- Today Winter lives with another rescue dolphin called Hope. A few years ago Hope starred in *Dolphin Tale 2*, the story of her life.



TASK

Write your own biography about a famous animal.

PLAN

- Look at the timeline about Cosmo, or make your own timeline about another famous animal.



Put the facts in the correct paragraph.

- Early life He was born in 2002.
- Main events
- Now

WRITE

- Write your biography.

- CHECKLIST** Remember to include:
- the information from the timeline
 - the past simple and time expressions
 - the Useful language phrases
 - three paragraphs.

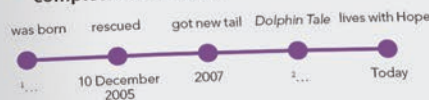
CHECK

- COLLABORATE** Swap your biography with a partner. Have they got the items in the CHECKLIST? Why is your partner's animal special?

- Look at the photo. Why is Winter the dolphin special? Read Daniel's biography and check.

- Match headings a–c with paragraphs 1–3.
a Main events b Now c Early Life

- Read Daniel's biography again. Copy and complete the timeline.



- Complete the Useful language box with time expressions from Daniel's biography.

Useful language

- ... 10 December 2005
- ... she was two months old
- ... 2007
- A few years ... Today

Get it right!

We use **on** not **in** with dates.

On Friday / On 10 December **NOT** In-Friday / In-10-December



Los recuadros **Get it right!** se centran en los errores comunes que cometen los hablantes de español. Todos los errores están tomados del Cambridge Learner Corpus.



Modelo de
tarea de
expresión
escrita.

La tarea de expresión
escrita es un género
específico que
cumple los requisitos
del currículo oficial
de secundaria. Aquí
tenemos una reseña
de un concierto. Otras
unidades incluyen
géneros como biografía,
emails, cartas y
descripciones.



- 1 Have you seen **STOMP** yet? You haven't? Then what are you waiting for? **STOMP** is perfect for adults and kids – it's the best show I've ever seen.
- 2 **STOMP** isn't a musical or a contemporary dance show. It's a performance with a difference. The performers create powerful rhythms with ordinary objects like brushes and newspapers. There are no lines, singing or story, but the sounds and movements are amazing.
- 3 What I liked about it was that the performers were so talented. They involve the audience and make you feel good. I've never seen anything like it before. It was a bit loud sometimes, but great fun really.
- 4 **STOMP** is on at a theatre near Broadway and tickets are a really good price. I would totally recommend it because it's so creative and original.

WRITING

A review

- 1 Look at the photo and answer the questions.
 - 1 What type of show is it?
 - 2 Have you ever seen a similar performance?
- 2 Read Camila's review of the show. Did she enjoy it?
- 3 Match information a–d with paragraphs 1–4.
 - a a description of the event
 - b what she liked / didn't like about it
 - c where you can see it
 - d who it is for
- 4 Complete the phrases in the *Useful language* box. Then check in the review.

Useful language

I've never ¹... anything like it before.
(**STOMP**) is ²... at ...
I would totally ³... it because ...
It's the best show I ⁴... seen.
⁵... I liked / didn't like about it was ...

TASK

Write your own review of a performance

School of Rock, the musical!

Great family entertainment!

Dewey Finn fails as a rock star! But can he become a good teacher and turn his students into an amazing rock group? Winter Garden Theater, Broadway, New York.

PLAN

- 5 Look at the *School of Rock* poster or think of a performance you have been to and make notes. Remember to include these things.

who it is for a description of the event
what you like / don't like about it
where you can see it

WRITE

- 6 Write your review.

CHECKLIST Remember to include:

 - the present perfect
 - vocabulary from this unit
 - *Useful language* phrases
 - four paragraphs.

CHECK

- 7 **COLLABORATE** Swap your review with a partner. Have they got the items in the **CHECKLIST**? Would you like to see their performance?

Finished? p33

UNIT 2 | WHAT IS ART? 29



Páginas para practicar las Competencias Clave:

¡NUEVO!

Colaborate, con su temario basado en las Competencias para la vida, cumple por completo la LOMLOE, pero hemos añadido 16 páginas de contenidos adicionales para garantizar que los estudiantes tienen prácticas centradas en las competencias y habilidades clave. Estos contenidos se encuentran en la última parte del Student's Book y se dividen en dos secciones.

LEARN TO LEARN

LEARN TO ... CHECK YOUR WRITING

It is good to make mistakes because you can learn from them. If you make a list of your mistakes, you can remember not to make them again and your English will improve.

- After you've done a piece of writing, how often do you ...
 - check you've spelled everything correctly?
 - check you haven't made any grammar mistakes?
 - write it again and make improvements (more details, extra ideas, etc.)?
- Beatriz keeps a list of her common mistakes. Copy and complete the second column with the correct words.

Let me see ...
Have I added 's' to verbs after 'he' and 'she'?
I always forget that!

	My common mistakes	My corrections
a	he like, she want	he ¹ ..., she ² ...
b	she don't have	she ³ ... have
c	he/she/it have	he/she/it ⁴ ...
d	depend of something, on July, more off	prepositions: depend ⁵ ... something, ⁶ ... July, more ⁷ ...
e	hoter, planed, siting	double letters before -ing, -ed and -er: hotter, ⁸ ..., ⁹ ...
f	easyest, fryed, happyer	-y to -i: easiest, ¹⁰ ..., ¹¹ ...
g	whith	with
h	many time, much photos	many + countable, much + uncountable: ¹² ... time, ¹³ ... photos
i	do sure	¹⁴ ... sure

- Read Beatriz's answer to SnaphappySal's post on page 55. Which of the common mistakes (a-i) from Exercise 2 does she make? What other common mistake does she make?
- Use the list in Exercise 2 to correct the mistakes (1-14) in Beatriz's answer.
- Make a list of your common mistakes in your notebook.
- Use the list to check and correct the writing you do in Units 5-9. Add more common mistakes to your list when you make them.

Hi SnaphappySal. Thanks ¹of ... sharing your problem ²with ... us. Many young people love posting photos online. My blog ³have ... thousands. However, 250 a day is too many. You probably don't have ⁴many ... time for other things. Have you ⁵tried ... ⁶seting ... a limit every day? For example, tomorrow, ⁷do ... sure you don't post more ⁸off ... 200. The next day, don't post more ⁹off ... 150. ¹⁰that ... way, you can make sure the photos are all excellent. If that ¹¹don't ... work, ask a friend to help you. The friend ¹²check ... your social media and ¹³tell ... you if you post too ¹⁴much ... photos. Good luck!

Search online common mistakes in writings. Learn from them to avoid potential mistakes you can make. Share your findings with your classmates.

