

# Blaze

**Limba modernă 1-  
intensiv engleză**

**Clasa a VII-a**

**Teacher's Book**

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# Contents

Introduction to the Teacher .....	p.	4
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## **A Student's Book**

Module 1 .....	p.	9
Module 2 .....	p.	21
Module 3 .....	p.	34
Module 4 .....	p.	47
Module 5 .....	p.	59
Module 6 .....	p.	73
Module 7 .....	p.	86
Module 8 .....	p.	100
Writing Skills Key .....	p.	112
Evaluations Key .....	p.	116
Student's Book Audioscripts .....	p.	119
Evaluations (Student's Self Assessment Forms and Progress Report Cards) .....	p.	125

## **B Workbook**

Workbook Key .....	p.	141
Workbook Audioscripts .....	p.	149
Teacher Guidelines – Presentation Skills Key .....	p.	155

# Introduction to the Teacher

*Blaze Limba modernă 1 – intensivă engleză Clasa a-VII-a* is a modular course for learners studying British English for Grade 7 Intensive. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

The course consists of eight modules. Each module consists of six lessons plus CLIL/Culture Corner sections. The corresponding module in the Workbook provides the option of additional practice.

## COURSE COMPONENTS

### Student's Book (Writing Skills section included)

The **Student's Book** is the main component of the course. Each of the eight modules is based on specific themes and the topics covered are of general interest. All modules follow the same basic structure. (see **Elements of the Coursebook**)

### Workbook

The **Workbook** is in full colour and contains modules corresponding to those in the Student's Book containing practice in all language skills. It also contains **Skills Practice Sections** for students to have extra practice on reading and listening skills.

The **Presentation Skills** section helps learners develop their public speaking skills. Public speaking is more than just a talent. It is a skill that can be learnt and improved upon. Presentation Skills ensures that students become memorable speakers. It contains age-appropriate models and effective techniques to help students develop and organise their presentations as well as useful tips to support and guide them.

The **Workbook** can be used either in class or for homework upon completion of the relevant module in the Student's Book.

### Teacher's Book

The **Teacher's Book** contains step-by-step lesson plans and suggestions on how to present the material. It also includes a complete Key to the exercises in the Student's Book, the Workbook, the audioscripts of all the listening material, suggested speaking and writing models as well as evaluation sheets.

### Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and

Reading sections as well as the Pronunciation sections in the Student's Book, and the material for all listening tasks in the Workbook.

### Digibooks applications

The applications contain all the materials in the Student's Book, Teacher's Book, Workbook and Audio CDs and aim to facilitate lessons in the classroom. They also contain grammar presentation of all the grammar structures in the Student's Book as well as **videos** tightly linked to the texts in the course and activities for Ss to further practise their English and expand their knowledge.

## ELEMENTS OF THE COURSEBOOK

Each module begins with a spread that contains: a brief overview of what will be covered in the module, pictures and words/phrases related to the theme of the module, and exercises to practise the vocabulary presented.

### Each module contains a selection of the following:

#### Vocabulary

Vocabulary is introduced in a functional and meaningful context. It is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

#### Reading

Throughout each module, there is a wide variety of reading texts, such as: dialogues, articles, blog entries, emails etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

#### Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students' understanding and mastery of each item. The Workbook contains a variety of exercises on taught grammar material from the Student's Book.

#### Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module.

#### Speaking

Controlled speaking activities have been carefully designed to allow students guided practice before leading them to less structured speaking activities.

## Everyday English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues also present useful expressions so that students can practise everyday English.

## Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

## Writing

There are writing activities throughout the modules, based on realistic types and styles of writing, such as blog comments, stories, emails etc.

## CLIL/Culture Corner

Each module is accompanied by a CLIL/Culture Corner section.

- In each **Culture Corner** section, Ss are provided with cultural information about aspects of English-speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have learnt and compare it to the culture of their own country.
- Each **CLIL** section enables Ss to link the themes of the module to a subject from their school curriculum, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learnt throughout the module.

## Self-Check Test

This section appears at the end of each module, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in each module. A Competences marking scheme at the end of every Self-Check section allows students to evaluate their own progress and identify their strengths and weaknesses.

## Writing Skills

The **Writing Skills** provides systematic development of writing skills giving learners step-by-step guidance. It also contains models, useful writing tips, paragraph plans and Useful Language boxes as well as a Checklist to help learners edit their pieces of writing.

## Evaluations

This is an evaluation section for every two modules, for Ss to revise vocabulary, grammar and functional language taught. This section is found at the end of the book and can be used upon completion of the respective module.

## Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

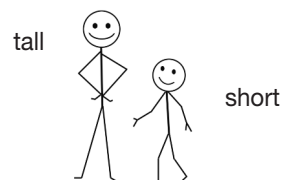
## SUGGESTED TEACHING TECHNIQUES

### A Presenting new vocabulary

Most of the new vocabulary in the course is presented through pictures. (See *Student's Book, Module 1, p. 9, Ex. 1*)

Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
  - present the word **strong** by giving a synonym: 'powerful'.
  - present the word **strong** by giving its opposite: 'weak'.
  - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
  - present the word **famous** by giving its definition: 'very well-known (person or thing)'.
- **Example.** Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: 'Bucharest is a city, but Borsec is a town.'
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Flashcards.** Flashcards made out of magazine or newspaper pictures, photographs, ready-made drawings, and any other visual material may also serve as vocabulary teaching tools.

- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss' native language. This method, though, should be employed in moderation.
- **Use of Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or definition.

**Note:** *Check these words* sections can be treated as follows: Go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

### B Choral & Individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

### C Listening & Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening for detail.** Ss listen for specific information. (See *Student's Book, Module 3, p. 53, Ex. 8*)
- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (See *Student's Book, Module 2, p. 30, Ex. 3b. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the dialogue.*)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student's Book, Module 1, p. 14, Ex. 4a. Ss will have to read to the text in order to do the task. They are looking for specific details in the text and not for general information.*)

#### Note: VIDEOS

Main texts in the Student's Book are accompanied by videos that are included in the application. The videos can be watched after Ss have read the text or if there are Presentation Skills tasks that ask Ss to use the relevant video. Activities that accompany the videos can be done in class or assigned as HW.

### D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (See *Student's Book, Module 1, p. 9, Ex. 2 where Ss use the same structures to act out a dialogue.*)
- Ss are led to free speaking activities. (See *Student's Book, Module 2, p. 35, Ex. 9 where Ss are provided with the necessary lexical items and structures and are asked to act out their dialogue.*)

### E Writing

All writing tasks in the course have been carefully designed to closely guide Ss to produce a successful piece of writing. They are all further analysed in the Writing Skills section at the back of the Student's Book.

- Always read the **rubric** and **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (See *Student's Book, Module 1, p. 13, Ex. 9, Your turn.*)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Module 2, p. 29, Ex. 9. Ss are asked to write an email of invitation.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own. Refer Ss to the Writing Skills section at the back of the Student's Book for model analysis and practice.

### F Assigning homework

When assigning writing tasks, prepare Ss as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

**Copy** – Ss copy an assigned extract;

**Dictation** – Ss learn the spelling of particular words without memorising the text in which they appear;

**Vocabulary** – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;

**Reading Aloud** – Ss practise at home in preparation for reading aloud in class using their digital resource (the Digibook for the Student's book contains all main texts recorded.);

**Writing** – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

## G Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**

Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.

- **Oral fluency work:**

Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

- **Written work:**

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post good written work on a display board in your classroom or school, or give 'reward' stickers. Praise effort as well as success.

## H Class organisation

- **Open pairs**

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 2 on p. 28 of the Student's Book.)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 9 on p. 35 of the Student's Book)

- **Stages of pairwork**

- Put Ss in pairs.
- Explain the task and set time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

- **Group work**

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

- **Rolling questions**

Ask Ss one after the other to ask and answer questions based on the texts.

## I Using L1 in class

Use L1 in moderation and only when necessary.

## ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc	Et cetera
Ex(s).	Exercise(s)	sb	Somebody
		sth	Something





# Module

# 1

## Me & the others

### Topic

In this unit Ss will learn about people's appearance & character, abilities, friends & friendship, family members and duties & responsibilities. They will learn *to be, have* and *can*, adverbs of degree, pronouns, possessive adjectives, possession, the present simple, adverbs of frequency, comparisons – adverbs of degree, the gerund, phrasal verbs with *look*, wh-questions & Yes/No questions in present simple and prepositions. They will describe physical appearance & character, make comparative characterisations, agree/disagree, identify people, express opinions discuss pros & cons and pronounce */s/, /ʃ/*. They will write a description of their friends, about their personal profile, a blog comment and a list of duties.

### Module page

9

**Lesson Objectives:** Learning about appearance, identifying people and getting an overview of the module

**Vocabulary:** Appearance (*Age: young, in his [early/mid/late] twenties/thirties; Height: short, of medium height, tall; Weight: thin, slim, plump, overweight; Hair: short, long, straight, wavy, curly, fair, red, brown, black; Other: moustache, glasses, beard*)

### 1.1 Show me your friends

10-11

**Lesson Objectives:** Learning about abilities, reading for gist, reading comprehension, learning/revising pronouns-possessive adjectives, possession, talking and writing about online friends

**Vocabulary:** Abilities (*fly a plane, cook, act, windsurf, sing, play the piano, skateboard, speak Japanese, play the violin, juggle*); Nouns (*blogging, idea*); Adjective (*cool*); Phrases (*crazy about, online friends, good listener*)

### 1.2 Special friends

12-13

**Lesson Objectives:** Learning about qualities of a friend, reading for gist, reading for specific information, learning/revising the present simple – adverbs of frequency, talking about what makes someone a good/bad friend, writing a comment on a blog

**Vocabulary:** Qualities of a friend (*funny, sensitive, generous, friendly, honest, helpful, loyal, polite, patient, caring*); Verbs (*gossip, argue*); Phrasal verbs (*hang out, make up*); Nouns (*social media, secret, truth*)

### 1.3 My family, my best friends

14-15

**Lesson Objectives:** Learning about family members, reading for gist, reading for specific information, learning comparisons – adverbs of degree, comparing your friends, write about your personal profile

**Vocabulary:** Family members (*granddad, uncle, son, husband,*

*mum, cousin, niece, dad, nephew, aunt, grandma, wife, daughter*); Verb (*support*); Nouns (*sibling, twins*); Adjectives (*alike, cheeky, talented*); Phrases (*fashion icon, social media celebrity, do projects, come and go*)

### 1.4 Character

16-17

**Lesson Objectives:** Learning about personalities, reading for key information, learning/revising the superlative, making comparative characterisations

**Vocabulary:** Personalities (*mature, intelligent, caring, fun-loving, responsible, rebellious, independent, sociable*)

### 1.5 Duties & responsibilities

18-19

**Lesson Objectives:** Learning about chores, reading comprehension, learning/revising the gerund, learning phrasal verbs with *look*, listening for specific information, talking and writing about your duties for this week

**Vocabulary:** Chores (*take out the rubbish, clean the bathroom, wash the dishes, take out the recycling, mow the lawn, look after younger brother/sister, dust the furniture, mop the floor, make a packed lunch, tidy your room, water the plants, make your bed, put the washing on, wash the car, lay the table*); Nouns (*mealtime, chore, housework*); Adjective (*responsible*); Phrases (*a helping hand, household task*)

### 1.6 Keep in touch

20-21

**Lesson Objectives:** Learning about e-communicating, talking about your favourite way of communicating with your friends, listening for key information, reading for gist, learning/revising the present simple – wh- questions & yes/no questions, learning prepositions, pronouncing */s/, /ʃ/*, agreeing/disagreeing, discussing pros & cons of using the Internet

**Vocabulary:** e-communicating (*send and read text messages, make video calls, chat online, post comments on social media, call sb on landline/mobile phone, share pictures on social media, share videos on social media*)

### Culture Corner

22

**Lesson Objectives:** Reading for gist, listening and reading for key information, reading for key information, summarising a text, writing an article about the ethnic groups in Romania

**Vocabulary:** Nouns (*origin, curry, cuisine, population, jerk chicken, cod*); Adjectives (*multicultural, spicy*); Phrases (*melting pot, dozens of, ethnic community*)

### Self-Check Test 1

23-24



## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 **AIM** Presenting vocabulary for appearance

- Go through the vocabulary box and explain/elicit the meanings of any unknown words.
- Then ask Ss to read the questions a-f and look at the pictures and complete the task.
- Check Ss' answers around the class.

#### Answer Key

a Mr Spock      c Phoebe      e Harry  
b Obelix      d Hermione      f Asterix

- Play the video for Ss and elicit their comments at the end.

### 2 **AIM** Practising vocabulary for appearance

- Explain the task and remind Ss to use the verb to *be/have got* in the interrogative.
- Then have Ss ask and answer questions in pairs to guess the person in the class one of them chose and then swap roles.

#### Suggested Answer Key

A: *Is it a girl?*  
B: *Yes.*  
A: *Is she short?*  
B: *Yes.*  
A: *Has she got dark hair?*  
B: *No.*  
A: *Is it Maria?*  
B: *Yes. etc*

#### Background information

**Asterix & Obelix** are characters from a series of French comics in which the Gauls resist Roman occupation by René Goscinny and Albert Uderzo. There have been several live action films with stories from the comics. The roles of best friends Asterix and Obelix in the films are played by Christian Clavier and Gérard Depardieu.

#### Background information

**Mr Spock & Captain Kirk** are characters from the 1960s television series of Star Trek and later the film series. Mr Spock is from the planet Vulcan and he is the chief science officer. Captain Kirk is from Earth and he is the captain. They are very good friends and their roles are played by Leonard Nimoy and William Shatner.

**Monica, Phoebe & Rachel** are characters from the sitcom TV series 'Friends'. They are in their late twenties and they are close friends. They are played by Courtney Cox, Lisa Kudrow and Jennifer Aniston.

**Ron, Harry & Hermione** are the three main characters in the Harry Potter book and film series. They become friends when they start school together at Hogwarts School of Witchcraft and Wizardry and their friendship endures many ordeals and they remain friends for all their lives.

## 1.1 – Show me your friends

### 1 **AIM** Presenting vocabulary relating to abilities

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **AIM** Practising vocabulary for abilities and *can/can't*

- Read out the theory box. Then have Ss work in pairs and ask and answer about the abilities following the example.
- Ask various pairs to tell the class.

#### Suggested Answer Key

A: *Can you cook?*  
B: *No, I can't cook at all. Can you sing?*  
A: *Yes, I can sing quite well. etc*

### 3 **AIM** Listening/reading for gist

- Ask Ss to look at the pictures and guess where Charlie's friends are from.
- Play the recording. Ss listen and read the text to find out.

**Answer Key**

Lisa is from the UK.  
 Carl is from America.  
 Zara is from Australia.  
 Daniel is from Romania.

4 a) **Aim** Reading comprehension

- Ask Ss to read the text again and then read the sentences and correct them in their notebooks.
- Check Ss' answers around the class.

**Answer Key**

1 Charlie is 12 years old.  
 2 Lisa can skateboard extremely well.  
 3 Carl lives in the USA.  
 4 Zara can't sing.  
 5 Daniel can speak German quite well.  
 6 Daniel is very clever.

b) **Aim Think** Developing critical thinking skills

Give Ss time to consider their answers and then elicit answers from Ss around the class.

**Answer Key**

Lisa is special to Charlie because she's a lot of fun.  
 Carl is special to Charlie because he has brilliant ideas.  
 Zara is special to Charlie because she listens to all his problems.  
 Daniel is special to Charlie because they talk about football together for hours.

- Give Ss time to look up the meanings of the words in the **Check these words** box.

5 **Aim** Learning/revising pronouns – possessive adjectives

- Go through the theory box with Ss and read out the examples.
- Elicit any similar structures in Ss' L1 from Ss around the class. Then elicit examples in the text.

**Answer Key**

Examples: I, them, she, he, my, her, we

6 **Aim** Practising pronouns – possessive adjectives

Explain the task and give Ss time to complete it and then check their answers.

**Suggested Answer Key**

1 yours, mine                      4 my  
 2 his                                      5 yours, his  
 3 her, they                          6 them, Their, our

7 **Aim** Learning/revising possession

- Go through the theory box with Ss and read out the examples.
- Elicit any similar structures in Ss' L1 from Ss around the class.
- Then elicit examples in the text.

**Answer Key**

Example: Carl's idea

8 **Aim** Practising possession

Explain the task and give Ss time to complete it and then check their answers.

**Answer Key**

2 brother's birthday              5 Emma's sisters  
 3 Matt's friends                      6 Emma's phone number  
 4 Matt and Katie's cousins      7 parents' car

9 **Aim** Talking and writing about online friends

- Explain the task and give Ss time to write a few sentences about their online friends and find pictures.
- Ask various Ss to present them to the class.

**Suggested Answer Key**

John is from the USA. He can skateboard very well.



Lisa is from Australia. She can dance very well.



## 1.2 – Special friends

1 **Aim** Presenting vocabulary relating to qualities of a friend

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Elicit the L1 equivalents.

(Ss' own answers)



2 **Aim** Practising vocabulary relating to qualities of a friend

- Explain the task and read out the example.
- Ask Ss to read the sentences and complete the task.
- Check Ss' answers around the class.

**Answer Key**

- 2 Elaine is patient.                      7 Becky is loyal.  
 3 Paul is friendly.                      8 Alex is generous.  
 4 Amy is honest.                        9 Olivia is polite.  
 5 Susie is sensitive.                  10 Martin is helpful.  
 6 Ron is caring.

3 **Aim** Listening/reading for gist

- Ask Ss to look at the blog.
- Play the recording. Ss listen and read the text to answer the question.
- Check Ss' answers.

**Answer Key**

Her best friends are loyal and caring.

4 **Aim** Reading for specific information

- Ask Ss to read the sentences (1-5) and then read the text again and mark them according to what they read.
- Check Ss' answers and then ask Ss to use their dictionaries to explain the words in bold.

**Answer Key**

- 1 NS      2 F      3 NS      4 T      5 F

**Suggested Answer Key**

**social media:** websites that allow people to communicate and share information

**loyal:** sb who supports you forever

**gossip:** a conversation about other people's private lives

**polite:** sb who has good manners

**argue:** to speak angrily to sb when you don't agree with them

**make up:** to be friends again with sb

**disagree:** to not have the same opinion

- Give Ss time to look up the meanings of the words in the **Check these words** box.

5 **Aim** Learning/revising the present simple – adverbs of frequency

- Read out the grammar theory and the examples.
- Explain any points Ss are unsure of.

6 **Aim** Practising the present simple

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

**Suggested Answer Key**

- 1 Do you know, see  
 2 doesn't wear  
 3 don't think, gossips  
 4 Do Max and Peter go  
 5 Do your sisters speak, have  
 6 doesn't tell

7 **Aim Think** Practising adverbs of frequency and expressing an opinion

- Explain the task and read out the example.
- Give Ss time to complete the task following the example and then elicit answers from Ss around the class.

**Suggested Answer Key**

True friends ...

- 1 are always there for their friends.  
 2 often do things together.  
 3 always help each other.  
 4 always keep their promises.  
 5 often make you feel special.  
 6 are never jealous.  
 7 never tell lies.  
 8 never tell others your secrets.  
 9 rarely argue with their friends.  
 10 are always honest.

8 **Aim Think** Deciding/talking about what makes a good/bad friend

- Ask Ss to write the headings into their notebooks and list the ideas from Ex. 7 under the headings.
- Then give Ss time to add two more ideas of their own.
- Then ask various Ss around the class to use their lists to talk about what makes a good/bad friend.

**Answer Key/Suggested Answer Key**

**Good friends:** are there for their friends, do things together, help each other, keep their promises, make you feel special, are honest (listen to your problems, give good advice)

**Bad friends:** are jealous, tell lies, tell others your secrets, argue with their friends (pressure their friends, let their friends down)

A good friend is there for their friends. They do things together and help each other. They keep their promises and make you feel special. They are honest. They also listen to your problems and give you good advice.

A bad friend is jealous, tells lies and tells others your secrets. They argue with their friends and pressure their friends. They also let their friends down.

### 9 **Aim** Writing a comment on a blog

- Explain the task and refer Ss to the **Writing Skills** section for guided help with the writing task.
- Check Ss' answers.

**Suggested Answer Key**

Hi, Jenny! Carmen here! Love your blog! My best friend is Corina. She is in my class at school and we see each other every day. She's funny, patient and caring. She's always there for me and supports me in good and bad times. We're best friends forever! Looking forward to your new post!

## 1.3 – My family, my best friends

### 1 **Aim** Presenting vocabulary for family members

- Have Ss read the lists of family members and match them.
- Check Ss' answers.

**Answer Key**

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

### 2 **Aim** Talking about family members' characters

- Explain the task and read out the example.
- Then ask Ss to work in pairs and complete the task.
- Ask various Ss to share their answers with the class.

**Suggested Answer Key**

I'm friendly. I make friends easily. My brother is generous. He always shares his things. My mum is

caring. She looks after me. My dad is funny. He always makes me laugh.

### 3 **Aim** Listening/reading for gist

- Direct Ss' attention to the photos and the text.
- Play the recording. Ss listen and read the text to answer the questions.
- Check Ss' answers.

**Answer Key**

They look alike. They are the same height. They've both got brown eyes and a cheeky smile. They're both singers, actors, fashion icons and social media celebrities. They are not jealous of each other. They are both very talented. Willow is serious, and sensitive, but Jaden is funny.

### 4 a) **Aim** Reading for specific information

- Give Ss time to read the sentences (1-6) and then give them time to read the text again and mark them according to what they read.
- Check Ss' answers around the class.

**Answer Key**

1 T    2 F    3 NS    4 F    5 T    6 T

### b) **Aim** **Think** Developing critical thinking skills

Read out the rubric and give Ss time to consider their answers and then elicit answers from Ss around the class.

**Suggested Answer Key**

The saying is related to the text because Jaden and Willow are siblings because they were born into the same family, but they choose to be best friends.

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 5 **Aim** Learning/revising comparison – adverbs of degree

- Read out the theory and explain any points Ss are unsure of.
- Then elicit answers to the questions.



**Answer Key**

We form the comparative of one-syllable and two-syllable adjectives by adding **-er**. We form the comparative of adjectives with three or more syllables with **more**. Some two-syllable adjectives (e.g. narrow, clever, stupid, gentle, etc) take either **-er** or **more** in their comparative form.

With one-syllable adjectives ending in **-e**, we add **-r** in the comparative (e.g. simple – simpler). With one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add **-er** (e.g. fat – fatter). With two-syllable adjectives ending in **-ly** or **-y**, we change the **-y** to **-i** and add **-er** (e.g. happy – happier).

**Background information**

**Jaden and Willow Smith** are the children of actor and singer Will Smith and actress Jada Pinkett Smith. They have been in showbusiness since they were young children. Jaden Smith has acted in the film *The Pursuit of Happiness* and *After Earth* and the remakes of *The Day the Earth Stood Still* and *The Karate Kid*. Willow Smith has appeared in the films *I Am Legend* and *Kit Kittredge: An American Girl*. She has also had hit singles with 'Whip My Hair' and '21st Century Girl'.

**6 Aim Practising the comparative**

Explain the task and give Ss time to complete it and then check Ss' answers.

**Answer Key**

- |          |                  |
|----------|------------------|
| 1 older  | 5 heavier        |
| 2 taller | 6 longer         |
| 3 tall   | 7 fashionable    |
| 4 slim   | 8 more expensive |

**7 Aim Practising comparison and adverbs of degree**

Explain the task and give Ss time to complete it and then check their answers.

**Answer Key**

- |                  |                  |
|------------------|------------------|
| 1 polite         | 5 patient enough |
| 2 too tall       | 6 bigger         |
| 3 old enough     | 7 too late       |
| 4 more important | 8 worse          |

**8 Aim Comparing friends**

- Explain the task and read out the example. Explain/ Elicit the meanings of any unknown words and then ask Ss to work in pairs and take turns comparing their friends using the adjectives in the list.
- Ask various Ss to share their answers with the class.

**Suggested Answer Key**

*Anna is slimmer and fitter than Maria. Maria is more fashionable and more sociable than Anna. They are both funny and patient.*

**9 Aim Presenting your personal profile**

- Give Ss time to prepare a presentation.
- Ask various Ss to present their profile to the class.

**Suggested Answer Key**

*Hello, I'm Claudia. I'm 12 years old. I've got dark brown hair and green eyes. I love singing and playing the piano. My friends say that I'm funny and helpful.*

**1.4 – Character****1 Aim Presenting vocabulary relating to personalities**

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

**2 Aim Practising vocabulary relating to personalities**

- Explain the task and read out the example.
- Give Ss time to complete the task and then check their answers.

**Suggested Answer Key**

- B 7 Todd is independent. He rarely needs others' help or money.*
- C 8 Jim is sociable. He enjoys talking to people and making new friends.*
- D 4 Tom is fun-loving. He tries to enjoy himself all the time.*
- E 2 Ned is intelligent. He is always top of the class at school.*
- F 6 Ann is rebellious. She never does what others tell her to do.*

G 3 Helen is caring. She is very kind and helpful to others.

H 5 Fiona is responsible. People can trust her to do things properly.

### 3 **Aim** Describing friends

- Explain the task and read out the example.
- Have Ss complete the task in pairs and then ask various Ss to share their answers with the class.

#### Suggested Answer Key

... Adina is fun-loving and tries to enjoy herself all the time. She is also caring and is very kind and helpful to others.

### 4 **Aim** Learning/revising the superlative

- Ask Ss to study the theory and explain any points Ss are unsure of.
- Then elicit answers to the questions from Ss around the class.

#### Answer Key

We form the superlative of one-syllable and two-syllable adjectives by adding **the + -est**. We form the superlative of adjectives with three or more syllables with **the most/ least**. Some two-syllable adjectives (e.g. narrow, clever, stupid, gentle, etc) take either **the + -est** or **the most/least** in their superlative form.

With one-syllable adjectives ending in **-e**, we add **-st** in the superlative form (e.g. simple –simplest). With one-syllable adjectives ending in a **vowel + a consonant**, we double the last consonant and add **-est** (e.g. fat – fattest). With two-syllable adjectives ending in **-ly** or **-y**, we change the **-y** to **-i** and add **-est** (e.g. happy – happiest).

### 5 a) **Aim** Listening/reading for specific information

- Ask Ss to look at the people in the pictures.
- Play the recording and give Ss time to listen and read the dialogue to identify them.
- Check Ss' answers around the class.

#### Suggested Answer Key

A Dan                      C Laura                      E Amanda  
B Eve                      D Pete

### b) **Aim** Identifying superlative forms

- Give Ss time to read the dialogue again and find superlative forms.
- Check Ss' answers.

#### Answer Key

the best, the most popular

### 6 **Aim** Reading comprehension

- Give Ss time to read the dialogue again and answer the questions.
- Check Ss' answers.

#### Answer Key

1 Pete                      2 She's in his class.                      3 Sixteen/16

### 7 **Aim** Practising the superlative

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key:

1 the best                      4 the quickest  
2 the most generous                      5 the most beautiful  
3 the easiest                      6 the least popular

### 8 **Aim** Practising the comparative and the superlative

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 the tallest                      4 more polite  
2 better                      5 the most intelligent  
3 the most honest

### 9 **Aim** Comparing people

- Explain the task and read out the example. Then give Ss time to complete the task using the adjectives in the list and their own ideas.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

Bianca is shorter than Anna. Ilinca is the shortest of all.  
Lidia is funnier than Irina.  
Monica is more caring than Stela. Vera is the most caring of all. etc



## 1.5 – Duties & responsibilities

### 1 **Aim** Presenting and practising vocabulary for chores

- Ask Ss to look at the pictures and read the captions. Read out the adverbs of frequency and the example.
- Then ask various Ss around the class to tell the rest of the class how often they do these activities.

#### **Suggested Answer Key**

*I sometimes take out the rubbish. I rarely clean the bathroom. I usually wash the dishes. I always take out the recycling. I never mow the lawn. I often look after my younger brother. I never dust the furniture or mop the floor. I rarely make a packed lunch. I always tidy my room. I never water the plants. I usually make my bed. I often put the washing on. I never wash the car. I sometimes lay the table.*

### 2 **Aim** Reading comprehension

- Give Ss time to do the quiz and then ask various Ss around the class to share their results with the rest of the class.

#### **Suggested Answer Key**

*Mostly A*

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 3 **Aim Think** Expressing an opinion

Give Ss time to consider their answers and then ask various Ss to tell the class.

#### **Suggested Answer Key**

*I agree with the results. I can be more responsible by helping out more at home.*

### 4 **Aim** Learning/revising the gerund

- Read out the theory box and explain any points Ss are unsure of.
- Then elicit examples in the text and any similar structures in Ss' L1.

#### **Answer Key**

*Examples: I hate cleaning, I'd prefer to do, I don't mind doing*

### 5 **Aim** Practising the gerund and the infinitive forms

Explain the task and give Ss time to complete it and then check their answers.

#### **Answer Key**

- |                     |                    |
|---------------------|--------------------|
| 1 to mop            | 4 camping, to come |
| 2 helping, watching | 5 going, to tidy   |
| 3 to learn          |                    |

### 6 **Aim** Presenting and practising phrasal verbs with look

- Ask Ss to read the box and then complete the sentences with the correct particle.
- Check Ss' answers.

#### **Answer Key**

- |       |      |         |       |
|-------|------|---------|-------|
| 1 for | 2 up | 3 after | 4 out |
|-------|------|---------|-------|

### 7 **Aim** Listening for specific information

- Ask Ss to read through the gapped schedule and then play the recording.
- Ss listen and complete the gaps.
- Check Ss' answers.

#### **Answer Key**

- |           |             |       |
|-----------|-------------|-------|
| 1 rubbish | 3 recycling | 5 mow |
| 2 brother | 4 car       |       |

### 8 **Aim** Writing about duties for the week at a camp

- Give Ss time to write a similar schedule of duties like the one in Ex. 7 for themselves and then have Ss compare it with their partner's.
- Ask various Ss to tell the class.

#### **Suggested Answer Key**

*Monday: make the beds*

*Tuesday: wash the dishes*

*Wednesday: lay the table*

*Thursday: take out the recycling*

*Friday: mop the floor*

*Saturday: take out the rubbish*

*Sunday: water the plants*

*A: So, what duties are there for this week?*

*B: Well, on Monday we make the beds. etc*



## 1.6 – Keep in touch

### 1 **Aim** Presenting and talking about e-communicating; expressing an opinion

- Ask Ss to look at the pictures and ask two Ss to model the example exchange.
- Then ask Ss to discuss in pairs how technology helps friends communicate, expressing their opinion and giving reasons.
- Monitor the activity around the class and then ask various Ss to share their views with the class.

#### **Suggested Answer Key**

A: *Technology helps us to communicate because you can chat online with your friends.*

B: *Yes, and you can make video calls, too.*

### 2 **Aim** Talking about one's favourite way of communicating

Explain the task and read out the examples and then ask various Ss to share their answers with the class using the adjectives in the list.

#### **Suggested Answer Key**

*I contact my friends through social media. It's quick and convenient.*

*I make video calls to my friends because it's free.*

### 3 **Aim** Listening for key information

- Ask Ss to read the statements (A-E) and then play the recording. Ss listen and match the speakers to the statements.
- Check Ss' answers.

#### **Answer Key**

1 D      2 B      3 A      4 C

### 4 **Aim** Talking about the results of a survey

- Explain the situation and ask Ss to read the phrases and look at the bar chart.
- Read out the example and then elicit further sentences from Ss around the class.

#### **Suggested Answer Key**

*... them prefer using messaging apps. Half of them use social media sites. Some of them make video calls. A few contact their friends using instant messaging. Few call their friends on their mobile phones and very few use email.*

### 5 **Aim** Reading for gist

- Ask Ss to read the headings and then read the text and match the headings to the paragraphs.
- Give Ss time to complete the task and then check their answers.

#### **Answer Key**

1 E      2 D      3 B

### 6 **Aim** Revising the present simple wh-questions and yes/no questions

- Explain the task and read out the example.
- Then give Ss time to complete the task.
- Check Ss' answers around the class.

#### **Answer Key**

2 A: *Do you have a laptop?*

B: *Yes, I do.*

3 A: *What do your friends post online?*

B: *They post pictures on social media sites.*

4 A: *Does your mum chat online?*

B: *Yes, she does.*

5 A: *How often does your best friend send emails?*

B: *Not very often.*

### 7 **Aim** Presenting and practising prepositional phrases

Explain the task and give Ss time to complete it and then check their answers.

#### **Answer Key**

1 on      2 by      3 of      4 on

### 8 **Aim** Pronouncing /s/, /ʃ/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 9 **Aim** Discussing how one uses the Internet – agreeing/disagreeing

- Ask two Ss to model the example exchanges. Then ask Ss to look at the graph in Ex. 4 and use the ideas as well as ideas of their own to talk about how they use the Internet and agree/disagree using the phrases in the example exchanges.
- Monitor the activity around the class and then ask some Ss to share their exchanges with the class.



### Suggested Answer Key

A: I like using social media sites and posting pictures online.

B: So do I. It's fun.

A: I don't like using chatrooms. It's dangerous. You never know who you're talking to.

B: I don't like it either. I prefer reading people's blogs and writing comments on them.

A: Me too.

### 10 **Aim** **ICT** Debating about the pros and cons of using the Internet

- Read out the task. Divide the class into two teams to debate about the use of the Internet. Team A can talk about the pros while team B can talk about the cons.
- Give Ss time to research the pros and cons of using the Internet. Ss can take notes to use while debating.
- Have Ss debate about the use of the Internet.
- Alternatively, assign the task as HW and have the class debate in the next lesson.

#### Suggested Answer Key

**Team A (S1):** One of the pros of using the Internet is that you can have access to a lot of information.

**Team B (S2):** Yes, but one of the cons is that information from the Internet is not always true.

**Team A (S3):** I agree with you, but using the Internet is a good thing because you can contact people who live abroad.

## Culture Corner

### 1 **Aim** Reading a pie chart

Ask Ss to read the pie chart and then ask various Ss to make sentences following the example.

#### Suggested Answer Key

3.9% are other Asian. 2.3 % are Indian. 2% are mixed ethnicity. 1.9% are African. 1.5% are Caribbean. 1% are from other ethnic groups.

### 2 **Aim** Reading/listening for key information

- Give Ss time to read the sentence stubs.
- Play the recording. Ss listen and read the text and complete the sentences.
- Check Ss' answers around the class.

### Suggested Answer Key

1 spicy

3 colourful costumes

2 London

4 Chinese takeaway

### 3 **Aim** Summarising a text

- Play the video for Ss and elicit their comments.
- Ask Ss to copy and complete the table in their notebooks referring to the text as necessary.
- Then ask various Ss around the class to use the completed table to give a summary of the text to the class.

#### Answer Key

#### Suggested Answer Key

There are 1.4 million Indian people in the UK. Their national dishes include chicken curry. People celebrate Diwali.

There are 600,000 Caribbean people in the UK. Their dishes include jerk chicken and salted cod. People celebrate the Notting Hill Carnival.

There are 433,000 Chinese people in the UK. Their dishes include fried rice and sweet and sour chicken. People celebrate Chinese New Year.

### 4 **Aim** **ICT** Writing a short article

- Ask Ss to work in small groups and research online to collect information about the ethnic groups in Romania.
- Tell Ss to make notes under the headings and then give them time to use their notes to write a short article similar to the one in the text.
- Ask various Ss to read their article to the class.

#### Answer Key

**Ethnic groups:** Romanians, Hungarians, Germans

**Population:** Romanians 83.4%, Hungarians 6%, Ukrainian 0.3%, Germans 0.2%, other 0.7%

**Food:** Hungarian gulyás leves and somloi-galuska, German Schweinshaxe

**Events & festivals:** n/a

In Romania, 83.4% of the population is Romanian. There are some other ethnic groups, though. The Hungarians make up 6% of the population. Ukrainians make up 0.3% of the population. The Germans make up 0.2% of the population. Other groups make up 0.7%. You can find Hungarian restaurants everywhere and dishes like gulyás leves and somloi-galuska are now part of Romanian culture. There are also a few German

restaurants and the German dish of Schweinshaxe, a pork dish, which is very popular in Romania. However, I am not aware of any ethnic festivals.

### Background information

**India** is a country in South Asia. It is the seventh-largest country by area and the second-most populous country with over 1.3 billion people. The capital city is New Delhi. The largest city is Mumbai. The people speak Hindi and English.

**Diwali** is the Hindu festival of lights celebrated every year in autumn. It signifies the victory of light over darkness and the celebration includes millions of lights shining on housetops, outside doors and windows, around temples and other buildings in the communities and countries where it is observed.

**The Caribbean** is a region that consists of the Caribbean Sea, its islands and the surrounding coasts. It is southeast of the Gulf of Mexico and the North American mainland, east of Central America, and north of South America. There are different ethnic groups, religions and languages in this area, but the people have a shared culture in some ways particularly in terms of cuisine.

**China**, (also called The Republic of China) is a large country in Asia. It is the most populous country in the world with a population of 1.4 billion people. The capital city is Beijing. The language is Chinese and the currency is the yuan.

### Self-Check Test 1

#### 1 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 speak                      3 fly                              5 play  
2 cook                        4 act

#### 2 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 rebellious                  3 caring                        5 loyal  
2 intelligent                4 honest

#### 3 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 grandma                    3 aunt                              5 nephew  
2 cousins                    4 son

#### 4 **Aim** Consolidating everyday English from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 b                                      2 a                                      3 b

#### 5 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 Have                              3 has                                      5 is  
2 are                                4 Can

#### 6 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 He                                      4 parents'  
2 mine                                5 Isla and Ian's  
3 her

#### 7 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 watering                              3 tidies  
2 Does she mow                      4 don't make

#### 8 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 the most generous                  3 more independent  
2 faster



9 **Aim** Reading for specific information

- Give Ss time to read the article and then ask them to read the sentences (1-5) and mark them as true, false or not stated.
- Check Ss' answers.

**Answer Key**

1 T      2 F      3 T      4 NS      5 T

10 **Aim** Listening for specific information

- Ask Ss to read the gapped text.
- Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

**Answer Key**

1 *pictures and videos*      4 25%  
2 50%      5 *emails*  
3 *text messages*

11 **Aim** Writing a presentation of yourself

- Explain the task and give Ss time to write their presentation.
- Check Ss' answers.

**Suggested Answer Key**

*Hello everyone. My name is Carmen. I'm 12 years old. I love acting, singing and dancing. I also know how to play the piano. I am friendly because I always like making new friends and I am caring, because I like helping others.*

**Competences**

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities.

## Topic

In this module Ss will learn about teens' interests, music, films, books, mass media, theatre, technology icons and desires & preferences. They will learn the present simple and the present continuous, compare the present simple and the present continuous, learn proper/common nouns, singular/plural number, irregular plurals, prepositions and phrasal verbs with *check*. They will discuss interests, express reasons, express likes/dislikes, express opinion, make offers & suggestions and agree/disagree. They will write an email inviting a friend to watch a film, an email expressing their opinion a class magazine, and a technology alphabet.

## Module page

25

**Lesson Objectives:** Learning teens' interests, expressing preferences, getting an overview of the module.

**Vocabulary:** Teens' interests (*go to dance classes, go skateboarding, go paintballing, play online games, make car models, play in a school band, use social networking sites, make jewellery, record a vlog, go sailing, act in school theatre productions*)

## 2.1 Music to the ears

26-27

**Lesson Objectives:** Learning about musical instruments, expressing reasons, listening and reading for gist, reading comprehension, learning about types of music, expressing likes/dislikes, learning/revising the present continuous, talking and writing about famous musicians from Romania

**Vocabulary:** Musical instruments (*accordion, clarinet, drum, flute, guitar, keyboard, piano, saxophone, trumpet, violin*); Types of music (*reggae, classical, pop, disco, folk, heavy metal, rock, country*)

## 2.2 Box office

28-29

**Lesson Objectives:** Expressing preferences, reading for specific information, reading for key information, comparing the present simple and the present continuous, listening for gist and key information, talking about a film idea, writing an email

**Vocabulary:** Nouns (*superhero, supervillain, army, Oscar-winner, crime, plot, genre*); Adjectives (*star-studded, talented, impressive*); Phrase (*face the danger*)

## 2.3 Favourite reads

30-31

**Lesson Objectives:** Learning about types of books, reading for specific information, reading comprehension, learning proper/common nouns, learning singular/plural number – irregular verbs, listening for specific information, writing an email

**Vocabulary:** Books (*action & adventure, fairy tale, science fiction, biography, mystery & suspense, horror, articles in newspapers/magazines, fables, legends*); Nouns (*criminal, fog, ground, track, fear*); Adjective (*still*)

## 2.4 Mass media

32-33

**Lesson Objectives:** Learning about types of mass media, listening and reading for gist, reading for key information, learning singular – plural nouns, preparing a class magazine, writing an email

**Vocabulary:** types of mass media (*books, leaflets, newspapers & magazines, billboards, radio, TV, Internet, CDs, e-readers, smartphones*); Nouns (*tip, gamer, option*); Adjectives (*old-fashioned, up-to-date, endless*); Adverb (*online*); Phrases (*be into sth*)

## 2.5 On stage

34-35

**Lesson Objectives:** Learning about the theatre, reading for gist, reading comprehension, listening for specific information, booking tickets for a performance, talking and writing about one's ideal theatre

**Vocabulary:** Theatre (*aisle, seat, row, box, orchestra, stage, curtain*); Verbs (*notice, leak*); Nouns (*stage, roof, wooden puppet, bamboo screen, string, orchestra, floodlight, light, seat, row*); Adjective (*wet*); Phrase (*on their own*)

## 2.6 Digital detox

36-37

**Lesson Objectives:** Learning about technology icons, reading for gist, reading for specific information, learning prepositions, learning phrasal verbs with *check*, pronouncing /ʊ/, /j/, creating a technology alphabet

**Vocabulary:** Technology icons (*apps, Bluetooth, camera, download, email, flight mode, GPS, headphones, Internet, Java, key lock, loudspeaker, messages, notes, offline, phone, QWERTY keyboard, radio, settings, tweet, USB, video, Wi-Fi, close window, Yahoo, zip file*); Actions (*send a text, go online, watch a video, listen to the radio, get directions, take a photo, type questions into a search engine, write an email, save a picture from the Internet to your phone, change your ringtone*); Verbs (*update, stare at, concentrate*); Phrasal verb (*turn off*); Adjectives (*time-consuming, up-to-date*) Phrases (*crazy about, addicted to, nuts about, digital detox*)

## CLIL (Literature)

38

**Lesson Objectives:** Talking about comedies and tragedies, reading for gist, talking and writing about books by Romanian authors

## Self-Check Test 2

39-40



## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 **Aim** Presenting vocabulary for teens' interests

- Go through the list of activities and explain/ elicit the meanings of any unknown words.
- Then ask Ss to look at the pictures and say which ones from the list they can see.
- Then give Ss time to categorise them according to the categories given.
- Check Ss' answers around the class.

#### Answer Key

A record a vlog

B go to dance classes

C make jewellery

D go paintballing

E play in a school band

**sports & exercise:** go to dance classes, go skateboarding, go paintballing, go sailing

**the arts:** go to dance classes, act in school theatre productions

**technology and social media:** play online games, use social networking sites, record a vlog

**art and crafts:** make car models, make jewellery

**music:** play in a school band

- Play the video for Ss and elicit their comments at the end.

### 2 **Aim** Expressing preferences

- Read out the example.
- Ask Ss to talk in pairs about which of the activities in Ex. 1 they like/don't like doing and why, following the example. Tell Ss to use the adjectives provided.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

#### Suggested Answer Key

*I like going skateboarding. It's fun and exciting. I don't like making jewellery. It's boring.*

*I like going sailing. It's thrilling. I don't like playing online games. It's tiring.*

## 2.1 – Music to the ears

### 1 **Aim** Presenting vocabulary for musical instruments

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Identifying musical instruments from their sound

- Play the recording. Ss listen and identify the musical instruments they hear.
- Elicit answers from Ss around the class.

#### Answer Key

*accordion, flute, keyboard, piano, violin*

### 3 **Aim** Listening and reading for gist

- Ask Ss to look at the dialogue and the advert and guess how they are related.
- Play the recording. Ss listen and read the text to find out.

#### Answer Key

*The speakers are talking about the talent show in the advert.*

### 4 **Aim** Reading comprehension

- Ask Ss to read the sentence stems and then give them time to read the text again and complete them.
- Check Ss' answers around the class.

#### Answer Key

1 *students perform music, comedy, circus skills and dance*

2 *The Icebreakers*

3 *rock band (Queen)*

4 *Mitchell, Ryan and Rachel White*

### 5 **Aim** Learning about types of music

- Ask Ss to read the types of music in the list and explain/ elicit the meanings of any unknown words.
- Then play the recording. Ss listen and identify the types of music they hear.
- Check Ss' answers.

**Answer Key**

- 1 C      3 F      5 A      7 E  
2 B      4 H      6 D      8 G

**6** **Aim** **Expressing likes/dislikes**

- Explain the task and ask two Ss to model the example dialogue.
- Ask Ss to talk in pairs about the types of music they like listening to using the language in the **Functions** box and following the example.
- Monitor the activity around the class and then ask various Ss to share their answers with the class.

**Suggested Answer Key**

A: *Do you like pop music?*

B: *I love it. It's cool.*

A: *Do you like folk music?*

B: *I hate it. It's boring. etc*

**7** **Aim** **Learning/Revising the present continuous**

- Ask Ss to read the theory and explain any points Ss are unsure of.
- Then find examples in the dialogue.
- Check Ss' answers.

**Answer Key**

*Are you going, 'm practising, Are you playing, 'm playing, 're playing, is playing, is singing*

**8** **Aim** **Practising the present continuous**

Explain the task and give Ss time to complete it and then check their answers around the class.

**Answer Key**

- 1 *are you going, am/'m going, are getting*  
2 *isn't coming, is/'s lying*  
3 *Is Adam having, isn't enjoying*  
4 *Are Daisy and Faith watching, are/'re waiting*  
5 *am/'m not recording*  
6 *are you travelling, are always causing*

**9** **Aim** **Practising the present continuous**

- Explain the task and read out the example.
- Then give Ss time to complete the task.
- Check Ss' answers around the class.

**Suggested Answer Key**

- 2 A: *Who is performing at the stadium tonight?*  
B: *Katy Perry.*  
3 A: *Are Claire and Sarah going to the theatre tonight?*  
B: *Yes, they are.*  
4 A: *When are you going to the concert hall?*  
B: *On Sunday.*

**10** **Aim** **Preparing a poster or giving a presentation about famous musicians from Romania**

- Explain the task and give Ss time to research online and find out information about famous musicians from Romania and prepare a poster or a presentation.
- Then ask various Ss to present their poster or presentation to the class.