Lecciones Learn to learn

Estas lecciones completan lo enseñado en los apartados de Learn to Learn del Student's Book. Están concebidas para presentar a los alumnos estrategias y técnicas de aprendizaje vitales, que les ayudarán a convertirse en estudiantes autónomos.



MEDIATION PRACTICE

DEVELOPING SUMMARISING SKILLS: WHAT'S THE PLOT?

1 Look at the pictures in the story below from Unit 7. What can you see? Tell your partner.

Part A

A princess, a farmer and a bridge of birds

Throughout history, different cultures have looked up at the stars in the night sky and told stories about them. The Ancient Greeks told stories about heroes, and the Native Americans about bears and fishermen. In Japan, people still tell the story of Akari and Vega, two very special stars.

Once upon a time, there was a princess called Orihime. She made beautiful Akiba for her father, the Sky King, while she sat on the bank of the Amatsugawa River (the Milky Way). Orihime had always loved her work, but she wanted to find a husband, so her father introduced her to a farmer called Hikoboshi. Hikoboshi looked after cows on the other side of the river. The princess and the farmer fell in love and got married. However, they hadn't been together long when Orihime stopped making clothes and Hikoboshi forgot about his cows.

Part B

The Sky King was furious. 'You will never meet again,' he told them, and he sent them to opposite sides of the river. But when he saw how heartbroken his daughter had become, he changed his mind.

'If you do your jobs well,' he said, 'you can meet once a year, on the 7th day of the 7th month.' However, the first time the couple tried to meet, they couldn't cross the river. 'I want to see him!' cried Orihime. Almost immediately, a flock of magpies came and made a bridge with their wings. Now people say if it rains on 7th July, the magpies can't come and Orihime and Hikoboshi have to wait another year.

Every year, this story is celebrated in Japan as the Tanabata – the Star Festival. There are parades, fireworks, lanterns and stalls with traditional food, and people write their wishes on tanabata (pieces of colourful paper), remembering how Orihime's wish had come true.

2 **Student A:** Read Part A. **Student B:** Read Part B. In your notebook, make notes about:
 Characters – Who are the main people in the story?
 Location – Where does the story take place?
 Events – What happens in the story?
 Extra details – What other information can you find?

3 **Student A:** Summarise Part A of the story and answer any questions. Then listen to Part B and ask your partner questions. Use the prompts in the box.
Student B: Ask your partner questions about Part A. Then summarise Part B of the story and answer any questions. Use the prompts in the box.

Sub-skill: Critical Thinking
 Why do you think people invent folk tales?

4 Now think of another story, e.g. from a book, TV show or from your own life! Work with a new partner and summarise your story to each other. Use Exercise 2 as a guide. Ask questions and respond.

5 **REFLECT** Were you able to summarise the story to your partner?

Summarising language	Questions / Responses
The text is about ...	Who is she/he? Really?
First ... / In the first part ... /	That's interesting / surprising
At the ...	What happened next?
...	Where / When / How ...
...	What happened?



¡NUEVO!

Lecciones de Mediación

La mediación es una de las nuevas competencias específicas. Cuatro de las lecciones de transmisión de información parten de un texto que ya se ha visto en una unidad del Student's Book. Los estudiantes usan el texto para practicar una estrategia de transmisión, p. ej. resumir, aclarar, parafrasear o adaptar.

MEDIATION TASK

STUDENT A

1 Read the text below. Copy the mind map into your notebook and complete it with information from the text.

Most Inspiring Women with Disability

FRANCESCA MARTINEZ is a comedian, writer, actor and campaigner. She was born in London in 1978. Her father is Spanish and her mother is half Swedish and half English. When she was 20 years old, she was the first female to win a special award for comedy at the Edinburgh Festival in Scotland. As a campaigner, she often speaks about austerity, climate change, racism, and disability rights at many major events. Francesca also regularly appears on television and supports charities, including Global Angels, a charity that helps to transform communities for the better. Francesca was born with cerebral palsy, a condition that makes it difficult to control muscles, but she prefers to describe herself as 'wobbly'.

POSSIBLE pictures from the original text – TBC



TASK

- 2 Tell Student B about Francesca Martinez. Use your notes from Exercise 1.
 Francesca Martinez is a ... She's from ...
 She's famous / successful because ...
- 3 Listen to Student B and make a new mind map for Beatrice Vio.
- 4 Compare your information and answer the following questions:
 - What are the similarities between the two people?
 Both Francesca and Beatrice are ...
 - What are the differences between the two people?
 Beatrice ... but Francesca ...
 - What's the most interesting fact about each person?
 Beatrice I think the most interesting thing about Beatrice is ...

Digital Extension
 Go online and find another inspiring person. Find three interesting facts about the person and summarise the information for the class. Use the mind map to help you.



La actividad final de mediación usa un texto que los estudiantes no han visto antes, y emplea la técnica del rompecabezas (*jigsaw reading*) que se presta de manera idónea a practicar las distintas técnicas de mediación.



Proyectos CLIL

En cada nivel hay cuatro proyectos de inmersión lingüística, al final de las unidades pares

Estos proyectos, cuidadosamente diseñados por etapas, son una forma ideal de poner en práctica el aprendizaje colaborativo de manera fácil y práctica, sin sobrecargar al profesor ni consumir mucho tiempo de clase.

Al igual que en Expresión oral y Expresión escrita, los proyectos de inmersión lingüística usan un marco similar que ayuda a los estudiantes con la lengua y la preparación del proyecto, un modelo y una tarea dividida claramente en etapas para ponerlo todo en práctica.

THE PE PROJECT

An information leaflet

- Look quickly at the leaflet. What is its purpose?
 - to give directions to a sports club
 - to give information about a sport
 - to give transport times
- Read the leaflet and make notes on the ideas in the box.

What?	When?	Where?	Who?
Equipment	One of the rules	One of the benefits	

- Read the leaflet again. Are the sentences **T** (true) or **F** (false)?
 - You need some special equipment to play streetball. **F**
 - There are sometimes ten players in a game of streetball.
 - Teams meet together before they go the court.
 - You can't touch the ball with your hands in streetball.
 - Some sports are more expensive than streetball.

How to design a leaflet

- Read the tips about designing a leaflet. Which ones do you think are good pieces of advice?
 - Use serious colours, not bright ones.
 - Use photos and a map.
 - Make sure the people are not smiling in the photos.
 - Include contact details.
 - Choose a clear font (if you're using a computer) or write neatly.
 - Put all the information you know about the sport in your leaflet.

- Listen to the advice and check your answers

Las secciones **How to** también ofrecen formación en competencias para la vida. Cubren por ejemplo cómo diseñar un folleto o un póster, hacer una presentación, hablar ante el público, etc.