**Suggested Answer Key**

*Morandi is a Romanian Europop group. They sing pop music. Their best-known songs are 'Angels', 'Save me' and 'Colors'.*

*Inna is a Romanian pop-rock singer. Her best-known songs are 'Hot', 'Amazing' and 'Club Rocker'.*

**2.2 – Box office****1** **Aim** **To generate topic-related vocabulary**

- Set a one-minute time limit and ask Ss to write down as many types of films as they can think of.
- Then ask various Ss around the class to share their list with the rest of the class.

**Suggested Answer Key**

*comedy, animated film, drama, thriller, horror, action, adventure, sci-fi, historical, mystery, western, crime, etc*

**2** **Aim** **Expressing preferences**

- Ask two Ss to model the example exchange.
- Ask Ss to talk in pairs about which types of films they like/don't like and why, following the example. Tell Ss to use the adjectives provided.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

**Suggested Answer Key**

A: *I like animated films because they are funny and entertaining.*

B: *Me too. I also like action films because they are exciting.*

### 3 Listening/reading for gist

- Read out the question.
- Play the recording. Give Ss time to listen and read the text to find out.
- Elicit an answer from the class.

#### Answer Key

*Steppenwolf is a powerful evil villain in the film 'Justice League'.*

### 4 Reading for specific information

- Give Ss time to read the review again and then complete the fact file in their notebooks.
- Check Ss' answers around the class.

#### Answer Key

- 1 *Justice League*
- 2 *action film*
- 3 *Zack Snyder*
- 4 *Chris Terrio, Joss Whedon*
- 5 *three Oscar-winners, Gal Gadot and Ezra Miller*

*The writer's attitude is exciting and entertaining.*

#### Background information

**Zack Snyder** is an American filmmaker and producer. His first film was *Dawn of the Dead*. He has also made a number of comic book and superhero films, including *300* (2006) and *Watchmen* (2009), as well as *Man of Steel* (2013) and its follow-ups, *Batman v Superman: Dawn of Justice* (2016) and *Justice League* (2017).

**Chris Terrio** is an American screenwriter and film director. He is best known for writing the screenplay for the 2012 film *Argo*, for which he won an Academy Award. He also wrote the screenplay for *Batman vs Superman: Dawn of Justice* and co-wrote the 2017 film, *Justice League*.

**Joss Whedon** is an American screenwriter, director, producer, comic book writer and composer. He is best known as the creator of several television series, including *Buffy the Vampire Slayer* (1997–2003), *Angel* (1999–2004), *Firefly* (2002), *Dollhouse* (2009–10), and *Agents of S.H.I.E.L.D.* (from 2013). He wrote and directed the Marvel superhero films *The Avengers* (2012) and its sequel *Avengers: Age of Ultron* (2015). He co-wrote the script for *Justice League* (2017), for which he also served as director on reshoots.

**Gal Gadot** is an Israeli actress and model. She was born and raised in Israel. At age 18 she was crowned Miss Israel 2004. She then served two years in the Israel Defense Forces as a combat instructor. Gadot has achieved wide recognition for portraying *Wonder Woman* starting with *Batman v Superman: Dawn of Justice* (2016), and then the solo film *Wonder Woman* and the ensemble *Justice League* (both 2017).

**Ezra Miller** is an American actor and singer. He plays Barry Allen/The Flash in *Batman v Superman: Dawn of Justice* (2016) and in *Justice League* (2017). He also played Credence Barebone in *Fantastic Beasts and Where to Find Them* (2016).

### Think Expressing an opinion

Give Ss time to consider their answers and then elicit answers from various Ss around the class.

#### Suggested Answer Key

*I would watch this film because it seems to be an entertaining action film with a great cast. I like superhero films so I think I would enjoy it.*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 5 Consolidating new vocabulary

- Read out the words in the list and elicit/explain the meanings of any unknown ones and then give Ss time to use them to complete the sentences.
- Check Ss' answers around the class.

#### Answer Key

- |                   |                     |
|-------------------|---------------------|
| 1 <i>plot</i>     | 5 <i>box office</i> |
| 2 <i>sequel</i>   | 6 <i>cast</i>       |
| 3 <i>series</i>   | 7 <i>character</i>  |
| 4 <i>director</i> | 8 <i>soundtrack</i> |

### 6 Comparing/practising the present simple and the present continuous

- Explain the task and give Ss time to complete it and then check their answers.

#### Answer Key

- 1 *are always staying (these days: action happening around now, always: to express annoyance)*
- 2 *Does he go (permanent state), is filming (now: action happening now)*



- 3 is always using (always: to express annoyance), am watching (at the moment: action happening now)
- 4 Are you going, are watching (tonight: fixed future arrangement)
- 5 takes place, plays, fights, saves (review)
- 6 use (general truth)

## 7 **Aim** Listening for gist and specific information

- Play the recording. Elicit what it is about from Ss around the class.
- Explain the task and ask Ss to read the gapped text. Then play the recording again. Ss listen and complete the gaps.
- Check Ss' answers.

### Answer Key

The recording is about *The Last Jedi*, a *Star Wars* film.

- |                        |                         |
|------------------------|-------------------------|
| 1 <i>The Last Jedi</i> | 4 <i>Luke Skywalker</i> |
| 2 <i>galaxy</i>        | 5 <i>action scenes</i>  |
| 3 <i>Carrie Fisher</i> |                         |

## 8 **Aim** Talking about a film idea

- Ask Ss to work in small groups and think of a film idea. Tell them to consider all the points in the rubric.
- Then ask various Ss to present their film idea to the class.
- After all the groups have presented their ideas, have the class vote for the one they like the most.

### Suggested Answer Key

*Murder in the Dark* is my idea for a film. The location is an old hotel in a quiet town in the middle of nowhere. The main characters are John, Stacy, Helen, James and Alice. They are staying in the hotel and one by one they go missing and John has to find them and escape from the hotel alive.

(Ss' own answers)

## 9 **Aim** Writing an email

- Explain the task and refer Ss to the *Writing Skills* section for guided help with the writing task.
- Check Ss' answers.

### Suggested Answer Key

**Name of film:** *Incredibles 2*

**Type:** animated comedy

**Director:** Brad Bird

**Stars:** Holly Hunter, Craig T. Nelson.

**Plot:** Mr Incredible has to look after Jack-Jack while his wife, Elastigirl, goes off to save the world.

Hi Chris,

How are things? I'm planning to see 'Incredibles 2' at the cinema next Saturday. Do you want to join me? It looks amazing!

It's an animated comedy from famous director Brad Bird. The film tells the story of how Mr Incredible has to look after Jack-Jack while his wife, Elastigirl, goes off to save the world. It stars Holly Hunter and Craig T. Nelson. I really hope you can come!

Bye for now,  
Violeta

Hi Violeta,

Thank you for the invitation. I would love to go to the cinema with you. I really like animated films and 'Incredibles 2' sounds very funny and interesting.

Bye,  
Chris

## 2.3 – Favourite reads

### 1 **Aim** Presenting vocabulary relating to books; Categorising vocabulary relating to books

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Ask Ss to write the categories in their notebooks and then give them time to write each one under the correct category.
- Check Ss' answers around the class.

### Answer Key

**Fiction:** fairy tale, science fiction, mystery & suspense, horror, fables, legends

**Non-fiction:** biography, articles in newspapers/magazines

### 2 **Aim** Expanding the topic

Ask Ss to look in the school library or at home and then tell the class some fiction and non-fiction books they saw.

(Ss' own answers)

### 3 a) **Aim** Reading for specific information

- Ask Ss to look at the pictures and give Ss time to read the first paragraph and answer the questions.
- Elicit answers around the class.

**Answer Key**

'The Hound of the Baskervilles' is about a family who is in danger from an enormous dog. Sherlock Holmes and Dr Watson try to find out if the legend of the hound is true and solve the mystery of who is trying to kill Sir Henry. It's a mystery and suspense story.

**b) Aim Reading/listening for specific information**

- Explain the task.
- Elicit Ss' guesses as to what happens. Play the recording. Ss listen and read the text to find out.

**Suggested Answer Key**

*I think that on the way back to his house, an enormous hound chases Sir Henry.*

**4 Aim Reading comprehension**

- Explain the task.
- Allow Ss time to read the text again and complete the task.
- Check Ss' answers.

**Answer Key**

1 T    2 NS    3 T    4 F    5 NS

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

**5 Aim Think Developing critical thinking**

- Explain the task and the adjectives.
- Ask Ss to work in pairs and answer the questions from Watson's point of view.
- Monitor the activity around the class.
- Ask some pairs to present their answers to the class.

**Suggested Answer Key**

*I feel very nervous when I am waiting outside the house, because the fog can ruin Holmes' plan. I feel really scared when I hear the noise in the fog. When I see the hound, I feel terrified because it is huge, there is fire in its mouth and its eyes are burning in the darkness. Finally I feel curious to find out who the criminal is.*

**6 Aim Learning about proper/common nouns – singular/plural number – Irregular plurals**

- Ask Ss to read the theory and explain any points Ss are unsure of.
- Then elicit examples from the text in Ex. 3 from Ss around the class.

**Answer Key**

Examples: proper nouns – Baskerville Hall, Dartmoor, England, Sir Charles, Sir Henry, Sherlock Holmes, Dr Watson, Stapleton;

common nouns – house, secret, hound, fire, family, nephew, owner, mystery, man, criminal, dinner, thing, plan, life, ground, idea, mile, sound, creature, shape, mouth, track, path;

singular nouns – fog, ground;

plural nouns – eyes, steps, shadows

**7 Aim Practising plural nouns**

- Explain the task and give Ss time to complete it.
- Then check Ss' answers
- Ask various Ss to share their answers with the class.

**Suggested Answer Key**

1 books	4 photos	7 superheroes
2 children	5 people	8 lives
3 abilities	6 beaches	

**8 Aim Listening for specific information**

- Ask Ss to read the gapped advert then play the recording.
- Ss listen and fill in the gaps.
- Check Ss' answers.

**Answer Key**

1 March	3 assembly hall	5 tablet
2 3 pm	4 £5	

**9 Aim Think Writing an email**

- Give Ss time to think about a famous author, then ask them to write an email inviting the author to their school.
- Check Ss' answers.

**Suggested Answer Key**

Dear Mrs J.K. Rowling,  
We love reading your books. They are full of action and adventure. This week we are reading your latest book for a school project and we are having a lot of fun.

Our school would like to invite you to come and talk to us about your latest book 'Fantastic Beasts'. It is interesting how you create amazing creatures for the magical world you write about in your stories.

We are looking forward to seeing you.

Grade 7, Landville School

## 2.4 – Mass media

- 1 a) **Aim** Presenting vocabulary relating to types of mass media
- Ask Ss to look at the pictures.
  - Play the recording with pauses for Ss to repeat chorally and/or individually.
  - Check Ss' pronunciation and intonation.

- b) **Aim** Categorising types of mass media
- Ask Ss to write the headings in their notebooks and give them time to write the types of mass media under the correct headings.
  - Check Ss' answers around the class.

### Answer Key

**Print:** books, leaflets, newspapers & magazines, billboards

**Electronic:** billboards, radio, TV, Internet, CDs, e-readers, smartphones

**Interactive:** Internet, e-readers, smartphones

- 2 **Aim** Talking about types of mass media
- Ask Ss to talk in pairs about the types of mass media and which ones they use for what and how often.
  - Ask various Ss to share their answers with the class.

### Suggested Answer Key

*I usually learn the news from TV. I always find out information for homework from the Internet. I sometimes watch films on TV and the Internet. I sometimes listen to music on the radio. I usually listen to music on the Internet. I sometimes watch TV shows on TV. I usually watch TV shows on the Internet. I never read leaflets for entertainment.*

- 3 **Aim** Listening/reading for specific information

- Explain the task.
- Elicit Ss' guesses and play the recording.
- Ss listen and read the blog entries to find out which types of mass media Paul and Steve like and why.
- Elicit answers from the class.

### Answer Key

*Paul likes reading magazines. It helps him relax and find information. Steve likes the Internet because he can do anything online, from reading to shopping.*

- 4 **Aim** Reading comprehension

- Ask Ss to read the questions and then give them time to read the blog entries again to answer the questions.
- Check Ss' answers.

### Suggested Answer Key

1 Steve    2 Paul    3 Paul    4 Steve

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

- 5 **Aim** Reading comprehension

Read the question aloud and give Ss time to consider their answers and then elicit answers from Ss around the class.

### Answer Key

*Paul likes reading magazines because it helps him relax and find information. He believes that he can find out everything he needs to know about blogging from magazines. Steve prefers the Internet because he can do anything online. But sometimes he might spend hours on the Internet and not learn anything.*

- 6 **Aim** Learning about singular – plural nouns

Ask Ss to read the theory and explain any points Ss are unsure of. Then elicit examples in the blog.

### Answer Key

Examples: news, clothes

- 7 **Aim** Practising singular – plural nouns

Explain the task and give Ss time to complete it and then check their answers.

### Answer Key

1 are    3 is    5 are    7 are  
2 is    4 are    6 is    8 is

- 8 **Aim** Designing a class magazine

- Explain the task and ask Ss to work in small groups and design a class magazine including all the points listed and assigning roles for each section.
- Assign as a HW project and then ask various groups of Ss to present their section of the class magazine to the rest of the class.

(Ss' own answers)

## 9 **Aim** Writing an email

- Explain the task and give Ss time to write an email.
- Check Ss' answers by asking various Ss to read out their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

Hi Peter!

Great to hear from you! Hope you are OK.

My favourite magazine is about football. It's called Goal! It's for anyone who is crazy about football. My favourite section is the one with player profiles. What I really like about it, though, is that it includes articles about football in lots of different countries.

Do you go to football matches at all? I'm going to one on Sunday!

All the best,  
John

## 2.5 – On stage

### 1 a) **Aim** Presenting vocabulary relating to the theatre

- Ask Ss to read the words in the list and then give them time to match them to the numbers in the picture.
- Check Ss' answers around the class.

#### Answer Key

1 curtain	4 stage	7 row
2 seat	5 orchestra	
3 box	6 aisle	

### b) **Aim** Confirming information and presenting vocabulary

- Play the recording for Ss to check their answers.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Describing a theatre; practising new vocabulary

Ask various Ss to use the words in Ex. 1a to describe the inside of a theatre, following the example.

### Suggested Answer Key

*Inside a theatre there are rows of seats. The seats are divided by an aisle. On the side there are boxes. In front of the rows is the orchestra and in front of the orchestra is the stage. There is a curtain that opens at the beginning of the show and closes at the end.*

### 3 **Aim** **Think** Introducing the topic of a text through audio-visual cues

- Ask Ss to look at the picture in the text and then play the recording. Ss listen to the sounds and look at the picture.
- Ask various Ss around the class to share their answers with the rest of the class.
- Encourage Ss to use their imaginations.

### Suggested Answer Key

*I am at a water puppet theatre somewhere in Asia. I can see an Asian temple, a girl puppet in the water and some male puppets in a boat with a dragon's head. I feel happy and excited because I am about to watch a water puppet performance.*

### 4 **Aim** Listening/reading for gist

- Play the recording. Ss listen and read the text.
- Then elicit how the theatre in the text is different to an ordinary theatre from various Ss around the class.

### Suggested Answer Key

*The theatre in the text differs from an ordinary theatre because the stage is in a pool of water and the show is with puppets instead of actors.*

### 5 **Aim** Reading comprehension

- Give Ss time to answer the questions referring to the text as necessary.
- Elicit answers from various Ss around the class.

#### Answer Key

1 *Because there is water on the stage.*

2 *Because the strings are under the water.*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### Background information

Hanoi is the capital of Vietnam and the country's second most populous city with around 7.7 million people. The city lies on the right bank of the Red River.

**Vietnam** is the easternmost country on the Indochina Peninsula in Southeast Asia. It has a population of around 97.3 million people. Vietnam's neighbours are China, Laos, Cambodia, Thailand, the Philippines, Malaysia and Indonesia. Its capital city is Hanoi and Ho Chi Minh City is the most populous city.

### 6 **Aim** Think Expressing an opinion

- Give Ss time to consider their answers and then tell their partners.
- Ask various Ss to share their answers with the class.

#### Suggested Answer Key

*I think an evening in this theatre would be very special. Telling a story with songs is interesting and the traditional music sounds nice. I think this would be a great way to learn about Vietnamese culture and you might get a bit wet.*

### 7 **Aim** Listening for specific information

- Ask Ss to read the gapped text and think about what information may be missing.
- Then play the recording.
- Ss listen and fill the gaps.
- Check Ss' answers.

#### Answer Key

- |                       |        |
|-----------------------|--------|
| 1 Unicorn             | 4 2:30 |
| 2 The Tempest         | 5 £12  |
| 3 William Shakespeare |        |

### 8 **Aim** Substituting functional language for suitable alternatives

- Play the recording. Ss listen and read the dialogue.
- Then ask Ss to look at the underlined phrases and select suitable alternatives from the **Functions** box.
- Check Ss' answers around the class

#### Suggested Answer Key

- How can I be of help?
- I want to book two tickets for...
- I'm afraid there aren't any left for...
- Would you be interested in the 9 pm show?

- That would be fine.
- How much do the tickets cost?

### 9 **Aim** Roleplaying a dialogue

- Ask Ss to look at the advert in Ex. 7 again and explain the situation. Ask Ss to take roles and act out a dialogue similar to the one in Ex. 8 using language from the Functions box.
- Monitor the activity around the class and then ask some Ss to act out their dialogue in front of the class.

#### Suggested Answer Key

A: Hello. The Unicorn Theatre. How can I help you?

B: Hi. I'd like two tickets for 'The Tempest', please.

A: OK. When for?

B: This Saturday at 8 pm.

A: I'm sorry but it's sold out for 8 pm. Would you be interested in the 2:30 pm show?

B: That sounds OK. How much are the tickets?

A: They're £20 each.

B: Right, I'd like two, please.

A: Can I have your name, please?

B: Radka Matilova.

A: Right, Ms Matilova. You can pick up your tickets at the box office half an hour before the show starts.

B: Thank you very much.

A: Enjoy the show!

### 10 **Aim** Researching about performances in London

Give Ss time to research online and collect information about performances someone can attend this month in London.

(Ss' own answers)

### 11 **Aim** Think Presenting your ideal theatre

- Ask Ss to work in small groups and discuss what their ideal theatre would be like covering all the points provided.
- Then ask various groups of Ss to tell the rest of the class about their ideal theatre.

#### Suggested Answer Key

*Our ideal theatre is one we start ourselves in our school. We call it The Students' Theatre because the students run it. When it comes to shows, we vote to see what is*



most popular among the students such as: physical theatre, musical theatre, comedy, drama and so on. Any of the students can audition to act in the plays we put on. Our theatre has enough seats for all the students and staff, as well as family and friends, so about 500 seats. We do one show a month.

## 2.6 – Digital detox

### 1 Presenting technology icons

- Ask Ss to look at the icons and then ask them to read the actions in the list.
- Elicit from various Ss which icons they should tap for each action in the list.

#### Suggested Answer Key

You should tap the messages icon to send a text.

You should tap the Internet icon to go online.

You should tap the video icon to watch a video.

You should tap the radio icon to listen to the radio.

You should tap the GPS icon to get directions.

You should tap the camera icon to take a photo.

You should tap the QWERTY keyboard icon to type questions into a search engine.

You should tap the email icon to write an email.

You should tap the download icon to save a picture from the Internet to your phone.

You should tap the settings icon to change your ringtone.

### 2 Talking about gadgets

Read out the rubric and the example and elicit answers from Ss around the class.

#### Suggested Answer Key

I use my smartphone to send texts to my friends and download apps. I use my tablet to watch videos and surf the Internet.

### 3 Listening/reading for gist

- Play the recording. Ss listen and read the text and then elicit an answer to the question.
- Check Ss' answers.

#### Answer Key

Tara is planning to go on a digital detox and turn off her smartphone and tablet for a week.

### 4 Consolidating comprehension of the text

- Give Ss time to answer the questions in their notebooks referring to the text as necessary.
- Ask various Ss to share their answer with the class.

#### Suggested Answer Key

1 A digital detox is not using electronic devices at all for a short period of time.

2 Frankie mentions sleeping better at night and concentrating more during the day as well as having more free time as benefits of doing a digital detox.

3 Susan argues that a digital detox means she has to spend a lot of time in the library and she can't find up-to-date information.

- Elicit explanations of the words in the **Check these words** box.

**crazy about:** to be very interested in sth

**addicted to:** to be attached to sth, unable to stop

**nuts about:** to be very enthusiastic about sth

**update:** to give sb more recent information

**stare at:** to look at sth for a long time

**digital detox:** when you stop using modern technology for a while

**turn off:** to close sth

**concentrate:** to focus

**time-consuming:** it takes a long time

**up-to-date:** recent

- Play the video for Ss and elicit their comments.

### 5 Think Talking about digital detox

Explain the situation and ask Ss to discuss the question in small groups and then ask various Ss to share their answers with the class.

#### Answer Key

A: I think it would be awful to be offline for a whole week. I'm a real Internet addict! I'd really miss it.

B: Oh, come on. It wouldn't be that bad. Just think of all the things you could get done that you don't normally have time for because you're too busy surfing the Net.

C: Yes, but if I were offline for a week, how would I contact my friends? I'd never be able to arrange to meet up with them.

A: That's not quite true. You have a home telephone, don't you? You could ring them on the landline.

B: For me, not having Internet access would be difficult because I rely on the Internet a lot to do my homework and other school projects.

C: Well, apart from the problem of keeping in touch with my friends, I don't think I would mind. I think it would feel rather peaceful and I'd probably sleep better at night, too! I wouldn't have my phone buzzing in the middle of the night!

### 6 a) **Aim** Presenting prepositional phrases

- Ask Ss to read the questions and complete them with the prepositions in the list.
- Check Ss' answers.

#### Answer Key

1 about                      3 about                      5 on  
2 to                            4 at                            6 at

### b) **Aim** **Think** Practising prepositional phrases; expressing opinions

- Discuss the question in the rubric.
- Ask various Ss to share their answers with the class.

#### Suggested Answer Key

A: I think that technology has changed our lives for better and for worse. I think we all use our electronic devices far too much and have become too dependent on them, but it is great to get up-to-date information quickly and easily.

B: I agree. I think technology makes us a bit anti-social, too. We socialise less in the real world.

C: I think people make too much fuss about being addicted to electronic devices. I don't think it makes that much difference. etc

### 7 **Aim** Presenting and practising phrasal verbs with check

- Ask Ss to read the box and then complete the sentences with the correct particle.
- Check Ss' answers.

#### Answer Key

1 out            2 up on            3 in                      4 out

### 8 **Aim** Pronouncing /u/, /j/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 9 **Aim** **Think** Creating a technology alphabet

- Ask Ss to work in small groups and think of five other technology icons that they can add to the technology alphabet.
- Ask various Ss around the class to share their answers with the rest of the class.

#### Suggested Answer Key



Anti-virus



My Files



Browser



Games



Planner

An antivirus app can keep my phone free of viruses. I can keep my files in a folder on my home screen to find them easily. I can use my favourite Internet browser if I have the icon on my home screen. I can access all my games with one tap and I can see my schedule for the week or month with the planner icon.

### CLIL (Literature)

#### 1 **Aim** Introducing the topic

Ask Ss to read the definitions and then elicit examples of tragedies and comedies from Ss around the class.

#### Suggested Answer Key

**Tragedies:** 'Wuthering Heights' by Emily Bronte, 'Tess of the D'Urbervilles' by Thomas Hardy, 'The Picture of Dorian Gray' by Oscar Wilde

**Comedies:** 'The Importance of Being Earnest' by Oscar Wilde, 'Right Ho, Jeeves' by PG Wodehouse, 'Lucky Jim' by Kingsley Amis

#### Background information

**William Shakespeare** (1564-1616) was a poet, playwright and actor. He is said to be the greatest dramatist in the world and the best writer in the English language. His works include 38 plays and 154 sonnets and much more. Some of his plays are *Hamlet*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Othello* and *Romeo and Juliet*.

## 2 **Aim** Reading for gist

- Give Ss time to read the outlines and then decide in pairs whether each one is a comedy or a tragedy.
- Ask various pairs of Ss to tell the class and give their reasons.

### Answer Key

*I think 'Hamlet' is a tragedy because it mentions death and murder and these are dark topics.*

*I think 'As You Like It' is a comedy because dressing up is fun.*

*I think 'Romeo and Juliet' is a tragedy because it is about love and hate.*

- Play the video and elicit Ss' comments.

## 3 **Aim** Developing creative thinking

- Give Ss time to think about the play and how they would put it on stage.
- Ask various Ss to tell the class.

(Ss' own answers)

## 4 **Aim** **ICT** Writing about books by Romanian authors

- Give Ss time to research online and collect information about Romanian authors and their books.
- Then ask various Ss to present their information to the class.

(Ss' own answers)

## Self-Check Test 2

### 1 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 piano                      3 violin                      5 saxophone  
2 flute                      4 accordion

### 2 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.

- Check Ss' answers.

### Answer Key

1 science fiction      3 adventure              5 mystery  
2 horror              4 biography

### 3 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 orchestra              3 aisle                      5 row  
2 stage                      4 box

### 4 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 D                      2 C                      3 E                      4 A                      5 B

### 5 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 is playing                      4 opens  
2 Do they live                      5 are you waiting  
3 isn't going

### 6 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 phones                      4 buses                      7 boys  
2 leaves                      5 berries                      8 aircraft  
3 mice                      6 teeth                      9 children

### 7 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 is                      2 are                      3 is                      4 are



## 8 **Aim** Consolidating everyday English from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 b                      2 a                      3 a

## 9 **Aim** Reading for specific information

- Give Ss time to read the gapped fact file and then ask them to read the text and then complete it.
- Check Ss' answers.

### Answer Key

1 *The Jungle Book*                      4 *Shere Khan*  
 2 *Fantasy adventure*                      5 *Neel Sethi*  
 3 *Jon Favreau*

### Background information

**Jon Favreau** is an American actor and filmmaker. As an actor, he is best known as Happy Hogan in the *Iron Man* films. He has directed the films *Elf* (2003), *Zathura: A Space Adventure* (2005), *Iron Man* (2008), *Iron Man 2* (2010), *Cowboys & Aliens* (2011), and *The Jungle Book* (2016), and served as an executive producer on *The Avengers* (2012), *Iron Man 3* (2013), and *Avengers: Age of Ultron* (2015).

**Neel Sethi** is a young American actor. *The Jungle Book* was his first film. He was chosen for the role of Mowgli from thousands who auditioned around the world. Also, he is the only human character in the film with everyone else providing voices for the animal characters.

**Bill Murray** is an American actor, comedian and writer. He first gained exposure on *Saturday Night Live*, and later starred in comedy films – including *Meatballs* (1979), *Caddyshack* (1980), *Stripes* (1981), *Tootsie* (1982), *Ghostbusters* (1984), *Scrooged* (1988), and *Groundhog Day* (1993). In his career, he has earned two Emmy Awards, a Golden Globe and a BAFTA Award for Best Actor, as well as many nominations.

**Idris Elba** is an English actor, producer, musician and DJ. He is best known for playing DCI John Luther on the BBC One series *Luther* as well as Stringer Bell in the HBO series *The Wire*, and Nelson Mandela in the biographical film *Mandela: Long Walk to Freedom* (2013). He has been nominated four times for a Golden Globe Award for Best Actor – Miniseries or Television Film, winning one, and was nominated five times for a Primetime Emmy Award.

## 10 **Aim** Listening for specific information

- Ask Ss to read the gapped text.
- Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

### Answer Key

1 *Culture*                      3 7:30                      5 2387912  
 2 *June*                      4 25

## 11 **Aim** Writing an email

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Suggested Answer Key

Hi Jane,  
 How's things? Do you fancy going to see Bastille live in concert at the National Palace of Culture with me on 15th or 16th June?  
 The show starts at 8 pm, but the doors open at 7:30 pm. The support act is Grizfolk. The tickets cost £25-65. I think it sounds good. What do you think? Let me know.  
 George

### Competences

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities.

## Topic

In this module Ss will learn about jobs & characteristics, volunteering & travelling and future careers. They will learn, *will – be going to*, question words, prepositions, present continuous (future meaning), present simple (future meaning), time clauses and phrasal verbs with *bring*. They will express desires & preferences and discuss jobs and preferences, they will act out a job interview, they will express an opinion, make assessments and draw conclusions, plan mutual activities and express approval/disapproval. They will write an email about a job, fill in an application form, write a CV, write about themselves in 10 years, write a blog post about a volunteer job and write a blog comment about future predictions and a text about public holiday.

## Module page

41

**Lesson Objectives:** Learning jobs & qualities, expressing desires and preferences

**Vocabulary:** Jobs (*circus acrobat, cruise ship entertainers, snake milker, stuntman, dog trainer*)

## 3.1 A hard day's work

42-43

**Lesson Objectives:** Learning about careers at sea, reading for gist, reading for specific information, learning words easily confused (*work-job*), roleplaying an interview, writing an email describing a job

**Vocabulary:** Careers at sea (*marine biologist, captain, oceanographer, underwater photographer, marine archaeologist*); Verbs (*create, erupt, sculpt, twist, cool, destroy, share*); Phrasal Verb (*pour out*); Nouns (*sculpture, volcano, ocean floor, fishing hook, welding gloves, risk*); Adjectives (*professional, award-winning*); Adverb (*constantly*)

## 3.2 A job for me

44-45

**Lesson Objectives:** Learning about part-time jobs, reading for gist, reading for specific information, learning *will – be going to*, listening for specific information, expressing an opinion, writing a comment on a forum

**Vocabulary:** Part-time jobs (*pizza delivery boy, car park attendant, fast food server, dog walker, babysitter, supermarket assistant*); Verb (*expect*); Nouns (*skills, wages, cash*); Phrase (*go travelling*)

## 3.3 Job interviews

46-47

**Lesson Objectives:** Reading for gist, reading for specific information, learning question words, acting out an interview, expressing approval/disapproval, listening for specific information, pronouncing /eɪ/, /æ/, writing a CV

## 3.4 Future careers

48-49

**Lesson Objectives:** Learning about careers, talking about jobs, reading for gist, reading for cohesion & coherence, learning present continuous/present simple (future meaning), role playing an interview, writing about themselves in 10 years

**Vocabulary:** Careers (*vet, newsreader, tutor, firefighter, police officer, plumber, surgeon, chef, receptionist, lawyer, hairdresser, electrician*); Verbs (*download, rent, queue up*); nouns (*success, app*); Phrases (*pass time, take a break*)

## 3.5 Helping hands

50-51

**Lesson Objectives:** Learning about volunteer jobs, reading for gist, reading for specific information, learning prepositional phrases, learning questions in the future simple or *be going to*, learning phrasal verbs with *bring*, making assessments & drawing conclusions, writing a blog post

**Vocabulary:** Volunteer jobs (*construction worker, English teacher, sports camp supervisor, underwater researcher, wildlife conservationist, medical volunteer*); Verb (*protect*); Noun (*creature*); Adjective (*fascinating*); Phrases (*in danger, get fit, stay out of trouble*)

## 3.6 Education

52-53

**Lesson Objectives:** Learning about stages of life, reading for gist, reading comprehension, learning adverbs of probability/possibility, talking about activities for a careers day, listening for key information, writing a comment on a blog

**Vocabulary:** Stages of life (*start school, go to university, move out, get a job, buy a motorcycle/car, rent a flat, start my own business, buy a house, have a family*); Nouns (*responsibility, studies, licence*); Adverb (*instead*); Phrase (*wish me luck*)

## Culture Corner

54

**Lesson Objectives:** Reading for gist, reading for key information, presenting May Day, writing about a public holiday in Romania

## Self-Check Test 3

55-56

## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

- 1 **Aim** Presenting vocabulary for jobs
- Ask Ss to look at the pictures.
  - Play the recording with pauses for Ss to repeat chorally and/or individually.
  - Check Ss' pronunciation and intonation.

- 2 **Aim** Presenting and practising vocabulary for jobs & qualities

- Explain the task and read the example.
- Ask Ss to read the qualities and match them to the jobs and then make sentences following the example.
- Check Ss' answers around the class.

### Answer Key

1 A      2 E      3 D      4 C      5 B

### Suggested Answer Key

*Cruise ship entertainers need to be funny because they make people laugh.*

*Snake milkers need to be careful because they work with poisonous snakes.*

*Stuntmen need to be fit because they do risky stunts.*

*Dog trainers need to be patient because they train animals.*

- 3 **Aim Think** Expressing desires & preferences

- Explain the task and read out the example.
- Ask Ss to talk in pairs about their job desires and preferences following the example.
- Monitor the activity around the class and then ask various Ss to share their answers with the class.

### Suggested Answer Key

*I'd like to work as a circus acrobat because I like the idea of performing dangerous acts high up. I wouldn't like to be a cruise ship entertainer because I don't like the idea of making people laugh.*

- Play the video for Ss and elicit their comments at the end.

## 3.1 – A hard day's work

- 1 **Aim** Presenting vocabulary for careers at sea

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

- 2 **Aim** Matching descriptions to jobs

- Explain the task and read out the example.
- Ask Ss to read the descriptions and complete the task.
- Elicit answers from the class.

### Answer Key

2 *He's a captain.*

3 *He's an underwater photographer.*

4 *She's a marine archaeologist.*

5 *He's a marine biologist.*

- 3 **Aim** Reading for gist

- Ask various Ss to describe the picture in the text and elicit their guesses as to the person's job.
- Then play the recording. Ss listen and read the text to find out.

### Suggested Answer Key

*The picture shows an underwater scene in the sea. There is a man using scuba equipment. He is near hot lava which is coming from the sea floor and he is wearing welding gloves and holding a fishing hook. I'm not sure what his job is. Maybe he is an oceanographer and he is studying how the volcano affects the ocean.*

### Suggested Answer Key

*The man is a professional diver and an underwater artist who makes sculptures from lava.*

- 4 **Aim** Reading for specific information

- Ask Ss to read the statements and give them time to read the text again and mark them accordingly.
- Check Ss' answers.

### Answer Key

1 F      2 T      3 F      4 T      5 F

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

### Background information

Hawaii is the 50th state of the USA and it is an archipelago of hundreds of islands in the Pacific Ocean spread over 2,400 km. The biggest island is also called Hawaii. It is a popular destination for tourists, surfers, biologists, and volcanologists.

Kilauea is an active volcano in the Hawaiian Islands on the southern shore of Hawaii. It is between 300,000 and 600,000 years old.

#### 5 a) Consolidating new vocabulary

- Explain the task and give Ss time to complete it referring to the text if necessary.
- Check Ss' answers.

#### Answer Key

1 diving                      3 red-hot                      5 fishing  
2 amazing                    4 ocean                        6 professional

#### b) Practising new vocabulary

- Give Ss time to make sentences using the collocations in Ex. 5a.
- Then elicit answers from Ss around the class.

#### Suggested Answer Key

- 1 Bud takes people on **diving tours** in Hawaii.
- 2 Bud's lava sculptures are an **amazing sight**.
- 3 He uses **red-hot lava** to make sculptures.
- 4 Near Kilauea volcano, lava comes up from the **ocean floor**.
- 5 Bud uses a **fishing hook** to open lava tubes.
- 6 Bud is a **professional diver**.

#### 6 a) Consolidating information in a text

- Read out the question and have Ss discuss their answers in pairs.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

Bud and Doug think their jobs are worth the risk because, by creating and photographing Bud's lava sculptures, they can show everyone how beautiful nature is.

#### b) Imagining a new job

- Ask Ss to work in small groups and use their imaginations to think of a new job that doesn't exist.
- Then ask various Ss to share their answers with the class.

#### Suggested Answer Key

A robot specialist. This is someone who looks after robots and repairs them when they break down.

#### 7 Learning about words easily confused (work-job)

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 job                      2 work                      3 job, work                      4 job

#### 8 Role playing an interview

- Explain the task.
- Then give Ss time to take roles and role play an interview in pairs following the example.
- Monitor the activity around the class and have Ss exchange roles.
- Then ask some pairs to act out their dialogue in front of the class.

#### Suggested Answer Key

...  
B: In Hawaii.  
A: What do you do at work?  
B: I'm a professional diver. I take people on diving tours to see lava from Kilauea volcano erupting through the ocean floor. I'm also an artist and I create sculptures from red-hot lava.  
A: What do people call you?  
B: Lava Man.  
A: How do you create the sculptures?  
B: I use a fishing hook to open lava tubes so the lava can pour out, then I make it into different shapes.  
A: Do you use special equipment?  
B: I wear welding gloves so the lava doesn't burn me.  
A: Do you work alone?  
B: No. My partner is the award-winning underwater photographer, Doug Perrine. He takes pictures of my sculptures.

- A: What happens when the lava cools down?  
 B: When the lava cools it destroys the sculptures.  
 A: Is it dangerous work?  
 B: Yes, it is, but we love it.

### 9 **Aim** Writing an email describing what you do and see

- Explain the task and tell Ss they are writing in the voice of Doug Perrine.
- Give Ss time to complete the task in class or assign as HW.
- Ask various Ss to read out their emails.

#### Suggested Answer Key

Hi Craig,  
 How's things? I'm on a diving trip with Bud Turpin, in Hawaii. He's a professional diver and an artist. He creates sculptures from red-hot lava over 40 metres underwater. He uses a fishing hook to open lava tubes and makes the lava into different shapes. I dive with him to take photos with my special camera before the lava cools and destroys the shapes he makes. It's dangerous work, but I love it. Check out the website!  
 Doug

## 3.2 – A job for me

### 1 **Aim** Presenting vocabulary for part-time jobs

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Practising vocabulary for part-time jobs

- Explain the task and read out the example.
- Ask Ss to read the sentences and give them time to complete the task following the example.
- Check Ss' answers around the class.

#### Suggested Answer Key

- 1 I think the job of pizza delivery boy is ideal for someone who works quickly and has a car or a bike.
- 2 I think the job of dog walker is ideal for someone who is fit and likes animals.
- 3 I think the job of fast food server is ideal for someone who is helpful and likes working under pressure.
- 4 I think the job of supermarket assistant is ideal for someone who likes variety and can work shifts.

- 6 I think the job of car park attendant is ideal for someone who is calm and likes working outside.

### 3 **Aim** Reading for gist

- Direct Ss' attention to the text. Read out the task.
- Play the recording and ask Ss to read through the forum quickly and then elicit what job each person intends to do.

#### Answer Key

Jen – sales assistant

Mark – dog walker

Peter – sales assistant

### 4 **Aim** Reading for specific information

- Give Ss time to read the text again and then read the statements and mark them accordingly.
- Check Ss' answers.

#### Answer Key

1 T          2 F          3 NS          4 T

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 5 **Aim** Think Expressing preference

Read out the question. Give Ss time to consider their answers and then elicit answers from Ss around the class.

#### Suggested Answer Key

I would prefer Mark's job because I love animals.

### 6 **Aim** Learning/revising will – be going to

- Ask Ss to read the theory and explain any points they are unsure of.
- Then elicit examples in the forum.

#### Answer Key

Examples: Are you going to work...? What are you going to do? I'm going to work, it'll be hard work, I'll learn some new skills, I'm going to save, It's going to be, I'm going to earn, I'm going to get fit, it won't rain, I'm going to ask, I'll go

### 7 **Aim** Practising will – be going to

- Explain the task and give Ss time to complete it.
- Check Ss' answers.





## 6 **Aim** Role playing a dialogue

- Ask Ss to work in pairs and choose one of the adverts in Ex. 1 and take roles and act out a dialogue of an interview similar to the one in Ex. 4a. Monitor the activity around the class and have Ss swap roles.
- Ask some pairs to act out their dialogues in front of the class and record them.

### Suggested Answer Key

A: Hello and welcome to our store. Come in and sit down.

B: Thank you.

A: What's your full name?

B: Alina Dalca.

A: What do you do, Alina?

B: I'm a student.

A: How old are you?

B: I'm 16.

A: Where do you live?

B: At 42 Lipscani Street.

A: What's your phone number?

B: 359 2471 0942.

A: Do you think you have the right qualities for this job?

B: I do. I'm friendly, hard-working and enthusiastic.

A: It's good to hear your enthusiasm! When can you start?

B: Next Saturday.

A: OK. There are a number of other candidates, but I'll call you tomorrow and let you know our decision.

B: Thank you for your time. I'm looking forward to hearing from you.

## 7 **Aim** Expressing approval/disapproval

- Explain the task and give Ss time to read the example and the useful language in the **Functions** box.
- Have Ss work in pairs and take turns expressing approval/disapproval for the situations provided following the example and using the useful language.
- Ask various Ss to share their answers with the class.

### Suggested Answer Key

A: I disapprove of teens working at night.

B: Personally, I think it's worth it as long as it's not too late.

A: I'm totally against low wages for teens.

B: Me, too.

## 8 a) **Aim** Preparing for a listening task

- Ask Ss to look at the CV and think about what information is missing and what part of speech it is.
- Elicit answers from Ss around the class.

### Answer Key

1 noun/surname

4 number/phone number

2 noun/town

5 noun/ type of job

3 number/date

## b) **Aim** Listening for specific information

- Play the recording. Ss listen and fill the gaps.
- Check Ss' answers around the class.

### Answer Key

1 Evans

3 15

5 marketing

2 Brighton

4 07555387259

## 9 **Aim** Pronouncing /eɪ/, /æ/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

## 10 **Aim** Writing a CV

- Give Ss time to complete it in class.
- Alternatively, assign the task as HW and then ask various Ss to read out their CVs to the class.

### Suggested Answer Key

**Name/Surname:** Nicolae Ungur

**Address:** 163 George Georgescu, Bucharest

**Date of birth:** 03/09/03

**Tel:** 359 88 866 4211

**Mobile:** 3433 878 7845

### EDUCATION

**Qualifications:** High School Diploma from Jean Monet High School

### WORK EXPERIENCE

KFC fast food restaurant, Regina Elisabeta Street, Bucharest

**Position:** Part-time fast food server

### PERSONAL QUALITIES

hard-working, reliable, polite, friendly

### 3.4 – Future careers

#### 1 **AIM** Presenting vocabulary for careers

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### 2 **AIM** Presenting and practising vocabulary for work responsibilities

- Explain the task and read the example.
- Ask Ss to read the qualities and match them to the jobs and then make sentences following the example.
- Check Ss' answers around the class.

##### **Suggested Answer Key**

*A newsreader reads the news on TV or the radio.*

*A tutor gives private lessons.*

*A firefighter puts out fires.*

*A police officer makes sure people obey the law.*

*A plumber fixes broken water pipes.*

*A surgeon performs operations.*

*A chef cooks delicious food.*

*A receptionist receives calls and welcomes visitors.*

*A lawyer advises people on the law.*

*A hairdresser cuts and styles people's hair.*

*An electrician fixes electrical problems.*

#### 3 **AIM** Presenting and practising vocabulary relating to work

- Explain the task and read the example.
- Ask Ss to read the phrases and then make sentences following the example.
- Check Ss' answers around the class.

##### **Suggested Answer Key**

*Newsreaders work indoors. They work long hours. They don't wear a uniform. They usually earn a high salary.*

*Tutors work indoors. They usually work part-time and at the weekends. They can usually work at their own pace. They don't wear a uniform. They earn a low salary.*

*Firefighters work outdoors. They work shifts and overtime and at the weekends. They work with a team. They wear special clothing. They usually earn an average salary.*

*Police officers work indoors and outdoors. they work shifts and overtime and at the weekend. They often*

*work under pressure. They wear a uniform. They earn an average salary.*

*Plumbers work indoors. They work full-time, long hours and at the weekends. They sometimes work under pressure. They wear special clothes. They earn an average salary.*

*Surgeons work indoors. They work shifts and long hours. They wear special clothing. They earn a high salary.*

*Chefs work indoors. They work long hours and under pressure. They earn an average salary.*

*Receptionists work part-time, full-time or 9-5. They work under pressure. They don't wear a uniform. They earn a low salary.*

*Lawyers work indoors. They work full-time and under pressure with a team. They earn a high salary.*

*Hairdressers work indoors. They work long hours and at weekends. They usually work with a team. They wear a uniform. They earn a low salary.*

*Electricians work indoors or outdoors. They work full-time and at the weekends. They sometimes work under pressure. They wear special clothing. They earn an average salary.*

#### 4 **AIM** Introducing the topic; reading for specific information

- Ask Ss to read the title and look at the picture and guess what Ben Pasternak does for a living.
- Then elicit questions from Ss around the class and write three of them on the board.
- Give Ss time to read the text and see if the questions are answered.
- Elicit answers from Ss around the class.

##### **Suggested Answer Key**

*Ben Pasternak designs mobile phone apps for a living.*

*What job do you do? (He designs smartphone apps.)*

*How much do you earn? (not answered – probably a lot judging on his lifestyle)*

*How many hours do you work? (not answered)*

#### 5 **AIM** Reading for cohesion & coherence

- Ask Ss to read the sentences (A-E) and then give them time to read the text again and fill the gaps with the missing sentences.
- Check Ss' answers.



**Answer Key**

1 B      2 E      3 A      4 C

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

6 **Aim Think** Consolidating information in a text; developing critical thinking skills

- Read out the question, play the recording and give Ss time to consider their answers.
- Then ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

*Ben's job is special because he is a teenage businessman. He earns a living doing something he enjoys. He makes a lot of money and he finds his job exciting.*

**Background information**

**Sydney, Australia** is the largest city in the country, but not the capital. It is a top financial and business centre and is home to the famous Sydney Opera House.

**New York** is the most populous city in the USA with over 8.6 million people. It is also a popular tourist destination and around 47 million visitors visit every year.

7 **Aim** Learning/Revising present continuous/present simple (future meaning)

Give Ss time to read the theory and explain any points they are unsure of.

8 **Aim** Practising *will-be going to* – present continuous/present simple (future meaning)

Give Ss time to complete the gaps with the correct verb forms and then check their answers.

**Answer Key**

- 1 *is going to run out, 'll/will find*
- 2 *Are you going to go, starts*
- 3 *Is your brother going to be, will/'ll take*
- 4 *am meeting, will/'ll earn*
- 5 *will/'ll make, are going to release*
- 6 *is not going to apply, will become*

9 **Aim** Talking about future plans and intentions

Ask Ss to tell their partner about their future plans and intentions using the correct verb forms and then ask various Ss to tell the class.

*(Ss' own answers)*

10 **Aim Think** Writing about future plans

- Ask Ss to think of themselves in 10 years' time and then give them time to prepare a collage/drawing.
- Invite various Ss to present their collage/drawing to the rest of the class.