STREETBALL



WHAT IS IT?

It's outdoor basketball in your local area.

WHERE AND WHEN?

We meet every Tuesday at 5.30 pm at the West Avenue basketball court. Come along and join us.

Find us here:



WHO?

Everyone is welcome! You don't need to belong to a team and you don't need special training.

- Different rules, but these are ours.
- Players can bounce, throw and catch the ball.
 - When you score, your team gets one point.
 - After you score, your team keeps the ball. You don't give the ball to the other team.

WHY NOT COME ALONG AND MAKE NEW FRIENDS? Any questions? Contact Greg at gregscott@gmail.com.

How to win
In our games, a team wins when they score 7 points. In other streetball games, you often need to score more points – 10 or 11, or even 21.



Los proyectos de inmersión lingüística también cuentan con el respaldo de lecciones opcionales al final del Student's Book, que se pueden realizar antes del proyecto como preparación adicional para la tarea colaborativa o bien como continuación.

WRITING
A biography

6 PE

1 In October 2007...
10 December...
fisherman Jim...
swim or catch...
her tail. Jim...
to an animal...
2 Vets at the hospital...
in 2007 they...
dolphin and she...
2011 she was...
Dolphin Tale 2...

- 1 Discuss the questions.
- Which sports do you do?
 - Which of these skills do you need to have in your favourite sport?

bouncing catching jumping
kicking teamwork

- 4 Make a list of activities that use slow-twitch and fast-twitch muscles. Use the ones in the box and add your own ideas.

American football bicycle racing
bossaball rock climbing surfing

slow-twitch

fast-twitch

- 2 Read and listen to the article. Check the meaning of the words in bold. Then match them with the definitions.

- ... : v to practise a sport
- ... : n the ability to do something difficult for a long time
- ... : adj very strong

- 3 Read the article again and match the sentence halves.

- | | |
|------------------------------|---|
| 1 Olga and Maya are | a more Type II muscle tissue that Olga. |
| 2 Type I muscle tissue is | b both runners. |
| 3 Type II muscle tissue gets | c better for stamina. |
| 4 Maya has got | d tired fast. |

Explore it!

Guess the correct answer. What's the fastest muscle in the body?

- a eye b tongue c finger

Find an interesting fact about muscles. Then write a question for your partner to answer.



FAST OR SLOW?

Meet Olympic sportspeople Olga and Maya. They have a lot in common, but they are also very different.



Olga competes in an event with three different parts: the triathlon. She swims 1.5 km, then cycles 40 km and finishes with a 10-km run!

Maya runs the 100-metre race. She is much faster than Olga. But she cannot do a triathlon.

Olga has got more **stamina** and Maya has got more speed. But why? What's different inside their bodies?

The difference is in the types of muscles they use.

Type I muscle tissue (slow-twitch)

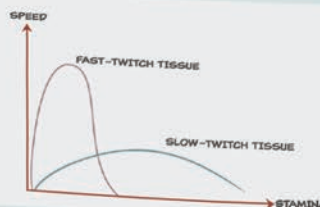
This muscle doesn't have a lot of power, but it can keep going. Marathon runners use Type I muscle tissue.

Type II muscle tissue (fast-twitch)

This is much more powerful, but it gets tired fast – in less than a minute. Sprinters use Type II muscle tissue.

Now, the difference is obvious. Olga **trains** her slow-twitch muscles more and Maya has a lot more fast-twitch muscle.

SO, WHICH IS BETTER?
WHICH MUSCLES HAVE YOU GOT MORE OF?



Useful language

- ... 10 December...
- ... she was two... old

Get it right!

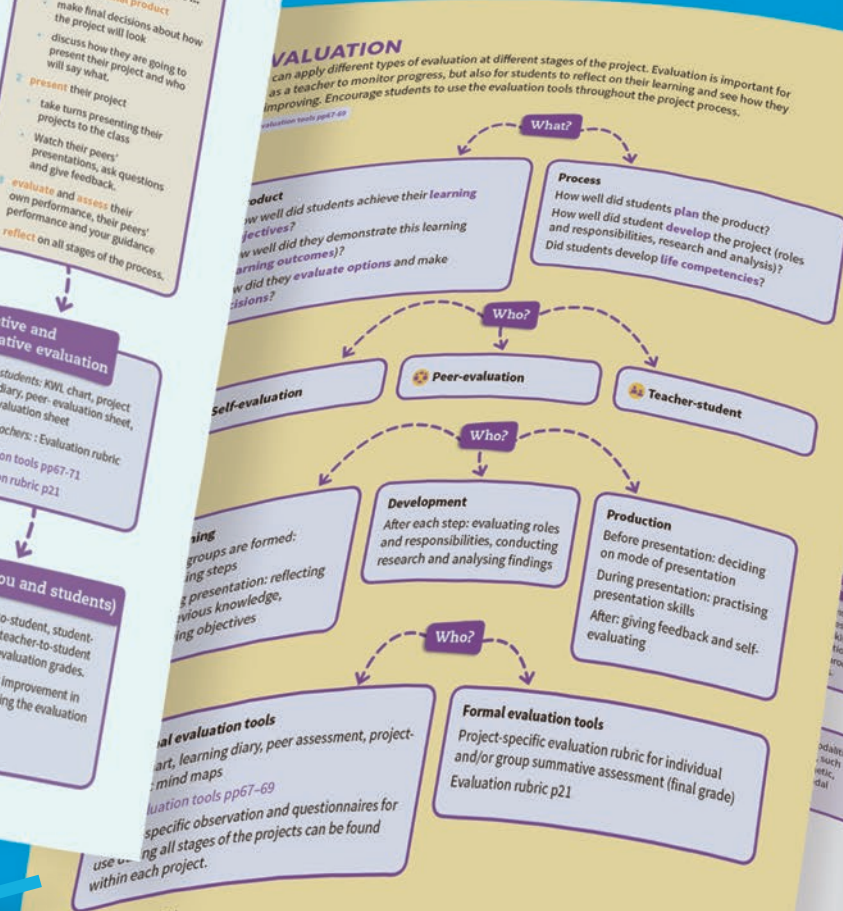
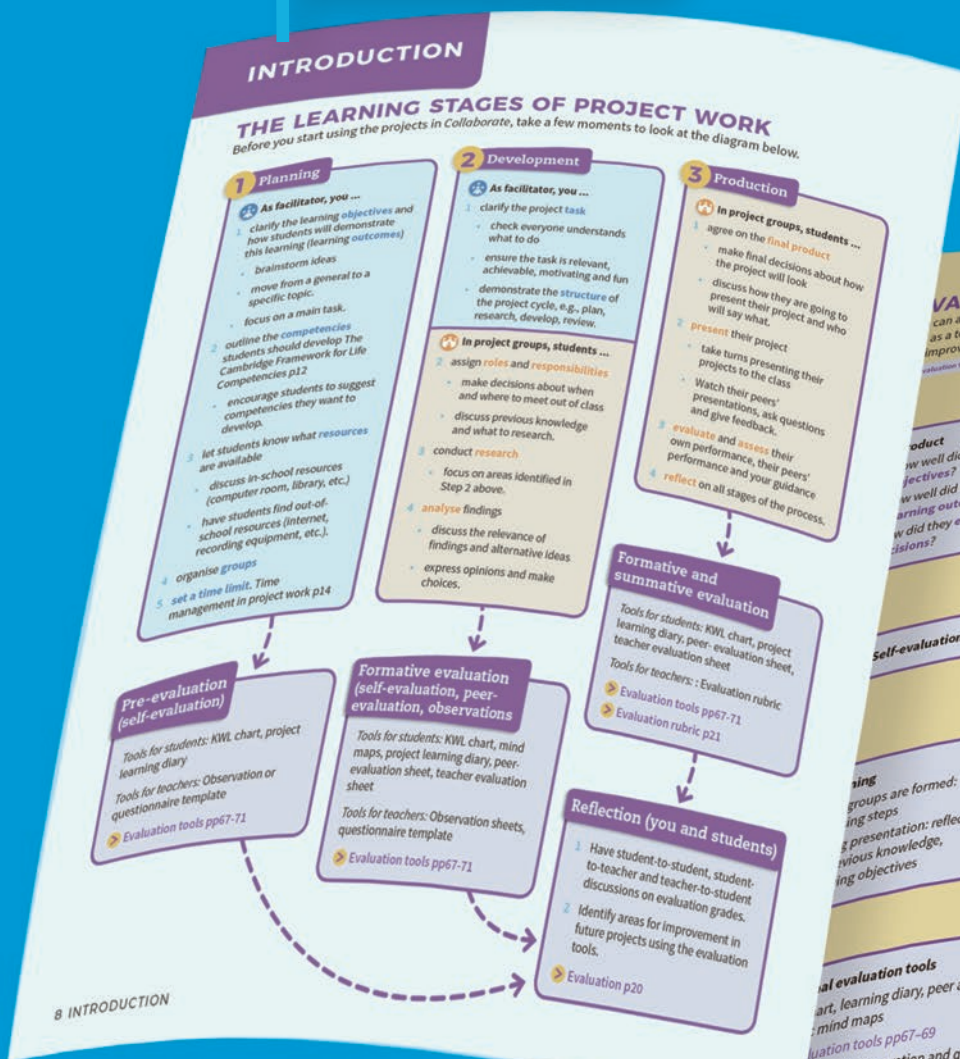
We use on...
On Friday...
In 10-December...

Collaborate adopta un enfoque práctico y fácil de seguir del trabajo en proyectos.

Project Book

El Project Book ofrece una introducción integral al trabajo en proyectos, con consejos y notas para el profesorado y plantillas útiles para sacar partido a todos los proyectos del Student's Book.

La **introducción** te ayudará en el camino hacia el aprendizaje colaborativo.

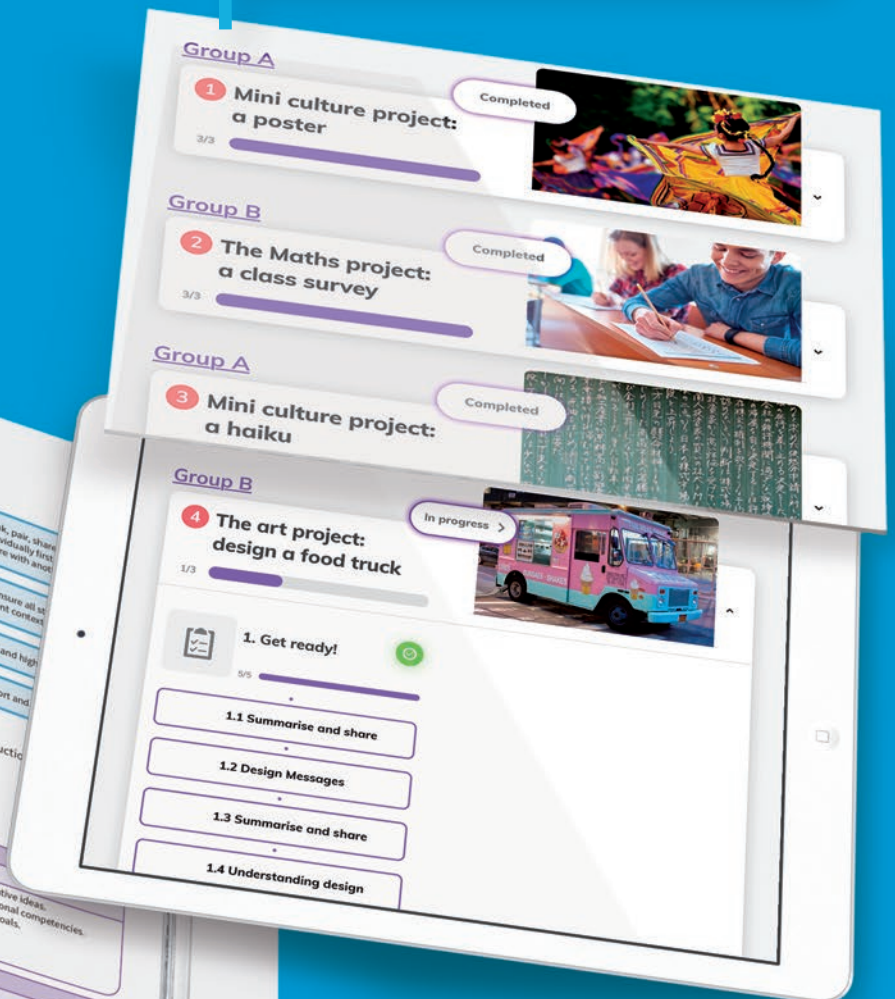
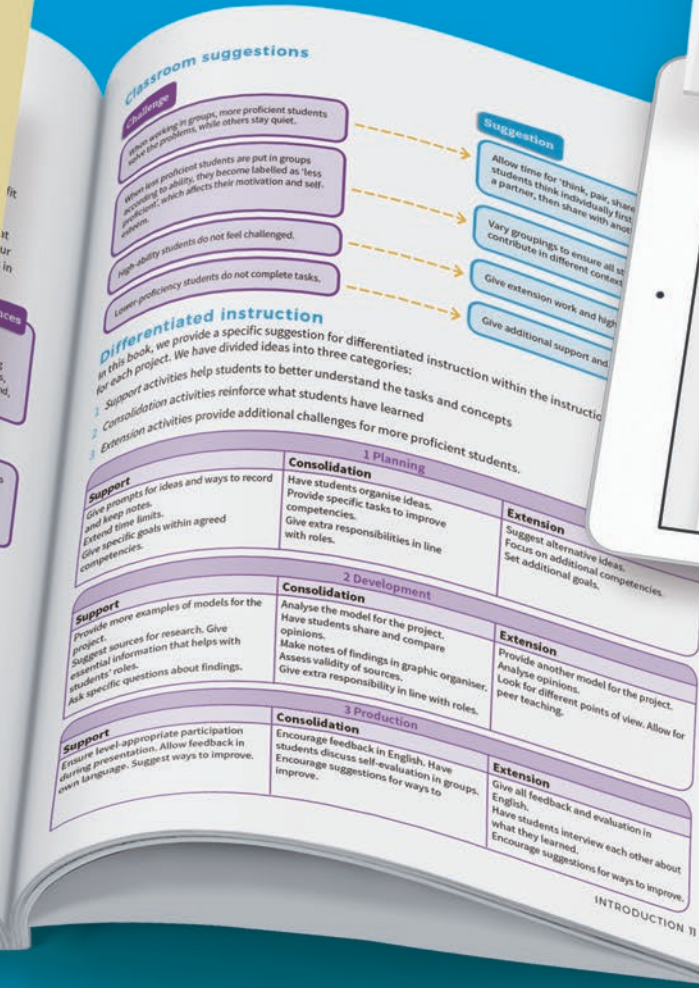