*(Ss' own answers)*

**3.5 – Helping hands**

1 **Aim** Presenting vocabulary for volunteer jobs

Ask Ss to look at the pictures in the poster, read the list of jobs, and say which ones they can see in the photos.

**Answer Key**

*wildlife conservationist, construction worker, English teacher, underwater researcher*

2 **Aim** Expressing preference for volunteer jobs

Read out the question and elicit answers from various Ss around the class using the useful phrase provided.

**Suggested Answer Key**

*I would like to work as a wildlife conservationist because I love animals and I care about the environment.*

3 **Aim** Reading for gist

Give Ss time to read through the blog entries and then elicit which jobs from Ex. 1 each person will do.

**Suggested Answer Key**

*John – underwater researcher  
Karen – sports camp supervisor  
Matt – wildlife conservationist*

4 **Aim** Reading for specific information

- Ask Ss to read the statements (1-5) and then give them time to read the text again and mark them accordingly.
- Check Ss' answers.

## Answer Key

1 T 2 F 3 F 4 NS 5 T

## Background information

**Madagascar** is an island country in the Indian Ocean, off the coast of East Africa. The country is the fourth-largest island in the world. It is a biodiversity hotspot; over 90% of its wildlife is found nowhere else on Earth. The capital and largest city is Antananarivo.

**South Africa** is the southernmost country in Africa. It has got three capital cities. Pretoria is the administrative capital and national capital, Cape Town is the legislative capital and Bloemfontein is the judicial capital. The largest city, though, is Johannesburg. The population is around 53 million people.

**Greece** is in southern Europe. The capital city is Athens and the population is around 11 million people. It is the birthplace of democracy, Western philosophy, the Olympic Games, Western literature, political science, major scientific and mathematical principles, and Western drama.

5 **Aim Think** Developing critical thinking skills

Read out the question and give Ss time to consider their answers. Then ask various Ss to share their answers with the class.

**Suggested Answer Key**

*Volunteers can benefit from their work because they can learn a new skill. They can also meet new people and they can help other people and the environment.*

6 **Aim** Presenting and practising prepositional phrases

- Give Ss time to read the text and then fill the gaps with the prepositions in the list.
- Elicit answers from various Ss around the class.

**Answer Key**

1 in 3 of 5 with  
2 at 4 for 6 on

## Background information

**Thailand** is an Asian country in Southeast Asia. The capital city is Bangkok and the population is 69 million people. The language is Thai and the currency is the Baht. It is known for its natural beauty, its many historical sites and its cuisine.

**Koh Phangan** is an island in the Gulf of Thailand in southeast Thailand in Surat Thani Province. Koh Phangan has two sister islands: the larger Koh Samui to the south and the smaller Koh Tao to the north.

7 **Aim** Learning and practising questions in the future simple or *be going to*

- Explain the task and read out the example.
- Give Ss time to complete the task in pairs asking and answering the questions.
- Ask various Ss to share their answers with the class.

**Answer Key**

- 2 A: *Will Jason get the job?*  
B: *Yes, he will.*
- 3 A: *Are they going to volunteer in Africa?*  
B: *Yes, they are.*
- 4 A: *Who is going to come with us?*  
B: *Tony and his sister.*
- 5 A: *Will we be back by 6 o'clock?*  
B: *No, we won't.*

8 **Aim** Presenting and practising phrasal verbs with *bring*

- Ask Ss to read the box and then complete the sentences with the correct particle.
- Check Ss' answers.

**Answer Key**

1 out 2 up 3 about 4 out

9 **Aim** Making assessments and drawing conclusions

- Explain the task and ask two Ss to model the example.
- Then give Ss time to work in pairs and act out similar dialogues using the useful language in the **Functions** box.
- Monitor the activity around the class and then ask some pairs of Ss to act out their dialogues in front of the class.

**Suggested Answer Key**

A: *I think being a wildlife conservationist worker would be a good summer job for someone who wants to be a vet one day.*

B: *Personally, I'd like to volunteer as a wildlife conservationist because I like animals and I want to help the environment.*

A: *I think being an English teacher is a good summer job for someone who likes children.*

B: *I think it would be a good choice for me then as I like children.*

### 10 Writing a blog post

- Explain the task and give Ss time to complete it.
- Then ask various Ss to read out the blog post to the class.

**Suggested Answer Key**

*MadAlex\_18:23*

*Hey guys! Guess what! I'm going to volunteer at a local nursery school this summer. I'm going to teach English to young children. I'm going to play games with them and read stories to them. I think it will be fun. I can't wait! What about you? What are you going to do this summer?*

**3.6 – Education**

### 1 Presenting vocabulary for stages of life

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 Making predictions

- Explain the task and read out the example.
- Then ask various Ss around the class to make predictions about their lives in the future using the phrases in Ex. 1 and following the example.

**Suggested Answer Key**

*I think I'll move out at 18. I think I'll buy a car. I don't think I'll buy a house. I think I'll rent a flat.*

### 3 Reading for gist

Ask Ss to scan the text quickly and then elicit what each person doesn't think they will do in the future.

**Answer Key**

*Kevin doesn't think he will start a business.  
Maria doesn't think she will buy a car.  
Alan doesn't think he will go to university.*

### 4 Reading comprehension

- Ask Ss to read the questions (1-4).
- Play the recording. Ss listen and read the blog again and complete the task.
- Check Ss' answers around the class.

**Answer Key**

1 Maria    2 Alan    3 Kevin    4 Maria

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 5 Talking about one's future job

Read out the questions and give Ss time to consider their answers and then elicit answers from Ss around the class.

**Suggested Answer Key**

*I think my future job will be a nurse. I don't think I'll start my own business because nurses don't often do that. I think I'll go to university and get a degree and then I'll work in a hospital.*

### 6 Learning time clauses

- Ask Ss to read the theory box and explain any points Ss are unsure of.
- Give Ss time to complete the task and check their answers.

**Answer Key**

1 will/'ll wait, gets	5 don't know, will/'ll be
2 start, will/'ll try	6 rents, will/'ll buy
3 will/'ll move, finishes	7 see
4 will you buy	

### 7 Planning mutual activities for a Careers Day

- Ask Ss to work in small groups and discuss what events they might do on a Careers Day.
- Give them time to consider them and decide on three of them and present them to the class.

**Suggested Answer Key**

A: *I think it's a good idea to invite a speaker.*

B: *Yes, but it's probably a good idea to have more than one speaker to tell us about different jobs.*

C: Perhaps we could ask any parents who have interesting jobs to come to the school and talk to us about them.

A: We could possibly show videos of different jobs, too.

B: Yes, we should probably get some information leaflets on university courses to hand out to students, too.

C: I think they are three great ideas.

For the Careers Day, we have decided to ask students' parents with interesting jobs to come to the school and talk about their jobs. We also think it's a good idea to show videos about other interesting jobs. Finally, we will have various leaflets from different universities about the courses available to hand out on the day.

## 8 **Aim** Listening for key information

- Ask Ss to read the future plans. Then, play the recording.
- Ss listen and match the speakers to their plans.
- Check Ss' answers.

**Answer Key**

1 D      2 A      3 E      4 C

## 9 **Aim** Writing a comment on a blog

- Explain the task and refer Ss to the **Guided Writing** section for help with this task.
- Give Ss time to complete it and then ask various Ss to read their blog comment to the class.

**Suggested Answer Key**

**Sophia539\_20:33**

Hi, Kevin! Great blog! I think in the future I will be a nurse. As soon as I finish university, I will get my degree and then I hope I'll work in a hospital.

## Culture Corner

### 1 **Aim** Reading for gist

- Ask Ss to look at the pictures and read the title of the text. Elicit Ss' guesses as to what people celebrate on this day.
- Play the recording. Ss listen and read through the text to find out.

**Answer Key**

People celebrate spring on May Day.

### 2 **Aim** Reading for specific information

- Ask Ss to read the sentence stems and then give them time to read the text again and complete them.
- Check Ss' answers.

**Answer Key**

1 the first Monday of May

2 some villages

3 the May Queen and the Green Man

4 special dances

**Suggested Answer Key**

**traditional:** belonging to the customs of a society for a long time

**lead:** to be in front of a group of people

**costume:** a set of special clothes worn to look like someone/something else

**perform:** to do an action

**holding:** taking and keeping sth in your hands

**treats:** biscuits or other items of sweet food

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 3 **Aim** Presenting May Day

- Play the video for Ss and elicit their comments.
- Ask Ss to copy the headings into their notebooks and make notes under them and then use their notes to help them prepare a presentation.
- Give Ss time to complete the task and then ask various Ss to give their presentation to the class.

**Suggested Answer Key**

**Name of festival/holiday:** May Day

**Date:** 1st Monday in May

**Why it is a special day:** Spring festival

**Activities:** a May Queen and a Green Man lead the parade, Morris Dancers with bells around their knees and flowers on their hats, special dances, Maypole, children dance around it holding ribbons, funfair with rides, stalls selling sweet treats

On the first Monday in May, people in the UK celebrate May Day. This is a traditional spring festival. There is a parade. May Queen and Green Man lead the parade. It also has Morris Dancers with bells around their knees and flowers on their hats. They perform a special dance. There is a Maypole and children dance around it holding ribbons. There is often a funfair with rides as well as stalls selling sweet treats.

4 **Aim** ICT Writing a short text about a public holiday in Romania

- Explain the task and give Ss time to research online and collect information about a public holiday in Romania. Give Ss time to make notes under the headings in Ex. 3 and then use their notes to write a short text.
- Ask various Ss to read out the text to the class.

**Suggested Answer Key**

**Name of festival/holiday:** Women's Day

**Date:** 8th March

**Why it is a special day:** official celebration of women

**Activities:** a special meal with family or friends, give flowers, cards, chocolate & other gifts to women, some men do all chores, concerts and performances across country

On March the 8th people in Romania celebrate Women's Day. People have a special meal with family or friends. People give flowers, cards, chocolate and other gifts to their mothers, wives, grandmothers, sisters and daughters. Some men do all the household chores so women can have a day of rest. Also, there are various concerts and performances in honour of women across the country.

**Self-Check Test 3**

1 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 E            3 G            5 H            7 C  
2 D            4 F            6 B            8 A

2 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 receptionist    3 plumber            5 chef  
2 lawyer            4 surgeon

3 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 volunteer            3 researcher            5 worker  
2 conservationist    4 supervisor

4 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 start            3 have            5 go  
2 buy            4 move

5 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 are going to volunteer    4 will get/'ll get  
2 will stay/'ll stay            5 Are we going to close  
3 won't work

6 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 finishes            3 are leaving  
2 are going, starts    4 will be

7 **Aim** Consolidating prepositional phrases from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 of            2 out            3 for

8 **Aim** Consolidating everyday English from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 a            2 b



9 **Aim** Reading for specific information

- Give Ss time to read the statements (1-5) and then ask them to read the text and then mark them accordingly.
- Check Ss' answers.

**Answer Key**

1 T    2 NS    3 F    4 F    5 F

**Background information**

**Tanzania** is a country in eastern Africa. The population is around 55.5 million people. It borders Kenya and Uganda to the north; Rwanda, Burundi, and the Democratic Republic of the Congo to the west; Zambia, Malawi, and Mozambique to the south; and the Indian Ocean to the east. Mount Kilimanjaro, Africa's highest mountain, is in north-eastern Tanzania.

10 **Aim** Listening for specific information

- Ask Ss to read the gapped text.
- Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

**Answer Key**

1 sales assistant                      4 restaurant  
 2 6 pm                                      5 New  
 3 hard-working

11 **Aim** Filling in an application form

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Suggested Answer Key**

- 1 Daniela Albu
- 2 20/07/01
- 3 Sales assistant
- 4 I am friendly, polite, hard-working and helpful.
- 5 I was a supermarket assistant at OK Market last summer.
- 6 I would like to earn some extra money.

**Competences**

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities.

## Topic

In this module Ss will learn about places of entertainment, sights, food festival activities, means of transport, holiday problems and eco-living. They will learn *a/an – the, there is/there are, there – this/these – that/those – some/any/no*, the past simple, learn prepositions, the past continuous, phrasal verbs with *stand*, compare the past simple and the past continuous, learn prepositions of movement/direction and form adverbs. They will give an opinion, talk about a food festival, narrate & describe a holiday experience and retell a story. They will write a summary, an article, a letter, a blog comment, a podcast and a story.

## Module page

57

**Lesson Objectives:** Learning about places of entertainment and getting an overview of the module

**Vocabulary:** Places of entertainment (*theatre, amusement park, concert hall, opera house, skating rink, waterpark*)

## 4.1 Travel ideas

58-59

**Lesson Objectives:** Learning about sights, reading for gist, reading for key information, learning/revising *a/an-the*, talking about Singapore, writing a summary of a text

**Vocabulary:** Sights (*a hotel with a rooftop pool, a giant Ferris wheel, a fountain, beautiful gardens, crowded streets, busy shopping malls, night markets, a zoo*); Nouns (*city-state, landmark, paradise, safari*); Adjectives (*must-see, breathtaking, trendy, top-class, air-conditioned, antique, narrow*); Phrases (*on the top of, come alive*)

## 4.2 Taste the world

60-61

**Lesson Objectives:** Learning about food festival activities, reading for specific information, reading for key information, learning *there is/there are – some – any – no – there – this/these – that/those*, talking about a food festival, presenting the Mistura Food Fest, writing an article about a food festival in Romania

**Vocabulary:** Food festival activities (*try regional dishes, treat yourself to sweets, try different types of bread, take part in a cookery contest*); Nouns (*passion, capital city, mixture, highlight, cookery*); Adjective (*unique*); Phrase (*feast for the senses*)

## 4.3 Exploring the world

62-63

**Lesson Objectives:** Learning about means of transport, expressing preference, reading for gist, reading comprehension, learning/revising the past simple, writing a letter while on holiday

## 4.4 Holiday trouble

64-65

**Lesson Objectives:** Learning about holiday problems, reading for gist, reading comprehension, learning prepositions, learning/revising the past continuous, narrating an experience, writing a comment on a blog

**Vocabulary:** Holiday problems (*miss a flight, get a flat tyre, get food poisoning, get lost, get sunburnt, passport expires, lose luggage, have bad weather, spend all money*); Noun (*rest*); Verb (*share*); Phrases (*taxi ride, pour down, soaking wet, look on the bright side, full of life, stomach cramps, catch a flight*)

## 4.5 Another way of life

66-67

**Lesson Objectives:** Learning about eco-living, reading for gist, reading for specific information, designing a floating village, learning phrasal verbs with *stand*, comparing the past simple and the past continuous, preparing a podcast

**Vocabulary:** Eco-living (*They go fishing. They trade fish for food. They collect rubbish from the sea. They live in houses floating on wooden rafts.*); Noun (*backpacker*); Verbs (*preserve, succeed*); Adverb (*certainly*); Phrases (*jump at the chance, way of life, next stop*)

## 4.6 Travel stories

68-69

**Lesson Objectives:** Reading for order of events, reading comprehension, learning prepositions of movement/direction, forming adverbs, listening for specific information, writing a story

**Vocabulary:** Nouns (*wetsuit, surfboard, wave, shore*); Verbs (*grab, reach, dig, kick, release, save*); Phrasal verbs (*put on, look forward to, shoot out of, keep away*); Adjectives (*sharp, alive*); Adverb (*excitedly*); Phrase (*full recovery*)

## CLIL (Literacy)

70

**Lesson Objectives:** Reading for gist, reading for specific information, retelling a story, finding stories related to weather

**Vocabulary:** Nouns (*tribe, ancestor, spirit, warmth*); Adjective (*exhausted*)

## Self-Check Test 4

71-72

## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 **Aim** Presenting vocabulary for places of entertainment

- Go through the vocabulary in the list and explain/ elicit the meanings of any unknown words.
- Then ask Ss to look at the pictures and complete the gaps in the sentences for each one.
- Check Ss' answers around the class.

#### Answer Key

- |                |                  |
|----------------|------------------|
| 1 Waterpark    | 4 Theatre        |
| 2 Concert Hall | 5 Skating Rink   |
| 3 Opera House  | 6 Amusement Park |

### 2 **Aim** Forming sentences with relative clauses; practising new vocabulary

- Explain the task and read out the example.
- Then elicit similar sentences for the remaining pictures from Ss around the class.

#### Suggested Answer Key

*Walt Disney Concert Hall is a concert hall in Los Angeles, USA where people can attend classical concerts.*

*Sydney Opera House is an opera house in Sydney, Australia where people can see performances.*

*Shakespeare's Globe Theatre is a theatre in London, UK where people can watch plays.*

*Rideau Canal Skating Rink is an ice rink in Ottawa, Canada where people can ice skate.*

*Cedar Point Amusement Park is an amusement park in Ohio, USA where people can go on rides.*

- Play the video for Ss and elicit their comments at the end.

#### Background information

**Alberta** is a western province of Canada. Its population is around 4 million people. The capital city is Edmonton, but the largest city is Calgary.

**Los Angeles** is the largest city in California in the USA. The population is 3.8 million people in the city and around 13 million people in the region. It is a centre for business, trade, entertainment, culture, media, fashion, sports and technology. It is also home to Hollywood where many films and TV programmes are produced.

**Sydney**, Australia, is the largest city in the country, but not the capital. It is a top financial and business centre and is home to the famous Sydney Opera House.

**London** is the capital city of England and the UK. It is a leading financial centre as well as a cultural centre and a popular tourist destination. It has a population of 9 million people.

**Ottawa** is the capital city of Canada. It is in Ontario. The population is around 965,000 in the city and 1,3 million in the surrounding area. It is home to a number of universities and cultural institutions and numerous national museums.

**Ohio** is a Midwestern state in the USA. Ohio is the 7th most populous of the 50 United States. The state's capital and largest city is Columbus.

## 4.1 – Travel ideas

### 1 **Aim** Presenting vocabulary relating to Singapore

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.
- Ask Ss to close their books and then elicit how many sights they can remember.

(Ss' own answers)

### 2 **Aim** Listening/reading for gist

- Ask Ss to look at the pictures and guess what makes Singapore an exciting destination.
- Play the recording. Ss listen and read the text to find out.
- Then elicit answers from Ss around the class.

#### Suggested Answer Key

*There is a lot to see and do, there are lots of shops and there is exciting nightlife in Singapore.*

### 3 **Aim** Reading for key information

- Ask Ss to read the text again and then read the questions and answer them in their notebooks.
- Check Ss' answers around the class.

**Answer Key**

- 1 *It's a fountain with a lion's head and fish's body.*
- 2 *There is a 150-metre-long rooftop pool in the SkyPark.*
- 3 *You can shop in Orchard Road and Chinatown.*
- 4 *You can try local food at the night markets.*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

4 a) **Aim** Consolidating new vocabulary

Explain the task and give Ss time to complete it and then check their answers around the class.

**Answer Key**

- |                    |                          |
|--------------------|--------------------------|
| 1 <i>island</i>    | 6 <i>air-conditioned</i> |
| 2 <i>famous</i>    | 7 <i>narrow</i>          |
| 3 <i>rooftop</i>   | 8 <i>cheap</i>           |
| 4 <i>trendy</i>    | 9 <i>local</i>           |
| 5 <i>top-class</i> | 10 <i>night</i>          |

b) **Aim** Consolidating new vocabulary and information in a text

- Give Ss time to use the completed phrases in Ex. 4a to make sentences about Singapore referring to the text if necessary.
- Elicit sentences from Ss around the class.

**Suggested Answer Key**

*The Merlion Fountain is a famous landmark.*

*The SkyPark has a rooftop pool.*

*Singapore is a shopping paradise with trendy shops, top-class restaurants and air-conditioned malls.*

*In Chinatown in Singapore there are narrow streets and cheap souvenirs.*

*Singapore comes alive at night and you can find delicious local food at the night markets.*

5 **Aim** Learning/revising a/an – the

Ask Ss to read the theory and explain any points Ss are unsure of. Then elicit examples in the text.

**Answer Key**

*Examples: a small island, an exciting holiday destination, the most famous, the Merlion Fountain, a lion's, a fish's, the SkyPark, the top, the Marina, a 150-metre-long, the Singapore Flyer, a giant, a shopping paradise, the crowded, the place, a music and lights show, the Gardens by the Bay, an exciting night safari, the zoo*

6 **Aim** Practising a/an – the

- Explain the task and give Ss time to complete it.
- Then check Ss' answers around the class.

**Answer Key**

- |                         |                                |
|-------------------------|--------------------------------|
| 1 <i>a, -, the, the</i> | 4 <i>an, -, the, -, the, -</i> |
| 2 <i>-, -, the</i>      | 5 <i>the, the, -</i>           |
| 3 <i>-, -, the</i>      |                                |

7 **Aim** Think Expressing an opinion; talking about Singapore

Read out the questions and give Ss time to consider their answers. Then elicit answers from Ss around the class.

**Suggested Answer Key**

*I would definitely visit the giant Ferris wheel to see the whole city. I would also definitely visit Orchard Road and Chinatown because I like shopping. I would also visit the night markets to try delicious local food. I think I would have a fantastic time.*

8 **Aim** Writing a summary of the text

- Explain the task and refer Ss to the **Writing Skills** section for guided help with the writing task.
- Ask various Ss to read their summary to the class.

**Suggested Answer Key**

**name/location:** *Singapore, Southeast Asia*

**things to do/see:** *Merlion Fountain, breathtaking views and rooftop pool at Skypark, Singapore Flyer, giant Ferris wheel, shopping in Orchard Road and Chinatown*

**nightlife:** *the Gardens at the Bay, night markets, night safari at the zoo*

*Singapore is in Southeast Asia. It's a great holiday destination and has something for everyone. You can see the Merlion Fountain and enjoy breathtaking views from the rooftop pool at SkyPark. You can go on the Singapore Flyer, a giant Ferris wheel and go shopping in Orchard Road and Chinatown. The nightlife in Singapore is exciting, too. You can visit the Gardens at the Bay and the night markets. You can also go on a night safari at the zoo.*

## 4.2 – Taste the world

### 1 **Aim** Presenting vocabulary relating to food festival activities

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Describing pictures

- Explain the task and read out the example.
- Then ask Ss to describe the pictures to their partners and talk about what people can do and see at the festival.
- Ask various Ss to share their answers with the rest of the class.

#### **Suggested Answer Key**

*Picture 1 shows a man cooking meat outside on a barbecue.*

*Picture 2 shows a man preparing some kind of sweet or cake.*

*Picture 3 shows a group of cooks or chefs making bread.*

*Picture 4 shows two chefs preparing some food.*

*They can try regional dishes. They can treat themselves to sweets. They can try different types of bread.*

### 3 **Aim** Listening/reading for specific information

- Ask Ss to read the first and the last paragraphs and then elicit where and when the festival takes place.
- Play the recording. Ss listen and read the whole text to find out about it. Then elicit the writer's attitude.

#### **Suggested Answer Key**

*The Mistura Food Fest takes place in Lima, Peru in September.*

*The writer's attitude is persuasive and exciting.*

### 4 **Aim** Reading for key information

- Ask Ss to read the sentence stems and then give them time to read the text again and complete them.
- Check Ss' answers around the class.

#### **Answer Key**

- 1 food
  - 2 Lima, Peru
  - 3 mixture
  - 4 the Amazon Rainforest and the Andes Mountains
  - 5 a big market with 400 stalls
- Give Ss time to look up the meanings of the words in the **Check these words** box.
  - Play the video for Ss and elicit their comments.

#### **Background information**

**Brazil** is the largest country in South America. The capital city is Brasilia and the population is 210 million people. The people speak Portuguese and they are known for their love of soccer.

**Colombia** is a country in South America. 49 million people live there and the capital city is Bogotá. The people speak Spanish and they have a president.

**Peru** is a country on the west coast of South America. The capital city is Lima and it has a population of 32 million people. The people speak Spanish. Peru's neighbours are Ecuador, Colombia, Bolivia, Chile, and Brazil. Some of the oldest civilisations in the world started here such as the Inca Empire.

### 5 **Aim** Learning/revising *there is/there are – there – this/these – that/those*

Ask Ss to read the theory and explain any points they are unsure of. Then elicit examples in the text from Ss around the class.

#### **Answer Key**

*Examples: this festival, this is a big market, There are also demonstrations*

### 6 **Aim** Practising *there is/there are*

Explain the task and give Ss time to complete it. Then check Ss' answers.

#### **Answer Key**

- 1 Is there, there are
- 2 There aren't, There is
- 3 Are there, there isn't

### 7 **Aim** Practising *there – this/that – these/those*

Explain the task and give Ss time to complete it. Then check Ss' answers.



**Answer Key**

- 1 This                      3 That                      5 There  
2 those                    4 these

**8** **Aim** **Think** Developing critical thinking skills

- Read out the question and give Ss time to consider their answers and then tell their partners.
- Ask various Ss to share their answers with the class.

**Suggested Answer Key**

*The Mistura Food Fest is special because it is the largest food festival in South America. There is a huge market with 400 stalls.*

**9** **Aim** **ICT** Writing an article about a food festival in Romania

- Give Ss time to research online and find out information about a food festival in Romania and make notes under the headings.
- Then give Ss time to use their notes to write their article.
- Tell Ss to follow the plan.

**Suggested Answer Key**

**Name of festival:** Toamna La Ceaun Festival

**Location:** Bucharest, Romania

**Date:** a weekend in late October

**Activities:** delicious Romanian food prepared by local people, traditional music, handmade gifts and crafts funfair for children

**Recommendation:** a fun festival

**Toama la Ceaun Festival**

*Toama la Ceaun Festival takes place in Bucharest, Romania over a weekend in late October.*

*Visitors can try a wide range of delicious Romanian food prepared by local people. There is traditional music and handmade gifts and crafts. There is also a funfair for children.*

*This festival is a lot of fun and a great day out for the family. If you get the chance, you should go.*

**4.3 – Exploring the world****1** **Aim** Generating topic-related vocabulary

- Set a one-minute time limit and ask Ss to write as many means of transport as they can think of in their notebooks.
- Check Ss' answers around the class.

**Suggested Answer Key**

*bike, bus, plane, train, tram, helicopter, boat, ferry, ship, motorbike, cable car, etc*

**2** **Aim** Expressing preference

- Read out the question and then ask Ss to express preferences in pairs using the adjectives in the list and following the example.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

**Suggested Answer Key**

*I prefer travelling by car. It's fast and comfortable. I don't like travelling by plane. It's expensive and noisy. etc*

**3** **Aim** Listening/reading for gist

- Ask Ss to look at the pictures and elicit Ss guesses as to which country the means of transport are from.
- Play the recording. Ss listen and read the text to find out and elicit the answers.

**Answer Key**

*You can see a gondola in Italy. You can see a rickshaw in China.*

**4** **Aim** Reading comprehension

- Ask Ss to read the questions and then give them time to read the texts again and answer them.
- Elicit answers from Ss around the class.

**Answer Key**

- 1 They went on a gondola ride.
- 2 He sang traditional Italian songs.
- 3 He travelled by rickshaw.
- 4 The driver stopped and waited for him whenever he wanted to take a look around.

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

**Background information**

**Venice** is a city in northern Italy. It has a population of over 260,000 people. It is built on small islands in a lagoon and canals run through the city. It is a popular tourist resort and it has a reputation as one of the most romantic cities in the world.

**Beijing**, is the capital city of China. 21.5 million people live there. It is also called Peking. It is a very ancient city and dates back to prehistoric times. There are many temples and palaces there including the famous imperial palace known as the Forbidden City.

### 5 **Aim Think** Expressing an opinion

Read out the question and give Ss time to consider their answers and then elicit answers from Ss around the class.

#### **Suggested Answer Key**

*I would like to go on a gondola ride because I think Venice is a beautiful city and I would love to travel up and down the canals.*

### 6 **Aim** Practising prepositional phrases

Explain the task and give Ss time to complete it and then check their answers.

#### **Answer Key**

1 by      2 on      3 by      4 in

### 7 a) **Aim** Presenting/revising the past simple

- Ask Ss to read the theory.
- Explain any points Ss are unsure of and then elicit examples from the text and whether they are regular or irregular past forms.

#### **Answer Key**

*Regular: travelled, passed, arrived, Did you travel, didn't cost, stopped, waited, wanted*

*Irregular: went, was, sang, took, were, got, went, saw*

### b) **Aim** Practising the past simple

Explain the task and give Ss time to complete it and then check Ss' answers around the class.

#### **Answer Key**

1 Did you visit      4 saw      7 didn't see  
2 went      5 didn't get      8 bought  
3 loved      6 thought

### 8 **Aim** Practising the past simple

- Ask Ss to use the prompts to form questions and ask their partners who then answer them.

- Monitor the activity around the class and check Ss' intonation. Then have Ss swap roles.

#### **Suggested Answer Key**

1 A: *Where did you go on holiday last year?*

B: *I went to Constanța.*

2 A: *Who did you go with?*

B: *I went with my family.*

3 A: *Did you enjoy it?*

B: *Yes, I had a great time.*

4 A: *Did you go by plane?*

B: *No, we went by car.*

5 A: *When did you arrive?*

B: *We arrived on 12th July.*

6 A: *What did you do?*

B: *We went to the beach and swam in the sea. We sunbathed and did water sports.*

### 9 **Aim** Talking about holidays

- Read out the question and then ask Ss to talk about their last year's holiday.
- Ask some Ss to share their answers with the class.

#### **Suggested Answer Key**

*I went on holiday to Constanța last year. I went to the beach and swam in the sea. I also sunbathed and did water sports there. It was amazing.*

### 10 **Aim** Writing a letter

- Explain the task and give Ss time to write a letter about their holiday to their friend including all the points mentioned.
- Check Ss' answers by asking various Ss to read their letters to the class.

#### **Suggested Answer Key**

*Dear Sam,*

*Hi. How are you? I'm in Constanta and I'm having a brilliant time. I'm here with my family. We arrived on Saturday by car. Yesterday, we went to the beach and swam in the sea. We sunbathed and did water sports. It was wonderful!*

*Talk soon,*

*Elena*

#### 4.4 – Holiday trouble

##### 1 **Aim** Presenting vocabulary relating to holiday problems

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

##### 2 **Aim** Practising vocabulary relating to holiday problems

Ask Ss to talk in pairs about what happened to the people in the pictures following the example.

###### Answer Key

- 1 She got a flat tyre.
- 2 He got food poisoning.
- 3 She got lost.
- 4 She got sunburnt.
- 5 His passport expired.
- 6 He lost his luggage.
- 7 They had bad weather.
- 8 He spent all his money.

##### 3 **Aim** Listening/reading for gist

- Ask Ss to look at the blog and guess the answers to the questions.
- Play the recording. Ss listen and read to find out.

###### Answer Key

Katy had bad weather, the taxi driver got lost and the taxi got a flat tyre. She felt terrible.  
Sara got food poisoning. She was disappointed.

##### 4 **Aim** Reading comprehension

- Ask Ss to read the sentence stems and then give them time to read the text again and complete them.
- Check Ss' answers.

###### Answer Key

- 1 Rome
  - 2 she was standing in the rain
  - 3 Bogotá, Colombia
  - 4 food poisoning
- Give Ss time to look up the meanings of the words in the **Check these words** box.
  - Play the video for Ss and elicit their comments.

#### Background information

Rome is the capital and largest city of Italy. Its historic centre is listed by UNESCO as a World Heritage Site. Its nickname is The Eternal City and 2.8 million people live there.

**Bogotá** is the capital and largest city of Colombia. It is the political, economic, administrative, industrial, artistic, cultural, and sports centre of the country. Its nickname is The South American Athens and 8 million people live there.

##### 5 **Aim** **Think** Making a judgement

- Give Ss time to consider the answers to the questions and then tell their partners.
- Ask various Ss to share their answers with the class.

###### Suggested Answer Key

*I think food poisoning is worse than getting wet, getting lost and getting a flat tyre because those things are minor and easy to change. Getting food poisoning is dangerous.*

*Other holiday problems: delayed flight, lose passport, lose money, have an accident, dirty hotel, small hotel room, etc*

##### 6 **Aim** Practising prepositional phrases

Explain the task and give Ss time to complete it and then check their answers.

###### Answer Key

1 at      2 in      3 on      4 of      5 By

##### 7 a) **Aim** Learning/revising the past continuous

- Ask Ss to read the theory.
- Explain any points Ss are unsure of and then elicit examples in the text.

###### Answer Key

*Examples: was pouring down, was changing, was standing, was having*

##### b) **Aim** Practising the past continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 Was John buying, wasn't, was posting
- 2 Were they eating, weren't, were taking
- 3 Were you exploring, were
- 4 you were sleeping, was reading, wasn't sleeping, was organising
- 5 Was Emma walking, was, was hiking
- 6 Were you searching, was booking, wasn't, was looking

### 8 Practising the past continuous

- Explain the task and give Ss time to complete it.
- Monitor the activity around the class and check Ss' intonation.

**Answer Key**

- 2 Were they driving to the beach at 4 o'clock yesterday afternoon? No, they weren't.
- 3 Where were you going at 9 o'clock this morning? I was going sightseeing.
- 4 Were you sleeping when the plane landed? Yes, I was.
- 5 Who were you talking to on the phone at 11 o'clock last night? I was talking to my cousin.
- 6 Was he visiting the museum at lunchtime yesterday? No, he wasn't.

### 9 Narrating an experience

Ask various Ss to narrate a bad holiday experience to the class including all the points mentioned.

**Suggested Answer Key**

**When & where I went:** Spain, last year

**Who I went with:** my parents

**What happened:** got sunburnt

**How I felt:** in pain, silly

*I went on holiday to Spain last year with my parents. The weather was lovely. We checked into the hotel and went to the beach and I spent all day there. I got sunburnt and in the evening, I was bright red all over. It was very painful. I felt a bit silly for not putting on sunscreen. I had to spend the next couple of days in the shade.*

### 10 Writing a comment on a blog

- Explain the task and ask Ss to use their answers in Ex. 9 to help them.
- Give Ss time to complete the task.

- Ask various Ss to read out their blog comment to the class.

**Suggested Answer Key****Petru\_2004, 17:35**

*Hi Katy! I remember last year when I went to Spain on holiday with my parents. The weather was lovely. We checked into the hotel and went to the beach and I spent all day there. I got sunburnt and in the evening, I was bright red all over. It was very painful. I felt a bit silly for not putting on sunscreen, and I had to spend the next couple of days in the shade.*

## 4.5 – Another way of life

### 1 Presenting vocabulary relating to eco-living

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 Practising vocabulary relating to eco-living

Ask various Ss to look at the pictures and say the phrases following the example.

**Suggested Answer Key**

*They trade fish for food.*

*They collect rubbish from the sea. They live in houses floating on wooden rafts.*

### 3 Listening/reading for gist

- Read out the questions and elicit Ss' guesses.
- Play the recording. Ss listen and read the text to find out.
- Check Ss' answers around the class.

**Suggested Answer Key**

*It is easy because they can catch fish to eat or trade for food. It is difficult because it is hard work collecting rubbish from the sea.*

### 4 Reading for specific information

- Ask Ss to read the questions.
- Then give them time to read the text again and answer them.
- Check Ss' answers.

**Answer Key**

- 1 It was the best place he visited in Vietnam.
  - 2 He felt excited.
  - 3 They trade them for something else.
  - 4 They collect rubbish to make sure it will be a nice place to live in the future.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
  - Play the video for Ss and elicit their comments.

**Background information**

**Vietnam** is the easternmost country on the Indochina Peninsula in Southeast Asia. It has a population of around 94.6 million people. Vietnam's neighbours are China, Laos, Cambodia, Thailand, the Philippines, Malaysia and Indonesia. Its capital city is Hanoi and Ho Chi Minh City is the most populous city.

5 **Aim** Consolidating new vocabulary

- Give Ss time to explain the words in bold using their dictionaries as necessary.
- Then elicit answers from Ss around the class.

**Suggested Answer Key**

**activity:** *sth that people do*

**trade:** *swap*

**preserve:** *keep sth in the same condition*

**succeed:** *be successful*

6 **Aim Think** Designing a floating village

- Ask Ss to work in groups and design a floating village in a lake considering all the points mentioned.
- Then ask various groups to present their floating village to the class.

**Suggested Answer Key**

**Location:** *Lake Baikal, Russia*

**What the houses look like:** *wooden houses made of logs*

**What people do there:** *fishing, sailing and diving, protect the local wildlife and keep the lake free from pollution, teach local schoolchildren about the local wildlife, sail to mainland to sell their fish and buy water and supplies*

*Our floating village is on Lake Baikal in Russia. The island is a large floating raft made of wood with wooden houses made of logs. The people spend their time fishing, sailing and diving. They also protect the local*

*wildlife and keep the lake free from pollution. They invite groups of local schoolchildren to come and learn about the local wildlife, too. The islanders sail to the mainland to sell their fish and buy water and supplies.*

7 **Aim** Presenting and practising phrasal verbs with **stand**

- Ask Ss to read the box and then complete the sentences with the correct particle.
- Check Ss' answers.

**Answer Key**

1 *for*                      2 *out*                      3 *up for*

8 **Aim** Practising the past simple and the past continuous

- Explain the task and give Ss time to complete it.
- Then check Ss' answers.

**Answer Key**

1 *didn't go, travelled*

2 *were you doing, was eating*

3 *was driving, remembered*

4 *did you arrive, took, checked in, changed*

5 *wasn't waiting, landed, was still trying*

6 *was playing, were sailing*

9 **Aim Think** Talking about a previous trip

- Explain the task and give Ss time to consider their answers.
- Monitor the activity around the class and ask various Ss to share their partners' answers with the rest of the class.

*(Ss' own answers)*

10 **Aim** Preparing a podcast

- Explain the task and give Ss time to complete it.
- Then ask various Ss to present their podcast to the class.  
*(How to make a podcast: It's like audio blogging)*
- Choose a name, topic, music and design for your podcast.
- Pick a podcast host to stream your podcast.
- Write down what you want to say and record it.
- Then edit your podcast.
- Finally post it and promote it.

*(Ss' own answers)*



## 4.6 – Travel Stories

### 1 **Aim** Presenting vocabulary relating to a story

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Listening/reading for order of events

- Explain the task and elicit what Ss think happened from the pictures.
- Play the recording. Ss listen and read the story to put the events in the pictures into the correct order.
- Check Ss' answers.

#### Suggested Answer Key

*I think a shark attacked Todd while he was surfing, but some dolphins helped him and he managed to reach the shore and then his friends took him to the hospital.*

#### Answer Key

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

### 3 **Aim** Reading comprehension

- Give Ss time to read the questions and the text again to answer them.
- Then look at the pictures to tell the story.
- Check Ss' answers around the class.

#### Answer Key

- 1 *He went with his friends.*
- 2 *His leg.*
- 3 *A group of dolphins.*
- 4 *Todd lift himself onto his board and a wave carried him to the shore.*

*One day Todd and his friends were at the beach surfing. Todd was having fun surfing when a shark attacked him. Then a group of dolphins swam around Todd and protected him. After a while he reached the shore. Finally Todd's friends took him to the hospital.*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 4 **Aim** Identifying adjectives/adverbs

- Ask Ss to look back through the story and find the adjectives/adverbs the writer has used for the nouns listed and write them in their notebooks.
- Check Ss' answers.

#### Answer Key

- |                    |                  |                |
|--------------------|------------------|----------------|
| 1 <i>summer</i>    | 4 <i>huge</i>    | 7 <i>sandy</i> |
| 2 <i>favourite</i> | 5 <i>sharp</i>   | 8 <i>full</i>  |
| 3 <i>excitedly</i> | 6 <i>quickly</i> |                |

### 5 **Aim** Learning and practising prepositions of movement/direction

- Ask Ss to study the key and then give them time to complete the sentences with the correct prepositions.
- Check Ss' answers.

#### Answer Key

- |                    |                |                  |
|--------------------|----------------|------------------|
| 1 <i>out of</i>    | 4 <i>along</i> | 7 <i>across</i>  |
| 2 <i>towards</i>   | 5 <i>over</i>  | 8 <i>on</i>      |
| 3 <i>off, into</i> | 6 <i>down</i>  | 9 <i>through</i> |

### 6 **Aim** Forming adverbs

- Read out the theory and explain any points Ss are unsure of.
- Then elicit examples in the text.
- Then give Ss time to read the text and form adverbs from the adjectives in brackets.
- Check Ss' answers around the class.

#### Answer Key

*Examples: excitedly, quickly, immediately*

- |                       |                  |
|-----------------------|------------------|
| 1 <i>comfortably</i>  | 4 <i>angrily</i> |
| 2 <i>brightly</i>     | 5 <i>quickly</i> |
| 3 <i>accidentally</i> |                  |

### 7 **Aim** Listening for key information

- Play the recording and ask Ss to listen and take notes about what happened.
- Ask various Ss to tell the class.

#### Suggested Answer Key

*Australia, fishing, Great Barrier Reef, one morning, set sail, warm and sunny, two hours, caught something heavy, pull it out, giant barracuda, uncle called newspaper, took photo, felt proud, saw it the next day*

### 8 **Aim** Writing a story

- Ask Ss to read the rubric and underline the key words.
- Then ask Ss to use their notes from Ex. 7 to write their story following the plan.

- Ask various Ss to read their stories to the class.
- Alternatively, assign the task as HW and ask Ss to read out their stories in the next lesson.
- Ss swap papers and evaluate each other.

### Suggested Answer Key

#### An amazing experience

John got on his boat that warm summer morning and set sail. It was his first visit to the Great Barrier Reef in Australia and he was excited to go fishing.

After two hours, he caught something. It was so heavy. He pulled it out. It was a giant barracuda.

He showed his uncle. He called the local paper and they took a photo.

John felt very proud when he saw it in the paper the next day.

### CLIL (Literacy)

#### 1 Listening/reading for gist

- Ask Ss to read the title and look at the pictures.
- Elicit their guesses as to how the Sun came to be.
- Play the recording. Ss listen and read the text and find out.

#### Answer Key

The Sun came to be when a young Aboriginal woman lit a big campfire in the sky.

#### 2 Reading for specific information

- Give Ss time to read the questions and answer choices and then read the text again and answer them.
- Check Ss' answers.

#### Answer Key

1 B                      2 C                      3 A

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

#### 3 **Think** Retelling a story from another point of view

Explain the task and ask various Ss around the class to retell the story from the woman's point of view.

#### Suggested Answer Key

I argued with my tribe and I left. I walked for a long

time. I was exhausted. My ancestors' spirits lifted me to the sky. I slept for a long time. I woke up and made a campfire. I looked down on my tribe and saw my people were sad and cold. I made a campfire in the sky. The people were happy and warm. I lit a fire every morning to keep them warm. The people called the warmth and light the Sun.

#### 4 **ICT** Researching stories related to weather

- Ask Ss to work in small groups and research stories on the Internet related to weather.
- Assign the task as HW and ask groups to present their stories and pictures in the next lesson.

(Ss' own answers)

### Self-Check Test 4

#### 1 Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

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

#### 2 Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 rooftop    2 regional    3 crowded    4 cookery

#### 3 Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 expensive                      3 noisy                      5 slow  
2 fast                              4 safe

#### 4 Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *did you wake up, took, ate, planned*
- 2 *didn't come, wasn't feeling/didn't feel, stayed*
- 3 *were you going, saw, were driving*
- 4 *Was Mike sleeping, called*
- 5 *were playing, was packing*

5 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *There is*      3 *There isn't*      5 *There isn't*  
 2 *There aren't*      4 *There are*

6 **Aim** Consolidating everyday English from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *E*      2 *A*      3 *D*      4 *B*      5 *C*

7 **Aim** Reading for specific information

- Give Ss time to read the questions and answer choices and then read the article and choose their answers.
- Check Ss' answers.

**Answer Key**

- 1 *A*      2 *B*      3 *B*

8 **Aim** Listening for specific information

- Ask Ss to read the gapped notes.
- Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

**Answer Key**

- 1 *Sahara*      3 *sunny*      5 *guide*  
 2 *friends*      4 *camp*

9 **Aim** Writing a story

- Explain the task and give Ss time to write their story using the introductory sentence provided.
- Check Ss' answers.

**Suggested Answer Key****Adventure in the desert**

*One hot and sunny afternoon, Lily and her friends set off on a trek across the Sahara Desert.*

*When they reached camp, they had a delicious dinner. After dinner, Lily went for a walk, but she got lost. The sand dunes all looked the same and she started to panic.*

*Just then she heard a friendly voice. It was her guide.*

*She got back to the camp and her friends laughed. She just felt relieved to be safe.*

**Competences**

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities.

# Module

# 5

## My everyday life

### Topic

In this module Ss will learn about hobbies & free-time activities, chores, teen problems, sports & venues, healthy food & drinks, sections, clothes & accessories, and places to shop. They will learn the imperative, the gerund, conditional type 1, quantifiers, prepositions and phrasal verbs with *take*. They will talk about hobbies and free-time activities, ask for/give advice, invent a sport, talk about healthy/unhealthy eating habits, buy/sell clothes, make offers & requests, describe an open-air market in Romania and pronounce /s/, /z/. They will write a text about their weekend activities, an email of advice, a note, a poster, and blog posts.