La **evaluación** suele ser un aspecto complicado. Se ofrece una guía sobre el proceso de evaluación, con plantillas tanto para los estudiantes como para el profesorado, lo cual resulta ideal para la evaluación de las competencias clave.

Collaboration Plus

Un espacio de colaboración en línea y de presentación de sus trabajos para ayudar a los estudiantes a diseñar y compartir trabajo creativo.

El profesor puede organizar a sus alumnos en grupos, después corregir y poner notas en la herramienta online.



Videos

Cada unidad de Collaborate incluye cinco vídeos.



Los vídeos documentales van acompañados de actividades para clase en el Student's Book. En el Teacher's Resource Bank se pueden descargar fichas sobre los vídeos.



Kick off

1

Un vídeo documental dinámico presenta el tema de la unidad; va acompañado de actividades para clase en el Student's Book.



Vídeos de Grammar in Action

2

Estos vídeos presentan los nuevos elementos de lengua a través de narraciones de estudiantes, a continuación explican el aspecto gramatical y terminan con prácticas. ¡Ideal para el modelo de aula invertida!



USE IT!
Change the sentences to the **past passive** with **was/were** and the **past participle**.

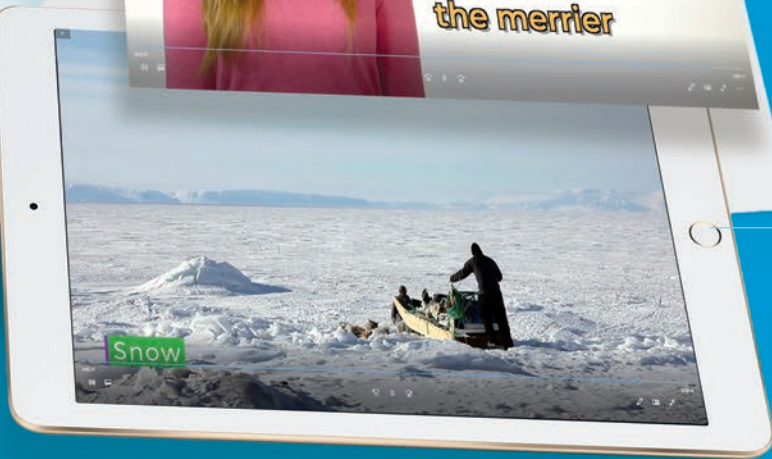
3



Vídeo Everyday English

4

Introduce un inglés más coloquial en la lección de expresión oral.



Globetrotters

5

Un documental fascinante para acompañar las lecciones culturales de lecturas del mundo Around the World.

Workbook

El Workbook sigue la misma estructura de unidades que el Student's Book, para facilitar el acceso a los contenidos.

En las secciones adicionales se ofrecen prácticas para todos los elementos de lengua y competencias de la unidad.

EXAM PRACTICE: B1 Preliminary for Schools

Reading Part 2: Multiple matching

In this part of the test you have to read three short texts about three different people. They are all about the same topic. The title tells you what the topic is. There are seven questions. They all start with: *Which person ...?* The answer to each question is the name of one of the three people. To answer the question you need to circle the correct answer, A, B or C.

Example:

Which person did a lot of sport at school?

Tim	Tom	Ted
A	B	C

Exam guide: Multiple matching

- Start by reading the title of the text so you know what the topic is.
 - Read all the questions carefully and underline the important words. This helps when you look for the same information in the texts.
- Example:
Which person did a lot of sport at school?
- Now read the three texts for the first time without stopping. Maybe you see information similar to the questions, but read to the end.
 - Now read the first question again. Then look at the texts to find which person says this. Maybe you remember something from one of the texts, so go to that text first to check. If not, just read from the beginning until you find what you need.
 - When you find the correct answer, underline the words in the text with the same meaning as the question and write the number of the question next to the part you underlined.
- Example:
When I was a teenager I was in the school hockey, athletics and swimming teams.
- Then read the next question and do the same, until you finish.
 - You don't lose points for a wrong answer, so always circle a letter, even if you're not sure.

REMEMBER

When you look for the answer, remember that the words in the question are probably different from the words in the text, but the meaning is the same. So if you see a word in the text that is the same as a word in the question, it is not automatically the correct answer.

Example:
I did a lot of sport after school when I was younger.
This is **NOT** the correct answer to the example question, because the meaning is different from the question.

32 EXAM TIPS | UNIT 5

Prácticas de examen: comprensión de lectura, expresión escrita, comprensión auditiva y expresión oral. También se incluyen prácticas de examen para las redacciones de comprensión de lectura y expresión escrita de los exámenes A2 Key for Schools y B1 Preliminary for Schools.

WRITING

A description of a photo

1 Read the description and look at the photo. Write the names of the people (a-e).

a Gabriel d _____
b _____ e _____
c _____



A photo of a day out
by Alyssa

- This is a photo of my friends and me. We're on a school trip to a national park. It's cold but sunny. The boy on the left is Gabriel. He looks is looking down. He often looks / is looking down because he hates photos! He wears / is wearing a black and grey hoodie. Next to Gabriel is Peter. He's in a pink shirt and a grey jumper. The boys don't wear / aren't wearing jackets in the photo. Then that's me in the middle, with a jacket and a checked shirt. Carmen's next to me. She wears / is wearing her favourite denim jacket and a big scarf. Gina's on the right. She's got a grey T-shirt, a green jacket and a scarf. Gina's the only one in a hat.
- This is one of my favourite photos. We laugh / are laughing because it's a fun day. I like this photo because there are trees at the back and we all look happy. We always have / are having a great time!

2 Circle the correct form of the verbs (1-7) in the description.

3 Read the description again. Complete the sentences with the words in the box.

Alyssa boys girls Peter trees

- The trees are at the back.
- _____ is in the middle. Carmen and _____ are next to her.
- The _____ are on the left.
- The _____ are on the right.

4 Match topics a-c with paragraphs 1-3.
a why it is a favourite photo
b people in the photo, where they are, what they're wearing
c who is in the photo and where the photo is

TASK

Write your own description of a photo of a day out this plan.

- 5 Choose your photo and make notes. Use this plan.
- Introduction: who is in the photo? Where is it?
 - Describe the people in the photo: their position, what they are wearing and what they are doing.
 - Say why it is your favourite photo.

WRITE

6 Write your description.

- CHECKLIST Remember to include:
- the present simple and present continuous tenses
 - the clothes and accessories people are wearing
 - the information from your notes
 - people's positions in the photo.

CHECK

7 Read your work again. Have you included the items in the CHECKLIST?

Tareas de expresión escrita: planificar, redactar y comprobar.

Todas las actividades indican el nivel de dificultad mediante estrellas: básico, estándar y ampliación.

Los contenidos del **Workbook** se han adaptado en Basic Worksheets, disponibles en el Teacher's Resource Bank.

Una sección especial de **Vocabulario Extra** ofrece una ampliación al vocabulario de la unidad.

GRAMMAR REFERENCE

Present simple: affirmative and negative

Affirmative	
I live	in Madrid.
You live	
He / She / It lives	
We / You / They live	
Negative	
I don't live	in Madrid.
You don't live	
He / She / It doesn't live	
We / You / They don't live	

- We use the present simple to talk about facts, habits and routines.
I speak Chinese. He goes to school. They study English.
- We form the negative of the present simple with the **subject + don't / doesn't + infinitive**.
They don't speak English.
- We use **doesn't** in the third person (he / she / it).
He doesn't do his homework.

Spelling: third person

- The third person form (he / she / it) of the present simple end in -s.
eat - he eats read - she reads
- With verbs ending in **consonant + y**, we replace the **y** with **-ies** for the he / she / it forms.
study - she studies
- The **he / she / it** form of verbs ending in -ss, -sh, -ch, -x and -o is -es.
kiss - she kisses relax - he relaxes finish - he finishes go - she goes teach - she teaches
- Some verbs have got an irregular spelling in the third person.
have - she has be - he is

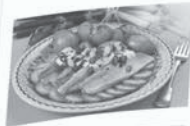
READING

An article

1 Read the article and match the foods in the box with the photos (1-3).

blinis herring with potatoes mooncakes

Welcome to my festival!



1 Huge: Midsummer Eve, Sweden

I love this festival in June. It's at the start of the school holidays. We go to the countryside and in the morning we get some flowers for our hair. Then we dance to traditional music. Lunch is outside, and it's big! We always eat herring (a type of fish) with potatoes. Later, people play instruments and dance all night!



2 Mei Lin: Moon Festival, China

My favourite festival is in September, when we can see the first full moon of the month. We make paper lights and go to the park. And of course, we eat a mooncake or two! These are small round cakes (like the moon!) that have different fillings. I like the chocolate one. We give them to our friends and eat them together.



3 Daria: Maslenitsa Pancake Festival, Russia

This great festival is in February. We have fun activities for seven days! We do some sports, play music, dance and eat lots of food. I love having blinis. They are small pancakes made with butter, egg and milk. We eat them with different toppings. My favourite topping is salmon and cream cheese. Yummy!

2 Read the article again and check the meaning of these words in a dictionary. Then complete the sentences.

countryside fillings full moon pancakes toppings

- What are your favourite fillings on a pizza? I love extra cheese!
- Once a month, we can see the _____ in the sky. It's completely round.
- Empanadas are popular in South America. They have different _____ inside such as meat or vegetables.
- I love going to the _____ and looking at the trees and flowers.
- We need milk and butter to make _____.

3 Read the article again and complete the table.

Festival	Country	Month	Special food
Midsummer Eve	Sweden	1. June	2. _____
Moon	3. _____	4. _____	mooncakes
Maslenitsa	5. _____	February	6. _____

4 Answer the questions with your own ideas.

- Which of the festivals is your favourite? Why?
- Think of a festival in your country. When is it? What food do you have?

5 VOCABULARY EXTRA



1 Look at the photos. When do you usually wear the different words can go in more than one column.

	At school	At the weekend
		tracksuit

2 Look in your wardrobe. Write a list of the clothes you have.

3 Can you think of any more clothes for each of the categories in Exercise 1? Add them to your vocabulary notebook.

Una **Guía de gramática** completa con prácticas adicionales. Versiones en español y catalán disponibles para descargar.

Collaborate ofrece actividades digitales integradas en los materiales del curso, así como varios componentes digitales

Collaborate y la competencia digital

Para estudiantes

Explore it!

Estas secciones animan a hacer búsquedas en internet sobre el tema.

Explore it!

Is the sentence true or false?

Japanese teachers and students work even during the holidays!



Find three more interesting facts about school life in Japan. Choose your favourite fact and write a question for your partner to answer.

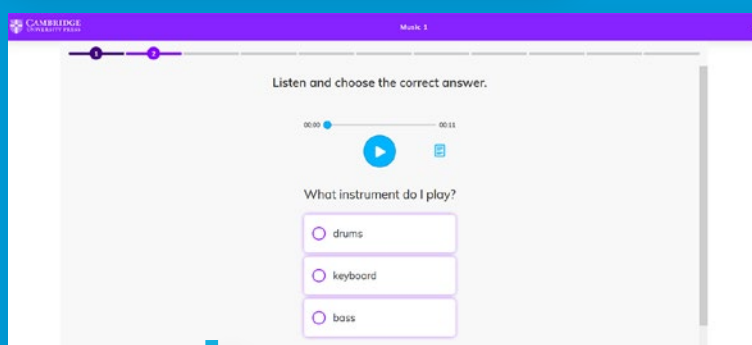
How to make a webpage

Remember to think about the following ideas.