### Module page

73

**Lesson Objectives:** Learning about activities, talking about activities and getting an overview of the module

**Vocabulary:** Activities (*aikido, weightlifting, Pilates, squash, Zumba, aerial yoga, boxing, rugby, swimming*)

### 5.1 Hobby & Free time

74-75

**Lesson Objectives:** Learning about hobbie/free-time activities & chores, reading for gist/specific information, learning prepositional phrases, listening for key information, writing a short text about weekend activities

**Vocabulary:** Activities (*dust the furniture, mop the floor, go skateboarding, do archery, cooking, do the laundry, go dancing, play baseball, play music, make a podcast, vlogging, go camping, collect stamps, go rafting, collect action figures, hang out with friends, go on a picnic, go fishing, have a barbecue, play board games*); Phrases (*cool area, window shopping, crazy about*)

### 5.2 Teen healthy lifestyle

76-77

**Lesson Objectives:** Learning about teen problems, listening for key information, reading for gist/specific information, revising the imperative, learning prepositional phrases, pronouncing /s/, /z/, asking for/giving advice, writing an email giving advice

**Vocabulary:** Teen problems (*lack of sleep, exam stress, bullying, family problems, loneliness*); Verbs (*snooze, concentrate, boost*); Nouns (*stress, brain*); Phrases (*catch some zzzs, alarm goes off, on average, sleep in, suffer from*)

### 5.3 Sports

78-79

**Lesson Objectives:** Learning about sports & venues, reading/listening for specific information/key information, learning/revising the gerund, inventing a sport, writing a short note

**Vocabulary:** Sports & venues (*air sports, ball games, extreme sports, winter sports, rink, ring, pitch, court, pool, course*); Nouns (*mixture, martial art*); Adjective (*loose*)

### 5.4 Healthy food & drinks

80-81

**Lesson Objectives:** Reading for gist/key information, categorising food & drinks, listening for specific information, learning/revising conditional type 1, preparing a poster about healthy food/drinks

**Vocabulary:** Food & drinks (*potato, broccoli, tomato, coffee, milk, wholewheat bread, brown rice, lentil, turkey breast, cola, egg, seafood, pea, chocolate, tuna, salmon, biscuit, pizza, ice cream, cabbage, mushroom, tea, cake, bean, celery, grape, fig, lettuce, water, aubergine, carrot, strawberry, burger*); Verbs (*reduce, increase*); Nouns (*vitamin, substance, heart disease*); Phrase (*burst with*)

### 5.5 Clothing & Fashion

82-83

**Lesson Objectives:** Learning about sections, clothes & accessories, listening/reading for specific information, learning/revising quantifiers, learning phrasal verbs with *take*, role playing buying/ selling clothes in a shop

**Vocabulary:** Sections (*menswear, ladieswear, swimwear, sportswear, footwear, accessories*); Clothes & accessories (*high heels, tie, sandals, hat, football shirt, boots, cycling shorts, tracksuit, skirt, belt, tuxedo, suit, dress, scarf, swimsuit, leggings, hairband, flip flops, gloves*); Nouns (*winter sale, discount, credit card*); Phrasal verb (*try on*)

### 5.6 Shopping

84-85

**Lesson Objectives:** Learning about places to shop, reading/listening for gist, learning/revising quantifiers, talking/writing a blog post about an open-air market in Romania

**Vocabulary:** Places to shop (*flea market, plant and flower market, seafood market, antiques market, farmers' market, car boot sale*) Products (*carnations, prawns, lemons, sardines, used toys, used books, roses, potatoes, old furniture, art [paintings], jewellery, collectables, second-hand clothes*); Verb (*recommend*); Noun (*street performer*); Adjective (*talented*); Phrase (*feel right*)

### Culture Corner

86

**Lesson Objectives:** Reading for specific information, presenting schools in Australia; writing a blog post about schools in Romania

**Vocabulary:** Nouns (*break, policy, preschool, primary school, secondary school, certificate*); Adjective (*senior*)

### Self-Check Test 5

87-88

## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 **Aim** Presenting vocabulary relating to activities

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Talking about activities

Read out the questions and elicit answers from Ss around the class.

#### *Suggested Answer Key*

*I like swimming. I would like to try aerial yoga because it looks fun.*

### 3 **Aim** Categorising activities

Ask Ss to discuss in pairs and decide which activities are for groups and which are for individuals. Elicit answers from Ss around the class.

#### *Answer Key*

*Group activities: Pilates, Zumba, rugby*

*Individual activities: aikido, weightlifting, squash, aerial yoga, boxing, swimming*

- Play the video for Ss and elicit their comments at the end.

## 5.1 – Hobby & Free time

### 1 a) **Aim** Categorising activities

- Ask Ss to write the headings in their notebooks and give them time to list the activities under the correct headings.
- Check Ss' answers.
- Then elicit which activities the pictures show.

#### *Answer Key*

*Hobbies/Free-time activities: go skateboarding, do archery, go dancing, play baseball, play music, make a podcast, vlogging, go camping, collect stamps, go rafting, collect action figures, hang out with friends, go on a picnic, go fishing, have a barbecue, play board games*

*Chores: dust the furniture, mop the floor, cooking, do the laundry*

*The pictures show: do the laundry, mop the floor, do archery, have a barbecue*

### b) **Aim** Generating vocabulary

- Ask Ss to discuss in pairs and think of more activities.
- Elicit answers from Ss around the class.

#### *Suggested Answer Key*

*Hobbies/Free-time activities: play online games, play football, go swimming, etc*

*Chores: make the bed, tidy my room, do the washing-up, etc*

### 2 **Aim** Listening/reading for gist

- Ask Ss to read the title of the text and then guess what the teens do at the weekends. From the pictures.
- Play the recording. Ss listen and read to find out.

#### *Answer Key.*

*Sally goes window shopping, goes to coffee shops and plays basketball.*

*Neil hangs out with his friends, walks around Central Park, sails model boats, goes for coffee or eats pizza.*

### 3 **Aim** Reading for specific information

- Ask Ss to read the statements (1-4) and then give them time to read the text again and mark them accordingly.

#### *Answer Key*

1 NS      2 W      3 R      4 W

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

#### **Background information**

**New York** is the most populous city in the USA with over 8.6 million people. It is also a popular tourist destination and around 62 million visitors visit every year.

**East Village** is a neighbourhood in the New York City borough of Manhattan. It is known for its diverse community, vibrant nightlife and artistic nature.

**Tompkins Square Park** is a 10.5-acre public park in the Alphabet City section of East Village.



**Central Park** is a park in Manhattan. It covers 843 acres and it is the most visited urban park in America, with up to 40 million visitors a year. It is also one of the most filmed locations in the world.

#### 4 **Think** Talking about weekends

Explain the task and ask two Ss to model the example exchange. Then ask Ss to discuss in pairs why they love weekends. Then ask various Ss to tell the class.

##### **Suggested Answer Key**

A: I love weekends because I hang out with my friends.

B: Me too. We usually go shopping or for a coffee.

#### 5 Consolidating information in a text

- Ask Ss to think of and write down four questions based on the text and then exchange papers with their partner and answer their questions.
- Ask various Ss to share the questions and answers with the class.

##### **Suggested Answer Key**

- 1 What is there in the East Village? (Cool shops and fantastic coffee shops)
- 2 Where is the basket ball court? (Tompkins Square Park)
- 3 Where does Neil meet his friends? (Central Park)
- 4 What is the name of the pizzeria they sometimes go to? (Terry's)

#### 6 Practising prepositional phrases

Explain the task and give Ss time to complete it and then check their answers.

##### **Answer Key**

- |         |       |      |
|---------|-------|------|
| 1 at    | 3 for | 5 on |
| 2 about | 4 to  |      |

##### **Suggested Answer Key**

- 1 Yes, I do. / No, I don't.
- 2 Yes, I am. / No, I'm not.
- 3 Once or twice a week.
- 4 Yes, I do. / No, I don't.
- 5 Yes, I do. / No, I don't.

#### 7 Listening for key information

- Explain the task and ask Ss to read the questions. Then play the recording and Ss listen and choose the correct answer.
- Check Ss' answers.

##### **Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 B | 2 C | 3 B |
|-----|-----|-----|

#### 8 Talking about free-time activities

Ask Ss to talk in pairs about what they like doing in their free time in different types of weather. Ask various Ss to share their answers with the class and see who else in the class enjoys the same activities.

##### **Suggested Answer Key**

*I like going ice skating when it's cold and snowy. I like going rafting when it's cool and windy. I like going swimming and hanging out at the beach when it's hot and sunny. I like playing computer games when it's cloudy and rainy.*

#### 9 **Think** Planning an ideal weekend

- Explain the task and give Ss time to consider their answers.
- Ask various Ss around the class.

##### **Suggested Answer Key**

*We will get up and go cycling at the park. Then we'll have lunch at my house and we'll also play video games. In the afternoon we'll go to the cinema and also go out for pizza.*

#### 10 Writing a short text about one's preferred weekend activities

- Explain the task and give Ss time to complete it.
- Ask various Ss to read out their piece of writing to the class

##### **Suggested Answer Key**

*At the weekends, I like hanging out with my friends. We often go to the park and play football on Saturday mornings. On Saturday nights, we sometimes go to the cinema or we go for pizza. On Sundays, I spend time with my family. We have lunch, watch a film together and eat popcorn.*

### 5.2 – Teen healthy lifestyle

#### 1 Listening for key information and presenting vocabulary relating to teen problems

- Ask Ss to read the problems (A-E) and look at the pictures.
- Then play the recording. Ss listen and match the problems to the speakers.
- Check Ss' answers.

**Answer Key**

1 E    2 C    3 D    4 A    5 B

## 2 **Aim** Think Ranking problems in order of seriousness

- Explain the task and read out the example. Then give Ss time to rank the problems in order of seriousness to them.
- Tell Ss to compare with their partners and give reasons.
- Ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

1 family problems                      4 exam stress  
 2 bullying                                      5 lack of sleep  
 3 loneliness

A: I think family problems are the most serious. Living in an unhappy home environment can affect all the other areas of your life and make you very unhappy.

B: I agree. I also think bullying is a very serious problem because it can affect your self esteem and you may stop going to school and you can become extremely unhappy and ill because of it.

A: Yes, that's true. I think loneliness is less serious but it's still quite serious. If you are lonely, you feel sad and you miss out on lots of activities and social events.

B: That's right. Exam stress can be serious for some people because it can make them ill with headaches and anxiety.

A: I agree. So, we both think the least serious problem is lack of sleep.

B: Yeah, because apart from anything else, it is the easiest to fix ... just get some early nights.

## 3 **Aim** Listening/reading for gist

- Ask Ss to read the title and the first sentence in each paragraph and then guess what the text is about.
- Play the recording. Ss listen and read the text to find out.

**Answer Key**

The text is about lack of sleep.

## 4 **Aim** Reading for specific information

- Ask Ss to read the questions and the answer choices and then give them time to read the text again and complete the task.
- Check Ss' answers and explain the words in bold.

**Answer Key**

1 C                      2 A                      3 B

**snooze** (v): to sleep lightly for a while

**longer** (adj): continuing for a large amount of time

**harder** (adj): difficult to deal with

**solution** (n): the answer to a problem

**right** (adj): suitable

**bright** (adj): full of light

**tips** (n): information

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

## 5 **Aim** Revising the imperative

Elicit examples of the imperative in the text and then elicit from Ss how we form the imperative and the negative imperative.

**Answer Key**

Examples: go to bed ..., don't use, make sure

We form the imperative with the base form of the main verb and the negative with **do not** and the base form of the main verb.

## 6 **Aim** Practising prepositional phrases

Explain the task and give Ss time to complete it. Then check their answers.

**Answer Key**

1 on    2 to    3 for    4 from

## 7 **Aim** Pronouncing /s/, /z/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation

## 8 a) **Aim** Substituting situational language for suitable alternatives

- Ask Ss to read the dialogue and then refer them to the **Functions** box. Give them time to replace

the underlined phrases with appropriate alternatives form the box.

- Check Ss' answers.

### Suggested Answer Key

*What do you think I should do? – What should I do?*

*Why don't you ...? – Have you thought of ...?*

*You should also .. – Another thing you can do is ...*

### b) Role playing a dialogue asking for/giving advice

- Ask Ss to work in pairs and act out a dialogue similar to the one in Ex. 8a for the situation provided and using the ideas.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

### Suggested Answer Key

A: *I can't sleep well. What should I do?*

B: *Have you thought of having a hot drink before going to bed? You can feel more relaxed that way.*

A: *That's a good idea!*

B: *Another thing you can do is avoid using electronic devices late at night because they wake your brain up.*

A: *I'll do that! Thanks for your help.*

B: *You're welcome.*

### 9 Writing an email giving advice

- Explain the task and refer Ss to the *Writing Skills* section for guided help with the writing task.
- Check Ss' answers.

### Suggested Answer Key!

*Hi Ann,*

*Sorry to hear you can't sleep well. I have a couple of ideas that may help.*

*First, have you thought of having a hot drink before going to bed? You can feel more relaxed that way.*

*Another thing you can do is avoid using electronic devices late at night because they wake your brain up.*

*I hope my advice helps. Let me know.*

*Best wishes,*

*Mary*

## 5.3 – Sports

### 1 Generating vocabulary for sports

- Ask Ss to copy the headings into their notebooks and then set a one-minute time limit and ask Ss to think of as many sports as they can and write them under the headings.
- Check Ss' answers around the class.

### Suggested Answer Key

*Air sports: kite surfing, paragliding*

*Ball games: football, rugby, baseball, cricket, basketball, golf*

*Extreme sports: kite surfing, paragliding, rock climbing, snowboarding*

*Winter sports: skiing snowboarding, ice skating*

### 2 Presenting and practising vocabulary for sports venues

- Ask Ss to read the words in the list and explain/elicite the meanings of any that are unknown.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

### Answer Key

1 *pitch*

3 *rink*

5 *court*

2 *pool*

4 *ring*

6 *course*

### 3 Listening/reading for specific information

- Ask Ss to look at the photos and then elicit questions from various Ss around the class.
- Write two of them on the board.
- Play the recording. Ss listen and read the text to see if they are answered.

### Answer Key

*I don't know anything about these sports.*

*What are they called? (Capoeira, aikido)*

*What equipment do you need? (loose clothes, a uniform and a stick)*

### 4 Reading comprehension

- Ask Ss to read the questions and then give them time to read the text again and answer them.
- Check Ss' answers.



Good morning everyone. My name is George and today I'd like to talk to you about more sports records. Deng Wei is a female athlete from China, who broke the record of heaviest weightlifting, 147 kg, in 2016. Another amazing female athlete Serena Williams broke the record for the longest span of Gran Slam Singles in tennis, which was 17 years and 13 days back in 2017. Are there any questions? ... Thank you for listening.

### 11 **Aim** Writing a note

- Explain the situation and give Ss time to write a note following the directions.
- Then Ss swap their notes and respond.
- Check Ss' answers by asking various Ss to read out their notes to the class.

#### Suggested Answer Key

Ben,  
Gone to basketball practice, back at 6. Fancy going to the cinema later? 😊  
John

#### Suggested response to partner's note

I'd love to go to the cinema later John. 😊  
Ben

## 5.4 – Healthy food & drinks

### 1 **Aim** Listening/reading for gist

- Ask Ss to look at the pictures. Read out the questions and elicit Ss' guesses.
- Play the recording. Ss listen and read the text and find out.

#### Answer Key

Walnuts look like brains.  
Carrots are good for your eyes. Tomatoes are good for your heart. Walnuts are good for you brains. Beans are good for your kidneys.

### 2 **Aim** Reading comprehension

- Ask Ss to read the sentences (1-5). Then give them time to read the text again and correct the sentences in their notebooks.
- Check Ss' answers and explain the words in bold.

#### Answer Key

- 1 Carrots help our bodies make Vitamin A.
- 2 Cooked tomatoes are better for your heart than raw ones.

- 3 Walnuts are good for brain development.
- 4 You need to eat a few walnuts every day.
- 5 Beans are not good for people with kidney problems.

**contain (v):** to have sth inside sth else

**raw (adj):** not cooked

**develop (v):** to grow

**diet (n):** the food sb eats every day

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 3 **Aim** Think Consolidating information in a text

Elicit answers to the question from Ss around the class.

#### Suggested Answer Key

I learnt that carrots help our bodies make vitamin A.  
I learnt that tomatoes reduce the risk of heart disease.  
I learnt that walnuts are good for the brain and I learnt that beans are good for your kidneys.

### 4 a) **Aim** Categorising vocabulary for food & drinks

- Ask Ss to write the headings into their notebooks.
- Then give them time to write the words under the correct headings.
- Explain/Elicit the meanings of any unknown words and then play the recording for Ss to check their answers.

#### Suggested Answer Key

**Healthy:** potato, broccoli, tomato, milk, wholewheat bread, brown rice, lentil, turkey breast, egg, seafood, pea, tuna, salmon, cabbage, mushroom, tea, bean, celery, grape, fig, lettuce, water, aubergine, carrot, strawberry

**Unhealthy:** coffee, cola, chocolate, biscuit, pizza, ice cream, cake, burger

### b) **Aim** Categorising nouns as countable or uncountable and practising plurals

- Explain the task and give Ss time to categorise the nouns in Ex. 4a and then write the plurals of the countable nouns in their notebooks.



- Check Ss' answers on the board and elicit which words we use to form the plural number of an uncountable noun.

### Answer Key

**Countable:** potatoes, tomatoes, lentils, turkey breasts, eggs, peas, cabbages, mushrooms, beans, grapes, figs, lettuces, aubergines, carrots, strawberries, biscuits, cakes, burgers

**Uncountable:** broccoli, milk, wholewheat bread, brown rice, seafood, tuna, salmon, tea, celery, water, coffee, cola, chocolate, pizza, ice cream

We use some to form the plural number of an uncountable noun.

## 5 Talking about food/drinks

- Ask Ss to talk about which food/drinks they eat and when in pairs.
- Ask various Ss to share their answers with the class.

### Suggested Answer Key

*I drink water every day. I eat carrots and tomatoes once or twice a week. I never eat walnuts and I sometimes eat beans.*

## 6 Listening for confirmation

- Ask Ss to read the menu and label the sections in their notebook.
- Play the recording for Ss to check their answers.
- Then ask Ss to decide what to eat in pairs.
- Ask various Ss to tell the class.

### Answer Key

1 starters      3 side dishes      5 drinks  
2 main courses      4 desserts

### Suggested Answer Key

*I will have the leek and potato soup to start, followed by the lentil burgers for main course and a salad as a side dish. For dessert, I'd like the chocolate brownie and I'd like fresh juice to drink.*

## 7 Learning/Revising Conditionals type 1

- Say then write on the board: *If you call me, I will answer.* A conditional sentence and that it contains an **if-clause** and a **main clause**. Ask Ss to identify the if-clause (*If you call me*) and which tense we use (*the present simple*). Ask Ss to identify the main clause (*I will answer*) and the tense used (*the future simple*). Explain that this is a Type 1 conditional and

we use it to talk about a real or probable situation in the future.

- Explain that we form type 1 conditional with *if/when + present simple + will/can + infinitive without to*.
- Ask Ss to read the theory box. Explain any points Ss are unsure of. Then elicit how we form conditional sentences type 1 and elicit examples in the text.

### Answer Key

*We form type 1 conditional with if/when + present simple + future simple.*

*Examples: if you eat carrots, you'll see better at night, if you eat a handful a day, you'll get all the goodness you need, if you already have a kidney problem, beans won't help*

## 8 Practising conditionals type 1

Explain the task and give Ss time to complete it and then check their answers.

### Answer Key

1 don't finish  
2 don't brush (comma after properly)  
3 find (comma after purse)  
4 won't pass  
5 won't have (comma after shopping)  
6 won't win  
7 arrive (comma after midday)

## 9 Practising conditionals type 1 with personal examples

- Explain the task and give Ss time to complete the sentences with their own ideas,
- Elicit answers from Ss around the class.

### Suggested Answer Key

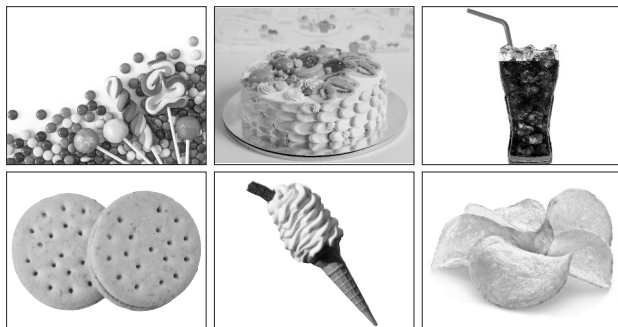
1 will put on weight  
2 will be thirsty  
3 we don't go to bed early  
4 will be late  
5 don't eat more healthily  
6 will stay in

## 10 ICT Preparing a poster on healthy/unhealthy food/drinks

- Explain the task and ask Ss to work in pairs and do some online research to prepare a poster of healthy/unhealthy food/drinks.

- Give Ss time to complete the task in class or assign as HW.
- Put the posters up around the classroom.

**Suggested Answer Key**  
**Unhealthy Food/Drinks**



**Healthy Food/Drinks**



11 **Aim** Giving a presentation on healthy/unhealthy eating habits

- Tell Ss to use their research from Ex. 10 to help them prepare a presentation on healthy/unhealthy eating habits.
- Give Ss time to complete the task in class or assign as HW.
- Ask various Ss to give their presentations to the class.

**Suggested Answer Key**

*Good morning, my name is Radka. Our eating habits are important. We can help our bodies to be healthy by eating healthy food and not eating unhealthy food. Bread, rice, potatoes, pasta and cereal are healthy and give us energy. Beans, fish and eggs help us grow strong and milk, yoghurt and cheese are good for our bones and teeth. Eat five portions of fruit and vegetables every day to stay healthy and get lots of vitamins.*

*Biscuits, crisps, cake, sweets and chocolate are unhealthy. They contain a lot of sugar and fat. It's OK to eat chocolate or sweets sometimes, but don't eat them every day!*

*It's easy to have a good diet! Give it a try! Are there any questions? ... Thank you for listening.*

**5.5 – Clothing & Fashion**

1 **Aim** Presenting vocabulary for sections in a department store

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

2 a) **Aim** Presenting and practising vocabulary for sections, clothes & accessories

- Ask Ss to work in pairs and categorise the items in the list under the correct section from Ex.1.
- Check Ss' answers and then elicit more items for each section from Ss around the class.

**Suggested Answer Key**

**Menswear:** tie, tuxedo, suit (trousers, shirt)

**Ladieswear:** skirt, dress, leggings (blouse, top)

**Sportswear:** football shirt, cycling shorts, tracksuit, leggings (trainers, jogging pants)

**Swimwear:** swimsuit, flip flops (swimming trunks, goggles)

**Footwear:** high heels, sandals, boots (slippers, court shoes)

**Accessories:** hat, belt, scarf, hairband, gloves (bag, jewellery)

b) **Aim** Asking about location of items in a department store

- Explain the task and ask two Ss to model the example exchange.
- Then have Ss work in pairs and act out similar exchanges using the vocabulary in Exs. 1 & 2a.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

**Suggested Answer Key**

A: Excuse me, where can I find a tie?

B: In the menswear department.

A: Excuse me, where can I find a hat?

B: In the accessories department.

A: Excuse me, where can I find a football shirt?

B: In the sportswear department?

A: Excuse me, where can I find a skirt?

B: In the ladieswear department.

A: Excuse me, where can I find a swimsuit?

B: In the swimwear department. etc

### 3 **Aim** Listening and reading for key information

- Read out the question. Play the recording. Ss listen and read to find out the answer.

**Answer Key**

£30

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 4 **Aim** Substituting situational language in a dialogue for suitable alternatives

- Explain the task and give Ss time to read the Functions box and replace the underlined sentences in the dialogue with other appropriate ones from the box.
- Check Ss' answers around the class.

**Suggested Answer Key**

How can I help you, sir? – Can I help you with something?

Well, I'm looking for a jacket. – Could you help me pick a jacket out?

It looks really nice on you. – It really suits you.

### 5 **Aim** Learning/Revising quantifiers

- Ask Ss to read the theory. Explain any points Ss are unsure of. Then have Ss read the sentences and choose the correct items.
- Check Ss' answers around the class.

**Answer Key**

- |               |            |
|---------------|------------|
| 1 a number of | 5 some     |
| 2 much        | 6 any      |
| 3 no          | 7 a lot of |
| 4 much        |            |

### 6 **Aim** Presenting and practising phrasal verbs with take

- Ask Ss to read the box and then complete the sentences with the correct particle.
- Check Ss' answers.

**Answer Key**

1 to      2 after      3 off      4 off

### 7 **Aim** Listening for gist

- Ask Ss to read the options (A-C). then play the recording and have Ss choose the one which matches the content of the announcement.
- Check Ss' answer.

**Answer Key**

A

### 8 **Aim** Role playing a dialogue buying/selling clothes

- Ask Ss to work in pairs and take roles and act out a dialogue according to the situation using the useful language in the **Functions** box and following the model in Ex. 3.
- Have Ss use the pictures and the diagram to help them.
- Monitor the activity around the class and then ask various pairs of Ss to act out their dialogues in front of the rest of the class.

**Suggested Answer Key**

A: Can I help you with something?

B: Well, I'm looking for some trousers.

A: Our winter sales starts today, so all our trousers are 25% off.

B: That sounds great! Have you got anything in grey?

A: What size are you?

B: A medium.

A: How about these wool trousers here?

B: Hmm, they look nice.

A: Why don't you try them on?

B: They're just right. They also match the shirt I plan to wear.

A: They look really nice on you. With the discount, they're just £22.

B: OK, I'll take them.

A: Great. How would you like to pay?

B: By cash.

- A: Can I help you with something?  
 B: Well, I'm looking for a jumper.  
 A: Our winter sales starts today, so all our jumpers are 25% off.  
 B: That sounds great! Have you got anything in purple?  
 A: What size are you?  
 B: A medium.  
 A: How about this one here?  
 B: Hmm, it looks nice.  
 A: Why don't you try it on?  
 B: It's just right. It also matches the trousers I plan to wear.  
 A: It really suits you. With the discount, it's just £15.  
 B: OK, I'll take it.  
 A: Great. How would you like to pay?  
 B: By cash.

## 5.6 – Shopping

### 1 Presenting vocabulary relating to places to shop

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation
- Then give Ss time to match the phrases to the pictures (A-F).
- Check Ss' answers.

#### Answer Key

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

### 2 Matching products to places to shop

- Ask Ss to read the items in the list and explain/elicite the meanings of any unknown words.
- Read out the example and then give Ss time to complete the task in their notebooks.
- Elicit sentences from Ss around the class.

#### Answer Key

You can buy old furniture, jewellery, used toys, used books and second-hand clothes at a flea market. You can also find antiques there.  
 You can buy roses and carnations at a plant and flower market. You can also find shrubs and herbs there.  
 You can buy prawns and sardines at a seafood market. You can also find crab and mussels there.

You can buy old furniture, art (paintings), jewellery and collectables at an antiques market. You can also find old books there.

You can buy lemons and potatoes at a farmers' market and you can find lots of other fruit and vegetables there.

You can buy used toys, used books and second-hand clothes at a car boot sale. You can also find used household items, there.

### 3 Listening/reading for gist

- Ask Ss to look at the pictures in the text. Then elicit their guesses as to what makes these markets unique.
- Play the recording. Ss listen and read the text to find out.

#### Suggested Answer Key

Camden Market is unique because it has got music, handmade accessories, unique fashion and a few art shops as well as delicious food to try. Portobello Road is unique because it is the world's largest antiques market and there are talented street performers there.

### 4 Reading comprehension

- Give Ss time to read the questions and then read the text again and answer them. Check Ss' answers.

#### Answer Key

- 1 Buckingham Palace, the Tower of London and the Globe Theatre
- 2 music, handmade accessories, unique fashion, art and delicious food
- 3 pizza
- 4 It is the world's largest antiques market.
- 5 Street performers – actors and saxophone players

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 5 Think Expressing an opinion

Give Ss time to consider their answers and then elicit answers from Ss around the class with their reasons.

#### Suggested Answer Key

I'd like to visit Camden Market because I like music and unique fashion.

## 6 **Aim** Listening for key information

- Explain the task and ask Ss to read the list of places.
- Play the recording and then have Ss match the adverts to the places in the list.
- Check Ss' answers.

### Answer Key

1 D      2 E      3 A      4 C

## 7 **Aim** Learning quantifiers

Ask Ss to read the theory box. Explain any points Ss are unsure of. Then elicit examples in the text.

### Answer Key

Examples: *a few art shops, a little entertainment*

## 8 **Aim** Practising quantifiers

Explain the task and give Ss time to complete it. Then check their answers.

### Answer Key

1 few, a few                      3 little  
2 a few, a little                4 a few, a little

## 9 a) **Aim** **ICT** Presenting an open-air market in Romania

- Give Ss time to research online and collect information about an open-air market in Romania and make notes under the headings.
- Then give Ss time to use their notes to prepare a presentation.
- Ask various Ss to give their presentation to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

### Suggested Answer Key

**Name:** Valea Cascadelor

**Location:** Strada Valea Cascadelor, Bucharest

**What to buy:** used clothes, used toys, used household goods, appliances and many other goods

**Opening hours:** 6 am – 1 pm

*Good morning. My name is Camelia Vasilescu and today I am going to tell you all about a great open-air flea market. After all, who doesn't like to shop outdoors? Well, if that sounds like you, you should visit Valea Cascadelor open-air market. It's in Strada Valea*

*Cascadelor in Bucharest and it has a huge variety of used clothes, used toys, used household goods, appliances and many other goods for sale. It's open from 6 am – 1 pm so there's plenty of time to have a look around.*

*So next time you are in Bucharest, why not pop by and check it out? I'm sure you'll find something there you like and if you don't have any money, you can still look at the stalls for something for another time and enjoy the atmosphere of this bustling flea market. That's all from me. Thank you for listening.*

## b) **Aim** Writing a blog post

- Give Ss time to use their answers in Ex. 10a to help them write a blog post about an open-air market in Romania.
- Ask various Ss to read out their blog posts to the class.

### Suggested Answer Key

**Maria345, 21:09**

*Hi everyone! Anyone visiting Romania who likes open-air markets should visit Valea Cascadelor open-air flea market. It's in Strada Valea Cascadelor in Bucharest and it has a huge variety of used clothes, used toys, used household goods, appliances and many other goods for sale. It's open from 6 am – 1 pm so there's plenty of time to have a look around.*

## Culture Corner

### 1 **Aim** Predicting information

- Ask Ss to look at the pictures and then ask various Ss to predict what school is like in Australia.
- Elicit answers to the other question in the rubric from Ss around the class.

### Suggested Answer Key

*I think school in Australia starts around January, because the seasons are different there.*

*I don't think school in my country is similar to Australia's.*

### 2 **Aim** Listening/reading for specific information

- Play the recording. Ss listen to the text.
- Ask Ss to read the statements (1-5) and then give them time to read the text and mark them accordingly.
- Check Ss' answers.



**Answer Key**

1 T      2 F      3 NS      4 F      5 F

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

3 **Aim** Presenting school in Australia

- Play the video again and give Ss time to read the text again.
- Ask Ss to write the headings into their notebooks and make notes under them and then give them time to prepare a presentation.
- Ask various Ss to give their presentation to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

<b>school year:</b>	starts end of January – ends middle December
<b>school day:</b>	9 am – 3:30 pm, short break in the morning, longer break for lunch midday
<b>types of school:</b>	<p><b>preschool</b> (ages 3 – 5)</p> <p><b>Primary School</b> (year 1 – year 6 [ages 6 – 11])</p> <p><b>Secondary School</b> (year 6 – year 10 [ages 12 – 16])</p> <p><b>Senior Secondary School</b> (year 11 – year 12 [ages 17 – 18])</p>

In Australia school starts in the end of January and finishes in the middle of December. A typical school day starts at 9 am and finishes at 3:30 pm. Students have one short break in the morning and a longer break for lunch at midday. In Australia they have four types of school. Preschool for children 3-5 years old. Primary School, which is for children 6-11 years old and the classes are Years 1-6. Then they go to Secondary School, which is for teens 12-16 years old and the classes are Years 6-10. Finally they go to Senior Secondary School which is for teens 17-18 years old and the classes are Years 11 and 12.

4 **Aim** **ICT** Writing a blog post on Romanian schools

- Give Ss time to research online and collect information about Romanian schools and make notes under the headings in Ex. 3. Then give Ss time to write a short blog post.
- Ask various Ss to read out their blog posts to the class.
- Alternatively, assign the task as HW and ask Ss to read out their blog posts in the next lesson.

*(Ss' own answers)***Self-Check Test 5**1 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**1 go                      4 have                      6 collect  
2 do                      5 play2 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**1 football              3 ice                      5 basketball  
2 golf                      4 boxing3 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**1 flower and plant      4 flea  
2 seafood                      5 farmers'  
3 antiques4 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**1 to come                      3 dancing                      5 going  
2 swimming                      4 to play

5 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *doesn't improve*                      4 *will call*  
 2 *are*    5 *will go*  
 3 *join*

6 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *many*                      3 *any*                      5 *hundreds*  
 2 *little*                      4 *A number*

7 **Aim** Consolidating everyday English from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *What do you think I should do?*  
 2 *Have you thought of*  
 3 *Why don't you*  
 4 *What else should I do?*  
 5 *You should*

8 **Aim** Reading for specific information

- Give Ss time to read the article and then ask them to read the questions and answer choices and choose their answers.
- Check Ss' answers.

**Answer Key**

- 1 *B*                      2 *B*                      3 *A*

9 **Aim** Listening for specific information

- Ask Ss to read the gapped text. Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

**Answer Key**

- 1 *cheese*    4 *5/five*  
 2 *chocolates*                                      5 *London Bridge*  
 3 *Monday*

10 **Aim** Writing a blog post

- Explain the task and give Ss time to write their report.
- Check Ss' answers.

**Suggested Answer Key**

**Sophia453, 17:33**

*Hi everyone! There's lots of markets in London, but Borough Market is the oldest. It's 1,000 years old! It sells fish, meat, cheese fruit and vegetables. It also has special treats such as handmade chocolates. If you're not interested in ingredients, then there's lots of hot and cold food available to buy, too. It's open Monday to Fridays from 10-5 and Saturdays from 8 am. Just get the bus or the train to London Bridge and you can't miss it!*

**Competences**

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities.

# Module

# 6

## Unique experiences

### Topic

In this module Ss will learn about geographical features, outdoor activities, flora & fauna, eco-tourism, holiday activities, natural phenomena, landmarks and feelings. They will learn the present perfect, the present perfect with *since, for, ever, never, already, yet, just, how long*, the present perfect continuous vs the present continuous, adverbs, position of adverbs, prepositions and phrasal verb with *give*. They will talk about outdoor activities, talk about a reserve, talk about natural landmarks, request/offer help, narrate an experience, express preference and pronounce *lea*, *lee*. They will write a letter about an experience, an email making/refusing an offer, a message, a blog entry about a phenomenon, a letter of request and an email about an experience.

### Module page

89

**Lesson Objectives:** Learning about geographical features, getting an overview of the module

**Vocabulary:** Geographical features (*falls, mountains, canyon, lake, cliffs, rainforest*)

### 6.1 Eco-tourism I

90-91

**Lesson Objectives:** Learning about outdoor activities, reading for gist, reading for specific information, learning the present perfect (affirmative & negative), talking about outdoor activities, writing a letter about an experience

**Vocabulary:** Outdoor activities (*see meadows with multicoloured wild flowers, see a black bear, hike along stunning trails, spot moose, explore an area on horseback, go birdwatching, try snowshoeing, fish in a river*); Nouns (*national park, species, cross-country skiing*)

### 6.2 Eco-tourism II

92-93

**Lesson Objectives:** Learning about flora & fauna, reading for gist, reading for key information, learning prepositions, learning the present perfect (interrogative & short answers), learning *have been – have gone*, listening for specific information, presenting the Danube Delta reserve, writing an email making/refusing an offer

**Vocabulary:** Flora & Fauna (*eagle, water lily, oak tree, deer, wolf, wildcat, tortoise, willow, heron, vines, swan, tree frog*); Nouns (*coast, marsh, ecosystem, trunk*); Verbs (*glimpse, twist*); Adjectives (*natural, rare*)

### 6.3 Natural landmarks I

94-95

**Lesson Objectives:** Learning about holiday activities, expressing preference, reading for gist, reading for key

information, learning phrasal verbs with *give*, learning the present perfect with *since, for, ever, never, already, yet, just, how long*, writing a message from holiday

**Vocabulary:** Holiday activities (*go rock climbing, try an escape room experience, go kayaking, go snorkelling, go caving*); Verbs (*carve, erupt*); Phrasal verb (*give up*); Nouns (*gorge, escape room*); Phrase (*rough sea*)

### 6.4 Natural phenomena

96-97

**Lesson Objectives:** Learning about types of phenomena, reading for key information, reading comprehension, learning the present perfect continuous, writing an entry for the school blog about a phenomenon

**Vocabulary:** Phenomena (*the Northern Lights, moonbows, earthquake lights*); Verbs (*capture, predict*); Nouns (*access, particles, gas, atmosphere, nature reserve, memory card*); Phrases (*go backpacking, remind of, mistake for*)

### 6.5 Natural landmarks II

98-99

**Lesson Objectives:** Learning about landmarks, reading for gist, reading for key information, comparing the present perfect continuous and the present continuous, requesting help, writing a letter of request, writing stories

**Vocabulary:** Landmarks (*cove, loch, causeway, falls, cave*); Verb (*release*); Phrasal verb (*turn into*); Nouns (*moor, hunter, hare, cauldron, potion, stream, stone*); Adjective (*icy*); Phrase (*cast a spell*)

### 6.6 Once in a lifetime

100-101

**Lesson Objectives:** Learning about feelings, expressing feelings, reading for gist, reading comprehension, learning adverbs and position of adverbs, pronouncing *lea*, *lee*, reporting a person's experience, writing an email describing an experience

**Vocabulary:** Feelings (*scared, nervous, anxious, frightened, terrified, sad, depressed, unhappy, happy, excited, glad, satisfied, pleased, relieved, bored, tired, fed up, angry, upset, mad, furious, annoyed, surprised, shocked, amazed, embarrassed, ashamed, uncomfortable, confused*); Verb (*bang*); Phrasal verb (*put up*); Nouns (*scenery, bobcat, tent pole*); Phrase (*stamp feet*)

### CLIL (Geography)

102

**Lesson Objectives:** Reading for gist, reading for specific information, talking about the Great Barrier Reef and expressing opinion, comparing and contrasting the Great Barrier Reef with a natural feature in Romania

### Self-Check Test 6

103-104

## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 Presenting vocabulary for geographical features

- Read out the words in the list and explain/elicite their meanings. Then ask Ss to look at the pictures and read the names and then fill in the gaps.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### Answer Key

A Mountains      C Rainforest      E Cliffs  
B Canyon      D Falls      F Lake

### 2 Talking about well-known geographical features

Give Ss time to consider their answers and then ask various Ss to share their answers with the class.

#### Suggested Answer Key

*I'd like to visit the Grand Canyon and the Amazon Rainforest.*

- Play the video for Ss and elicit their comments.

## 6.1 – Eco-tourism I

### 1 Presenting vocabulary for outdoor activities

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 Reading for gist

- Ask Ss to read the definition and the first sentence of the letter and look at the pictures.
- Elicit Ss' guesses about what someone can see and do in Rocky Mountain National Park.
- Then play the recording. Ss listen and read the text to find out.

#### Answer Key.

*You can see meadows with multicoloured wild flowers, forests, mountains and lakes. You can explore the area*

*on horseback and hike along stunning trails. You can spot moose, coyotes and black bears. You can go birdwatching. In the winter you can try snowshoeing and cross-country skiing.*

### 3 Reading for specific information

- Ask Ss to read the questions and answer choices and then give them time to read the text again and answer them.
- Ask Ss to look at the words in bold in the text and explain them.
- Check Ss' answers.

#### Answer Key

1 C                                      2 B                                      3 A

#### Suggested Answer Key

**multicoloured** = colourful      **ideal** = perfect  
**great** = very big      **opportunity** = chance  
**stunning** = very beautiful

- Give Ss time to look up the meanings of the words in the **Check these words** box.

#### Background information

**Colorado** is a state in the western United States. The state capital is Denver and the population is 5.6 million people. It is known for its natural beauty including mountain, forests, canyons, plains and rivers.

### 4 Consolidating information in a text

Give Ss time to consider their answers referring to the text as necessary and the elicit answers from various Ss around the class.

#### Suggested Answer Key

*You should visit the reserve to see nature and wild animals in their home and try lots of outdoor activities, like hiking and horse riding.*

### 5 Learning the present perfect

- Say, then write on the board: *I have worked hard today. Tom hasn't worked hard today.* Underline: *have worked* and *hasn't worked*.
- Explain that this verb is in the present perfect and elicit the form (**affirmative** – *have/has* + **past participle**, **negative** – *haven't/hasn't* + **past participle**).

- Explain that the past participles of regular verbs are formed by adding **-ed** to the end of the verb and that irregular verbs have their own forms.
- Explain that we use the present perfect to talk about actions that happened at an unstated time in the past and for actions that started in the past and continue to now. Ask Ss to read the theory box and explain any points Ss are unsure of.
- Then elicit how we form the present perfect affirmative/negative from Ss around the class and how we use the present perfect.
- Then elicit examples in the text.

### Suggested Answer Key

We form the present perfect affirmative/negative with *have/has (not) + the past participle of the main verb.*

Examples: *I've been, it's been, I've explored, I've also spotted, I've just seen, I haven't see, I've heard*

### 6 a) **Aim** Practising past participles

Explain the task and give Ss time to complete it and then check their answers around the class.

#### Answer Key

1 F      3 A      5 B      7 J      9 G  
2 I      4 H      6 C      8 E      10 D

### b) **Aim** Practising past participles

Give Ss time to complete the sentences with the past participles from Ex. 6a and then check their answers.

#### Answer Key

1 *have read*                      5 *have done*  
2 *have travelled*              6 *have slept*  
3 *has lived*                      7 *have swum*  
4 *have visited*                8 *have written*

### 7 **Aim** Practising the past perfect negative

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 *hasn't visited*                4 *hasn't driven*  
2 *haven't climbed*            5 *haven't eaten*  
3 *haven't tried*                6 *haven't left*

### 8 **Aim** Talking about activities using the present perfect

Give Ss time to read through the text again and write down everything Daniel has and hasn't done and then ask various Ss to tell the class.

#### Answer Key

*Daniel has visited Rocky Mountain National Park. He has explored on horseback and hiked along some trails. He has spotted some moose, coyotes and a black bear. He hasn't seen everything yet.*

### 9 **Aim** Writing a letter describing an experience

- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

#### Suggested Answer Key

*Hi Katy,  
I'm in the Rocky Mountain National Park in Colorado, USA. It's an amazing place full of natural beauty. There are meadows with wild flowers, forests, mountains and lakes.*

*I've explored on horseback and I've hiked along stunning trails. I've also spotted moose and a black bear and lots of different birds.*

*I'm having a really great time. I'll show you my photos when I get back.*

*Crina*

## 6.2 – Eco-tourism II

### 1 **Aim** Presenting vocabulary for flora & fauna

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Reading/Listening for gist

Read out the question and play the recording. Ss listen and read the text to find out.

#### Answer Key

*herons, eagles, wildcats, tortoises, water lilies, willows, oak trees, vines*



3 a) **Aim** Reading for key information; understanding the author's attitude

- Ask Ss to read the sentence stems and then give them time to read the text again and complete the task.
- Check Ss' answers around the class and then elicit the author's attitude to the reserve.

**Answer Key**

- 1 the Danube River      4 Letea Forest  
2 natural ecosystems      5 312 species of birds  
3 grey wolves

The author's attitude to the reserve is that it is an amazing place that people should visit.

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

b) **Aim Think** Consolidating information in a text; expressing an opinion

Give Ss time to consider their answers and then elicit answers from Ss around the class.

**Suggested Answer Key**

People should visit the Danube Delta because it's the perfect place to see Romania's wild natural beauty as well as many rare plants and interesting animals.

4 **Aim** Learning prepositional phrases

Explain the task and give Ss time to complete the task and then check their answers.

**Answer Key**

- 1 in      2 of      3 on      4 for      5 to

5 **Aim** Learning the present perfect (interrogative & short answers)

- Ask Ss to read the theory box.
- Explain that we form questions in the present perfect with *have/has + personal pronoun + past participle*. Explain/Elicit that we form short answers with *Yes/No + personal pronoun + have/has/haven't/hasn't*.
- Then elicit examples from the text.

**Answer Key**

We form the present perfect interrogative with *have/has + personal pronoun + past participle of the main verb*.

Examples: *Have you ever been ...? Have you ever tried ...?*

6 **Aim** Practising the present perfect interrogative and short answers

Explain the task and give Ss time to complete it and then check their answers.

**Answer Key**

- 1 Have they come, haven't  
2 Have you seen, haven't  
3 Has he stayed, has  
4 Has Julia tried, hasn't  
5 Have we packed, have  
6 Has Mike bought, hasn't  
7 Has she booked, has

7 a) **Aim** Presenting *have been – have gone*

Ask Ss to read out the theory box and explain any points Ss are unsure of.

b) **Aim** Practising *have been – have gone*

Explain the task and give Ss time to complete it and then check their answers.

**Answer Key**

- 1 has gone      3 hasn't gone  
2 haven't been      4 have been

8 **Aim** Listening for specific information

- Ask Ss to read the statements (1-5) and play the recording.
- Ss listen and mark the statements according to what they hear.
- Check Ss' answers.

**Answer Key**

- 1 T      2 T      3 F      4 NS      5 NS

9 **Aim** **ICT** Researching and presenting the Danube Delta Biosphere reserve

- Explain the task and ask Ss to work in groups to complete it. Encourage Ss to research online for more information about the reserve.

- Invite various groups to present the reserve to the class.

### Suggested Answer Key

#### The Danube Delta Biosphere Reserve

**General information:** on the coast of Romania, flows into the Black Sea, home to hundreds of species of birds and fish, has a great number of lakes and marshes

**Interesting facts:** second largest biosphere in Europe (after the Volga Delta), popular tourist destination in Romania

**Activities:** go birdwatching, go fishing, take a boat trip

The Danube Delta Biosphere Reserve is on the coast of Romania and flows into the Black Sea. The reserve is very important because it is home to hundreds of species of birds and fish, and has a great number of lakes and marshes. It is also the second largest biosphere reserve in Europe after the Volga Delta. The Danube Delta Biosphere Reserve is a popular tourist destination in Romania and the best place to see the country's natural beauty. Visitors can explore the nature and do activities like birdwatching and fishing and even take a boat trip in the Delta.

### 10 Writing an email making/refusing an offer

- Explain the task and ask Ss to work in pairs to complete the task.
- Check Ss' answers.

#### Suggested Answer Key

Hi Ann,

Guess what? This Saturday, I am visiting the Danube Delta Biosphere Reserve with my family. It is the perfect place for all nature lovers. There are 23 natural ecosystems with different animal and plant species.

Why don't you come with us? My dad can pick you up in the morning. Let me know if you can make it. It's going to be a fantastic experience!

Yours,  
Elena

Hi Elena,

Thank you so much for inviting me to go to Danube Delta Biosphere Reserve. It was very kind of you. It sounds like an amazing place.

Unfortunately, I am unable to go. I am sitting my exams soon and I have to study.

Thanks again for inviting me. Perhaps, I will be able to come another time after my exams have finished.

Best wishes,  
Ann

### 6.3 –National landmarks I

#### 1 Presenting vocabulary for holiday activities

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### 2 Expressing preference

- Explain the task and ask two Ss to model the example exchange. Then have Ss work in pairs and use the phrases in the **Functions** box to act out similar exchanges using the vocabulary in Ex. 1.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the rest of the class.

#### Suggested Answer Key

A: Do you prefer trying an escape room experience or going kayaking?

B: I prefer going kayaking to trying an escape room experience.