- Choose an interesting and relevant name for your webpage. Remember you want lots of people to visit it.
- Make sure your webpage is attractive, use photos and descriptions
- Make sure your webpage is easy to use.
- Organise the information you want to include carefully.
- Include photos, maps and drawings.
- Include contact details.

Presentación digital de los proyectos

Están integradas en muchos de los proyectos, y los estudiantes pueden aprender cómo crear presentaciones desde el ámbito digital.



¡NUEVO!

Test & Train

- Prácticas de examen en línea
- Auténticos exámenes de Cambridge para practicar, que ayudarán a desarrollar estrategias y competencias para el examen

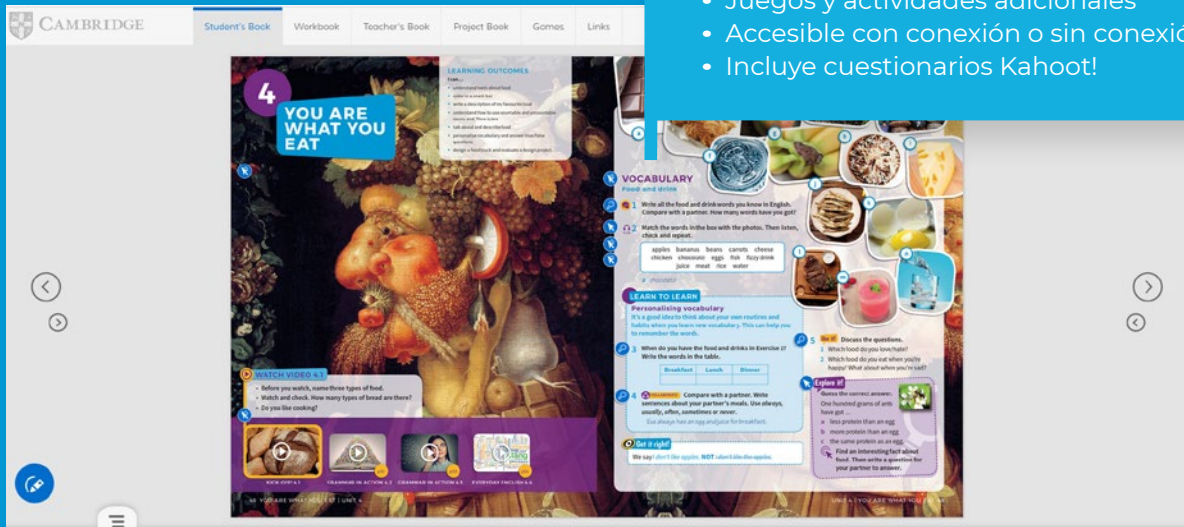
Practice Extra

- Plataforma y contenidos adaptados para móviles
- Miniactividades didácticas con audio y vídeo
- Tareas de expresión oral en línea
- Seguimiento de progresos

Para el profesor

Presentation Plus

- Student's Book y Workbook con ejercicios interactivos + versión digital del Teacher's Book y el Project Book
- Enlaces incrustados a audios y vídeos para clase
- Juegos y actividades adicionales
- Accesible con conexión o sin conexión
- Incluye cuestionarios Kahoot!



Collaboration Plus

- Los estudiantes pueden trabajar juntos en proyectos digitales en línea, usando las herramientas de Collaboration Plus y el profesorado puede configurarlas, observar, apoyar y evaluar el trabajo.
- El profesorado puede compartir con el resto de la clase el trabajo en proyectos de los alumnos por medio del apartado Showcase.



Teacher's Resource Bank

- Banco de recursos del profesorado en línea, con apoyo para proyectos, gramática por niveles y fichas de prácticas de vocabulario, fichas de los vídeos, plantillas de redacción y actividades adicionales de expresión oral.

¡NUEVO! La edición actualizada incluye fichas para las titulaciones de Cambridge English y Basic worksheets.

Test Generator

- Una herramienta fácil de usar que te permite personalizar y crear exámenes de fin de unidad, fin de evaluación y fin de curso, así como prácticas de examen.

¡NUEVO!

Test&Train

- Asegúrate de que tus alumnos están preparados para el examen con auténticos exámenes de Cambridge para practicar, que les ayudarán a desarrollar estrategias y competencias para el examen.
- Test&Train te permite comprobar fácilmente los progresos y puntuaciones de tus alumnos.

Componentes del Estudiante

01

Student's Book con eBook



- Nueve unidades
- Proyectos en todas las unidades
- Tareas colaborativas en todas las lecciones
- **¡NUEVO!** Páginas de Prácticas de las competencias clave
- Cinco vídeos en cada unidad - documentales, gramática, inglés cotidiano, entrevistas
- Lecciones CLIL
- Sección de pronunciación
- Páginas para alumnos adelantados Secciones *Use it! Voice it!* - personalización, pensamiento crítico y prácticas en contexto
- Secciones *Explore it!* - búsquedas en internet sobre el tema
- **¡NUEVO!** Accede al Student's eBook con vídeos y audios en Cambridge One

02

Workbook con Digital Pack



- Actividades en tres niveles de dificultad
- Repasos de gramática
- Guía de gramática y prácticas adicionales de gramática.
- Guía de gramática disponible para descargar en español y catalán.
- Tareas de expresión escrita: planificar, redactar y comprobar.
- Vocabulario extra
- Consejos para el examen - comprensión de lectura, expresión escrita, comprensión auditiva y expresión oral.
- Prácticas para los exámenes A2 Key y B1 Preliminary (redacciones de comprensión de lectura y expresión escrita)
- Audios del Workbook disponibles para descargar en cambridge.es/collaborate

04

Soporte digital en Cambridge One



Un paquete digital integral para estudiantes, adaptado para móviles y que incluye:

Student's eBook y eWorkbook

- Fácil acceso a la versión digital de los manuales, con los audios y vídeos a un solo click

¡NUEVO! Test & Train

- Auténticos exámenes de Cambridge para practicar, que ayudarán a desarrollar estrategias y competencias para el examen, así como para los exámenes A2 Key y B1 Preliminary for Schools..

Practice Extra

- Miniprácticas que los estudiantes pueden hacer sobre la marcha, con actividades, juegos de gramática y vocabulario y sistemas de recompensas para que aprender sea divertido.

Collaboration Plus

- Un espacio de colaboración en línea y de presentación de trabajos para ayudar a los estudiantes a diseñar y compartir trabajo creativo.

03

Student's Book y Workbook en versión digital

Student's Books y Workbooks digitales con actividades interactivas para cada unidad, disponibles con conexión y sin conexión. Son multiplataforma y funcionan en cualquier dispositivo, perfectas para usar tanto en clase como en casa.