A: Which do you prefer: going snorkelling or going caving?

B: I prefer going snorkelling to going caving.

#### 3 Reading for gist

Read out the question and ask Ss to read through the texts quickly and find out.

#### Suggested Answer Key

Both the places are natural features. Both the places are in the UK. Both the places are very old.

#### 4 Reading/Listening for key information

- Ask Ss to read the questions and then play the recording. Ss listen and read the text again. Give Ss time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

- 1 Cheddar Gorge                      4 Fingal's Cave  
 2 Fingal's Cave                        5 Cheddar Gorge  
 3 Fingal's Cave

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

5 **Aim Think** Describing a scene using musical cues

- Explain the task and play the recording.
- Give Ss time to consider their answers and think about all the points listed.
- Play the recording again if necessary and then ask various Ss around the class to describe the scene to the class.

**Suggested Answer Key**

*I am at Fingal's Cave. I am with my parents. The weather is warm and sunny and the sea is calm. We are in a kayak inside the cave. I feel excited and happy.*

6 **Aim** Presenting and practising phrasal verbs with give

- Ask Ss to read the box and then complete the sentences with the correct particle.
- Check Ss' answers.

**Answer Key**

- 1 off            2 up            3 in            4 out

7 a) **Aim** Presenting the present perfect with *since, for, ever, never, already, yet, just, how long*

Ask Ss to read the theory box and explain any points Ss are unsure of. Then elicit examples in the texts.

**Answer Key**

*Examples: Have you ever tried, You've never seen, have been here since*

b) **Aim** Practising the present perfect with *since, for, ever, never, already, yet, just, how long*

Explain the task and give Ss time to complete it and then check their answers around the class.

**Answer Key**

- 1 never                      5 ever                      9 never  
 2 yet                        6 just                        10 yet  
 3 already                    7 since  
 4 for                        8 already

8 **Aim** Practising the present perfect with *since, for, ever, never, already, yet, just, how long* and personal examples

- Explain the task and give Ss time to complete it in their notebooks.
- Elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

*I haven't travelled abroad since 2016.  
 I have already booked the tickets.  
 Have you ever stayed at a hotel?  
 I have never camped by a river.  
 I haven't found my passport yet.  
 I have just spoken to the travel agent.  
 I have never tried caving.  
 I haven't caught a fish since last summer.*

9 **Aim** Writing a short message

- Explain the situation and the task and give Ss time to complete it including all the points mentioned.
- Ask various Ss to read their messages to the class.

**Suggested Answer Key**

*Cezara\_457, 20:03*

*Hi Harry, I'm at Cheddar Gorge, England with parents. Arrived last week. Amazing place! Have already tried rock climbing and caving and climbed 322 steps to top. View was incredible. Haven't tried an escape room experience yet. Going to try that tomorrow. I love it here! Talk soon.*

## 6.4 – Natural phenomena

1 **Aim** Reading/Listening for key information

- Ask Ss to look at the pictures and read the questions (1-3). Elicit guesses from Ss around the class.
- Then play the recording. Ss listen and read through the text to answer the questions.
- Check Ss' answers.

**Answer Key**

- 1 C                                      2 B                                      3 A

2 **Aim** Reading comprehension

- Give Ss time to answer the questions referring to the text as necessary.
- Elicit answers from Ss around the class.

- Ask Ss to look at the words in bold in the text and explain them.
- Check Ss' answers.

### Answer Key

- 1 *Particles from the Sun mix with gases in the Earth's atmosphere.*
- 2 *At night during a full moon near waterfalls.*
- 3 *They can be many different colours.*

### Suggested Answer Key

**noticed** = saw

**capture** = record

**awesome** = very impressive

**especially** = particularly

**images** = pictures

**remind** = bring to memory

**shape** = the form of the outer edges of sth

**predict** = to say that sth will happen in the future

- Give Ss time to look up the meaning of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### Background information

**Iceland** is an island country in the North Atlantic Ocean. It is part of Europe and the capital city is Reykjavik. It has a population of 347,050 people. It is famous for its volcanoes and glaciers.

**Zambia** is a country in southern Africa. The capital city is Lusaka. It used to be called Rhodesia and it was a British colony. That's why the official language is English. The economy depends on mining, agriculture and tourism and it is a popular safari destination.

### 3 **Think** Describing a phenomenon

- Ask Ss to imagine they saw one of the phenomena in the text and give them time to consider their answers including all the points mentioned.
- Ask various Ss to tell the class.

### Suggested Answer Key

*I saw the Northern Lights once. It happens when particles from the Sun mix with gases in the Earth's atmosphere. It's an amazing phenomenon – nature's own fireworks display with red and green lights in the sky. I felt very excited and very lucky to see it.*

*I saw a moonbow once. It happens at night during a full moon near a waterfall. It's an amazing phenomenon –*

*like a rainbow at night. I felt very excited and very lucky to see it.*

*I saw earthquake lights once. They happen before and during earthquakes. It's an amazing phenomenon – balls of light in the sky. I felt very excited and very lucky to see it.*

### 4 Learning the present perfect continuous

Ask Ss to read the theory box. Explain any points Ss are unsure of. Then elicit examples in the text.

### Answer Key

*Examples: I've been backpacking, I've been trying, have been studying*

### 5 Practising the present perfect continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

### Answer Key

1 *have you been doing, have been exploring*

2 *Have they been waiting*

3 *have been hiking*

4 *hasn't been swimming*

5 *has Mike been learning, has been living*

6 *have been going*

### 6 Practising time words/adverbs used with the present perfect, the present perfect continuous and the past simple

- Ask Ss to make sentences using the time words/adverbs and the present perfect, the present perfect continuous or the past simple and tell their partner.
- Elicit sentences from Ss around the class.

### Suggested Answer Key

*I haven't been on holiday since last May.*

*I last rode my bike two weeks ago.*

*I went to the cinema last week.*

*My family and I went to Spain last summer.*

*I have been writing on my blog since 2016.*

*I haven't eaten meat for three months.*

*I have already finished my homework.*

*I played football in the park last Saturday morning.*

*I haven't learnt to drive yet.*

*I have been studying French for two years.*

## 7 **Aim** Writing an entry for the school blog

- Ask Ss to work in small groups and research online and collect information about light pillars and make notes under the headings provided. Then give Ss time to write a short entry for the school blog about an imaginary time that they saw this phenomenon using their notes to help them.
- Ask various Ss to read out their texts to the class. Alternatively, assign the task as HW and ask various Ss to read out their texts in the next lesson.

### Suggested Answer Key

*name: light pillars*

*what they look like: light beams reaching into the sky*  
*where and when you can see them: in very cold places when there are ice crystals in the air, the light from the moon or from streetlights bounces into the sky*

*Mario\_2008, 17:35*

*Hi everyone! I saw an amazing phenomenon when I was on holiday in Canada last year. It was light pillars. They look like light beams reaching into the sky. It only happens in very cold places when there are ice crystals in the air. The light from the moon or from streetlights bounces into the sky. I took lots of cool photos. It was amazing!*

## 6.5 – Natural landmarks II

### 1 **Aim** Presenting vocabulary for natural landmarks; Listening for confirmation

- Read out the words in the list and explain/ elicit their meanings. Then ask Ss to look at the pictures and read the names and then fill in the gaps.
- Play the recording for Ss to check their answers.

#### Answer Key

- |         |            |        |
|---------|------------|--------|
| 1 Loch  | 3 Causeway | 5 Cave |
| 2 Falls | 4 Cove     |        |

### 2 **Aim** Reading for gist

Read out the questions and then give Ss time to read through the text and find out.

#### Suggested Answer Key

*The rocks look like a man. The story local people tell is about a hunter and his hounds. Some witches cast a spell on them and turned them into stone.*

### 3 **Aim** Reading/Listening for specific information

- Ask Ss to read the questions and answer choices. Then play the recording. Ss listen and read the text again to answer the questions.
- Check Ss' answers.

#### Answer Key

- 1 B                      2 A                      3 C

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 4 **Aim** **Think** Developing critical thinking skills

Give Ss time to consider their answers and then elicit answers from Ss around the class.

#### Suggested Answer Key

*I think there is a legend about the lakes because when a place is very beautiful it can seem magical. So, people make up stories to add some mystery to the place.*

### 5 **Aim** Comparing the present perfect continuous and the past simple

Ask Ss to read the theory. Explain any points Ss are unclear on and elicit examples in the text.

#### Answer Key

*Examples: present perfect continuous: have been standing, have been waiting present continuous: Are you planning*

### 6 **Aim** Practising present perfect continuous vs present continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

- 1 *am making, have been waiting*
- 2 *Are you using, am booking*
- 3 *are you buying, have been staying*
- 4 *are aching, have been staring*
- 5 *have been standing, isn't working*

### 7 **Aim** Completing a dialogue

- Ask Ss to read the dialogue and complete the gaps with phrases from the **Functions** box.
- Check Ss' answers.





**Answer Key**

A bear came into their camp when Alan was on a camping trip with his family and he got scared. They scared the bear away, but they didn't sleep that night.

#### 4 **Aim** Reading comprehension

- Ask Ss to work in pairs and ask and answer comprehension questions based on the text.
- Monitor the activity around the class.

**Suggested Answer Key**

A: Where did Alan go?

B: On a camping trip to Yosemite National Park. Who did he go with?

A: He went with his family. What did he do there?

B: He went hiking, birdwatching and rock climbing. What animals did he see?

A: He saw deer, a few coyotes and a bobcat. What happened on his last night?

B: They were putting out their tent when a bear came into their camp. What did they do?

A: They made a lot of noise to scare the bear away. How did Alan feel?

B: He was terrified.

- Give Ss time to look up the meanings of the words in the **Check these words** box.

**Background information**

**Yosemite National Park** is in the western Sierra Nevada of California, USA. It covers 3,026.87 km<sup>2</sup> and it is a World Heritage Site. Almost 95% of the park is designated wilderness and it has got granite cliffs, waterfalls, clear streams, giant sequoia groves, lakes, mountains, meadows, glaciers, and it is known for its biological diversity.

#### 5 **Aim** **Think** Developing creative writing skills

Give Ss time to consider their answers and write a new ending to the email. Then ask various Ss to share their answers with the class.

**Suggested Answer Key**

We made as much noise as we could, but the bear didn't leave. In fact, it came closer. We ran into the woods and hid. After about half an hour the bear left and we went back to our camp. We didn't sleep at all that night!

#### 6 **Aim** Learning adverbs and position of adverbs

Ask Ss to read out the theory box. Explain any points Ss are unsure of and then elicit examples in the email.

**Answer Key**

Examples: suddenly, quietly, slowly, luckily

#### 7 **Aim** Practising adverbs and order of adverbs

- Explain the task and read out the example.
- Give Ss time to complete the task. Then check their answers.

**Answer Key**

2 They never go camping.

3 We will be safe if we stay inside. / If we stay inside, we will be safe.

4 The forest was extremely quiet.

5 He shouted loudly at the bear.

6 The bear will come back soon.

#### 8 **Aim** Pronouncing ea, ee

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### 9 **Aim** Reporting an experience

Read out the words/phrases in the list and then ask various Ss around the class to use them to summarise Alan's experience.

**Suggested Answer Key**

Alan went on a camping trip with his family to Yosemite National Park. He saw lots of wildlife. On their last night, they were putting up their tent when his brother saw a bear, they all shouted and banged the tent poles and stamped their feet to scare the bear away. It worked and the bear left.

#### 10 **Aim** Writing an email about an experience

- Explain the task and refer Ss to the **Writing Skills** section for guided help with the writing task.
- Check Ss' answers.

**Suggested Answer Key**

Hi Maria,

I've just returned from the Rila Lakes. I had a great time! We saw some beautiful scenery and lots of wildlife.

On the last day, we had an amazing experience. We were walking by a lake when we saw a mother bear

with two cubs playing in the water. I was very excited and happy!

After a while, the bear family left, but I got some great photos. I have never seen something so amazing!

Ecaterina

## CLIL (Geography)

### 1 Reading/Listening for gist

- Ask Ss to read the dictionary definition and then elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss listen and read the text to find out.

#### Answer Key

*The Great Barrier Reef is the largest coral reef system in the world. It faces the problems of climate change, over-fishing and water pollution.*

### 2 Reading for specific information

- Ask Ss to read the sentences (1-5) and then give them time to read the text again and mark them accordingly.
- Check Ss' answers.

#### Answer Key

1 T      2 NS      3 T      4 F      5 F

### 3 Reading comprehension

- Read out the numbers in the list and give Ss time to refer back to the text and find out what they refer to. Elicit answers from Ss around the class.

#### Answer Key

*2,300 – the length of the Great Barrier Reef in kilometres*

*20,000 – the number of years ago that the Great Barrier Reef started growing*

*1,500 – the number of species of fish that live there*

*134 – the number of species of sharks and rays that live there*

*30 – the number of species of marine mammals that live there*

*1985 – the year when the coral reef was at its maximum size*

*33% – the amount of the reef that is off limits to visitors*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

## Background information

**Australia** is the largest country in Oceania and the sixth largest country in the world. The capital city is Canberra and the largest city is Sydney. The population is over 25 million people. It has a wide variety of landscapes, with tropical rainforests in the north-east, mountain ranges in the south-east, south-west and east, and dry desert in the centre. The Great Barrier Reef, the world's largest coral reef, is a short distance off the north-east coast and extends for over 2,000 km.

### 4 Expressing an opinion and consolidating information in a text

- Give Ss time to consider their answers referring to the text as necessary and write in their notebooks.
- Then elicit answers from Ss around the class.

#### Suggested Answer Key

*I agree that people should not visit any part of the Great Barrier Reef in order to protect it from any more damage. Human activity is what has caused most of the damage to the reef so this should stop. The reef needs time to recover otherwise we will lose one of the most amazing eco-systems on Earth.*

### 5 Comparing the Great Barrier Reef and a natural feature in Romania

- Ask Ss to work in small groups and research online, collect information about a natural feature in Romania and make notes under the headings provided.
- Then have Ss use their notes to compare and contrast the Romanian natural feature with the Great Barrier Reef.
- Alternatively, assign the task as HW and ask Ss to present their comparisons in the next lesson.

#### Suggested Answer Key

**The Great Barrier Reef vs The Danube Delta Biosphere Reserve**

**name:** the Danube Delta Biosphere Reserve

**location:** coast of Romania

**wildlife:** 45 freshwater fish species, over 300 bird species

**threats:** climate change, water pollution

**action taken:** environmental groups have managed to monitor the number of tourists

The Danube Delta Biosphere Reserve and the Great Barrier Reef are both UNESCO World Heritage Sites. Also, the threats to both places centre around human activity, climate change and water pollution. However, the Danube Delta Biosphere Reserve is one of the most well-preserved natural sites, whereas the Great Barrier Reef is at risk.

### Self-Check Test 6

#### 1 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

##### Answer Key

1 falls                      3 cave                      5 cliffs  
2 cove                      4 mountains

#### 2 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

##### Answer Key

1 hike                      3 see                      5 spot  
2 go                      4 explore

#### 3 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

##### Answer Key

1 anxious                      3 surprised                      5 satisfied  
2 embarrassed                      4 fed up

#### 4 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

##### Answer Key

1 yet    2 just    3 since    4 for    5 ever

#### 5 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 are going                      4 aren't coming  
2 have been hiking                      5 has been skiing  
3 have you been playing

#### 6 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

##### Answer Key

1 Rachel walked carefully along the icy path.  
2 I love sleeping outside in the forest.  
3 I'm extremely confused.  
4 He went on a tour yesterday.  
5 Ben often travels to a foreign country.

#### 7 **Aim** Consolidating everyday English from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

##### Answer Key

1 a                      2 b                      3 a

#### 8 **Aim** Reading for key information

- Give Ss time to read the article and then ask them to read the questions and answer them.
- Check Ss' answers.

##### Answer Key

1 Kilauea                      3 Death Valley  
2 Crater Lake                      4 Crater Lake

#### Background information

California is a US state in the Pacific Region with 39.5 million residents. The state capital is Sacramento. California is bordered by Oregon to the north, Nevada and Arizona to the east, and Baja California to the south. Its diverse geography ranges from the Pacific Coast in the west, to the Sierra Nevada mountain range in the east, and from the forests in the northwest to the Mojave Desert in the southeast.

**Hawaii** is the 50th state of the USA and it is an archipelago of hundreds of islands in the Pacific Ocean spread over 2,400 km. The biggest island is also called Hawaii. It is a popular destination for tourists, surfers, biologists, and volcanologists.

**Oregon** is a state in the Pacific Northwest region of the United States. The capital city is Salem and the population is over 4 million people. Oregon is one of the most geographically diverse states in the US, with volcanoes, many bodies of water, dense evergreen and mixed forests, as well as deserts and shrublands.

### 9 Listening for specific information

- Ask Ss to read the gapped text.
- Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

#### Answer Key

1 *Volcanoes*      3 *clouds*      5 *relieved*  
2 *helicopter*      4 *lava*

### 10 Writing an email about an experience

- Explain the task and give Ss time to write their email.
- Check Ss' answers.

#### Suggested Answer Key

*Hi Lisa,*

*I've just returned from Hawaii Volcanoes National Park. I had a great time! We saw some amazing scenery.*

*One day, I had a scary experience. I took a helicopter tour and the clouds rolled in fast and suddenly it was impossible to see. The pilot tried to fly under the clouds, but below us was red-hot lava. I was terrified!*

*Luckily, we took a different route and landed safely. I felt very relieved.*

*Bye for now.*

*Dorina*

#### Competences

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities



### Topic

In this module Ss will learn about means of transport, eco-destinations & features, holiday activities, souvenirs, types of holidays, environmental issues and crime. They will learn modals: *can/could/be able to* (ability/ possibility/probability); *mustn't* (prohibition); *must/have to* (obligation); *should(n't)/must* (advice, recommendation); *can/may/could* (permission), and adjectives ending in *-ed/-ing*. They will ask for prices, make a speech, compare places, give advice, ask for/give/refuse permission, give bad news—express sympathy, present places, present an issue and pronounce /oo/. They will write a postcard, an article, a poster, leaflets and an advert.

### Module page

105

**Lesson Objectives:** Learning about means of transport and getting an overview of the unit

**Vocabulary:** Means of transport (*suspension railway, coco taxi, maglev train, Terra Bus, seaplane*)

### 7.1 Magical Madagascar

106-107

**Lesson Objectives:** Learning about eco-destinations & features, reading for gist/specific information, learning *can – could – be able to* (ability/possibility/probability), *mustn't* (prohibition), comparing Madagascar and Romania, presenting Madagascar, preparing a leaflet on Romania

**Vocabulary:** Eco-destinations & features (*beautiful scenery, reptiles, variety of birds, orchids, national park, lemurs*); Phrasal verb (*break away*); Nouns (*coast, mainland, match, destination*); Adjectives (*magical, perfect*); Phrase (*huge variety*)

### 7.2 Eco-destinations

108-109

**Lesson Objectives:** Learning about holiday activities, reading for gist/for key information, learning adjectives ending in *-ed/-ing/* prepositional phrases, presenting places, writing a postcard

**Vocabulary:** Holiday activities (*go manatee watching, go scuba diving, go cliff jumping, go monkey spotting, go snorkelling*); Nouns (*coast, manatee, coral reef, palm tree, jungle*); Adjectives (*tiny, delicious, stunning*); Phrase (*get lost*)

### 7.3 Things to remind us

110-111

**Lesson Objectives:** Learning about souvenirs, reading for gist/key information, learning *must(n't) – (not) have to – should(n't)*, making a speech, talking/writing an article about how to protect animals from illegal hunting

**Vocabulary:** Souvenirs (*leather mask, silk scarf, multicoloured wooden bracelet, cotton T-shirt, metal keyring, cloth teddy bear, ceramic mug, silver necklace*); Verbs (*trade, support, shrink*); Phrasal verb (*break off*); Nouns (*tusk, poacher, extinction, comb, fate*); Phrases (*be to blame*)

### 7.4 Eco-holidays

112-113

**Lesson Objectives:** Learning/Talking about types of holidays, reading for gist/specific information, learning *can – may – could* (permission), listening for specific information, asking for giving/refusing permission

**Vocabulary:** Types of holidays (*sightseeing holiday, cruise, safari, beach holiday, package holiday, road trip, camping holiday, adventure holiday, volunteer holiday, backpacking holiday*); Adjectives/Phrases relating to holidays (*interesting, stress-free, expensive, tiring, close to nature, experience local culture, great way to meet people, boring, get away from the hustle and bustle of city life, help others, broaden your horizons, helps you to become open-minded, cheap, explore amazing places, exciting, relaxing*); Verbs (*disturb, share*); Phrasal verb (*check out*); Nouns (*cave, stalactite, stalagmite, fossils, bat, glacier*); Adjectives (*uneven, slippery*)

### 7.5 Environmental issues

114-115

**Lesson Objectives:** Learning about environmental issues, reading for gist/specific information, learning prepositions, pronouncing /oo/, listening for specific information, making a poster

**Vocabulary:** Environmental issues (*acid rain, air pollution, deforestation, loss of endangered species, light and noise pollution, plastic waste*); Verbs (*estimate, launch, remove, trap, reduce*); Phrasal verbs (*break down, wash up*); Nouns (*current, galaxy, solution*); Phrase (*get tangled*); Number (*trillion*)

### 7.6 Safe & Sound

116-117

**Lesson Objectives:** Learning about crime, reading for gist/key information, giving bad news/expressing sympathy, learning phrasal verbs with *break*, listening for specific information, giving advice to tourists, preparing a leaflet for tourists on holiday in Romania

**Vocabulary:** Crime (*burglary/robbery, mugging, pickpocketing, shoplifting, car theft*); Verb (*mug*); Nouns (*pickpocket, wallet, attacker, belongings, passer-by, contents, valuables, overhead locker*); Adjectives (*skilful, safe, fake*); Phrases (*doze off, on your person*)

### Culture Corner

118

**Lesson Objectives:** Reading for gist/key information, presenting Kakadu Park, writing about a national park in Romania

**Vocabulary:** Verbs (*soar*); Nouns (*treasure, swamp, helicopter, wetlands, surface*); Adjectives (*ecological, truly*); Phrases (*bird's-eye view, be home to*)

### Self-Check Test 7

119-120

## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 Generating topic-related vocabulary

- Set a one-minute time limit and ask Ss to think of as many means of transport as they can and write them in their notebooks.
- Then have Ss compare their lists with their partners. Elicit answers from Ss around the class.

#### *Suggested Answer Key*

*car, bus, tram, bike, motorbike, taxi, boat, ship, ferry, plane, helicopter, train, cable car, metro, etc*

### 2 Practising new vocabulary

- Ask Ss to look at the pictures and then read the texts. Read out the example and then give Ss time to write similar sentences in their notebooks.
- Elicit sentences from Ss around the class.

#### *Suggested Answer Key*

*... a yellow coco taxi.*

*If you go to Shanghai in China, you can ride on the Maglev train.*

*If you go to the Canadian Rockies, you can ride on a Terra Bus.*

*If you go to the Yasawa Islands in Fiji, you can go on a seaplane.*

- Play the video for Ss and elicit their comments at the end.

#### Background information

**Wuppertal** is a city in Germany in and around the Wupper Valley, east of Dusseldorf. It has got a population of around 350,000 people. It is known for its steep slopes, woods, parks and its suspension railway.

**Havana** is the capital city and the largest city of Cuba. It is a major port, and leading commercial centre. The population is 2.1 million people and the city attracts over a million tourists every year.

**Shanghai** is the largest city in China with a population of over 24 million people. It is also a global financial centre and transport hub, with the world's busiest container port.

**Canadian Rockies** The Rocky Mountains, commonly known as the Rockies, are a major mountain range in western North America. They stretch more than 4,800 km from the northernmost part western Canada, to the Southwestern United States.

**Fiji** is an island country in the South Pacific about 2,000 km northeast of New Zealand. Fiji is an archipelago of more than 330 islands and it has an abundance of forest, mineral, and fish resources.

## 7.1 – Magical Madagascar

### 1 Presenting vocabulary relating to Madagascar

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

### 2 Practising new vocabulary

- Ask Ss to look at the pictures again and use the phrases in sentences following the example.
- Elicit sentences from Ss around the class.

#### *Suggested Answer Key.*

*Madagascar has beautiful scenery. Tourists can see lemurs and reptiles and a variety of birds as well as beautiful plants including orchids. There is also a national park.*

### 3 Reading for gist

- Read out the question and elicit Ss' guesses.
- Then give Ss time to read the text and find out.
- Elicit answers from Ss around the class.

#### *Suggested Answer Key*

*The wildlife in Madagascar is unique because over 80% of it only lives on Madagascar.*

### 4 Reading/Listening for specific information

- Ask Ss to read the statements (1-5).
- Play the recording. Ss listen and read the text again and mark the sentences according to what they read.
- Check Ss' answers around the class and elicit corrections for the false statements.

**Answer Key**

1 T    2 T    3 F    4 T    5 F

3 *Rugby is a popular sport in Madagascar.*5 *You can't buy animals as souvenirs in Madagascar.*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

**Background information**

**Madagascar** is an island country in the Indian Ocean, off the coast of East Africa. It has an estimated population of 18.5 million. It is one of the most isolated nature reserves in the world.

5 a) **Aim** Consolidating new vocabulary

- Ask Ss to read out the words in the list and the gapped phrases and complete them referring to the text as necessary.
- Check Ss' answers.

**Answer Key**1 *guided*    3 *tourist*    5 *beautiful*  
2 *historic*    4 *crystal-clear*    6 *unique*b) **Aim** Practising new vocabulary

- Give Ss time to make sentences using the phrases in Ex. 5a in their notebooks.
- Elicit sentences from Ss around the class.

**Suggested Answer Key**

*It is the perfect tourist destination. You can see historic buildings such as the Royal Palace.*

*You can go snorkelling in the crystal-clear waters.*

*You can see beautiful scenery and unique species such as the lemur.*

6 **Aim** Learning *can – could – be able to* (ability/possibility/probability), *mustn't* (prohibition)

Ask Ss to read the theory box. Explain any points Ss are unsure of and then elicit examples in the text.

**Answer Key**

*Examples: can take, can see, can also visit, can't take*

7 **Aim** Practising *can – could – be able to* (ability/possibility/probability), *mustn't* (prohibition)

Explain the task and give Ss time to complete it. Then check Ss' answers.

**Answer Key**1 *could/was able to*    5 *can*  
2 *could*    6 *could*  
3 *mustn't*    7 *could*  
4 *was able to*    8 *can*8 **Aim** **Think** Comparing Madagascar and Romania

- Give Ss time to consider their answers and then make comparative characterisations between Madagascar and Romania for the points listed.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*Madagascar is off the coast of Africa, but Romania is in Europe.*

*Madagascar has a population of 25 million people, but Romania only has a population of 20 million people.*

*You can see wildlife, take a guided tour of a national park and see historic buildings and go snorkelling or scuba diving in Madagascar. You can do all these things in Romania, too. You can't see a rugby match in Romania, but you can in Madagascar.*

9 **Aim** Presenting Madagascar

- Ask Ss to copy the headings into their notebooks and make notes under them while watching the video and then use their notes to help them prepare a presentation. Play the video for the Ss.
- Give Ss time to complete the task and then ask various Ss to give their presentation to the class.

**Suggested Answer Key**

*Place: Madagascar*

*Location: off the coast of Africa*

*Population: 25 million*

*Special features: unique wildlife, Masoala National Park*

*What to see/do: take a guided tour of the national park, see a rugby match at Maki Stadium, visit historic buildings like the Royal Palace, go snorkelling, go scuba diving*

Good morning everyone! My name is Georgiana Albu and today I'd like to talk to you about Madagascar. This is an island off the coast of Africa. It has got a population of 25 million people and it has got a whole host of special features including unique wildlife and the Masoala National Park. There is so much to see and do there, you will be amazed. To start with, you can take a guided tour of the national park. You can also see a rugby match at Maki Stadium. If you prefer culture, you can visit historic buildings like the Royal Palace in the capital city. Finally, for beach lovers, you can go snorkelling or you can go scuba diving. Madagascar is a fantastic tourist destination! Are there any questions? ... Thank you for listening.

## 10 **ICT** Preparing a leaflet on Romania

- Explain the task and ask Ss to work in small groups. Give Ss time to research online and collect information about a place in Romania.
- Ask Ss to use the headings in Ex. 9 to make notes about the place in Romania.
- Then ask Ss to use their notes to prepare a leaflet promoting Romania as a tourist destination.
- Ask various Ss to read their leaflets to the class.
- Alternatively, assign the task as HW and have Ss read out their leaflets in the next lesson.

### **Suggested Answer Key**

*Hunedoara in Romania is an ideal tourist destination. It has so much to offer its visitors.*

*You can visit the Retezat National Park and see glacial lakes and beautiful mountain peaks.*

*You can see over 120 different bird species and nearly 1.200 plant species.*

*You can visit historic buildings like Humyad Castle.*

*You can go bird watching. You can also go camping, cross-country skiing or mountain biking.*

*You can go hiking, walking or trekking in the national park and enjoy the wildlife. You can also go rock climbing. The choices are endless!*

## 7.2 – Eco-destinations

### 1 Presenting vocabulary for holiday activities

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

### 2 Discussing holiday activities/preferences

- Ask Ss to work in pairs. Ask two Ss to model the example exchange, then give Ss time to act out exchanges following the example.
- Monitor the activity around the class and then ask various Ss to share their exchanges with the class.

#### **Suggested Answer Key**

A: *Do you prefer going scuba diving or cliff jumping?*

B: *I prefer going scuba diving to cliff jumping, / I'd rather go scuba diving than go cliff jumping.*

A: *Which do you prefer: going manatee watching or going monkey spotting?*

B: *I prefer to go manatee watching.*

### 3 Reading/Listening for gist

- Ask Ss to read the title and the introduction. Then elicit Ss' guesses as to how the places are related.
- Play the recording. Ss listen and read the text to find out and then elicit their answers.

#### **Answer Key**

*The places in the brochure are related because they are all car-free.*

### 4 Reading for key information

- Ask Ss to read the questions (1-5) and then give them time to read the text again and answer them.
- Check Ss' answers.

#### **Answer Key**

1 C      2 A      3 B      4 B      5 A

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

#### **Background information**

**Caye Caulker** is a small island off the coast of Belize in the Caribbean Sea. The population of Caye Caulker is approximately 2,000 people. The island is accessible by high-speed water taxi or small plane. The island is a popular destination for backpackers.

**Belize** is an independent Commonwealth realm on the eastern coast of Central America. The population is 387,879 and it has a diverse society that reflects its rich history. Belize is known for its large coral reefs.



**Ko Phi Phi** is the second largest island of the Phi Phi archipelago in Thailand. It is part of Hat Noppharat Thara-Mu Ko Phi Phi National Park. It is a popular tourist resort and it was also the location for the film 'The Beach'. Ko Phi Phi Don is the largest island in the Ko Phi Phi archipelago, but it is not as popular a destination as Ko Phi Phi Le.

**Thailand** is an Asian country in Southeast Asia. The capital city is Bangkok and the population is 68 million people. The language is Thai and the currency is the Baht. It is known for its natural beauty, its many historical sites and its cuisine.

**Little Corn Island** is one of the two Corn Islands about 70 kilometres east of the Caribbean coast of Nicaragua. It is 2.9 km<sup>2</sup> in size and has a population of about 7,500 people.

**The Caribbean Sea** is a sea of the Atlantic Ocean in the tropics of the Western Hemisphere. At its edges are Mexico and Central America to the west and south west, Cuba to the north and South America to the south.

**Nicaragua** is the largest country in Central America. The capital city and largest city is Managua. The population is 6 million people and they speak Spanish. It is home to the second-largest rainforest of the Americas and the biological diversity, warm tropical climate and active volcanoes make Nicaragua a popular tourist destination.

5 a) **Aim** Consolidating new vocabulary

- Read out the words in the list and give Ss time to use them to complete the phrases in their notebooks referring to the text as necessary.
- Check Ss' answers around the class.

**Answer Key**

1 traffic                      3 sandy                      5 local  
2 summer                    4 delicious                    6 scuba

b) **Aim** Practising new vocabulary

- Explain the task and read out the example sentences. Then give Ss time to make their own sentences using the phrases in Ex. 5a.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*Caye Caulker, Ko Phi Phi and Little Corn Island don't have traffic jams.*

*They are perfect places for a summer holiday.*

*Ko Phi Phi has lots of sandy beaches.*

*You can try delicious food in local restaurants on Caye Caulker.*

*Little Corn Island is a great place for scuba diving.*

6 **Aim** Identifying and generating vocabulary

- Give Ss time to scan the text again and find any means of transport mentioned.
- Check Ss' answers and then elicit other means of transport from Ss around the class.

**Answer Key**

*car, on foot, by bicycle, boats, walk*

**Suggested Answer Key**

*Jet ski, yacht, motor boat, taxi, etc*

7 **Aim** Learning about adjectives ending in *-ed/-ing*

Ask Ss to read the theory box. Explain any points Ss are unsure of. Then elicit examples in the text.

**Answer Key**

*Examples: annoyed, relaxing, interested*

8 **Aim** Practising adjectives ending in *-ed/-ing*

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 interesting                      5 frightened  
2 surprised                      6 boring  
3 exciting                      7 disappointing  
4 tired                      8 worried

9 **Aim** Learning/Practising prepositional phrases

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 for    2 on    3 off    4 for    5 with



## 10 Presenting places

- Explain the task and give Ss time to make notes about each place under the headings provided.
- Then explain the situation and ask various Ss to use their notes to present the places as if they are talking to a group of tourists.

### Suggested Answer Key

**name:** Caye Caulker

**location:** off the coast of Belize, Central America

**activities:** manatee watching, trying delicious food in local restaurants

**name:** Ko Phi Phi

**location:** Thailand

**activities:** take boats, monkey watching, cliff jumping

**name:** Little Corn Island

**location:** near Nicaragua in the Caribbean Sea

**activities:** fishing, scuba diving, snorkelling, walk along the beach

Hello everyone! I want to tell you about three amazing car-free places to go for a relaxing summer holiday.

First is Caye Caulker off the coast of Belize in Central America. Here you can go manatee watching and try delicious food in local restaurants.

Next, there is Ko Phi Phi. This is an island in Thailand. Here you can take boats and go monkey watching or cliff jumping.

Finally, I'd like to tell you about Little Corn Island. This is an island near Nicaragua in the Caribbean Sea. You can go fishing, go scuba diving, go snorkelling or simply walk along the beach.

So, I hope I've given you something to think about. Thanks for listening.

## 11 Writing a postcard

- Explain the task and refer Ss to the **Writing Skills** section for guided help with this task.
- Give Ss time to complete it and then ask various Ss to read their postcard to the class.

### Suggested Answer Key

Hi Rachel.

Greetings from Ko Phi Phi in Thailand. I'm having an amazing time here with my family. We arrived last week and the place is beautiful. There are sandy beaches, coral reefs and stunning scenery. Today we are taking a boat to go monkey spotting. Later, we are going to

watch some people cliff jumping. This is the best holiday ever! Bye for now.

Gabriela

## 7.3 – Things to remind us

### 1 Learning new vocabulary relating to souvenirs and practising order of adjectives

- Revise order of adjectives and elicit/remind Ss that adjectives follow a set order (*opinion, size/weight, age, shape, colour, origin, material*).
- Then explain/elicit the meanings of any unknown words.
- Read out the example and elicit answers from Ss around the class.

### Answer Key

It's a brown Italian leather mask.

It's a multicoloured Indian wooden bracelet.

It's a red American cotton T-shirt.

It's a French metal Eiffel Tower keyring.

It's a British cloth teddy bear.

It's a Bulgarian ceramic mug.

It's a Greek silver necklace.

### 2 Asking about prices of souvenirs

- Explain the task and read out the example exchange.
- Give Ss time to complete the task in pairs and then ask various pairs to share their answers with the class.

### Suggested Answer Key

B: ... £20.

A: Excuse me, how much is this leather mask?

B: It's £35.

A: Excuse me, how much is this wooden bracelet?

B: It's £5.

A: Excuse me, how much is this cotton T-shirt?

B: It's £15.

A: Excuse me, how much is this metal keyring?

B: It's £6.

A: Excuse me, how much is this cloth teddy bear?

B: It's £15.

A: Excuse me, how much is this ceramic mug?

B: It's £4.50.

A: Excuse me, how much is this silver necklace?

B: It's £99.

### 3 **Aim** Reading/Listening for gist

- Ask Ss to look at the pictures and read the title of the text. Then elicit their guesses as to why they think the souvenirs in the pictures are illegal.
- Then play the recording. Ss listen and read the text to find out.
- Ask various Ss to tell the class.

#### **Suggested Answer Key**

*I think these souvenirs are illegal because they come from animals that are endangered.*

### 4 **Aim** Reading for key information/Identifying writer's attitude

- Ask Ss to read the questions and then give them time to read the text again and answer them.
- Ask various Ss around the class to share their answers with the rest of the class.
- Elicit from Ss to writer's attitude.

#### **Answer Key**

- 1 They often think they are supporting local tribesmen.
- 2 Combs, masks and jewellery.
- 3 Global warming and coral poaching.

*The writer tries to raise people's awareness of the problem of illegal souvenirs.*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

### 5 **Aim** Consolidating new vocabulary; reading for cohesion and coherence

- Explain/Elicit the meanings of the words in the list and then give Ss time to complete the gaps in the text with the words in the list.
- Check Ss' answers.

#### **Answer Key**

- |              |           |            |
|--------------|-----------|------------|
| 1 Trading    | 3 shrunk  | 5 poaching |
| 2 extinction | 4 protect | 6 legally  |

### 6 **Aim** Learning/Revising modals *must(n't) – (not) have to – should(n't)*

Ask Ss to read the theory box. Explain any points Ss are unsure of and then elicit examples in the text.

#### **Answer Key**

*Examples: what must tourists avoid, must stop, you shouldn't buy*

### 7 **Aim** Practising modals *must(n't) – (not) have to – should(n't)*

- Explain the task and give Ss time to complete it.
- Then check Ss' answers.

#### **Answer Key**

- |           |                 |
|-----------|-----------------|
| 1 should  | 4 have to       |
| 2 mustn't | 5 shouldn't     |
| 3 must    | 6 don't have to |

### 8 **Aim** Making a speech

- Explain the task and give Ss time to prepare a speech using the pictures and the text.
- Ask various Ss to make their speeches in front of the class.

#### **Suggested Answer Key**

*Good morning everyone. Today I want to talk to you about illegal souvenirs. First, ivory. Ivory comes from elephant tusks and it is illegal to trade ivory. Elephants are endangered and poachers take their tusks to make jewellery. For this reason, we must never buy anything made of ivory.*

*Secondly, turtle shell. Sadly, turtle shell is popular for souvenirs such as combs, masks and jewellery. There are 90% fewer turtles today than 100 years ago, so we mustn't buy anything from turtle shell.*

*Finally, there is coral. Some coral jewellery is legal, but a lot of it isn't. To make sure, we shouldn't buy any coral jewellery so we can protect the coral reefs. Are there any questions? ... Thanks for listening.*

### 9 **Aim** **ICT** Talking or writing an article about protecting animals from illegal hunting

- Ask Ss to work in small groups and research online and collect information about how to protect animals from illegal hunting using the key phrase provided.
- Then give Ss time to prepare a talk or write an article on the topic.
- Ask various groups to give their talk or read out their article to the class.
- Alternatively, assign the task as HW and ask Ss to share their answers in the next lesson.



**Answer Key**

- 1 *May, may*                      3 *Could, may not*  
 2 *Can, can't*                    4 *can, can*

**6 Aim Listening for specific information**

- Ask Ss to read the gapped text and think about the missing words. Then play the recording. Ss listen and complete the gaps.
- Check Ss' answers.

**Answer Key**

- 1 *coach*                      3 *1 hour*                      5 *photos*  
 2 *10*                            4 *English*

**7 Aim Asking for/Giving/Refusing permission**

- Explain the task and ask two Ss to model the example exchanges.
- Then give Ss time to act out similar exchanges for the situations using the language in the **Functions** box.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the rest of the class.

**Suggested Answer Key**

A: *Mum, can I go to the theme park with my friends?*

B: *Of course you can. / No, you can't.*

A: *May I leave the classroom, Mr Green?*

B: *That's fine. / No, I'm afraid you may not.*

**7.5 – Environmental issues****1 Aim Presenting vocabulary for environmental issues**

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

**2 Aim Discussing environmental issues**

- Explain the task. Then ask Ss to talk to their partners about the environmental issues in Ex. 1.
- Ask various Ss to share their answers with the class.

**Suggested Answer Key**

*To me, loss of endangered species is the most serious, because this affects the food chain. The least serious is light and noise pollution, because it mostly affects our power resources.*

**3 Aim Listening/Reading for gist**

- Read out the question and elicit Ss' guesses in answer to it.
- Play the recording. Ss listen and read the text to find out.

**Answer Key**

*The text is about plastic waste. We can stop pollution and we can reuse and recycle plastic.*

**4 Aim Reading for specific information**

- Ask Ss to read the text again and fill in the gaps according to what they read.
- Check Ss' answers.

**Answer Key**

- 1 *1,000*    4 *Boyan slat*  
 2 *9*    5 *001*  
 3 *1.8 trillion*                                    6 *waste*

- Give Ss time to look up the meanings of the words in the **Check these words** box.

**5 Aim Think Developing critical thinking**

Give Ss time to consider their answers and then ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

*Our school could have plastic recycling bins to collect plastic waste. Another thing our school could do is organise beach or park clean-ups to reduce rubbish and plastic waste.*

**6 Aim Practising prepositions**

Explain the task and give Ss time to complete it and then check their answers.

**Answer Key**

- 1 *on*    2 *to*    3 *up*

**7 Aim Pronouncing oo**

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

8 **Aim** Listening for specific information

- Ask Ss to read the questions and answers and then play the recording.
- Ss listen and choose the correct answer (A, B or C).

**Answer Key**

1 C      2 A      3 B      4 C

9 **Aim** **ICT** Developing research skills

- Explain the task.
- Tell Ss to include all the points listed.
- Then ask various Ss to present their issue in front of the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.
- Check Ss' answers.

**Suggested Answer Key****Deforestation**

**causes:** cut down trees to make paper, furniture & homes

**effects:** climate change, loss of animal species & natural habitats

**what we can do:** plant more trees, reduce paper usage, recycle and buy recycled items

*Hello everyone. My name is Claudia and I will talk to you about deforestation. When people want to make paper, furniture and homes, they need wood. Wood comes from trees and by cutting down many trees, we cause deforestation.*

*This environmental issue can cause climate change and loss of animal species and their natural habitats.*

*We can try to help our environment, though. We can plant more trees, reduce our paper usage, recycle and buy recycled items more often. Do you have any questions?...*

*Thank you for listening.*

10 **Aim** Making a poster

- Explain the task and assign the task as HW and check Ss' answers in the next lesson.
- Ask various Ss to present their posters to the class.

**Suggested Answer Key****Environment Day****Cherry Bloom School VS Deforestation****Did you Know?**

*It takes about 20-30 years for a new tree to grow.*

*Trees are natural air filters.*

**Our school is ready to take action!**

**This Monday, 22nd April we are going to have a lesson on Saving Our Planet!**

**Programme**

9:00 *Watch a documentary about deforestation, in the assembly hall*

10:45 *Break*

10:30 *Students learn how to make recycled paper*

12:30 *Field trip to the local park to plant trees and clean-up rubbish*

3:30 *Return to school*

**7.6 – Safe & Sound**1 **Aim** Presenting vocabulary for crime

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

2 **Aim** Describing pictures

- Read out the phrases and explain/elicite the meanings of any unknown words.
- Read out the example and then elicit further descriptive sentences using the phrases for the pictures from Ss around the class.

**Answer Key**

*In picture 2 someone is taking a woman's bag.*

*In picture 3 someone is stealing a purse from a woman's bag.*

*In picture 4 someone is stealing clothes from a shop.*

*In picture 5 someone is breaking into a car.*

3 **Aim** Listening/Reading for gist

- Ask Ss to read the title of the leaflet and the subheadings.
- Then elicit their guesses in answer to the questions.
- Play the recording. Ss listen and read the text to find out.



**Suggested Answer Key**

*It is about staying safe while on holiday. I think it is for tourists.*

4 **Aim** Reading comprehension

- Ask Ss to read the questions and then give them time to read the text again and answer them.
- Check Ss' answers around the class.

**Answer Key**

- 1 *Don't take all your money with you. Leave it in the hotel safe instead. Also have a 'fake wallet' with a little money inside.*
- 2 *Passers-by.*
- 3 *Don't store them in the overhead lockers keep important things on your person.*

*The writer's attitude is informative.*

5 **Aim** Learning phrases for giving bad news/expressing sympathy

- Play the recording and ask Ss to listen to and read the exchange, then give Ss time to replace the underlined phrases with suitable alternatives from the **Functions** box.
- Check Ss' answers.

**Suggested Answer Key**

*You won't believe what happened to me – You'll never guess what happened to me  
Oh, dear! – What? Oh no!*

6 **Aim** Giving bad news/Expressing sympathy

- Ask Ss to work in pairs and take roles and act out a dialogue using one of the situations in Ex. 1.
- Monitor the activity around the class and then ask various pairs to share their exchanges with the class.

**Suggested Answer Key**

*A: Something really awful happened to me last week. Someone broke into my house.*

*B: Oh no! You must be very upset.*

*A: You won't believe what happened to me yesterday. Someone took my bag.*

*B: I'm so sorry to hear that.*

*A: You'll never guess what happened to me last weekend. Someone stole clothes from my shop.*

*B: Oh, dear!*

*A: Something really shocking happened to me last week. Someone broke into my car.*

*B: What? Oh no!*

7 **Aim** Learning phrasal verbs with *break*

- Ask Ss to read the box and then complete the sentences with the correct particle.
- Check Ss' answers.

**Answer Key**

- |        |       |        |
|--------|-------|--------|
| 1 up   | 3 in  | 5 down |
| 2 down | 4 out |        |

8 a) **Aim** Listening for specific information

- Ask Ss to read the statements (1-5) and then play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

**Answer Key**

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 T | 2 T | 3 F | 4 F | 5 T |
|-----|-----|-----|-----|-----|

b) **Aim** Consolidating information in a listening task

- Ask Ss to talk in pairs and tell each other what happened to John.
- Ask some Ss to tell the class.

**Suggested Answer Key**

*John was on holiday in Thailand when he got lost. He was looking at his map when two locals asked if he needed help. While he was talking to them, they stole his money and his passport.*

9 **Aim** Giving advice

- Play the video for Ss again and ask them to make notes under the headings provided in their notebooks.
- Then ask various Ss to use their notes to give advice, as if to a group of tourists, on how to be safe during their holiday.

**Suggested Answer Key**

**on the street:** *pickpockets, leave money in the hotel safe, use a fake wallet*

**in the car:** *don't leave belongings in the car, watch out if car breaks down, passer-by could have friend helping himself to your stuff*

**on the coach:** don't store valuables in overhead lockers, keep important things on person

Hello everyone. I hope you are having a great holiday. I just want to remind of a few safety tips for while you are here.

First, watch out for pickpockets on the street. Leave most of your money in the hotel safe. You can even use a fake wallet to fool muggers.

Secondly, if you hire a car, don't leave your belongings in the car. Also, watch out if your car breaks down. A friendly passer-by could have a friend helping himself to your stuff.

Finally, if you take a coach trip, don't store your valuables in the overhead lockers. Keep important things on your person.

That's all! Enjoy your holiday, but keep these tips in mind.

## 10 **ICT** Preparing a leaflet on being safe while on holiday

- Ask Ss to work in small groups and give them time to watch a TV programme about how to be safe on holiday and collect information under the headings provided.
- Then give them time to use the information to prepare a leaflet on how to be safe while on holiday for tourists visiting Romania.
- Assign the task as HW and check Ss' answers in the next lesson.

### **Suggested Answer Key**

**holiday accommodation:** try to choose a hotel with a keycard that doesn't have the room number on it, if you lose it, thieves will not know which room to rob

**sightseeing:** dress like the locals, don't wear a camera around your neck

**money:** wear a money belt, don't carry a lot of cash

**transport:** don't use your smartphone on public transport, a thief may grab it and get off at the next stop

### **Staying Safe on Holiday**

**Accommodation:** Try to choose a hotel with a keycard that doesn't have the room number on it. This way, if you lose it, thieves will not know which room to rob.

**Sightseeing:** Don't dress like a tourist – dress like the locals. This way, you won't stand out as a target. Also, don't wear your camera around your neck. It might tempt a thief to grab it.

**Money:** It's a good idea to wear a money belt, but better still don't carry a lot of cash when you are out and about.

**Transport:** Don't use your smartphone on public transport. A thief may grab it and get off at the next stop.

## Culture Corner

### 1 Introducing the topic through audio visual material

Ask Ss to look at the pictures and play the recording. Ask Ss to use the sounds they hear and the pictures they see to imagine what they can see at Kakadu National Park and ask various Ss to tell the class and say how they feel.

#### **Suggested Answer Key**

*In Kakadu National Park, I can see forests and rivers. A jabiru bird is flying overhead and pink lotus flowers are floating on the water. It is very peaceful and I feel calm and relaxed.*

### 2 Listening/Reading for gist

- Read out the question and elicit Ss' guesses in answer to it.
- Play the recording. Ss listen and read the text to find out the answer.

#### **Answer Key**

*Kakadu National Park has been made a UNESCO World Heritage Site because it has got forests, swamps, rivers and waterfalls. It has also got cave paintings from 20,000 years ago.*

### 3 Reading for key information

Ask Ss to read the sentence stems (1-6). Then give them time to read the text again and complete them. Check Ss' answers around the class.

#### **Answer Key**

- 1 Australia
- 2 forest, swamps, rivers and waterfalls
- 3 20,000 years old
- 4 a helicopter
- 5 the wetlands
- 6 who want to spend time in one of the last wild places on Earth

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

#### 4 **AIM** Think Consolidating information in a text

Read out the question. Give Ss time to consider their answers. Then elicit answers from Ss around the class.

##### **Suggested Answer Key**

*I was impressed that Kakadu National Park is almost half the size of Switzerland. I was also impressed that you can take a tour of the park by helicopter. I was also impressed that the park has 280 species of birds.*

#### 5 **AIM** Presenting Kakadu National Park

- Ask Ss to read the text again and make notes in their notebooks under the headings provided. Then give Ss time to use their notes to prepare a presentation on Kakadu National Park.
- Ask various Ss to give their presentation to the class in the role of a personal guide.

##### **Suggested Answer Key**

**name:** Kakadu National Park

**location:** Australia

**what to see:** forests, swamps, rivers, waterfalls, cave paintings, wetlands, huge termite mounds, pink lotus flowers, eagles, magpie goose, jabiru bird, saltwater crocodile

**what to do:** go hiking, hire a guide, get a bird's-eye view from a helicopter, take a boat trip

**what makes it special:** UNESCO World Heritage Site, one of the last truly wild places on Earth

*Good morning everyone and welcome to Kakadu National Park here in Australia. There is so much to see here. There are forests, swamps, rivers, waterfalls and wetlands. You will have the unique opportunity to see 20,000-year-old cave paintings as well as a wide variety of wildlife including huge termite mounds, pink lotus flowers, eagles, the magpie goose, the jabiru bird and maybe even the saltwater crocodile.*

*We have a wide range of activities for you to do as well. You can go hiking or hire a guide. If you are really adventurous, you can get a bird's-eye view from a helicopter. You can also take a relaxing boat trip.*

*So, once again, welcome to this amazing UNESCO World Heritage Site – one of the last truly wild places on Earth.*

#### 6 **AIM** ICT Writing an advertisement for a national park in Romania

- Ask Ss to work in small groups and use the headings in Ex. 5 to research online and make notes in their notebooks about a national park in Romania.
- Then give them time to use their notes to write an advertisement for the park.
- Ask various Ss to read their advertisements to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

##### **Suggested Answer Key**

**name:** Maramures Mountains Natural Park

**location:** Romania

**what to see:** mountains, forests, caves, river, lakes waterfalls, many rare plant species, lots of wildlife including Carpathian bears, wolves, minks, wild boars, otters, eagles, hawks

**what to do:** go hiking, stay in a tourist shelter or tent, go mountain climbing, go cycling or kayaking

**what makes it special:** UNESCO World Heritage Site, Biosphere Reserve, breathtaking scenery, amazing wildlife

##### **Visit Maramures Mountains Natural Park in Romania**

- See mountains, forests, caves, rivers, lakes, waterfalls, many rare plant series.
- Catch glimpses of an amazing variety of wildlife including Carpathian bears, wolves, minks, wild boars and otters. If you are lucky, you may even get to see eagles and hawks.
- Go hiking, mountain climbing, cycling or kayaking.
- Stay in a tourist shelter or tent.

*Come and see this incredible national treasure, which is also a UNESCO World Heritage Site and a Biosphere reserve due to its breathtaking scenery and amazing wildlife.*

#### Self-Check Test 7

#### 1 **AIM** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

##### **Answer Key**

1 suspension	5 tourist	9 national
2 coconut	6 historic	10 scenery
3 coach	7 mainland	
4 seaplane	8 monster	

2 **Aim** Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 for 2 for 3 off 4 on 5 up

3 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 shouldn't 4 couldn't  
2 May 5 Could  
3 don't have to

4 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 a 2 a 3 a 4 a 5 b

5 **Aim** Consolidating grammar from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 exciting 4 tired  
2 shocked 5 interesting  
3 boring

6 **Aim** Consolidating everyday English from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 a 2 a 3 b 4 a 5 b

7 **Aim** Reading for specific information

- Give Ss time to read the questions (1-5) and then ask them to read the text and answer them.
- Check Ss' answers.

**Answer Key**

1 Madrid  
2 Marc Granen  
3 a special foam (on the roof)  
4 they clean the city air and reduce pollution  
5 there will be even more green spaces in cities on the walls of buildings and inside

**Background information**

**Madrid** is the largest city and the capital city of Spain. It has a population of 3.3 million people. It is a modern city with many historic landmarks and it is a popular tourist destination.

8 **Aim** Listening for specific information

- Ask Ss to read the gapped text.
- Play the recording. Ss listen and fill the gaps according to what they hear. Check Ss' answers.

**Answer Key**

1 coach 3 50 minutes 5 café  
2 10 4 Warm

9 **Aim** Writing an email

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Suggested Answer Key**

Hi Sophie,  
I've just come back from a trip to Ceahlau National Park with my parents. We saw mountains, forests, caves, waterfalls, and lakes.  
The wildlife was amazing. I saw deer and wild goats and I was lucky enough to see a peregrine falcon.  
We went hiking in the mountains and we stayed in a mountain refuge. I had a fantastic time and I felt very relaxed.  
Talk to you soon,  
Daniela

**Competences**

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities.



## Topic

In this module Ss will learn about history curiosities, celebrations, national holidays, traditions & customs and superstitions. They will learn prepositions of time, period of time, prepositions of possession & instrument, *make – do*, cardinal – ordinal numbers, *some, any, no, every* & compounds, prepositions of place, compound sentences (*and, but, or, so*), and phrasal verbs with *put*. They will discuss historic landmarks and materials, present a historic landmark, apologise/accept apologies, express thanks, give instructions, invite, accept & refuse, greet, say farewell, introduce people/ourselves, make acquaintances, retell a story, learn holiday greeting & wishes and pronounce *lu!*. They will write an advert about a historic landmark, an email of invitation, an email refusing an invitation, an email giving information, instructions, an email of apology and a presentation about superstitions.

## Module page

121

**Lesson Objectives:** Learning about historic curiosities and getting an overview of the module

**Vocabulary:** Historic curiosities (*Warwick Castle, Monticello, Mount Rushmore National Monument*)

## 8.1 History curiosities I

122-123

**Lesson Objectives:** Learning about materials, describing historic landmarks, reading for gist, reading comprehension, learning prepositions of time, learning prepositions of possession & instrument, listening for specific information, talking about the Statue of Liberty, preparing an advert about a historic landmark in the USA or UK

**Vocabulary:** Materials (*iron, steel, concrete, glass, marble, sandstone bricks*); Verb (*drag*); Nouns (*landmark, purpose, monument, temple, marvel, fortress, prison, jail, Crown Jewels*); Adjectives (*iconic, true, man-made, royal*)

## 8.2 History Curiosities II

124-125

**Lesson Objectives:** Reading for key information, listening for specific information, learning *make – do*, apologising/accepting apologies, writing an email inviting a friend on a tour

**Vocabulary:** Verb (*trade*), Nouns (*crew, pirate, goods, colony, property*); Adjective (*advanced*); Phrase (*set sail*)

## 8.3 Traditions I

126-127

**Lesson Objectives:** Learning about celebrations, learning holiday greetings & wishes, reading for gist, reading for key information, learning/revising cardinal – ordinal numbers, expressing thanks, listening for specific information, writing an email

**Vocabulary:** Celebrations (*Shrove Tuesday, Easter, Halloween, Bonfire Night, Thanksgiving, Christmas*); Greetings (*Happy Pancake Day!, Happy Easter! Happy Halloween!, Happy Bonfire Night!, Happy Thanksgiving!, Merry Christmas!*); Verbs (*flip, whisk, melt, sprinkle*); Phrasal verb (*roll up*); Nouns (*cookbook, batter*)

## 8.4 Traditions &amp; Customs

128-129

**Lesson Objectives:** Reading for gist, reading for specific information, learning *some-any-no-every* & compounds, listening for key information, giving instructions, writing instructions

**Vocabulary:** Verbs (*fold, unfold, repeat, pinch*); Nouns (*sheet of paper, crease, section, corner*)

## 8.5 Time to celebrate

130-131

**Lesson Objectives:** Reading about national holidays, traditions & customs, inviting – accepting/refusing, reading for key information, learning prepositions of place, learning phrasal verbs with *put*, listening for specific information, writing an email refusing an invitation/apologising

**Vocabulary:** Nouns (*saint, kilt, bagpipes, fancy-dress, daffod*); Adjective (*private*)

## 8.6 Superstitions

132-133

**Lesson Objectives:** Learning about superstitions, listening for specific information, reading for gist, reading for key information, pronouncing *lu!*, learning greetings/farewells/introductions/making acquaintances, retelling a story, presenting superstitions in Romania

**Vocabulary:** Superstitions (*scattering rose petals, greeting a single magpie, planting a rowan tree, seeing a black cat, hearing the call of the cuckoo, eating roast goose*); Verbs (*defeat, declare, copy, lack*); Phrasal verb (*fall on*); Nouns (*navy, Spanish Armada, victory, debts*); Phrase (*according to*)

## CLIL (Literacy)

134

**Lesson Objectives:** Reading for gist, reading for key information, ordering events, summarising a story, writing a story

**Vocabulary:** Verbs (*escape, bloom, rise*); Nouns (*tassel, snowdrop*); Phrase (*surrounded by sth*)

## Self-Check Test 8

135-136



## What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 Introducing the topic; reading for specific information

Ask Ss to look at the pictures and read the information for each. Elicit which is the oldest landmark and elicit the answers to the questions for each monument.

#### Answer Key

Warwick Castle is the oldest landmark.

### 2 Expanding the topic; reading for cohesion & coherence

- Ask Ss to read the words in the list and explain/ elicit the meanings of any that are unknown.
- Give Ss time to read the sentences and complete the gaps with the correct words.
- Check Ss' answers.

#### Suggested Answer Key

- |   |        |   |                |
|---|--------|---|----------------|
| 1 | ghosts | 3 | secret         |
| 2 | notes  | 6 | second-largest |

- Play the video for Ss and elicit their comments at the end.

#### Background information

**William the Conqueror** was the first Norman King of England, reigning from 1066 until his death in 1087.

**Thomas Jefferson** was a Founding Father of the USA and the main author of the Declaration of Independence.

**Gutzon Borglum** was an American artist and sculptor. He created a number of public monuments.

### 3 ICT Developing research skills

- Give Ss time to research online and collect information about history curiosities and prepare a presentation.
- Then ask various Ss to read out their presentations to the class.

## Suggested Answer Key

*Good morning, everyone. Today, I'm going to talk to you about some history curiosities in Romania and around the world.*

*Firstly, the Iulia Hasdeu Castle in Cămpina, Romania is a small building with a strange design. Bogdan Petriceicu Hasdeu started building it in 1893 after his daughter Iulia died when she was 19. Bogdan said that his daughter gave him the plans for the castle by talking to him after she died.*

*On Easter Island in the Pacific Ocean, there are hundreds of statues of people with large faces. These are called moai, and people built them sometime between 1250 and 1500. They are really big and heavy, and even today, we aren't sure how people built and moved them around the island.*

*In Ireland there is an ancient monument called Newgrange. People built it around 3200 BC, so it is older than the pyramids in Egypt. Every winter solstice, on the shortest day of the year, sunlight comes into the monument and lights up the inside room. It's the only time in the year when this happens.*

*Are there any questions? ... Thank you for listening.*

## 8.1 – History Curiosities I

### 1 Presenting vocabulary relating to materials

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

#### Background information

**France** is a country in western Europe that spans from the Mediterranean Sea to the English Channel and from the Rhone to the Atlantic Ocean. The population is 67.15 million people. The capital city is Paris. It is also the country's largest city and main cultural and commercial centre.

**UAE (United Arab Emirates)** is a country in Western Asia at the southeast end of the Arabian Peninsular on the Persian Gulf. Its neighbours are Oman, Saudi Arabia, Qatar and Iran. The population is around 9.2 million people. The country is a federation of seven emirates which was established on 2nd December 1971. The capital is Abu Dhabi.

**India** is a country in South Asia. It is the seventh-largest country by area and the second-most populous country with over 1.2 billion people. The capital city is New Delhi. The largest city is Mumbai. The people speak Hindi and English.

**Cambodia** is a country in the southern portion of the Indochina Peninsula in Southeast Asia next to Thailand, Laos and Vietnam. The capital city is Phnom Penh and the population is around 15.5 million people.

## 2 Describing landmarks

- Play the recording. Ask Ss to listen to and read the dialogue.
- Then ask Ss to work in pairs and discuss the landmarks following the example dialogue and using the information in Ex. 1.
- Monitor the activity around the class and then ask some pairs to discuss the landmarks in front of the rest of the class.

### **Suggested Answer Key.**

A: *Where is the Burj Khalifa?*

B: *In the United Arab Emirates (UAE).*

A: *When did they build it?*

B: *Between 2004 and 2009.*

A: *What materials did they use?*

B: *They used steel and concrete.*

A: *Where is the Louvre Pyramid?*

B: *In France.*

A: *When did they build it?*

B: *Between 1984 and 1989.*

A: *What material did they use?*

B: *They used glass.*

A: *Where is the Taj Mahal?*

B: *In India.*

A: *When did they build it?*

B: *Between 1632 and 1653.*

A: *What material did they use?*

B: *They used marble.*

A: *Where is Angkor Wat?*

B: *In Cambodia.*

A: *When did they build it?*

B: *In the 12th century.*

A: *What material did they use?*

B: *They used sandstone bricks.*

## 3 Reading for gist

Ask Ss to look at the adverts and elicit what each one advertises.

### **Answer Key**

A – a monument

B – a castle

## 4 Listenign/reading comprehension

- Play the recording. Ss listen and read the adverts.
- Ask two Ss to model the example exchange and then ask Ss to ask and answer questions about the places following the example.
- Monitor the activity around the class.

### **Suggested Answer Key**

A: *What is the purpose of the monument?*

B: *No one is sure, but most think it was an ancient temple. Where did the stones come from?*

A: *Some of the stones are from 250 km away. How did they get them to Stonehenge?*

B: *They probably moved them by boat and then dragged them across the land. Who built the Tower of London?*

A: *William the Conqueror. When did he build it?*

B: *In the 11th century. What else has it been?*

A: *It has been a fortress, a royal castle and a prison. Who has spent time in the jail there?*

B: *Guy Fawkes and Elizabeth I. What can people see there today?*

A: *The Crown Jewels or they can go on a tour and hear stories about the Tower's history.*

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

### **Background information**

**Elizabeth I** (1533-1603) was Queen of England and Ireland from 17th November 1558 until her death on 24th March 1603.

**Guy Fawkes** (1570-1606) was a member of a group of provincial English Catholics who planned the failed Gunpowder Plot of 1605.

## 5 **Aim Think** Expressing a desire

Give Ss time to consider their answers and then elicit answers from Ss around the class.

### **Suggested Answer Key**

*I would like to visit the Tower of London because I would like to see the Crown Jewels and I am interested in British history.*

## 6 **Aim** Learning prepositions of time – period of time

- Ask Ss to read the theory box. Explain any points Ss are unsure of and then ask Ss to read the sentences and choose the correct preposition.
- Check Ss' answers.

### **Answer Key**

1 between	4 for	7 by
2 at, in	5 after	8 on
3 at	6 at	

## 7 **Aim** Learning/practising prepositions of possession & instrument

- Ask Ss to read the theory box. Explain any points Ss are unsure of.
- Explain the task and give Ss time to complete it. Then check their answers.

### **Answer Key**

1 by	3 with	5 with
2 with	4 by, by	

## 8 **Aim** Listening for specific information

- Ask Ss to read the gapped advert and think about what the missing information can be.
- Play the recording. Ss listen and write the missing information in their notebooks.
- Check Ss' answers.

### **Answer Key**

1 Liberty	3 the World	5 377
2 metal	4 France	

## 9 **Aim** Presenting the Statue of Liberty

Ask various Ss to take the role of a tour guide and present the Statue of Liberty to the class as if they are a group of tourists.

### **Suggested Answer Key**

*Hello everyone. In a few minutes we will arrive at Liberty Island. Let me take this time to tell you a bit about Lady Liberty. The full name of the Statue of Liberty is the Statue of Liberty Enlightening the World. It was a gift from France to the people of America in 1886. The monument is metal and it is a symbol of freedom. When we arrive on the island, there are 215 steps to the base of the statue. You can choose to take the stairs or the lift for the best views of New York, though you should climb the stairs to the crown. There are 377 steps so be prepared, but trust me – it's worth it.*

*Does anyone have any questions?*

## 10 **Aim ICT** Writing an advert for a historic landmark

- Give Ss time to research online and collect information about another historic landmark in the USA or UK and prepare an advert similar to the ones in the texts in Ex. 3.
- Then ask various Ss to read out their adverts to the class.

### **Suggested Answer Key**

*Edinburgh Castle is an iconic landmark in Scotland. Built in the 12th century, it has been a royal castle and a military barracks. It was once the home of Queen Margaret and Mary Queen of Scots. Today visitors can see the oldest crown jewels in the British Isles there, or go on a tour and see actors in costumes.*

## 8.2 – History Curiosities II

### 1 **Aim** Introducing the topic

Ask Ss to read the title and the introduction. Elicit if Ss know about historical mysteries.

*(Ss' own answers)*

### 2 **Aim** Listenign/reading for key information

- Ask Ss to read the questions (1-3) and then give them time to read the itinerary again and answer them.
- Check Ss' answers.

### **Suggested Answer Key**

1 *Ten people. Captain Benjamin Briggs, his wife, his daughter and seven crew members.*

2 *John White.*

3 *It started to break up.*

### 3 **Aim** Consolidating new vocabulary

- Explain the task and give Ss time to match the words in the lists to form collocations found in the text. Then ask various Ss to use the collocations to make sentences following the example.
- Check Ss' answers around the class.

#### Answer Key

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

#### Suggested Answer Key

- 1 *Written records help people learn about events in the past.*
  - 2 *Folk stories can give us information about the past.*
  - 3 *People in the Indus Valley had a water system by 2000 BCE.*
  - 4 *Most people don't believe that a local tribe attacked the village.*
  - 5 *The crew of the Mary Celeste went missing.*
  - 6 *Captain Benjamin Briggs set sail for Genoa on 17th November 1872.*
- Give Ss time to look up the meanings of the words in the **Check these words** box.
  - Play the video for Ss and elicit their comments at the end.

### 4 **Aim Think** Developing critical thinking

Give Ss time to consider their answers and then elicit answers from Ss around the class.

#### Suggested Answer Key

*I think people are still interested in these mysterious today because they are still unsolved. Some people might be interested in finally finding out what happened.*

### 5 **Aim** Listening for specific information

- Ask Ss to read the gapped timetable. Then play the recording and Ss listen and write the missing information in their notebooks.
- Check Ss' answers.

#### Answer Key

- |         |         |        |
|---------|---------|--------|
| 1 coach | 3 lunch | 5 Lake |
| 2 10:30 | 4 2:30  |        |

### 6 **Aim** Learning *make – do*

Ask Ss to read the theory box. Explain any points Ss are unsure of.

### 7 **Aim** Practising *make – do*

Explain the task and give Ss time to complete it. Then check their answers.

#### Answer Key

- |        |        |       |
|--------|--------|-------|
| 1 make | 3 make | 5 did |
| 2 did  | 4 done |       |

### 8 **Aim** Practising everyday English for apologising/accepting apologies

- Ask Ss to read the dialogue and then read the **Functions** box and replace the underlined phrases with other appropriate ones from the box.
- Check Ss' answers.

#### Suggested Answer Key

*You didn't come on – You missed*  
*I'm terribly sorry. – I'm really sorry.*  
*I overslept. – I missed the bus.*  
*Never mind. – That's alright.*

### 9 **Aim** Apologising/accepting apologies

- Ask Ss to work in pairs and act out short exchanges for the situations given similar to the one in Ex. 8 using the language in the **Functions** box.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the rest of the class.

#### Suggested Answer Key

A: *Hey, Anna! You didn't buy me a map!*

B: *I'm sorry. I forgot.*

A: *That's OK.*

A: *You are late for the boat tour!*

B: *I'm awfully sorry. I didn't hear my alarm.*

A: *Don't worry about it.*

### 10 **Aim** Writing an email inviting a friend on a tour

- Explain the task and give Ss time to complete it. Then check their answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

Hi Mary,  
 How's things? I'm going to go on a tour of the ruins at Mohenjo Daro this summer. Do you fancy coming with me? The tour costs £599 per person and it lasts for five days. We will fly to Hyderabad first and then travel to the ruins. We'll also go to Larkana, visit a museum there, and stop at Manchar Lake, too. We'll see lots of interesting sights and learn a lot about the Indus Valley Civilisation.

I think it sounds good. What do you think? Let me know.  
 Elena

**8.3 – Traditions****1 Aim Learning/talking about celebrations**

- Ask Ss to look at the pictures and ask two Ss to model the example exchange. Then ask Ss to work in pairs and act out similar exchanges for the remaining pictures.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

**Answer Key**

A: When do the British celebrate Easter?

B: In March or April.

A: What do they eat?

B: Hot cross buns.

A: When do Americans celebrate Halloween?

B: On 31st October.

A: What do they eat?

B: Toffee apples.

A: When do the British celebrate Bonfire Night?

B: On 5th November.

A: What do they eat?

B: Parkin.

A: When do Americans celebrate Thanksgiving?

B: On the fourth Thursday in November.

A: What do they eat?

B: Pumpkin pie.

A: When do the British celebrate Christmas?

B: On 25th December.

A: What do they eat?

B: Christmas pudding.

**2 a) Aim Learning holiday greetings & wishes**

Ask Ss to read the wishes (A-F) and give them time to match them to the greetings (1-6) in Ex. 1. Check Ss' answers.

**Suggested Answer Key**

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

**b) Aim Talking about celebrations**

Read out the questions and elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

We celebrate Easter and Christmas in Romania. At Easter, we eat a sweet bread called 'cozonac'. At Christmas, we eat 'colac', a different sweet bread, which is braided. We greet people with 'Hristos a înviat!' (Christ has risen) at Easter and with 'Crăciun Fericit!' (Happy Christmas) at Christmas.

**3 Aim Listening/reading for gist**

- Read out the question.
- Play the recording. Ss listen and read the text to find out. Elicit the answer.

**Answer Key**

The British came to eat pancakes on Shrove Tuesday because they wanted to stop eating nice food during Lent. They used up all their eggs, milk and butter by making pancakes.

**4 Aim Reading for key information**

- Ask Ss to read the sentence stems and then give them time to read the text again and complete them in their notebooks.
- Check Ss' answers around the class.

**Answer Key**

1 40 days	3 cookbook from 1439
2 milk and butter	4 and lemon juice

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.



### 5 **Aim Think** Expressing an opinion

Read out the question and give Ss time to consider their answers and then ask various Ss to share their opinions with the class.

#### **Suggested Answer Key**

*Yes, I think pancakes are easy to make because they only need a few ingredients and they don't take long to cook.*

### 6 **Aim** Revising/practising cardinal – ordinal numbers

- Ask Ss to read the theory box and then give Ss time to find the cardinal and ordinal numbers in the text.
- Ask various Ss to say a number and its corresponding cardinal/ordinal number.

#### **Answer Key**

40 – fortieth/40th

first – one/1

1439 – one thousand, four hundred and thirty ninth/1439th

1619 – one thousand, six hundred and nineteenth/1619th

100 – one hundredth/100th

2 – second/2nd

300 – three hundredth/300th

30 – thirtieth/30th

### 7 **Aim** Expressing thanks

- Explain the task and read out the example exchange.
- Then ask Ss to work in pairs and use phrases from the **Functions** box and act out similar exchanges for the situations given.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

#### **Suggested Answer Key**

A: *Thanks a lot for the biscuits.*

B: *My pleasure!*

A: *I just wanted to thank you for helping me make the cake.*

B: *Don't mention it.*

### 8 **Aim** Listening for specific information

- Ask Ss to read the gapped invitation card and think about what the missing information might be.
- Then play the recording. Ss listen and write the missing information in their notebooks.
- Check Ss' answers.

#### **Answer Key**

1 Saturday

3 Green

5 2346852

2 8 pm

4 Rachel

### 9 **Aim ICT** Writing an email giving information about a celebration

- Explain the task and give Ss time to complete it.
- Ask various Ss to read out the emails.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### **Suggested Answer Key**

Hi Amy!

*Great to hear from you! Of course, I will help you with your class project. My favourite celebration is Easter. In Romania, we eat a traditional sweet bread called 'cozonac'. We make it with milk, yeast, eggs, sugar, butter and flour. Different areas in Romania add other ingredients like raisins, walnuts, vanilla and lemon zest. It's not easy to make, but it's worth it. It's delicious!*

*Good luck with your project!*

Marius

## 8.4 – Traditions & Customs

### 1 **Aim** Reading for gist

Give Ss time to read the text and then elicit how we can make paper stars.

#### **Answer Key**

*We can make paper stars by folding and cutting paper in the way described in the instructions.*

### 2 **Aim** Reading for specific information

- Ask Ss to read the statements (1-4) and then give Ss time to read the text again and mark them according to what they read.
- Check Ss' answers.

#### **Answer Key**

1 NS

2 T

3 F

4 F

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 3 **Aim** Learning *some-any-no-every* & compounds

Ask Ss to read the theory box. Explain any points Ss are unsure of and then elicit examples from the text.

#### Answer Key

Examples: everywhere, anyone

### 4 **Aim** Practising *some-any-no-every* & compounds

Explain the task and give Ss time to complete it and then check their answers.

#### Answer Key

- |                  |             |
|------------------|-------------|
| 1 everyone, some | 4 anyone    |
| 2 nothing        | 5 something |
| 3 any, somebody  |             |

### 5 **Aim** Listening for key information

- Ask Ss to look at the pictures and explain what a cracker is. (A decorated paper cylinder which, when pulled apart, makes a sharp noise and releases a small toy or other novelty.)
- Then play the recording and ask Ss to put the pictures into the correct order.
- Check Ss' answers.

#### Answer Key

- 1 C      2 A      3 D      4 B

### 6 **Aim** Practising everyday English phrases for giving instructions

- Ask Ss to read the dialogue and the **Functions** box. Then give them time to replace the underlined phrases with suitable alternatives from the **Functions** box.
- Check Ss' answers around the class.

#### Suggested Answer Key

Do you mean – So, ...

Is that clear? – I hope this is clear.

I'm sorry, what did you say? – Could you say that again, please?

### 7 **Aim** Giving instructions

- Ask Ss to work in pairs and act out a similar dialogue to the one in Ex. 6 using the information in Ex. 5 on Christmas crackers and using the language in the **Functions** box.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

#### Suggested Answer Key

A: Hi Lisa! Mary here. I was reading about Christmas crackers and I'd like to try to make one. Can you tell me how?

B: Sure! It's easy! You just need a cardboard tube, wrapping paper, ribbon, a cracker snap and a surprise to put inside.

A: Do you mean a small toy?

B: Yes, a small toy, a joke or a paper hat. You fix a cracker snap inside a cardboard tube and fill the tube with your surprise. Got it?

A: Yes. Got it.

B: Then, wrap the tube in pretty paper, twist the ends and tie with a ribbon.

A: I'm sorry, what did you say?

B: Twist the ends and tie with a ribbon. That's all there is to it.

A: Great! Thanks!

## 8.5 – Time to celebrate

### 1 **Aim** Learning/talking about national celebrations & traditions

- Ask Ss to read the webpage and then ask Ss to work in pairs and ask and answer questions following the examples.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

#### Suggested Answer Key

A: When do the Northern Irish celebrate St Patrick's Day?

B: On 17th March.

A: How do they celebrate it?

B: There are parades in Belfast and in other towns with people in fantastic costumes. Also, people wear lots of green, listen to live music, and do Irish dancing.



## 8.6 – Superstitions

### 1 **Aim** Presenting vocabulary relating to superstitions

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Listening for key information

Read out the rubric and play the recording. Then elicit from Ss which of the superstitions in Ex. 1 answers to the questions.

#### Answer Key

- 1 can help you meet your true love
- 2 brings good luck
- 3 gives protection
- 4 brings bad luck
- 5 brings good luck
- 6 brings good luck and money

### 3 **Aim** Reading for gist

- Elicit Ss' guesses as to how Queen Elizabeth I is related to Goose Day.
- Then play the recording. Ss listen and read the text to find out.

#### Suggested Answer Key

Queen Elizabeth I is related to Goose Day because she started the tradition.

### 4 **Aim** Reading for key information

- Ask Ss to read the sentence stems and then give them time to read the text again and answer them.
- Check Ss' answers around the class.

#### Answer Key

- |                      |             |
|----------------------|-------------|
| 1 St Michael         | 4 Goose Day |
| 2 Spanish Armada     | 5 rich      |
| 3 eating roast goose |             |

- Give Ss time to look up the meanings of the words in the **Check these words** box.

### 5 **Aim Think** Expressing opinion

Give Ss time to consider their answers and write them down. Then ask various Ss around the class to share their answers with the rest of the class.

### Suggested Answer Key

Yes, I believe in superstitions. I think they exist for a reason./No, I don't believe in superstitions. I think people believed them in the past because they didn't understand the world as we do today.

### 6 **Aim** Pronouncing u /ju:/, /u:/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 7 **Aim** Learning phrases for greetings/ farewells/ introductions/making acquaintances

- Ask Ss to read the **Functions** box and then read the dialogues. Give Ss time to replace the underlined phrases with suitable alternatives from the **Functions** box.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

It's a pleasure to meet you – Pleased to meet you

Take care! – See you later!

This is Fiona – I'd like to introduce you to

How are you today? How do you do?

How's it going? – What's up

### 8 **Aim** Retelling a story

Explain the task and then ask various Ss around the class to retell the story in Ex. 3 using their own words.

#### Suggested Answer Key

When Queen Elizabeth I heard about her navy defeating the Spanish Armada, it was Michaelmas Day and she was eating goose. She declared that she would always eat roast goose on Michaelmas day to remember the victory. The British people copied the Queen and it became a tradition to eat roast goose on Michaelmas Day. A superstition also started that eating goose on this day would make you rich. These days, not many people keep the tradition, but there are some goose fairs around the country at this time of year.

### 9 **Aim ICT** Presenting Romanian superstitions

- Ask Ss to copy the headings into their notebooks and research online and make notes under them and then use their notes to help them prepare a presentation.

- Give Ss time to complete the task and then ask various Ss to give their presentation to the class.

### Suggested Answer Key

Good morning, everyone. Today, I'm going to talk to you about Romanian superstitions that are related to celebrations.

First, you should be careful what you wear at Easter in Romania. Superstitious Romanians always wear new clothes for this celebration. They believe that this will bring them a year of good luck.

At Christmas, Romanians love visiting houses and singing carols, and some of these have superstitions. One carol called 'Mascatii' involves people wearing scary masks and ringing large bells. They do this to scare off the old year and bring in a lucky new year.

Romanians also have lots of superstitions for New Year's Eve. On New Year's Eve, Romanians believe that you should have some money with you, for example, in your wallet or purse, when the clock strikes midnight. This will stop you from having money problems in the new year. Are there any questions? ... Thank you for listening.

## CLIL (Literacy)

### 1 Introducing the topic/Listening and reading for specific information

Ask Ss to look at the picture and elicit answers to the question from Ss around the class.

#### Suggested Answer Key

The white flowers are called snowdrop flowers. The white tassel is for the snowdrop flowers that grew around the man.

### 2 Ordering events

- Ask Ss to read the list of events and then read the text again and put the events into the correct order.
- Check Ss' answers.

#### Suggested Answer Key

1 C	3 H	5 G	7 F
2 E	4 B	6 A	8 D

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 3 Summarising a folk tale

- Ask Ss to use their answers from Ex. 2 to give a summary of the story to the class.

#### Suggested Answer Key

Long ago, the Sun came down to Earth to dance. Then, though, a dragon caught the Sun and put him in a cave. Without the Sun, the birds stopped singing, the flowers stopped blooming and everyone was miserable. Then, a brave young man went on a journey to find the dragon. The young man fought the dragon and won. Now, the Sun could rise again and spring arrived. The people were happy again, but the young man died because he was hurt in the fight. The villagers found him on the ground, surrounded by snowdrops.

### 4 Writing a story

- Explain the task and give Ss time to make notes under the headings provided. Then give Ss time to write a story using the beginning provided.
- Ask various Ss to read out their stories to the class.
- Alternatively, assign the task as HW and ask Ss to read out their stories in the next lesson.

(Ss' own answers)

## Self-Check Test 8

### 1 Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 glass	3 Sandstone	5 Iron
2 marble	4 concrete	

### 2 Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 written	3 folk	5 local
2 set	4 go	

### 3 Consolidating vocabulary from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers.



**Answer Key**

- 1 see                      3 Plant                      5 hear  
2 Scatter                  4 greet

**4 Aim Consolidating grammar from the module**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 make    2 do    3 do    4 make

**5 Aim Consolidating grammar from the module**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 in, for    3 of    5 with    7 at  
2 in    4 on    6 from, to    8 by

**6 Aim Consolidating grammar from the module**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 anyone    3 somewhere    5 someone  
2 everywhere    4 nothing

**7 Aim Consolidating everyday English from the module**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 b                      2 a                      3 b

**8 Aim Reading comprehension**

- Ask Ss to read the questions and then give them time to read the text and answer them.
- Check Ss' answers around the class.

**Answer Key**

- 1 because of its natural beauty, ancient cities and delicious cuisine  
2 special herbs and spices  
3 paprika  
4 cumin  
5 a packet of Romanian lovage

**9 Aim Listening for specific information**

- Ask Ss to read the gapped text.
- Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

**Answer Key**

- 1 21st                      3 women                      5 firework  
2 village                  4 stalls

**10 Aim Writing an email of apology**

- Explain the task and give Ss time to write their email.
- Check Ss' answers.

**Suggested Answer Key**

Hi Sarah!

Thanks for the invitation to the Maiden Fair Festival. It was nice of you to invite me.

I'm very sorry, but I can't come. I am studying for my exams and I can't take a break because they are very important and I really want to pass them all. I hope you have a great time. I'm sorry to miss it. It sounds like it will be a lot of fun.

Best wishes,

Daniela

**Competences**

Ask Ss to assess their own performance in the module by ticking the items according to how competent they feel for each of the listed activities.



# Writing Skills Key

## 1.2 – A blog comment about your best friend

(pp. 138-139)

- 1 1 a blog comment
- 2 readers of and English blog
- 3 my best friend

2 a)



Ana is generous and loyal and never tells lies.

b) Examples of informal language: Hi, I'm, and, doesn't, but, we hang out, she's, we're, can't wait for

### 3 Suggested Answer Key

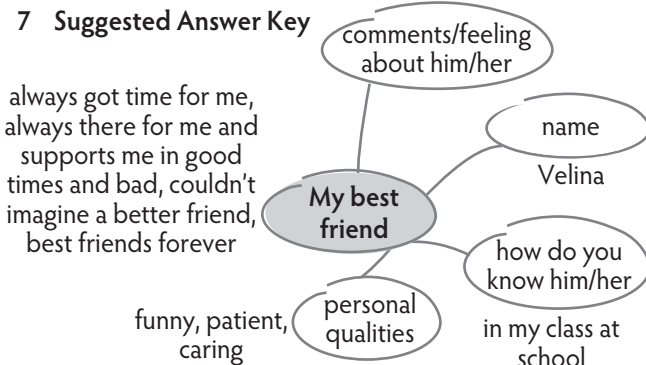
And I really enjoy your blog – Love your blog!  
Can't wait for your next post! – Looking forward to your next post!

4 1 but      2 and      3 so      4 or

5 1 generous	4 patient	7 caring
2 loyal	5 honest	8 funny
3 sensitive	6 polite	

6 1 life	3 better	5 different
2 loves	4 smile	

### 7 Suggested Answer Key



## 8 Suggested answer

Hi, Jenny! Ivanka here! Love your blog! My best friend is Velina. She is in my class at school and we see each other every day. She's funny, patient and caring. She's always got time for me and she's always there for me and supports me in good times and bad. I couldn't imagine a better friend. We're best friends forever! Looking forward to your next post!

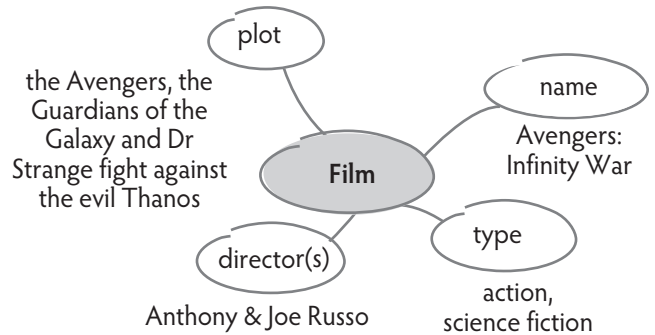
## 2.2 – An informal email of invitation

(pp. 140-141)

1 Key words: planning to go to the cinema, email to your English friend, inviting him/her to come with you to watch a film, 80 words, name of film, type, director, stars, plot

- 1 an email of invitation
- 2 my English friend
- 3 name of film, type, director, stars, plot

### 2 a) Suggested Answer Key



b) How's it going? – How are things?

Let me know if you can come. – I really hope you can come.

### 3 Suggested Answer Key

The directors – famous  
Benedict Cumberbatch – talented actor  
the heroes of the film – brave  
Thanos – evil

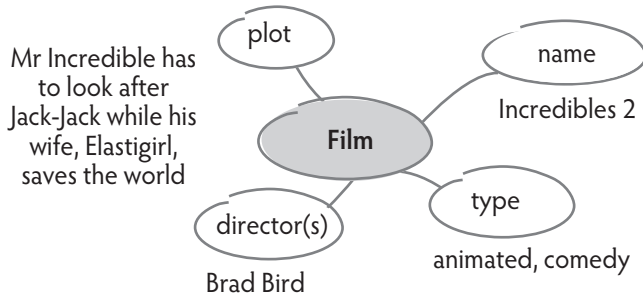
### 4 Suggested Answer Key

- |                 |               |
|-----------------|---------------|
| 1 amazing       | 4 complicated |
| 2 impressive    | 5 evil        |
| 3 award-winning | 6 talented    |

5 1 place	3 role	5 star
2 story	4 character	



## 6 Suggested Answer Key



## 7 Suggested Answer Key

Hi Dawn,  
 How are things? I'm planning to see 'Incredibles 2' at the cinema next Saturday. Do you want to join me? It looks amazing!  
 It's an animated comedy from famous director Brad Bird. The film tells the story of how Mr Incredible has to look after Jack-Jack while his wife, Elastigirl, goes off to save the world. It stars Holly Hunter and Craig T. Nelson. I really hope you can come!  
 Bye for now,  
 Violeta

## 6 Suggested Answer Key

Famous landmarks – Merlion Fountain, SkyPark, rooftop pool, Singapore Flyer – giant Ferris wheel, breathtaking views  
 Shopping paradise, Orchard Road, trendy shops, top-class restaurants, air-conditioned malls, Chinatown – souvenirs, clothes, antiques  
 Nightlife, music and lights show – Gardens by the Bay, delicious local food – night markets, night safari at the zoo

7 1, 3, 7, 8

## 8 Suggested Answer Key

Singapore is in Southeast Asia. It's a great holiday destination and has something for everyone. You can see the Merlion Fountain and enjoy breathtaking views from the rooftop pool at SkyPark. You can go on the Singapore Flyer, a giant Ferris wheel and go shopping in Orchard Road and Chinatown. The nightlife in Singapore is exciting, too. You can visit the Gardens at the Bay and the night markets. You can also go on a night safari at the zoo.

## 4.1 – A summary of a text

(pp. 142-143)

- 1 1 a summary of a text  
2 the article in Ex. 2
- 2 Paris
- 3 1 B      2 B      3 A      4 B
- 4 1 Dublin Zoo has a lot of visitors every day so it's a good idea to get there early.  
2 Don't forget your camera because there are fantastic views from the top of the Eiffel Tower.  
3 Every visitor to Rome must visit the Colosseum because it is spectacular.  
4 Greenwich Market has lot of shops so it's a good place to buy souvenirs.

## 5 Suggested Answer Key

- 2 Spring is the perfect time to go to Milan.
- 3 There is lots to do and see.
- 4 Eat tasty traditional dishes in restaurants.
- 5 Walk around the beautiful gardens.

## 5.2 – An informal email of advice

(pp. 144-145)

- 1 1 an email  
2 my English-speaking friend, Lisa  
3 my advice
- 2 **Suggested Answer Key**  
**problem:** not feeling good  
**advice I:** stop comparing yourself to other people  
**expected result:** you'll feel better about yourself  
**advice II:** start a new class or hobby  
**expected result:** you'll feel more confident
- 3 **Suggested Answer Key**
  - 1 Sorry to hear – I'm sorry to learn about
  - 2 I think I can help – I'd be happy to help
  - 3 If I were you – In your place, I'd
  - 4 That way – This will mean that
  - 5 You could also – Another idea is to
  - 6 If you do this – This way
  - 7 Hope my advice helps. – Let's hope all goes well.



# Writing Skills Key

## 4 Suggested Answer Key

opening: Just read your email. – Thanks for your email.  
closing: Let me know what happens. – Write back and tell me how things are going.

## 5 email, friend, Tim, can't sleep, advice, 80 words

- 1 email
- 2 Tom
- 3 advice on how to sleep well

## 6 Suggested Answer Key

**problem:** not able to sleep well at night  
**advice I:** be more active during the day  
**expected result:** you'll feel tired when you go to bed  
**advice II:** don't use electronic devices for a few hours before sleeping  
**expected result:** you'll feel more relaxed when it's bedtime

## 7 Suggested Answer Key

Hi Tom,  
 Thanks for your email. Sorry to hear you can't sleep well. I'd be happy to help.  
 First, why don't you be more active during the day? This way, you'll feel tired when you go to bed.  
 Another idea is not to use any electronic device three hours before sleeping. This will mean that you'll feel more relaxed when it's bedtime.  
 I hope my advice helps. Let me know what happens.  
 Yours,  
 Rumjana

## 6.6 – An email narrating an experience

(pp. 146-147)

### 1 Key words: Amy, email, asking about your holiday, tell her about an experience you had, where you went, your experience, how you felt

- 1 an email
- 2 Amy
- 3 an experience I had on holiday
- 4 where you went, your experience, how you felt

### 2 1 C      2 A      3 E      4 D      5 B

**Main event:** The avalanche covered Mike.

- 3 1 in the Alps last month      3 Mike
- 2 sunny      4 confident

## 4 Suggested Answer Key

My uncle and I went to South America last month. One sunny morning, we were leaving our guest house with our backpacks for a hike in the Amazon Rainforest. We were so excited.

### 5 1 D      2 E      3 B      4 A      5 C

## 6 Suggested Answer Key

Hi Amy!  
 My uncle and I went to South America last month. One sunny morning, we went for a hike in the Amazon Rainforest. We were so excited.  
 We walked until we reached a waterfall. Then we realised we were lost. My uncle lit a fire and we fell asleep. Suddenly, a loud noise woke me and I saw a helicopter. The helicopter crew rescued us. I've never felt so relieved in my life. Next time we'll take a guide.  
 Milena

## 7.2 – A postcard

(pp. 148-149)

### 1 1 keywords: holiday, postcard, English-speaking friend, where, who with, when, place is like, what do, what doing now, how like it

- 1 postcard
- 2 my English-speaking friend
- 3 where I am, who with, when I arrived, what the place is like, what I do, what I am doing now, how I like it.