Componentes del Profesor

01

Teacher's Book con Pack Digital



¡NUEVO!

- Páginas intercaladas con el Student's Book
- Esquema de competencias clave de la LOMLOE contrapuestas al *Cambridge Life Competencies Framework*
- Tareas opcionales para diversidad de capacidades en tres niveles
- Información contextual
- Consejos sobre aprendizaje colaborativo
- Actividades para el modelo de aula invertida
- Ayuda con las nuevas metodologías y herramientas

02

Project Book



- Una introducción integral al trabajo en proyectos, con consejos y notas para el profesorado y plantillas útiles para sacar partido a todos los proyectos del Student's Book.

03

Presentation Plus

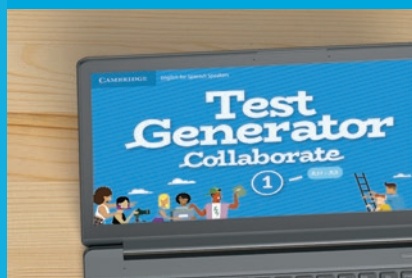


- Esta herramienta de presentación en clase incluye: Student's Book y Workbook en versión digital con audio, vídeo y actividades interactivas
- Teacher's Book y Project Book en PDF
- Contenidos extra: presentaciones de gramática y vocabulario, prácticas y juegos
- Cuestionarios Kahoot!

¡NUEVO!

04

Test Generator



- El Test Generator te permite crear y personalizar:
- Pruebas de evaluación de nivel
- Exámenes de fin de unidad, fin de evaluación y fin de curso (en tres niveles de dificultad, con gramática, vocabulario y trabajo en competencias)
- Preparación de exámenes de Cambridge

06

Soporte digital en Cambridge One



Test & Train

- Asegúrate de que tus alumnos están preparados para el examen con auténticos exámenes de Cambridge para practicar. Comprueba fácilmente los progresos y las notas de tus alumnos para los exámenes A2 Key for Schools y B1 Preliminary for Schools.

Practice Extra

- Fomento de la autonomía de los alumnos con miniactividades didácticas, tareas en línea de expresión oral con audio y vídeo y ludificación. ¡Comprueba los progresos de los estudiantes de un vistazo con la sencilla herramienta de seguimiento!

Collaboration Plus

- Un método flexible para que tus alumnos trabajen juntos en proyectos, que te permite organizarlos en grupos y corregir y evaluar su trabajo en la cartilla de notas online.

05

Teacher's Resource Bank

Un completo paquete con todos los recursos de clase que necesita el profesorado, con:

¡NUEVO!

- Basic Worksheets basadas en las actividades del Workbook teniendo en cuenta la inclusividad.
- Fichas de gramática y vocabulario (en tres niveles: básico, estándar y ampliación)
- Fichas sobre los vídeos (para vídeos de Grammar in Action, presentación de unidad y documentales)
- Fichas de comunicación
- Esquemas conceptuales de gramática
- Plantillas de expresión escrita y proyectos
- Audios y vídeos de clase para descargar



Los complementos perfectos para Collaborate



CAMBRIDGE EXPERIENCE READERS

Esta serie de lecturas, diseñada específicamente para adolescentes, ofrece lecturas graduadas con historias para todos los gustos, en una animada mezcla de ficción (original y adaptada) y no ficción.



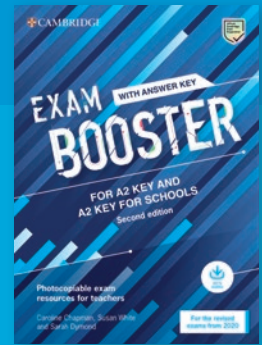
CAMBRIDGE ENGLISH READERS

Tramas apasionantes y todo un abanico de géneros diferentes. Cambridge English Readers reúne narrativa original de gran calidad que fascinará a los estudiantes.



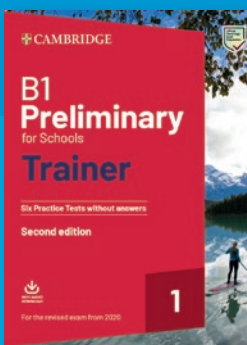
A2 KEY FOR SCHOOLS TRAINER

Seis exámenes de prueba completos para practicar A2 Key for Schools. Incluye una guía fácil de usar y consejos sobre los exámenes diseñados para obtener los mejores resultados.



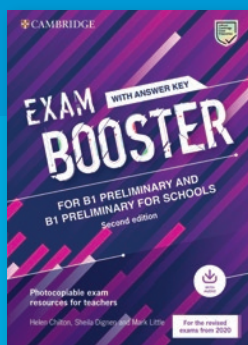
EXAM BOOSTER FOR KEY AND KEY FOR SCHOOLS

Tareas esenciales para el examen, para practicar en clase o en casa junto con un manual, o para usar intensivamente antes del examen.



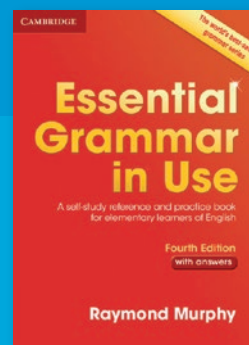
B1 PRELIMINARY FOR SCHOOLS TRAINER

Seis exámenes completos para practicar el B1 Preliminary for Schools. Genera confianza en las redacciones de examen siguiendo las orientaciones paso a paso, los consejos y estrategias que figuran en los ejercicios Training and Exam Practice de los dos primeros test.



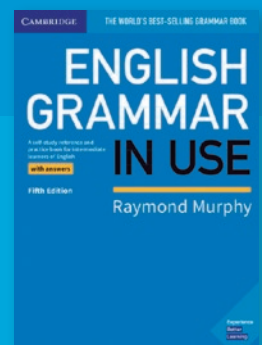
EXAM BOOSTER FOR PRELIMINARY AND PRELIMINARY FOR SCHOOLS

Céntrate en las prácticas esenciales de examen para la titulación B2 Preliminary con este Exam Booster. Maximiza el potencial de tus alumnos con tareas centradas en el examen para practicar en casa o en clase.



ESSENTIAL GRAMMAR IN USE

El libro de referencia y práctica más vendido de Raymond Murphy para estudiantes de nivel elemental (A1-B2). Perfecto para el estudio autodidacta, pero también para realizar actividades complementarias de gramática en clase.



ENGLISH GRAMMAR IN USE

El manual de gramática más vendido del mundo para estudiantes de nivel intermedio (B1-B2). Diseñado para ser flexible, está disponible en versión con respuestas o sin respuestas, de modo que es perfecto para el estudio autodidacta, pero también para hacer trabajo de refuerzo en clase.

¡Impulsa un cambio positivo!