## 2 Suggested Answer Key

- 1 Hope you're well. – How are things?
- 2 Having a great time here in – Greetings from
- 3 We're having the time of our lives here! – Having the time of my life!
- 4 See you when I get back! – Talk to you soon.

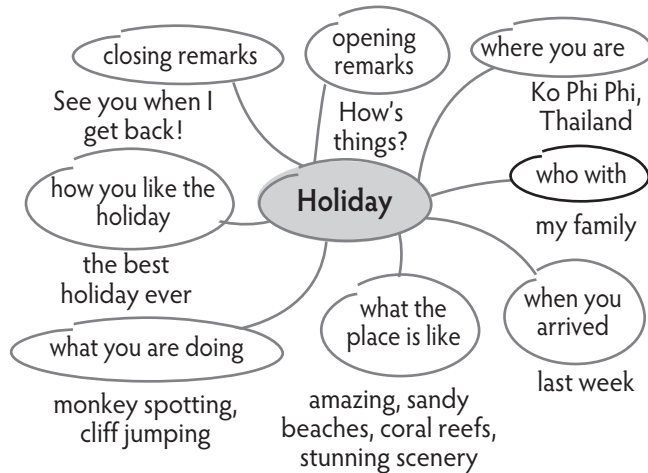
### 3 1 E      2 A      3 D      4 C      5 B

- 4 Paul Pitchford  
 56 Woodview Terrace  
 Birmingham  
 B37 7UH  
 UK



- 5 a) 2 Really enjoying myself.  
3 Look forward to seeing you.  
4 Leaving next Saturday.  
5 Locals are very friendly.

## 6 Suggested Answer Key



## 7 Suggested Answer Key

Hi Rachel,  
How's things? Greetings from Ko Phi Phi in Thailand. I'm having an amazing time here with my family. We arrived last week and the place is beautiful. There are sandy beaches, coral reefs and stunning scenery. Today we are taking a boat to go monkey spotting. Later, we are going to watch some people cliff jumping. It's the best holiday ever! See you when I get back!  
Nadezhda

## 8.5 – An informal email accepting/refusing an invitation

(pp. 150-151)

- 1 1 an email  
2 Bob  
3 accepting his invitation to his pool party
- 2 1 B                      2 C                      3 A

## 3 Suggested Answer Key

- Lovely to hear from you. – Great to hear from you again.
- It sounds like it's going to be fun; you can definitely count me in! – I'd love to come.
- I'm really looking forward to Saturday! – Can't wait to see you.
- See you soon – See you then

- 4 a) 1 A, B    2 R, E    3 R, B    4 A, E

## b) Suggested Answer Key

- Great to hear from you again.
- I'm sorry but I can't make it.
- but I'm afraid I can't come
- Can't wait to see you!

- 5 **four spelling mistakes:** There, tickets, sorry, really  
**two punctuation mistakes:** grandparents' (grandparents), sometime soon? (sometime soon.)  
**five grammar mistakes:** to hearing, in Saturday, My sister and I am going, we have already book

- 6 **Key words:** invitation; English-speaking friend; birthday party; Sarah; refusing; apologising;

- an email
- Sarah
- refusing the invitation to her birthday party and apologising

## 7 Suggested Answer Key

Hi Sarah!  
Thanks for the invitation to your birthday party. It was nice of you to invite me.  
I'm very sorry, but I can't come. I am staying with my grandparents that weekend and they live far away. It's been arranged for ages. I hope you have a great time. I'm sorry to miss it. It sounds like it will be a lot of fun.  
Best wishes,  
Emilija





# Evaluation Key

## Evaluation 1 (Modules 1-2)

- 1 1 tall 5 medium  
2 slim 6 long  
3 short 7 straight  
4 late twenties 8 glasses

- 2 a) 1 honest 4 sensitive  
2 generous 5 patient  
3 funny

### b) Suggested Answer

My sister is short and thin with long fair hair. She is in her early twenties. She is honest and always tells the truth.

My father is tall and plumb with short brown hair. He is in his late fifties. He is funny and knows how to make me laugh.

- 3 1 stage 3 rows 5 boxes  
2 orchestra 4 seats

- 4 1 C 2 D 3 B 4 E 5 A

- 5 1 out 5 out 9 in  
2 up 6 about 10 out  
3 after 7 out  
4 for 8 to

- 6 1 brother's 4 Lisa's and Mary's  
2 Jane's 5 women's  
3 dogs' 6 leg of the chair

- 7 1 B: the most popular  
2 A: faster  
B: the most talented  
3 A: early  
B: better  
4 A: quieter  
B: more exciting

- 8 1 sleep 4 collecting  
2 singing 5 talking  
3 open 6 to have

- 9 1 are 3 is 5 are  
2 are 4 is 6 are

- 10 2 are staying 8 eat  
3 live 9 walk  
4 is shining 10 are visiting  
5 are having 11 are planning  
6 swim 12 do you spend  
7 goes

- 11 1 C 2 D 3 A 4 B

## Evaluation 2 (Modules 3-4)

- 1 1 scuba 3 hot 5 risk  
2 underwater 4 ocean

- 2 a) 1 Address 4 Work experience  
2 Date of birth 5 Personal qualities  
3 Qualifications

### b) (Ss' own answers)

- 3 1 have a family 4 buy a house  
2 buy a car 5 get a job  
3 go to university

- 4 1 feast 3 take part 5 unique  
2 try 4 treat

- 5 1 C 2 D 3 E 4 A 5 B

- 6 1 out 3 up 5 of 7 out  
2 for 4 in 6 in 8 for

- 7 1 B: 'll pour  
2 A: leaves  
B: will collect  
3 A: Are you going to see  
B: are meeting  
4 A: are going  
B: Is John coming  
5 B: I'll get, am going to go

- 8 1 A: Were your friends watching  
B: they weren't  
2 A: Was Ann reading  
B: she was  
3 A: Was it raining  
B: it was  
4 A: Were the kids sleeping  
B: they weren't

# Evaluation Key



- 5 A: Was he having  
B: he wasn't

- 9 a) 2 Did you enjoy      8 wasn't raining  
3 did                      9 was shining  
4 had                      10 looked  
5 was visiting          11 sparkled  
6 saw                      12 was  
7 noticed

b) (Ss' own answers)

- 10 1 E      2 D      3 B      4 A      5 C

## Evaluation 3 (Modules 5-6)

- 1 a) 1 dust                      4 have  
2 mop                        5 make  
3 do

b) (Ss' own answers)

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

- 3 1 tuxedo, suit  
2 skirt, dress  
3 high heels, boots  
4 scarf, tie  
5 swimsuit, swimming shorts  
6 tracksuit, cycling shorts

- 4 1 D      2 B      3 C      4 E      5 A

- 5 a) 1 sad                        4 furious  
2 fed up                      5 terrified  
3 surprised

b) Suggested Answer

I felt furious when my sister lost my MP3 player.  
I felt sad when I didn't pass my exams.  
I felt surprised when I won the song contest.  
I felt terrified when I watched a thriller last night.  
I felt fed up when I had to do chores at the weekend.

- 6 1 off                        3 off                        5 after  
2 to                         4 on                        6 up

- 7 1 to try                    4 to get                    7 wear  
2 to come                5 borrow                8 to meet  
3 to join                    6 to return

- 8 1 If I have free time tonight, I will go to the cinema.  
2 If she books online, she will find special offers.  
3 If I drive to work, I won't get much exercise.  
4 If I am always on time for meetings, I will please my boss.  
5 If I set my alarm early, I won't be late for class.

- 9 1 Have you ever travelled  
2 has never been  
3 have lived, for  
4 haven't heard, yet

- 10 a) 1 B: took, went  
2 A: Have you ever been  
B: visited  
3 A: Did you ride  
B: didn't have  
4 A: came  
B: has travelled

b) (Ss' own answers)

- 11 2 many                      7 little  
3 a few                      8 a few  
4 few                        9 How much  
5 a little                    10 much  
6 a lot of

- 12 1 b      2 a      3 b      4 a      5 b

## Evaluation 4 (Modules 7-8)

- 1 1 variety                    4 destination  
2 park                        5 mainland  
3 scenery

- 2 1 mugging                4 car theft  
2 shoplifting              5 pickpocketing  
3 burglary

- 3 a) 1 Shrove Tuesday      4 Halloween  
2 Bonfire Night          5 Easter  
3 Thanksgiving



# Evaluation Key

b) (Ss' own answers)

- 4 1 costume                      4 trick  
2 stalls                          5 breakfast  
3 parade
- 5 1 down                      3 into                      5 off  
2 up                              4 for                          6 on
- 6 1 interesting                      6 amazing  
2 excited                          7 disappointed  
3 tiring                              8 frightened  
4 worried                          9 shocked  
5 boring
- 7 1 You/We mustn't  
2 You/We mustn't  
3 You don't have to  
4 You must  
5 You/We mustn't  
6 Can I  
7 You should  
8 May I
- 8 1 at                              5 in                              9 in  
2 in                                  6 after                          10 during  
3 on                                  7 at  
4 on                                  8 at

- 9 1 A some  
B: any  
2 A: anything  
B: Everyone/Everybody  
3 A: anywhere  
B: somewhere  
4 A: something  
B: some  
5 A: nothing  
B: any  
6 A: anything  
B: no

- 10 a) 1 opposite                      4 beside  
2 across                              5 on  
3 next to                              6 behind

b) (Ss' own answers)

- 11 1 a                      2 b                      3 a                      4 a                      5 b

# Student's Book Audioscripts



## Module 1

### 1.5 – Exercise 7 (p. 19)

I go to school from Monday to Friday, but I still help out around the house. I make my bed every morning and on Mondays I take out the rubbish. On Tuesdays I clean the bathroom and on Wednesday afternoons I look after my younger brother while my mum is at the gym. I take out the recycling on Thursdays before school and I wash the car on Friday evening after my dad gets back from work. On Saturdays, I've got football practice in the morning, but I tidy my room afterwards. If I don't, I can't hang out with my friends! On Sundays, we do chores in the garden. My brother waters the plants and I mow the lawn.

### 1.6 – Exercise 3 (p. 20)

#### Speaker 1

I usually use my mobile phone to send text messages. It's quite cheap to send texts, and you don't need Internet access to send and receive them.

#### Speaker 2

A lot of my friends text each other, but I prefer messaging apps. They're free and it's easy to share pictures and videos. You need an Internet connection, but there are Wi-Fi hotspots everywhere!

#### Speaker 3

I like calling my friends on my mobile phone or, if I've got my laptop, I video call them. It's nice to listen to them rather than reading words on a screen.

#### Speaker 4

A lot of my friends use smartphones, but I prefer my computer. I usually post comments on social media – it's the quickest way to get in touch.

### Self-Check Test 1 – Exercise 10 (p. 24)

Hi. I'm Kate Franklin from TechWise and I'm here to share the results of our latest survey with you. The survey uses data from a group of 1,600 young people, 13 to 19 years old. All the teenagers have smartphones and access to the Internet. The results show that 83% of those teenagers post pictures and videos on social media sites, while 75% post messages on social media sites. 50% of them send messages using apps and 44% send text messages. Only 25% make phone calls from their smartphone, and just 9% say they use their smartphone to check emails. The results clearly show that social media is the most popular way teens use their smartphones. Are there any questions?

## Module 2

### 2.2 – Exercise 7 (p. 29)

The Last Jedi is director Rian Johnson's first Star Wars film. It continues the story from The Force Awakens, with Adam Driver playing Kylo Ren, a Jedi that turns to the Dark Side and helps the evil First Order take over the galaxy. But fighting against them is the Resistance!

Carrie Fisher plays Leia Organa, the leader of the Resistance, and Mark Hamill plays her brother, the great Jedi Luke Skywalker. We also see the heroes Rey, Poe and Finn from The Force Awakens again, as they fight the First Order in some exciting action scenes.

But who is the last Jedi? Is it Luke? Kylo Ren? Rey? Or is it someone else? Watch this fantastic film and find out!

### 2.3 – Exercise 8 (p. 31)

**Boy:** Hi, Sally! What are you doing?

**Girl:** Hi, Tom! I'm putting up posters for the school Book Fair.

**Boy:** When is it?

**Girl:** It's on Saturday the 15th March from 11 am until 3 pm.

**Boy:** Is it here in the school?

**Girl:** Yes, it's taking place in the assembly hall.

**Boy:** How much does it cost?

**Girl:** It's free to come to the fair, and the books cost between one and five pounds. There's also a raffle.

**Boy:** What's that?

**Girl:** Well, people buy tickets for 50 pence each. Every ticket has a number on it, and at the end of the fair, we pick a number. The person with that number on their ticket wins a prize!

**Boy:** Cool. What's the prize?

**Girl:** It's a tablet.

**Boy:** That's a great prize! I'm definitely coming to the Book Fair!

**Girl:** See you there!

### 2.4 – Exercise 3 (p. 33)

Paul's blog

Hi, guys! These days, I'm reading lots of posts about how teenagers are crazy about their smartphones. Are you? I sometimes use mine, but reading magazines is my favourite way to relax and find information.

I find out everything I need to know about blogging from magazines – they're full of great tips. Also, I'm really into computers and I read a few magazines for gamers, too.

What about you?



# Student's Book Audioscripts

## Comments

Hey, Paul! This is a really interesting post, but I think magazines are a bit old-fashioned. I prefer the Internet – you can do anything online! My mum uses it to shop because clothes are cheaper online, and my dad likes it because the news is always up-to-date. I use it to learn how to play the guitar and speak Spanish. On the Internet, the options are endless! ... But that isn't always a good thing – I sometimes spend hours online and never learn anything!  
Steve, 19:57

## 2.5 – Exercise 7 (p. 35)

Thanks for joining me. You're listening to Good Morning, Gloucester with me, Emily Harris. Let's take a look at what's happening in our local area this month. Personally, I recommend a trip to the theatre. There's a place on Madison Street called The Unicorn Theatre that's well worth visiting. This month, they're showing *The Tempest* by William Shakespeare. The cast isn't famous, but the acting is brilliant! There are performances every weekday at half-past seven, and on Saturdays at two-thirty and eight o'clock. Tickets are £20, with a discount of £5 for over 65s. And if you're under 16, it's just £12. So get yourselves down there for a fabulous show! Now, let's move on to the music scene. ...

## Self-Check Test 2 – Exercise 10 (p. 40)

This year, don't miss the chance to see Bastille live at the National Palace of Culture. The great British rock band are performing two shows on Saturday 15th and Sunday 16th June. Doors open at seven thirty and the concert starts half an hour later at 8 pm. With a fantastic support act, Grizfolk, this concert is for anyone who enjoys amazing rock music by talented and energetic musicians. Tickets range in price from twenty-five pounds to sixty-five. To book or to find out further information call: 020 2387 912. That's 020 2387 912.

## Module 3

### 3.2 – Exercise 8 (p. 45)

Longbridge Supermarket is looking for three part-time sales assistants for our Bristol store. The job is on Mondays, Wednesdays and Fridays from 1 o'clock until 8 pm. Applicants need to be friendly, polite and hard-working, with experience of working in a shop or supermarket. For more information, call Mrs Emma Gray on 020 3645 894.

Marco's Restaurant is looking for waiters and waitresses. Our restaurant is open from 6 pm until midnight Tuesday to Saturday, and our staff are there from opening till closing. You need to be sociable and energetic. We welcome all applicants, especially those who have experience of working in restaurants or shops. Pick up an application form from our restaurant on Mill Street.

### 3.3 – Exercise 8 (p. 47)

*F:* Hello. Are you Sam Evans?

*M:* Yes, I am.

*F:* Pleased to meet you, Sam. Can you tell me your address?

*M:* Yes, it's 16 Groves End, Brighton.

*F:* And your date of birth?

*M:* The 15th of September, 2003.

*F:* And a phone number?

*M:* My home phone is 773726. My mobile is 07555 387 259.

*F:* Sorry. Can you repeat that?

*M:* Sure. 07555 387 259.

*F:* Thank you. What qualifications do you have, Sam?

*M:* I've got 10 GCSEs from Falmer High School.

*F:* And have you got any work experience?

*M:* Yes. A school placement at Chester and Barnes Advertising. I was a junior marketing assistant.

*F:* Excellent. And what qualities do you have?

*M:* I'm hard-working, reliable and polite. I'm also friendly.

*F:* Great! Now, let's talk about the job ...

### 3.6 – Exercise 8 (p. 53)

#### Speaker 1

Most people rent flats when they move out, but it's very expensive. I'm going to live at home until I've got enough money to buy my own house.

#### Speaker 2

I love children, but I don't think I'll have my own family. I really want to start my own business and that will probably take up most of my time.

#### Speaker 3

A lot of my friends want fast cars, big houses or their own businesses, but that's not really important to me. One day, I want to have a family. That's what I hope the future holds.

#### Speaker 4

I'm lucky. My parents are giving me a flat, so I won't have to pay rent and I can save up money for a new car instead.





## Self-Check Test 3 – Exercise 10 (p. 56)

A part-time job is available at Martin's Department Store. We are looking for a sales assistant to work on Saturdays and Sundays from 10 am until 6 pm. You should be friendly, polite, hard-working and helpful. Experience of working in a shop or restaurant is good, but not necessary as we are going to give you training in the store. To apply, ask for an application form from our shop on New Street.

## Module 4

### 4.6 – Exercise 7 (p. 69)

*Lisa:* How was Australia, John?

*John:* Great! I stayed with my uncle and went fishing on the Great Barrier Reef.

*Lisa:* Did you catch any big fish?

*John:* Yes. I was in the local newspaper!

*Lisa:* No way! What happened?

*John:* Well, one morning, I set sail alone. I was wearing shorts because it was warm and sunny, and I felt excited. It was two hours before I caught something. It was so heavy! I had to use all my strength to pull it out of the water.

*Lisa:* What was it?

*John:* A giant barracuda!

*Lisa:* Wow! What did you do?

*John:* I showed my uncle. He called the newspaper and they took my photo with the fish. I felt really proud when I saw it the next day.

*Lisa:* Cool!

### Self-Check Test 4 – Exercise 8 (p. 72)

I recently went trekking across the Sahara Desert with my friends. We set off one afternoon on camels, wearing loose clothing because it was hot and sunny. I felt excited, but I was glad when we reached camp. Camels are not comfortable!

After a delicious dinner, I went for a walk. But after five minutes I was lost! I couldn't see our camp and the sand dunes all looked the same! I started to panic, until I heard a friendly voice. It was our guide! He was watching all the time, but couldn't tell if I was lost or just looking at the stars! My friends laughed, but I felt relieved not to be alone at night in the desert.

## Module 5

### 5.1 – Exercise 7 (p. 75)

*A:* Hi Jane. How are you?

*B:* Hi Steve. I'm fine thanks. I'm going bowling. Do you want to come?

*A:* You're always going bowling. No, thanks. I'm off to play baseball in the park. I prefer to be outdoors.

*B:* OK. Well, Monica is at the park, too. You might see her there.

*A:* What's she doing there?

*B:* She's riding her bike of course.

*A:* Yeah, she's never off it. She's worse than Helen. Helen goes to the lake every weekend with her canoe.

*B:* Well, I suppose it's good that everyone has a hobby and finds time to do it.

*A:* That's true. Ok, well, see you later.

*B:* Yeah, have fun!

*A:* You, too.

### 5.2 – Exercise 1 (p. 76)

#### Speaker 1

I don't have anyone to talk to or hang out with. It's no fun being on your own all the time.

#### Speaker 2

I hate it. I don't even want to go to school anymore. They call me names and push me around when the teacher isn't looking.

#### Speaker 3

Most days, I go into my room and close the door so I can't hear them arguing and shouting. It's even worse since my dad lost his job.

#### Speaker 4

I chat online to my friends in the evenings, but usually it's really late when we log off, so I'm tired in the morning.

#### Speaker 5

I'm completely freaking out! I need to get good grades, but there's so much to study and I'm panicking about failing.

### 5.3 – Exercise 8 (p. 79)

*A:* Hello and welcome back to The Big Quiz – the quiz show with big questions and even bigger prizes! Today Renee from Bristol is with us. Renee, this round is all about sports. Are you ready?

*B:* I'm ready, Peter.

*A:* OK! Let's begin. First question: They call him "the fastest man on Earth" but when did Jamaican Usain Bolt run the 100 metres in only 9.58 seconds?

*B:* In 2009 in Berlin, Germany.



# Student's Book Audioscripts

**A:** Right! Now, to cricket. Brian Lara from Trinidad is famous for scoring the most runs in one session of a cricket test match, but how many runs did he score?

**B:** Umm ... 400?

**A:** That's correct! He scored 400 runs for the West Indies team when they played against England in 2004. Now for an easy one: name the American swimmer that has the most Olympic gold medals.

**B:** That's Michael Phelps.

**A:** Right again! He's the owner of 23 Olympic gold medals, won between 2004 and 2016. Now to football. In 2012, Lionel Messi scored 91 goals in one year. Pretty impressive, right? But, Brazilian footballer Pele did better. He scored 127 but what year was it?

**B:** I think it was 1959.

**A:** Yes, that's correct! 127 goals for his club, Santos F.C. in 1959. What a player! Finally, players Isner and Mahut set a record for the longest match ever played at 11 hours and 5 minutes, but what sport were they playing?

**B:** That's tennis, Peter. In 2010 at Wimbledon.

**A:** Great job, Renee! You scored five out of five, which means you go through to the next round: film and TV!

## 5.4 – Exercise 6 (p. 81)

Good afternoon. I'm Abby and I'm your waitress. Today, we've got Caesar salad or leek and potato soup for starters. Then, for the main course, you can choose from roast beef, seafood risotto or our vegetarian option, lentil burgers. You can also order a side dish, such as chips or salad. We've got some delicious desserts today too: lemon tart or chocolate brownie. For drinks, we've got fresh juice, lemonade or cola. So, what would you like to order?

## 5.5 – Exercise 7 (p. 83)

Dear customers, we would like to inform you that Madison Sportswear is moving to a new shop on Queen Street at the end of the month. So this week only, all our swimwear is 50% off and all footwear an incredible 70% off! Don't miss this fantastic sale! Our Queen Street store is opening on Saturday the 31st with a bang. There is going to be a book signing by famous football player Marshall Higgins and lots of our trademark great offers! We hope to see you there!

## 5.6 – Exercise 6 (p. 85)

### Advert 1

Do you like reading? We have a huge selection of second-hand and new works by famous authors, both fiction and non-fiction.

### Advert 2

Visitors to our market will be amazed at what they can find. We've got all the usual fish, as well as shrimps, mussels, squid and even octopus!

### Advert 3

Roses for love, carnations for beauty, daffodils for happiness. Whatever the occasion, we've got the perfect gift for you!

### Advert 4

Are you looking for something special for your home? Why not come and view our vintage pieces, from the 1960s right back to the fifteenth century?

## Self-Check Test 5 – Exercise 9 (p. 88)

London's oldest food market is Borough Market – it's 1,000 years old! But it's not an antiques market – it's the place to go for the best ingredients in the city. In fact, some of our customers are chefs from the capital's top restaurants! They come to choose from our selection of fish, meat, cheese, fruit and vegetables. We also have stalls selling special treats, such as handmade chocolates. And if you get hungry while you're walking around, there's hot and cold food available, too. Borough Market is open Monday to Friday, from 10 in the morning until five in the afternoon, and on Saturdays from 8 am. So come along and explore! The nearest bus and train stations are at London Bridge.

## Module 6

### 6.2 – Exercise 8 (p. 93)

Hi, Louise! It's Anna. I guess you've gone to the beach. You always go on Sundays in the summer, right? It's actually winter here in Sweden. It's really cold, but it's amazing! I've explored the capital Stockholm and been to lots of interesting museums. I've also just been to Skuleskogen National Park and seen incredible views of the islands and the ocean. I'd like to go on a boat tour before I leave and see the coastline from the other side.

I'm going even further north next week. I'm hoping to see the Northern Lights. I've seen so many pictures of them, but it would be wonderful to see the real thing! I'll call you again in a few days. Bye!

### Self-Check Test 6 – Exercise 9 (p. 104)

My trip to Hawaii Volcanoes National Park was amazing! There's nothing like the sight of lava flowing into the ocean! I did have one scary experience, though – the day I decided to take a helicopter tour of the park. Actually,

# Student's Book Audioscripts



there were quite a lot of clouds that day, but the view was still beautiful! Then, the clouds started rolling in off the ocean and suddenly it was impossible to see! The pilot tried to fly underneath the clouds, but below us was red-hot lava. I was terrified! Luckily, he soon changed his mind and flew us back by a different route. I felt very relieved to have both feet on solid ground again!

## Module 7

### 7.4 – Exercise 6 (p. 113)

Welcome to the Spring Hotel in Oradea! We offer our visitors the chance to go on several interesting day trips. The most popular of these is our coach trip to Bear Cave, just an hour and a half away. The cost is 10 euros for adults and six euros for children, including entrance to the cave. Once inside, you can go on a guided tour. It lasts for around one hour and the tour guides speak both Romanian and English. Visitors are allowed to take photos in the cave, but they must pay an extra three euros, and this is not included in our ticket price. Are you interested? Book a place at reception. Our next Bear Cave day trip takes place tomorrow!

### 7.5 – Exercise 8 (p. 115)

OK, everyone, in today's lesson we're discussing acid rain. Rain is naturally a bit acidic, but science shows us that since people started using machines in the 18th century, the amount of acid in our rain has become much higher. Of course, acid rain looks just like ordinary rain, but its effects can be very serious.

Acid rain occurs because of air pollution, mainly from vehicles and factories. The chemicals in the polluted air mix with the water drops in the clouds and make them acidic. But the wind can blow the clouds hundreds, even thousands, of kilometres from the site of the pollution before the rain falls. This is why countries like Norway and Sweden have a lot of acid rain, even though they don't produce much pollution.

So what does acid rain do? Well, it damages plants and trees, poisons soil and pollutes water. Lakes often get the worst effects because the polluted water in them can't go anywhere. For example, in the Adirondack Mountains in New York State, all the fish in 300 lakes have died because of acid rain.

So what are some solutions to reduce acid rain? Well, the most obvious one is to use our cars less often. We should

also reduce the amount of electricity we use, or switch to green energy if we can.

### 7.6 – Exercise 8 (p. 117)

*Matt:* Just back from Thailand, John?

*John:* Yes, I flew in from Bangkok yesterday. It's an interesting city, but it's easy to get lost there.

*Matt:* I never go anywhere without a map when I'm on holiday.

*John:* It was the map that caused the trouble.

*Matt:* How's that?

*John:* I was looking at my map when two locals asked if I needed help. They offered to show me round, but they just needed to tell their friends, and they'd be back in a minute.

*Matt:* And you never saw them again!

*John:* Yep! My money and my passport were gone! One of the men took them while we were talking. I felt so stupid!

*Matt:* But you learnt an important lesson – be careful who you trust!

### Self-Check Test 7 – Exercise 8 (p. 120)

Here's an announcement about tomorrow's day trip to the Blue John Cavern – one of the UK's most famous caves. The coach will be in the hotel car park from 9.30. That gives everyone half an hour to get on before we set off at 10. The journey takes forty-five minutes and the tour of the cave takes about fifty. Dress in something warm because it can be cold. Be careful when walking down the steps – they can be slippery. There's a gift shop and café outside the cave for drinks and snacks, so you don't have to take anything for lunch. You can also get some souvenirs there made from the famous Blue John rock. Look forward to seeing you all tomorrow!

## Module 8

### 8.1 – Exercise 8 (p. 123)

Standing tall on Liberty Island, looking out over New York Harbour, Lady Liberty holds up her torch for all to see. The full name of this amazing metal monument is 'The Statue of Liberty Enlightening the World'. It was a gift to the people of the USA from France in 1886, and it's a symbol of freedom and America's most iconic statue.

Visitors arrive on the island by ferry boat from New York. There are 215 steps up to the statue's base, but you can take the lift and save yourself the climb. However, if you



# Student's Book Audioscripts

want the best views of New York City, you should visit the Crown. This involves climbing 377 steps, but it's worth it!

## 8.2 – Exercise 5 (p. 125)

Hello and thank you for choosing the Secrets of the Indus Valley Tour tomorrow. We're going to explore Mohenjo Daro, the largest city and possible capital of the great Indus Valley civilisation. The ruins are 4,500 years old and the whole city is a UNESCO World Heritage Site, so this is a trip of a lifetime for history-lovers!

We're leaving the hotel here in Hyderabad at 6 am. I know it's an early start, but it takes four and a half hours to travel to Mohenjo Daro by coach! We'll be there at 10:30 and you'll have plenty of time to explore the ruins before we have lunch in the nearby town of Larkana at 1 o'clock. At 2:30, we'll visit the museum and see the amazing pots, tools and jewellery from the site. Make sure you're all outside the museum by 4 o'clock to catch the coach back. On the drive home, we'll stop at Manchar Lake around 7 o'clock to watch the sunset and have some dinner. We'll drop you back at the hotel in Hyderabad at 11:30 pm. It's a long day, but well worth it!

## 8.3 – Exercise 8 (p. 127)

Hi, Emma! It's Claire. I'm calling to invite you to our New Year's Eve party – it's going to be great! It's on 31st December, of course, which is a Saturday this year. It starts at 8 o'clock at our house: 27 Green Gardens. My mum, Gayle, is making food and my sister, Rachel, is planning some party games. Let me know if you can come! Call my house on 2346852 because my mobile phone isn't working very well. Speak to you soon. Bye!

## 8.4 – Exercise 5 (p. 129)

Do you want to celebrate Christmas with a bang? Why not try making your own Christmas crackers? All you need is some old cardboard tubes, wrapping paper, ribbon and something to put inside your crackers. Oh, and don't forget the cracker snaps – they're the small pieces of paper that make your crackers go bang when you pull them! First, fix a cracker snap inside a cardboard tube. Next, fill the tube with surprises for your family and friends: a joke, a paper hat or a small toy are just some ideas. Then, wrap the tube in pretty paper, twist the ends and tie with ribbon. And that's all there is to it: your cracker is ready!

## 8.5 – Exercise 7 (p. 131)

*F:* Hi, Mike! It's Sarah.

*M:* Hi, Sarah! How was your New Year's Eve party?

*F:* It was great! It's a shame you couldn't come. But I'm calling to invite you to my next party, for my birthday.

*M:* Cool. When is it?

*F:* Sunday 20th February.

*M:* In the afternoon?

*F:* No, in the evening. It starts at 7:30.

*M:* Is it at your house?

*F:* Yes – 16 Redwood Gardens, just like last year.

*M:* I remember. That was a great party.

*F:* Well, this year's will be even better!

## 8.6 – Exercise 2 (p. 132)

Hi, listeners! Today we're discussing superstitions! We all know that seeing black cats and single magpies bring bad luck, but if you greet a magpie, that stops the bad luck! I've been taking your calls about a few more unusual superstitions.

We heard from Mavis in Bath that a rowan tree protects your house from black magic. Roger in Liverpool told us hearing the cuckoo's call on 14th April can bring us good luck. And we've just heard from Annie in Truro that, if you scatter the petals from a red rose on Midsummer's Eve, you'll meet your true love the next day. I might try that myself! Do you know any other superstitions? Call in and tell us!

## Self-Check Test 8 – Exercise 9 (p. 136)

The Maiden Fair is one of the oldest traditional festivals in Romania. It lasts for two days, and this year it takes place from 21-22 July. The festival takes place around Găina Mountain in western Romania, and most events are in the village of Avram Iancu. Visitors can see experts making traditional Romanian crafts, and there is a photography exhibition. Also, on the second day, a group of local women play the tulnic, a traditional instrument. There are also traditional dance performances, food and drink stalls, and amazing fireworks displays at night. The festival goes back around 200 years, and today it keeps many Romanian traditions alive. It's the perfect way to explore Romania's traditions and have fun, too! Don't miss it!

## Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Students' names:	Mark and comments
1	
2	
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# Cumulative Evaluation

## Student's Self Assessment Forms

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

### Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.	
• identify people .....	
• talk about abilities .....	
• read for gist .....	
• listen for key information .....	
• present my online friends .....	
• read for specific information .....	
• talk about what makes a good/bad friend .....	
• describe appearance & character .....	
• talk about duties & responsibilities .....	
• listen for specific information .....	
• talk about my favourite way of communicating .....	
• read for key information .....	
• agree–disagree .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a description of my friends .....	
• write a blog comment about your best friend .....	
• write about my personal profile .....	
• write a list of duties .....	
• write a short article about the ethnic groups in my country .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self Assessment Form

Module 2

**Go through Module 2 and find examples of the following. Use the code to evaluate yourself.**

• express preference for interests .....	
• listen and read for gist .....	
• read for comprehension .....	
• express likes/dislikes .....	
• discuss interests .....	
• read for specific information .....	
• listen for specific information .....	
• talk about a film idea .....	
• read for gist .....	
• design a class magazine .....	
• book tickets for a performance .....	
• present my ideal theatre .....	
• talk about technology .....	
• talk about going offline/doing a digital detox .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• prepare a poster/presentation on Romanian musicians .....	
• write an email inviting a friend to watch a film .....	
• write an email inviting a famous author to my school .....	
• write an email about my favourite magazine .....	
• create a technology alphabet .....	
• write outlines about Romanian books .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

<b>Student's Self Assessment Form</b>	<b>Module 3</b>
<b>Go through Module 3 and find examples of the following. Use the code to evaluate yourself.</b>	
• express desires & preferences .....	
• read for gist .....	
• read for specific information .....	
• discuss jobs .....	
• listen for specific information .....	
• express an opinion .....	
• act out a job interview .....	
• express approval/disapproval .....	
• read for cohesion and coherence .....	
• plan mutual activities for a Careers Day .....	
• present May Day .....	
<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
• write an email about a job .....	
• write a comment about my future plans .....	
• write a CV .....	
• write a text about myself in 10 years .....	
• write a blog post about my summer plans .....	
• write a comment on a blog about predictions for my future .....	
• write a text about a Romanian public holiday .....	

**CODE****\*\*\*\* Excellent****\*\*\* Very Good****\*\* OK****\* Not Very Good****Student's Self Assessment Form****Module 4****Go through Module 4 and find examples of the following. Use the code to evaluate yourself.**

• read for gist .....	
• read for key information .....	
• talk about travel destinations .....	
• talk about a food festival .....	
• read for comprehension .....	
• talk about holiday problems .....	
• narrate a holiday experience .....	
• read for specific information .....	
• read for order of events .....	
• listen for key information .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a summary .....	
• write an article about a food festival in Romania .....	
• write a letter from my holiday .....	
• write a comment on a blog about a bad holiday experience .....	
• make a podcast about my city/town/village .....	
• write a story .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

<b>Student's Self Assessment Form</b>		<b>Module 5</b>
<b>Go through Module 5 and find examples of the following. Use the code to evaluate yourself.</b>		
• discuss hobbies & free-time activities .....		
• read for gist .....		
• read for specific information .....		
• listen for specific information .....		
• rank problems .....		
• ask for/give advice .....		
• read for comprehension .....		
• listen for key information .....		
• present an invented sport .....		
• talk about healthy/unhealthy eating habits .....		
• act out a dialogue buying/selling clothes .....		
• listen for gist .....		
• talk about places to shop .....		
• describe an open-air market in Romania .....		
• present school in Australia .....		
<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>		
• write a text about my weekend activities .....		
• write an email giving advice .....		
• write a note .....		
• make a poster on healthy/unhealthy food/drinks .....		
• write a blog post about an open-air market in Romania .....		
• write a short post for a blog about school in Romania .....		



<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self Assessment Form

Module 6

**Go through Module 6 and find examples of the following. Use the code to evaluate yourself.**

• talk about geographical features .....	
• read for gist .....	
• read for specific information .....	
• talk about outdoor activities .....	
• read for key information .....	
• listen for specific information .....	
• talk about the Danube Delta .....	
• express preference for holiday activities .....	
• present Cheddar Gorge and Fingal's Cave .....	
• talk about the past .....	
• request/offer help .....	
• express feelings .....	
• narrate an experience .....	
• compare and contrast two natural features .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a letter about an experience .....	
• write an email refusing an offer .....	
• write a short message from my holiday .....	
• write a comment on a blog about a natural phenomenon .....	
• write a letter of request .....	
• write an email about an experience .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self Assessment Form

Module 7

**Go through Module 7 and find examples of the following. Use the code to evaluate yourself.**

• talk about Madagascar .....	
• read for gist .....	
• read for specific information .....	
• compare two countries .....	
• express preference for holiday activities .....	
• talk about holiday destinations .....	
• ask about prices .....	
• make a speech about illegal souvenirs .....	
• discuss types of holidays .....	
• listen for specific information .....	
• ask for/give/refuse permission .....	
• talk about an environmental issue .....	
• read for comprehension .....	
• give bad news/express sympathy .....	
• give advice on staying safe on holiday .....	
• present Kakadu Park to tourists .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a leaflet promoting a place in Romania .....	
• write a postcard from my holiday .....	
• write an article about protecting animals from illegal hunting .....	
• make a poster for Environment Day .....	
• write a leaflet giving advice to tourists .....	
• write an advertisement for a national park in Romania .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

<b>Student's Self Assessment Form</b>	<b>Module 8</b>
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**Go through Module 8 and find examples of the following. Use the code to evaluate yourself.**

• discuss/describe history curiosities .....	
• read for gist .....	
• listen for specific information .....	
• present the Statue of Liberty to tourists .....	
• read for specific information .....	
• apologise/accept apologies .....	
• talk about celebrations .....	
• express thanks & respond .....	
• listen for key information .....	
• give instructions .....	
• invite – accept/refuse .....	
• express opinion on superstitions .....	
• greet/farewell/introduce/make acquaintances .....	
• retell a story .....	
• summarise a folk tale .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write an advert about a historic landmark .....	
• write an email inviting a friend to come on a trip .....	
• write an email about a Romanian celebration .....	
• write an email refusing an invitation .....	
• write a presentation on superstitions .....	
• write a story .....	

## Progress Report Cards

### Progress Report Card

..... (name) can:	<b>Module 1</b>		
	very well	OK	not very well
identify people			
talk about abilities			
read for gist			
listen for key information			
present your online friends			
read for specific information			
talk about what makes a good/bad friend			
describe appearance & character			
talk about duties & responsibilities			
listen for specific information			
write a description of my friends			
talk about your favourite way of communicating			
read for key information			
agree–disagree			
write a blog comment about your best friend			
write about your personal profile			
write a list of duties			
write a short article about the ethnic groups in your country			

## Progress Report Card

..... (name) can:

**Module 2**

	very well	OK	not very well
express preference for interests			
listen and read for gist			
read for comprehension			
express likes/dislikes			
discuss interests			
read for specific information			
listen for specific information			
talk about a film idea			
read for gist			
design a class magazine			
book tickets for a performance			
present your ideal theatre			
talk about technology			
talk about going offline/doing a digital detox			
prepare a poster/presentation on Romanian musicians			
write an email inviting a friend to watch a film			
write an email inviting a famous author to your school			
write an email about your favourite magazine			
create a technology alphabet			
write outlines about Romanian books			



## Progress Report Card

..... (name) can:	<b>Module 3</b>		
	very well	OK	not very well
express desires & preferences			
read for gist			
read for specific information			
discuss jobs			
listen for specific information			
express an opinion			
act out a job interview			
express approval/disapproval			
read for cohesion and coherence			
plan mutual activities for a Careers Day			
present May Day			
write an email about a job			
write a comment about my future plans			
write a CV			
write a text about yourself in 10 years			
write a blog post about your summer plans			
write a comment on a blog about predictions for your future			
write a text about a Romanian public holiday			

## Progress Report Card

..... (name) can:	<b>Module 4</b>		
	very well	OK	not very well
read for gist			
read for key information			
talk about travel destinations			
talk about a food festival			
read for comprehension			
talk about holiday problems			
narrate a holiday experience			
read for specific information			
read for order of events			
listen for key information			
write a summary			
write an article about a food festival in Romania			
write a letter from your holiday			
write a comment on a blog about a bad holiday experience			
make a podcast about your city/town/village			
write a story			

## Progress Report Card

..... (name) can:	<b>Module 5</b>		
	very well	OK	not very well
discuss hobbies & free-time activities			
read for gist			
read for specific information			
listen for specific information			
rank problems			
ask for/give advice			
read for comprehension			
listen for key information			
present an invented sport			
talk about healthy/unhealthy eating habits			
act out a dialogue buying/selling clothes			
listen for gist			
talk about places to shop			
describe an open-air market in Romania			
present school in Australia			
write a text about your weekend activities			
write an email giving advice			
write a note			
make a poster on healthy/unhealthy food/drinks			
write a blog post about an open-air market in Romania			
write a short paragraph for a blog about school in Romania			

## Progress Report Card

..... (name) can:	<b>Module 6</b>		
	very well	OK	not very well
talk about geographical features			
read for gist			
read for specific information			
talk about outdoor activities			
read for key information			
listen for specific information			
talk about the Danube Delta			
express preference for holiday activities			
present Cheddar Gorge and Fingal's Cave			
talk about the past			
request/offer help			
express feelings			
narrate an experience			
compare and contrast two natural features			
write a letter about an experience			
write an email refusing an offer			
write a short message from your holiday			
write a comment on a blog about a natural phenomenon			
write a letter of request			
write an email about an experience			

## Progress Report Card

..... (name) can:	<b>Module 7</b>		
	very well	OK	not very well
talk about Madagascar			
read for gist			
read for specific information			
compare two countries			
express preference for holiday activities			
talk about holiday destinations			
ask about prices			
make a speech about illegal souvenirs			
discuss types of holidays			
listen for specific information			
ask for/give/refuse permission			
talk about an environmental issue			
read for comprehension			
give bad news/express sympathy			
give advice on staying safe on holiday			
present Kakadu Park to tourists			
write a leaflet promoting a place in Romania			
write a postcard from your holiday			
write an article about protecting animals from illegal hunting			
make a poster for Environmental Day			
write a leaflet giving advice to tourists			
write an advertisement for a national park in Romania			

## Progress Report Card

..... (name) can:	<b>Module 8</b>		
	very well	OK	not very well
discuss/describe history curiosities			
read for gist			
listen for specific information			
present the Statue of Liberty to tourists			
read for specific information			
apologise/accept apologies			
talk about celebrations			
express thanks & respond			
listen for key information			
give instructions			
invite – accept/refuse			
express opinion on superstitions			
greet/farewell/introduce/make acquaintances			
retell a story			
summarise a folk tale			
write an advert about a historic landmark			
write an email inviting a friend to come on a trip			
write an email about a Romanian celebration			
write an email refusing an invitation			
write a presentation on superstitions			
write a story			

# Workbook Key

## Module 1

### Vocabulary Practice

- 1 2 slim 5 straight 8 curly  
3 beard 6 young  
4 medium 7 thin
- 2 2 cook 3 speak 4 play 5 sing
- 3 2 funny 4 sensitive  
3 loyal 5 caring
- 4 2 uncle 6 daughter 10 nephew  
3 niece 7 cousin 11 son  
4 mum 8 grandma  
5 husband 9 aunt
- 5 2 D 4 G 6 F 8 E  
3 H 5 A 7 B
- 6 2 look 5 dust 8 make  
3 mow 6 tidy  
4 clean 7 water
- 7 2 chats 4 posts 6 shares  
3 sends 5 calls

### Vocabulary Practice & Skills

- 8 2 dozens 5 multicultural 8 curry  
3 communities 6 cuisine  
4 melting 7 cod
- 9 2 by 3 of 4 on
- 10 2 for 3 out 4 up
- 11 C
- 12 1 c 2 f 3 e 4 h 5 a
- 13 a) 1 sociable 2 rebellious 3 intelligent  
b) 1 T 2 F 3 DS
- 14 1 F 2 F 3 DS 4 T 5 T

### Grammar Practice

- 1 2 her 3 their 4 I 5 mine

- 2 2 Mr Lovell's 4 Harry and Ann's  
3 girls' 5 sisters'
- 3 1 goes  
2 Does Tom play, doesn't like, enjoys  
3 do you do, meet
- 4 2 ✓, - 3 -, ✓ 4 -, ✓, - 5 ✓, - 6 ✓, -
- 5 2 bigger 6 too sociable  
3 as clever 7 friendly as  
4 responsible enough 8 comfortable  
5 more expensive
- 6 2 more 4 enough 6 so  
3 as 5 than 7 too
- 7 1 the best  
2 the most popular, the most intelligent  
3 the tallest, the heaviest  
4 the politest, the cheekiest  
5 the worst  
6 the most interesting, the least  
7 the longest, the most beautiful
- 8 2 relaxing 5 coming 8 to see  
3 to play 6 walking  
4 swimming 7 skiing
- 9 2 Do you watch sports on TV?  
3 What time does your dance class start?  
4 What is your favourite sport?  
5 Do you play ice hockey?

### Skills Practice

- 1 1 A 3 B 5 A  
2 A 4 A 6 A
- 2 1 B 3 C 5 A 7 D 9 B  
2 B 4 D 6 C 8 C 10 C
- 3 1 B 2 A 3 C 4 B5 A 6 C
- 4 1 No 3 Yes 5 Yes  
2 No 4 No 6 Yes
- 5 1 B 2 C 3 A 4 B 5 B





# Workbook Key

## Module 2

### Vocabulary Practice

- 1 a) 2 record 4 act 6 use 8 go  
3 make 5 go to 7 play
- b) A 8 C 3 E 2 G 6  
B 1 D 7 F 5 H 4
- 2 1 guitar 3 trumpet 5 drum  
2 keyboard 4 violin 6 accordion
- 3 2 heavy metal 4 pop 6 rock  
3 classical 5 folk
- 4 2 fantasy 5 director 8 character  
3 fiction 6 soundtracks 9 plot  
4 entertaining 7 sequels
- 5 2 D 3 E 4 B 5 C
- 6 2 smartphone 4 TV 6 newspaper  
3 tablet 5 book
- 7 2 row 4 stage 6 orchestra  
3 aisle 5 puppets
- 8 2 F 3 E 4 B 5 C 6 A

### Vocabulary Practice & Skills

- 9 2 C 3 C 4 T
- 10 2 at 3 on 4 about 5 to
- 11 2 up 3 in 4 out
- 12 2 a 3 a
- 13 2 When for?  
3 I'm afraid it's sold out.  
4 How much are the tickets?  
5 Can I have a name, please?
- 14 a) 1 an adjective 2 a number 3 a verb  
b) 1 rock 2 six 3 meet
- 15 1 Ryder 2 8th 3 12:00 4 Larry 5 Lord

- 16 1 a 2 b

- 17 1 B 2 A 3 E 4 C 5 D

### Grammar Practice

- 1 2 Anna isn't walking to college. She is recording a vlog.  
3 Jack isn't doing his homework. He is playing the guitar.  
4 They aren't jogging. They are dancing.
- 2 1 am going  
2 Is Richie studying, is taking, is watching  
3 Are Sam and Holly meeting, is dropping  
4 are you doing, am booking  
5 Are you reading, am not using
- 3 2 A: When are Mike and Tom meeting us?  
B: (They are meeting us) at 4 o'clock.  
3 A: Who is Julie bringing to the cinema?  
B: (She is bringing) Jason.  
4 A: Are you coming with us?  
B: No, I'm not.
- 4 2 f – present continuous  
3 e – present simple  
4 a – present simple  
5 h – present continuous  
6 c – present continuous  
7 g – present simple  
8 b – present continuous
- 5 2 listens 5 are always turning off  
3 are not recording 6 Does Beth go  
4 don't use
- 6 2 house C, London P  
3 Alex P, guitar C  
4 Lewis P, (science fiction) books C  
5 Wolves C, Romania P
- 7 1 are 3 isn't 5 are  
2 aren't 4 is 6 is
- 8 2 videos 4 leaves 6 stories 8 feet  
3 people 5 dresses 7 fish

# Workbook Key



- 9 1 are reading 5 want 9 plays  
2 books 6 people 10 babies  
3 lives 7 am watching  
4 children 8 stars

## Skills Practice

- 1 1 D 2 C 3 A 4 B 5 B  
2 1 C 2 A 3 B 4 A 5 B  
3 1 to 4 about 7 make 10 social  
2 at 5 posting 8 watch  
3 hand 6 off 9 listen  
4 1 d 2 a 3 b 4 c 5 e  
5 1 King 3 7:30 5 25  
2 Fridays 4 10 6 westsidedance  
6 1 C 2 B 3 C 4 A 5 C

## Module 3

### Vocabulary Practice

- 1 a) 2 d 3 a 4 c  
b) 1 patient – dog trainer  
2 funny – cruise ship entertainer  
3 brave – circus acrobat  
4 careful – snake milker  
2 2 oceanographer 4 photographer  
3 biologist  
3 2 job 3 sculpts 4 scuba  
4 2 babysitter 4 assistant  
3 walker 5 attendant  
5 2 address 5 education 8 placement  
3 date 6 qualifications 9 qualities  
4 mobile 7 experience  
6 a) B plumber D hairdresser F electrician  
C vet E chef  
b) 2 F 3 A 4 C 5 E 6 B

- 7 2 download 4 businessmen 6 take  
3 apps 5 secret 7 success

### Vocabulary Practice & Skills

- 8 2 medical volunteer 5 sports camp supervisor  
3 wildlife conservationist 6 underwater researcher  
4 construction worker  
9 2 university 3 school 4 business  
10 2 treats 4 stalls  
3 funfair 5 parade  
11 2 of 3 for 4 in 5 in  
12 2 about 3 out  
13 2 D 3 B 4 A 5 C  
14 2 favour 4 against  
3 worth 5 disapprove  
15 1 receptionist 3 15th April 5 third/3rd  
2 Smith 4 9:30  
16 1 T 3 T 5 F 7 T 9 F  
2 F 4 T 6 F 8 T 10 F  
**Grammar Practice**  
1 2 D 3 A 4 B 5 C 6 B  
2 2 will call  
3 won't go, is going to volunteer  
4 won't feel  
5 am going to spend  
3 2 How 4 What 6 Which  
3 Where 5 when 7 How  
4 2 f 3 d 4 e 5 a 6 b  
5 2 will be, will return 4 are going to break  
3 have 5 is going to travel, will see  
6 2 they will call 4 will she be  
3 are you going to take  
7 2 B 3 A 4 B 5 C



# Workbook Key

## Skills Practice

- 1 1 C    2 A    3 B    4 A    5 B  
 2 1 C    3 B    5 C    7 B    9 D  
    2 A    4 D    6 A    8 A    10 D  
 3 1 C    2 A    3 B    4 C    5 A

## Module 4

### Vocabulary Practice

- 1 a) B waterpark                    E theatre  
      C opera house                F amusement park  
      D skating rink
- b) 2 A    3 E    4 D    5 B    6 C
- 2 2 crowded                    5 rooftop                    8 alive  
    3 delicious                    6 breathtaking  
    4 souvenirs                    7 paradise
- 3 2 take                    3 treat                    4 buy                    5 try
- 4 2 unique                    4 highlight  
    3 mixture                    5 passion
- 5 2 slow                                    4 comfortable  
    3 cheap                                    5 crowded
- 6 2 tyre                                    4 lost                                    6 luggage  
    3 flight                                    5 poisoning
- 7 2 live                                    4 trade                                    6 succeed  
    3 go                                        5 preserve

### Vocabulary Practice & Skills

- 8 2 grabbed                    4 shot                                    6 kicked  
    3 looking                    5 dug                                    7 released
- 9 2 ancestors                    4 spirits  
    3 warmth                    5 exhausted
- 10 2 on                                    4 by                                    6 of  
     3 at                                    5 in                                    7 in
- 11 2 up for                                    3 out                                    4 for
- 12 1 rocky                                    3 light                                    5 donkeys  
     2 2,000                                    4 ferry

13 a) C

b) 1 D    2 A    3 C    4 B

### Grammar Practice

- 1 2 an                    6 -                    10 the                    14 -  
 3 the                    7 -                    11 -                    15 a  
 4 -                    8 the                    12 -  
 5 the                    9 an                    13 the
- 2 1 no    2 any, some    3 any, There    4 any
- 3 2 Are there                                    4 There aren't  
    3 There are                                    5 Is there
- 4 2 These                                    4 This                                    6 That  
    3 This                                        5 Those
- 5 2 Did you climb                                    4 didn't swim  
    3 didn't come
- 6 1 was talking, wasn't sleeping  
    2 were you doing, was reading  
    3 were flying, were waiting, were sitting
- 7 2 C                    3 B                    4 A                    5 E
- 8 1 was watching  
    2 were relaxing, appeared, Was anyone swimming  
    3 did you hurt, burnt, was cooking
- 9 1 into                    2 of, onto                    3 across, over
- 10 2 quickly                    5 lazily                    8 carefully  
     3 straight                    6 accidentally                    9 Unfortunately  
     4 happily                    7 terribly

### Skills Practice

- 1 1 D                    3 B                    5 A                    7 D  
    2 A                    4 B                    6 B                    8 C
- 2 1 in    3 have    5 the    7 comes    9 a  
    2 than    4 of    6 out    8 out    10 by
- 3 1 F                    3 F                    5 T                    7 F  
    2 F                    4 T                    6 F                    8 T

# Workbook Key



- 4 1 B      2 C      3 A      4 B  
 5 1 T      2 F      3 F      4 T      5 F  
 6 1 B      2 C      3 B      4 C      5 B

## Module 5

### Vocabulary Practice

- 1 2 A      3 D      4 E      5 F      6 C  
 2 2 archery      4 camping      6 rafting  
 3 dancing      5 picnic  
 3 2 do      4 mop      6 dust      8 collect  
 3 make      5 have      7 go  
 4 2 problems      4 suffering      6 lack  
 3 stress      5 loneliness      7 solution  
 5 2 pool      4 ring      6 court  
 3 rink      5 pitch  
 6 2 vitamins      4 powers      6 disease  
 3 substance      5 reduce      7 raw

7

Danny's Diner Menu	
Starters	Caesar salad, carrot soup
Main courses	pasta and sauce, burger, pizza
Side dishes	garlic bread, chips
Desserts	ice cream, chocolate tart
Drinks	coffee, cola, fresh juice

- 8 2 accessories      4 footwear      6 swimwear  
 3 menswear      5 sportswear  
 9 2 E      3 B      4 F      5 A      6 D

### Vocabulary Practice & Skills

- 10 2 books      4 sales  
 3 performers      5 handmade  
 11 2 preschool      4 senior  
 3 secondary      5 certificate  
 12 2 in      5 at      8 at  
 3 from      6 on      9 for  
 4 with      7 to      10 to

- 13 2 up      3 off      4 to      5 after

- 14 1 b      2 a      3 a

- 15 2 thought about      4 don't you  
 3 can I do      5 could learn about

- 16 1 T      3 F      5 T      7 F      9 T  
 2 T      4 F      6 T      8 F      10 F

- 17 1 c      2 e      3 f      4 b      5 d

- 18 1 farmers'      3 Square      5 train station  
 2 50      4 9 am

### Grammar Practice

- 1 2 Don't be      3 Switch off      4 Don't eat  
 2 2 to try      4 to help      6 to stay  
 3 swimming      5 ask  
 3 1 to invite      5 learning, dancing, join  
 2 to book, to go      6 playing, watching  
 3 seeing, to have      7 writing, making, to be  
 4 ask, to come, doing      8 cleaning, dusting

- 4 2 C      3 A      4 B

- 5 2 will have      3 won't      4 have      5 will be

- 6 2 changes      4 will be      6 will drive  
 3 is      5 will love

- 7 2 any      4 many  
 3 much      5 no

- 8 2 little      4 few      6 a few  
 3 a little      5 a few

- 9 2 few      5 many      8 a lot  
 3 much      6 a lot      9 some  
 4 some      7 lots      10 little

### Skills Practice

- 1 1 H      2 E      3 G      4 B      5 D  
 2 1 B      2 A      3 B      4 B      5 C  
 3 1 (would like to start – phrasal verb)



# Workbook Key



2 1 B 3 B 5 A 7 B 9 A  
2 B 4 B 6 A 8 A 10 A

3 1 B 3 A 5 A 7 C 9 D  
2 D 4 B 6 C 8 A 10 C

4 1 90 3 canyons 5 400  
2 Sydney 4 rock climbing

5 1 B 2 A 3 B 4 A

## Module 7

### Vocabulary Practice

1 a) 2 E 3 A 4 C 5 B

b) 1 suspension railway 4 Terra Bus  
2 sea plane 5 maglev train  
3 coco taxi

2 2 park 3 tour 4 waters

3 2 coast 4 variety 6 species 8 magical  
3 perfect 5 reptiles 7 orchids

4 2 coral 4 snorkelling 6 monkey  
3 cliff 5 manatee

5 2 tusks 6 blame 10 extinction  
3 trade 7 souvenirs 11 endangered  
4 ivory 8 support 12 protect  
5 illegal 9 jewellery

6 2 package holiday 4 beach holiday  
3 backpacking holiday 5 adventure holiday

7 2 air pollution  
3 plastic waste  
4 light and noise pollution  
5 loss of endangered species  
6 acid rain

8 2 D 3 B 4 A

9 2 view 5 wetlands 8 goose  
3 ride 6 home  
4 mounds 7 bird

10 2 to 3 for 4 on 5 off 6 for

11 2 out 3 up 4 into 5 up 6 out

12 2 b 3 b

13 2 can 4 means 6 ahead  
3 May 5 possible 7 problem

### Vocabulary Practice & Skills

14 1 A 3 B 5 B 7 A  
2 C 4 C 6 A

15 1 Florida 3 nightlife 5 coral  
2 West 4 Bay

16 1 F 2 T 3 T 4 T 5 F

### Grammar Practice

1 2 A 3 C 4 D 5 B

2 2 were able to 3 could 4 can

3 2 mustn't 4 are able  
3 can 5 can

4 2 amazed 4 annoyed 6 exciting  
3 fascinating 5 frightened

5 2 lack of necessity 4 necessity  
3 recommendation 5 strong obligation

6 2 don't have to 4 mustn't 6 can't  
3 shouldn't 5 has to

7 2 should try the local food  
3 must report this  
4 mustn't fish in the river  
5 don't have to bring snorkels  
6 shouldn't go on the boat trip

8 2 Can 3 Could 4 can't

9 2 C 4 A 6 B 8 A 10 A  
3 B 5 A 7 C 9 C

### Skills Practice

1 1 A 2 C 3 B 4 B 5 A

2 2 diving 5 of 8 guide  
3 clear 6 out 9 creatures  
4 to 7 parks 10 coral





# Workbook Key

- 3 1 F      3 T      5 F      7 F      9 F  
 2 T      4 F      6 T      8 T      10 T
- 4 1 B      2 A      3 B      4 A      5 C

- 16 1 W      2 W      3 DS      4 R      5 R

- 17 2 Canada      4 chocolate      6 square  
 3 biscuits      5 bonfire

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

## Module 8

### Vocabulary Practice

- 1 2 fortress      4 marvel  
 3 royals      5 landmark
- 2 2 glass      4 concrete      6 marble  
 3 steel      5 sandstone
- 3 2 landmark      4 jewels      6 monument  
 3 purpose      5 haunts      7 marvel
- 4 2 tribe      4 sail      6 story  
 3 system      5 record
- 5 2 pancakes      4 parkin      6 pudding  
 3 buns      5 apples
- 6 2 cookbook      4 Whisk      6 flip  
 3 simple      5 melt
- 7 2 sheet      5 Repeat      8 pinch  
 3 half      6 Turn
- 4 unfold      7 crease
- 8 2 holiday      3 kilts      4 bagpipes
- 9 2 greet      4 see      6 eat  
 3 plant      5 hear

### Vocabulary Practice & Skills

- 10 2 escape      4 tassels  
 3 rise      5 blooming
- 11 2 up      3 up      4 by
- 12 2 b      3 b
- 13 2 A      3 D      4 B
- 14 2 C      3 E      4 B      5 A
- 15 2 mine      5 introduce      8 Take  
 3 met      6 meet  
 4 know      7 See

### Grammar Practice

- 1 2 by      3 on      4 at      5 in      6 on
- 2 2 from      4 before      6 after  
 3 during      5 for
- 3 2 in      4 on      6 for      8 by  
 3 on      5 at      7 on
- 4 2 by      3 with      4 of      5 by
- 5 2 do      3 make      4 do      5 make
- 6 2 second      4 thirty-fourth  
 3 fifteen      5 a hundred and ninety-third
- 7 2 everybody, nobody      3 no      4 something
- 8 2 anywhere      3 nothing      4 Someone
- 9 2 everything      3 somewhere      4 anything
- 10 1 anything  
 2 everywhere, somewhere  
 3 anything, everything  
 4 someone, no one/nobody
- 11 1 between      3 next to      5 under  
 2 on      4 behind
- 12 2 in      3 between      4 next      5 behind
- Skills Practice**
- 1 1 B      2 C      3 A      4 B
- 2 1 B      2 A      3 C      4 A      5 C
- 3 1 between      3 for three      5 everyone  
 2 from 7:30      4 12th
- 4 1 D      2 G      3 H      4 F      5 C
- 5 1 F      2 F      3 T      4 F      5 T



## Module 1

### Exercise 12 (p. 9)

Hi! I'm Ron and I'm twelve years old. My dad is a pilot and he flies all over the world. My mum is a French teacher at the local school. Her dad plays the violin and her mum is a singer, so she loves music. That's why she wants me to have piano lessons, but I prefer windsurfing. I practise every weekend and I'm quite good. My sister, Sarah, doesn't want to play the piano either. She's too busy skateboarding with her friends. They hang out at the skate park every day. My other sister, Daisy, is only seven. She's the only one who has piano lessons. I think she likes them, but what she really wants is to learn to juggle like a clown!

### Exercise 3 (p. 13)

**Carl:** Becky! You missed hockey practice. Are you OK?

**Becky:** Not really. I argued with Anna.

**Carl:** Your best friend?

**Becky:** Yes. She's hanging out with some rebellious people. I tried to talk to her.

**Carl:** Good. That shows you care.

**Becky:** But she got angry. She's so sensitive! She acts like I want to upset her.

**Carl:** Try thinking about her good qualities.

**Becky:** OK ... well, she's funny.

**Carl:** So are people on TV. Think harder. She's loyal, right?

**Becky:** Yes, and honest.

**Carl:** Exactly! It's not easy to find a friend who understands you like Anna does. You only argued because you care. I bet she's hanging around those people to seem popular and fun-loving, but they're not her real friends. She needs you.

**Becky:** You think so?

**Carl:** Absolutely.

### Exercise 4 (p. 13)

**Ellen:** See you at Rachel's party, Max!

**Max:** I'm not going, Ellen. I have to look after my brother, Charlie.

**Ellen:** Oh no! Why don't your parents get a babysitter?

**Max:** Charlie doesn't like strangers, so it's better for me to look after him.

**Ellen:** Well, I'd be mad if I had to miss a party to look after my sisters!

**Max:** I honestly don't mind. My parents need to go out sometimes, too!

**Ellen:** My parents both work, and when they're at home, they do chores. They never have fun. No wonder they're so grumpy!

**Max:** Exactly. When I started helping around the house, everyone got a lot happier. Now, Mum and Dad have time to hang out with us in the evenings. It's actually pretty nice.

### Exercise 5 (p. 13)

1 Which man is Ben?

**M:** My brother Ben is tall like my dad. He's got my dad's black hair, too, but he doesn't wear glasses. My dad has got glasses, a beard and a moustache. Ben has only got a beard. Ben likes wearing black T-shirts and jeans when he's not at work.

2 What can Lisa do?

**F:** My dad is a chef. He can cook the most amazing food! My older sister, Lisa, loves acting. She's really good, and she's even in a play at a proper theatre right now! I don't like being on stage because I'm quite shy, but I do love skateboarding. One day, I want to learn to windsurf. I think I'd be pretty good at it.

3 What is Tom like?

**F:** Thanks for coming round, Tom. You're a loyal friend.

**M:** I know you'd do the same for me, Emma, and I hate seeing you so upset.

**F:** I hate feeling this upset. Julie always seemed like such an honest person. I can't believe she lied to me about this!

4 What does the boy do on Sundays?

**M:** On Saturdays, I usually go out with my family, but on Sundays, everyone helps with the housework. My sister cleans the bathroom and I dust the furniture. My parents mow the lawn and wash the car, and we all tidy our rooms and make our own beds.

5 How do the girls usually communicate?

**A:** I've got to go home now, Lizzie. But I can video call you later like I usually do.

**B:** Oh, I forgot to tell you – my parents took my laptop away. I'm only allowed to have it at the weekends now. I can use my mobile phone only when I go to football practice.

**A:** Oh, right. Well, I guess I can call you on your landline, then.

**B:** OK! Talk to you later!



# Workbook Audioscripts

## Module 2

### Exercise 15 (p. 17)

Fans of science fiction should stop by Pettigrew's Bookshop on Ryder Road this Saturday, the eighth of March. Between ten o'clock in the morning and midday, the famous author Larry Granger is signing copies of his new book, *The Last Elf Lord*. As a special gift to customers, Pettigrew's is selling this novel for just £5.99 on the day, and not the usual price of £11.99. That's quite a saving! And when you consider that you get to meet the author as well, we think you'll agree it's an event you shouldn't miss!

### Exercise 4 (p. 21)

*Joe:* Hi, Laura! Are you going to your dance class?

*Laura:* Hey, Joe! No, not today. I've got tickets to the Katy Perry concert at Wembley Arena!

*Joe:* No way! Is Anna going with you?

*Laura:* No, she's going to the theatre with her parents.

*Joe:* Wow! You guys are busy! I sometimes go paintballing, but right now I'm just going to the skate park.

*Laura:* But you love skateboarding, so that's great, right? Plus, your friends go there, too.

*Joe:* Mitch usually does, but today he's got band practice, and Alex goes sailing on Wednesdays. But my other friends will be there.

*Laura:* Good. By the way, what are you doing on Friday? I'm going to the cinema. Would you like to come?

*Joe:* Thanks! I'd love to.

### Exercise 5 (p. 21)

You may think you're not interested in dancing, especially if you're a teenage boy. In fact, the word 'dancing' probably brings to mind images of ballet and ballroom. Well, forget all that! At West Side Studios, 84-89 King Street, we teach something modern, cool and fun: street dance. Classes take place on Mondays and Fridays, from 7:30 until 9 o'clock. Anyone between the ages of 10 and 17 can join, and the cost is just £25 a month! If you've got rhythm, you're physically fit and strong, and you've got real passion for music, this is the class for you! Contact us by email [info@westsidedance.com](mailto:info@westsidedance.com). That's [info@westsidedance.com](mailto:info@westsidedance.com).

### Exercise 6 (p. 21)

*F:* Now, we welcome actor, Brad Sullivan. Brad, you're from West Wycombe, aren't you?

*M:* Yes, my old school is on Liverpool Street! But I studied acting in London. I usually work in the theatres there, but this summer I'm travelling around the country doing Shakespeare.

*F:* I love his comedies, but his tragedies are also popular. Which are you performing?

*M:* Neither! Our play isn't one of Shakespeare's – it's about him. I play another famous writer from Shakespeare's time, Christopher Marlowe. In our play, they're enemies, but no one knows – in real life, perhaps they were friends!

*F:* So where can listeners get tickets?

*M:* They have to check our website, [therealshakespeareshow.co.uk](http://therealshakespeareshow.co.uk), to find their closest venue. Then, they can call the venue directly.

## Module 3

### Exercise 15 (p. 25)

*M:* Hi, Claire! How is your job hunt going?

*F:* Hello, Paul. It's going great. I've got an interview for a job as a receptionist next week.

*M:* Really? Where?

*F:* At Barrington & Smith. It's a big lawyers' office.

*M:* When is your interview?

*F:* Next Monday, 15th April. It's at 9:30 in the morning, which is good because I won't feel nervous all day!

*M:* Where do you have to go?

*F:* A meeting room on the third floor of Babbage House.

*M:* On King's Road? That's where I work! Do you want me to give you a lift?

*F:* That would be brilliant. Can you pick me up at 9 o'clock?

*M:* Sure!

### Exercise 3 (p. 29)

#### One

*M:* I think your job is really dangerous, Kelly.

*F:* I guess it can be. But I only put myself in danger to save other people. I'm not doing it for fun, like a stuntman or a circus acrobat.

#### Two

*M:* I love diving down to the ocean floor – it's like another world. My pictures of old shipwrecks and amazing underwater creatures often appear in magazines and on websites. At the moment, I'm making a book using photos from my trip to the Galapagos Islands.

#### Three

*F:* I can't believe how much money I'm making babysitting! And I'm really enjoying it, too.

*M:* That's great! I don't enjoy my job as a pizza delivery boy at all.

*F:* Why don't you apply for the part-time assistant job at the local supermarket?

## Four

*M:* Hey, Anna. Do you know they're looking for sales assistants in Caitlin's Clothes at the moment? That's the perfect job for you!

*F:* It is. I love that shop! Do I have to call them to arrange an interview? Or take my CV into the shop?

*M:* No, you can apply online. Just visit their website.

## Five

*F:* Hi, Mark, it's Beth. I'm just calling to see how you are. I hope you're enjoying your new job. When are you moving out of your parents' house? Let me know if you need any help. I'm moving into my new flat today, and so I've got lots of boxes if you need them! Call me back when you get this. Bye!

## Module 4

### Exercise 12 (p. 32)

Many people go to Greece for the beaches. However, the island of Hydra has very few. It's dry and rocky with hills and forests. The island has a population of less than 2,000 people, but it is very popular with tourists. You might wonder why, if there are no good beaches, but there are many other reasons to visit this island paradise: peace, quiet, clean air and water, and no light pollution to hide the shimmering stars at night. Also, it's easy to get to. It's just a short ferry trip from Athens – but don't try and bring your car! No cars are allowed on the island. People get around by bike, or on one of the island's many donkeys.

### Exercise 4 (p. 37)

*F:* Hi, James! How was Singapore?

*M:* Hello, Laura. It was brilliant!

*F:* Did you stay at the Marina Bay Sands Hotel?

*M:* No, but we visited the SkyPark on the roof and went swimming in the pool.

*F:* Did you see the Merlion Fountain?

*M:* Of course. And I took some great photos from the giant Ferris wheel.

*F:* Did you go shopping?

*M:* Yes. My sister loved that, but I preferred stopping to eat some delicious Singapore food! The best thing for me was visiting the zoo. We went at night! You can walk around, or see a show, but we decided to take a tram. It was quiet, so it didn't scare the animals away. Some of them came right up to us.

*F:* That's amazing!

### Exercise 5 (p. 37)

*M:* Hi, Lucy! Where are you? I'm waiting outside the airport.

*F:* Hi, Dad! I'm really sorry I'm late!

*M:* What happened? Did you miss your flight?

*F:* No, no – I'm here! It's lucky I am, though. My passport expires next week and the airline almost didn't let me fly!

*M:* Oh, Lucy! Is that why you're late?

*F:* No. The airline can't find my suitcase. I have to wait here while they check the plane again.

*M:* You're joking!

*F:* I know! Why do these things always happen to me?

*M:* Don't worry, I'm sure it'll turn up. Do you want me to come inside and wait with you?

*F:* Thanks, Dad. That would be nice.

### Exercise 6 (p. 37)

1 Where will they go on holiday?

*W:* We still haven't decided where we'll go for our holiday in May. What about going to London?

*M:* Okay. I know there'll be lots to see there, but we live in a big city. Isn't it better to go to the seaside?

*W:* I don't think it will be warm enough in May. Why don't we visit a mountain village?

*M:* That's a good idea. We can take our mountain bikes in the car, and there'll be plenty of other activities, too.

2 What's the best way to see Amsterdam, according to the speaker?

*M:* Amsterdam is a very popular tourist destination. Visitors often ask what the best way to get around is. Walking is an excellent choice, but not everyone likes this. You could go along the canals on a barge, but they're slow and can become boring. Of course, some people like to drive, but the tourist areas can be quite crowded. So why not do what the local people do? Cycle!

3 What was Janet doing yesterday?

*M:* I'm going surfing with some friends tomorrow. You should come too, Janet.

*W:* I can't. I've got a scuba diving lesson in the morning.

*M:* But we won't go until after lunch.

*W:* OK, but I hurt my leg a bit playing tennis last night, so I probably won't surf for long.

4 Where was Eric's wallet?

*M:* I heard that Eric lost his wallet.



# Workbook Audioscripts

**W:** Yes, but he's found it. He thought he'd lost it on the bus. He was sure he'd put it in his coat pocket before he left the house.

**M:** So where was it?

**W:** He found it when he got home. It was on the kitchen table. He hadn't taken it out with him at all!

**5** What did Mark do on the plane?

**M:** Did you watch the in-flight film when you were on the plane?

**W:** Well, Mark was hoping to see that new western about the Texan cowboys, but there was a kids' animated film on instead!

**M:** What was it like?

**W:** I don't know – neither of us watched it. Mark read his detective book and I watched a wildlife documentary on my laptop.

## Module 5

### Exercise 17 (p. 41)

**M:** Mum, can I go over to Colin's house tonight?

**F:** Sure, Tom, but you have to do the laundry first.

**M:** I thought Becky was doing that.

**F:** No, she's mopping the floors. The laundry is your responsibility.

**M:** OK, but why doesn't Paul have any chores?

**F:** He does, but he's got an important aikido competition today, so he's doing his chores tomorrow.

**M:** Oh, I thought he was just skateboarding or playing baseball with his friends. Anyway, can you give me a lift to Colin's tonight?

**F:** I'm afraid not. I've got my archery lesson at 7. You should ask Dad.

**M:** Where is he? Out watching the rugby match?

**F:** No, he's upstairs in his office, but don't disturb him now; he's making a podcast.

### Exercise 18 (p. 41)

Since the old flea market closed down in 2005, there wasn't a good open-air market in Greenville. But things are about to change! Farm Fresh is a new farmers' market with over 50 stalls selling fresh fruit and veg, meat, fish and homemade baked goods. It takes place in Graves Square, in the centre of Greenville, every Saturday from 9 am until 2 pm. Even if you're not a local, Farm Fresh is easy to get to: it's just a short walk from the train station, or on bus routes 14 and 19B.

### Exercise 5 (p. 45)

**M:** Hi, Susie! ... Wow! What's that?

**F:** It's a century egg, a popular snack in China. My mum makes them with ordinary eggs from the supermarket.

**M:** How?

**F:** You put the eggs into a mixture of tea, clay, salt and ashes and leave them there for weeks.

**M:** Don't they go bad?

**F:** No. They taste great.

**M:** Well, that one looks a bit funny ...

**F:** I know, a green and brown egg seems a bit strange, but it's fine. Here – try a bit.

**M:** No, thanks. I don't want you to get hungry later.

**F:** Sure, Peter, you just don't like the look of it!

**M:** Actually, it's the smell.

**F:** I guess it's a bit odd. But I'm used to it.

**M:** Well, enjoy your egg, then!

### Exercise 6 (p. 45)

Nobu Matsuhisa grew up in Japan, where he learned to be a chef. When he was 24, he went to work in Lima, Peru. He couldn't find a lot of the ingredients he needed for Japanese cooking there, so he started making up recipes that tasted a little bit Japanese, and a little bit Peruvian. Later, he opened his own restaurant in California, USA selling his new dishes. It was so popular that a famous actor, Robert De Niro, asked Nobu to open another one in New York. He now has restaurants all over the world. Nobu loves cooking, but his talents don't end in the kitchen. He also appears in films, including a crime drama directed by Martin Scorsese!

## Module 6

### Exercise 14 (p. 49)

**F:** Hi, Paul! I'm so excited! My parents have just booked a holiday to Crete. We're leaving in two weeks!

**M:** That's great, Diane.

**F:** Hey – what's up? Are you alright?

**M:** Not really. It's my dog, Billy: he's missing.

**F:** That's terrible! When did you last see him?

**M:** In the park. I was taking him for his usual walk, and he got off the lead and ran away. I'm nervous about telling my parents. I think they'll get mad at me.

**F:** Of course they won't! It wasn't your fault Billy escaped. Look, I'll wait here while you call them, and then we can go back to the park together and look for Billy.

**M:** Thanks, Diane. You're a great friend.





## Exercise 4 (p. 53)

Australia's Blue Mountains really do look blue from far away. That's because of the oil that comes from the trees that grow on their slopes. But their strange and beautiful colour isn't the only amazing thing about this UNESCO World Heritage Site, which is just a 90-minute drive from Sydney. The Blue Mountains also has valleys, swamps and canyons, which visitors can explore by hiking, mountain biking or on horseback. Adventure-seekers can try rock climbing or rafting, too. Whatever you do, keep your eyes open for some of the 400 species of animals that live in the Blue Mountains, including the cute and cuddly koala bear!

## Exercise 5 (p. 53)

*F:* Hi, Brad! How was your trip? Was it nice to get away from the crowds for a while?

*M:* It was amazing! Kamchia was so peaceful, but there was lots to do, so we never got bored.

*F:* Like what? I know it's beautiful, but I thought it was just plants and trees.

*M:* There's lots of wildlife, too, but what I really enjoyed was exploring.

*F:* Did you go hiking?

*M:* Yes, but only on the marked paths. A lot of the forest is off limits to preserve the natural environment. We also went on a boat trip, and I even tried kayaking!

*F:* Was it difficult?

*M:* Well, it was quite tiring when we were paddling upstream, but then we turned around and let the river take us all the way down to the sea. We stopped for a rest on the beach – it was so relaxing. I'm glad I went.

## Module 7

### Exercise 15 (p. 57)

All aboard for the holiday of your dreams on board the *Pride of the Caribbean*! On Day 1, we set sail from Miami in Florida and head for the Bahamas. Don't miss our day trip to West Side National Park! On Day 2, we sail towards the Dominican Republic, arriving in time for you to enjoy the fantastic nightlife. On Day 3, relax on the stunning Dominican beaches, then head to Jamaica at sunset, where you'll spend Day 4 exploring Montego Bay. Our final island stop, on Day 5, is the Cayman Islands, home of the most beautiful coral reefs in the Caribbean. We return via Mexico, stopping on Day 6 to see the amazing Mayan ruins at Chichen Itza.

## Exercise 16 (p. 57)

### Are you ready for the adventure of a lifetime?

Here at Monteverde Cloud Forest Reserve, we offer a wide variety of activities to suit all ages and interests. High up in the mountains, the reserve is an amazing place with beautiful scenery all around. If you feel brave enough, try our Night Walk guided tour and experience the reserve like never before! It can be quite frightening but most people say it is the best part of their holiday, too! Our facilities contain a gift shop and a traditional Costa Rican restaurant. When you are ready to relax, you can stay in our hotel and fall asleep calmly to the sounds of the rainforest.

Book now to experience this one-of-a-kind holiday destination for yourself!

## Exercise 4 (p. 61)

1 How did Bob see the coral reef?

*F:* Hi, Bob! How was your holiday in Thailand?

*M:* It was great! Seeing the coral reef was an amazing experience.

*F:* Did you go scuba diving, then?

*M:* No. We went on a boat trip out to the reef and went snorkelling to see it up close.

2 How much does the teddy bear cost today?

*M:* Excuse me, how much is this T-shirt?

*F:* It's 10 pounds.

*M:* Oh, OK. How about this teddy bear?

*F:* It was 8 pounds, but today it's on sale for 5.

*M:* Thanks, I'll take it.

3 How is Mark getting to his holiday destination?

*F:* Hi, Mark, guess what! My parents have just booked a three-week cruise to the Mediterranean – I'm so excited!

*M:* That's great! We're going to the Mediterranean, too. My dad wanted to drive across Europe to get there, but luckily my mum convinced him to fly and just hire a car when we get there.

4 What did the girl's father bring her?

*F:* Wow, Jason, that mask is really cool!

*M:* Thanks. My uncle brought it back from Italy. He also got me this keyring from Paris in France.

*F:* That's nice. My dad gave me this necklace when he went on a business trip to Athens in Greece.





# Workbook Audioscripts

- 5 What kind of holiday is the girl going on?  
*F:* Every year, we go on a beach holiday. It's good, but this year we're doing something a bit different. We like having adventures, but we don't really enjoy rafting and rock climbing, so we're going on a safari in Africa to see the wild animals!

## Module 8

### Exercise 17 (p. 65)

Hello and welcome to Cook with Katie. I'm Katie Driver and today we're making those delicious Bonfire Night treats: s'mores! Never heard of a s'more? It's a tradition that started around campfires in the USA and Canada, and it's perfect for 5th November, too! All you need is a packet of biscuits, a bar of chocolate and a bag of marshmallows. First, heat a marshmallow on a stick over your bonfire. Then, make a sandwich with the marshmallow and a square of chocolate in between two biscuits. The marshmallow will be all warm and gooey from the fire and it'll taste great! But remember, it's not a good idea to eat s'mores often, or you'll have to visit your dentist!

### Exercise 18 (p. 65)

Mother's Day is nearly here, and we've got the perfect handmade gift for you to give to your mum! All you need is some card in different colours, a stapler and some ribbon. First, cut a strip, 20 centimetres long, from a sheet of card, and fold it in half. Then, pinch the ends together to form a heart shape and staple them together. Repeat with card of different colours until you have at least 10 hearts. Lay them in a circle shape and staple them together. Next, staple the ribbon on so that your mum can hang her ring of hearts wherever she likes. It's that simple!

### Exercise 4 (p. 69)

- F:* Hi, Paul. You look happy.  
*M:* I am! It's nearly Christmas! It's my favourite celebration of the year!  
*F:* Really? I prefer Easter.  
*M:* That's because you love chocolate, Grace!  
*F:* I guess so. Are your whole family excited about Christmas?  
*M:* Yes, but they're rushing around organising our New Year's Eve party.  
*F:* Is that your parents' favourite celebration?  
*M:* Actually, no. My mum loves Bonfire Night. She's crazy about fireworks.  
*F:* And your dad?

*M:* Well, he's American, so we celebrate Thanksgiving. He really enjoys that.

*F:* What about your brother, Adam? I bet he likes Shrove Tuesday; I know he loves pancakes!

*M:* He loves all food, especially those 3D birthday cakes. He wants a super hero one for his next birthday. But his favourite celebration is Halloween.

### Exercise 5 (p. 69)

*M:* I can't believe you made all your Christmas presents yourself this year, Demi!

*F:* It was fun! It wasn't cheap, though. I thought I'd save some money, but it ended up being quite expensive.

*M:* I expect it took a long time, too.

*F:* Yes, it did, but I didn't mind. I like spending time on the people I care about.

*M:* So are you going to do it again next year?

*F:* Of course! I think handmade presents mean so much more than the ones we buy in shops.

*M:* Well, I'm afraid your present from me isn't handmade. Sorry.

*F:* Don't apologise! I'm sure you put a lot of effort into finding something nice.

*M:* I did! I was out shopping for hours!

# Teacher Guidelines



Teaching students how to prepare a presentation is a lot like teaching them how to write a composition. Here are the steps you can follow:

## Step 1

Decide on the presentation topic. Remember to take into account the situation and the target audience. It is also important to decide on the type and purpose of the presentation, as this will determine the style and the language used.

## Step 2

Divide the class into work groups, so that they can collaborate and give each other feedback as they create the presentation. You can help them decide which role each student will take: Who will do the research? Who will write the presentation? Who will look for visuals, quotations etc?

## Step 3

Tell the students to read the texts assigned, watch the video and/or research online. Discuss their ideas in class and students make notes in their notebooks.

## Step 4

Remind your students about the importance of a well-organised presentation, which consists of an introduction, a main body and a conclusion. At this point, students should start organising their notes into spidergrams or diagrams.

## Step 5

Have the students start working on the content of the presentation (expanding their spidergrams/diagrams into paragraphs), using appropriate opening, closing and feedback (if applicable) techniques and including visuals, music, quotations, etc.

## Step 6

Ask students to write their presentation script and submit it to you for feedback. Check for language (correct use of grammar and lexis), clear organisation of ideas, appropriacy, style and flow.

## Step 7

Encourage students to use presentation software (such as PowerPoint, Prezi or Keynote) if they wish, to support and highlight their points and make their whole presentation more lively.

[In most types of presentation software, there are functions that help with the flow of the presentation. Students can include some animation but should maintain consistency from slide to slide (the same colours, logo, types of animation, etc on each slide). Warn students about an excess of annoying effects. They can also write a few notes under each slide to help them talk about their topic.]

## Step 8

Show how important it is for students to rehearse first in front of a mirror, family members, friends and/or you. One of the best methods is by filming themselves. This will help them feel more confident when delivering the final presentation in front of an audience. Make sure you remind them of the useful dos and don'ts while giving a presentation (p. 73).

Students are now ready to deliver their presentations.

**Note:** You can decide how many and which presentations your students will prepare and present in front of an audience, depending on their level and the number of teaching hours.

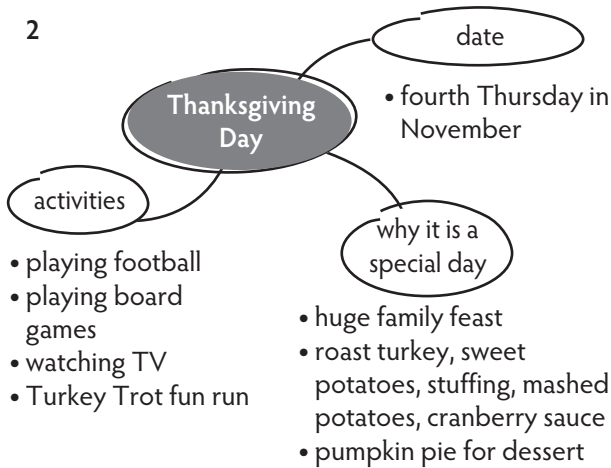


# Presentation Skills Key

## Culture Corner 3

1 **Type/Purpose of presentation:** informative/to describe a celebration

2



3 a) **Opening technique:** using a rhyme  
**Closing technique:** asking a rhetorical question

b) **Feedback technique:** game

4



5 a) 1 B      2 A

b) 1 A      2 B

6 Ss should look for pictures of May Day celebrations in the UK

## 7 Suggested Answer

Good afternoon, everyone! Picture this ... It's a warm sunny spring day and the flowers are blooming. On the grass you notice some men in strange costumes doing some kind of old-fashioned dance. Nearby, there's a tall white pole decorated with long ribbons. You're really curious about what's going on! Well ... it's May Day in the UK!

This celebration takes place on the first Monday in May and it's a traditional spring festival – full of flowers and colour. It's great to have a day off work or school and enjoy the spring sunshine outdoors.

There is a parade led by a May Queen and a Green Man. The Morris Dancers have got bells around their knees and flowers on their hats. They are the ones doing the special old-fashioned dance. The Maypole is also part of the celebrations. Children dance around it holding ribbons. Afterwards, they can often go to a funfair with rides as well as stalls selling sweet treats.

The May Day festival has something for people of all ages. It's a wonderful way to celebrate the new life of spring and prepare for whatever the rest of the year may bring. As naturalist Edwin Way Teale said, "All things seem possible in May."

Now it's over to you. Please get into groups of three and discuss what you like most about the May Day festival and why.

Would anyone like to ask a question? ... Thank you for your attention.

# Presentation Skills Key



## Module 4.2

- 1 **Type/Purpose of presentation:** informative/  
to describe a festival
- 2 **The name of the festival:** Salon du Chocolat  
**Its location:** Paris, France  
**Activities you can do there:** tasting chocolate,  
cooking demonstrations with top chefs inventing  
chocolate creations, special cookery workshops for  
young children, fashion show – dresses made of  
chocolate  
**What makes it special:** special tastes, fun activities,  
happy day out

3



- largest food festival in South America
  - feast for all the senses
  - Gran Mercado with 400 market stalls that sell food from all over Peru including strange fruit from the Amazon
  - demonstrations by famous chefs
  - cookery contests
  - traditional music and dancing
- 4 Quotation A would be appropriate for the introduction or conclusion of my presentation. Quotation B is not appropriate because, although it is brief, it is still not relevant.
  - 5 a) 1 Prompt card b is not appropriate because it does not use key words. It uses a whole sentence.  
2 Prompt card a is not appropriate because the font is not very clear and easy to read.  
3 Prompt card b is not appropriate because there is no heading and the main ideas are not made to stand out with bullet points.

b)

### 1 Location

- Lima, Peru

### 2 Activities

- Gran Mercano market – 400 stalls – strange Amazon fruit
- demonstrations – famous chefs
- cookery contests
- traditional music & dancing

### 3 Why special

- largest food festival in South America
- feast for the senses

## 6 Suggested Answer

Good morning. Please take a look at these pictures of exotic fruits. Some of them look quite weird, don't they? They're certainly not something you usually see in your local supermarket or greengrocers'! But they are just some of the colourful produce you can see on display at the Mistura Food Fest.

'Mistura' means 'mixture' and this interesting festival gets its name because there is food from all over Peru there. It takes place in Lima, Peru's capital city.

The highlight of the festival is the Gran Mercado. This is a market with 400 stalls that sell food from the different areas of Peru ... and that includes strange fruit from the Amazon Rainforest like the ones we saw in the pictures. There are also demonstrations by famous chefs, cookery contests, and traditional music and dancing. This festival is the largest food festival in South America and a real feast for all the senses.

All in all, the Mistura Food Fest is the place to go to try a huge variety of Peruvian dishes and find out all about the culture. Who wouldn't enjoy a fabulous experience like that?

Are there any questions?... Thanks for listening.

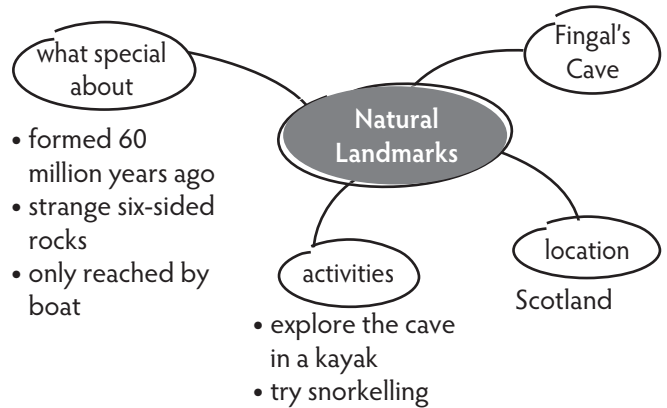
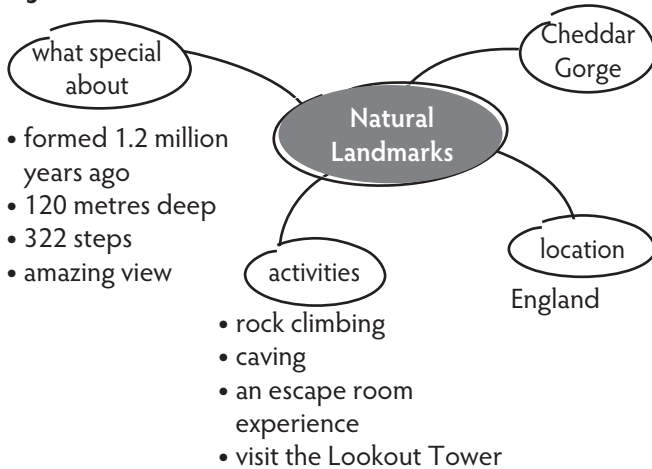


# Presentation Skills Key

## Module 6.3

- 1 The speaker introduces himself at the beginning of the presentation because he is a travel agent speaking to a group of tourists and his audience have not met him before.
- 2
  - 1 F
    - Mount Snowdon, Snowdonia National Park, Wales
  - 2 D
    - height: 1,085 metres
    - formed: 450 million years ago during volcanic activity
  - 3 B
    - rock climbing
    - trekking
    - a train ride
  - 4 A
    - Cliffs of Moher on the west coast of Ireland
  - 5 E
    - hiking
    - birdwatching
    - surfing
  - 6 C
    - height: up to 214 metres
    - length: 14 kilometres
    - formed: 300 million years ago during floods

3



### 4 Suggested Answer

I could invite the audience to request more information about the two landmarks by giving them the email address of the travel agency I represent, so they could book tickets etc. I could also give them the agency's telephone number so they could call the agency about any questions they thought of after the presentation.

### 5 Suggested Answer

Good morning everyone. I'm Ivanka Anev from TourTravel. Have you ever fancied exploring some of Britain's famous landmarks? Then, I'd like to introduce you to a couple of very special natural ones.

First, there is Cheddar Gorge in England. Here you can try rock climbing, caving or an escape room experience. You can also visit the Lookout Tower. It is a special place because it formed 1.2 million years ago. It is 120 metres deep and there are 322 steps to the top, but it is worth it for the amazing view.

Another amazing place to visit in the British Isles is Fingal's Cave in Scotland. Here you can explore the cave in a kayak or try snorkelling. This cave formed 60 million years ago. It has strange six-sided rocks that look like the set of a science-fiction film. It is only reached by boat so it isn't somewhere you can go every day.

Wherever you choose to go, you won't be disappointed. Both places are well worth visiting. As a travel agent, I've sent lots of people to these places and they come back with amazing reviews!

For more information, please take one of our travel brochures. Thank you.

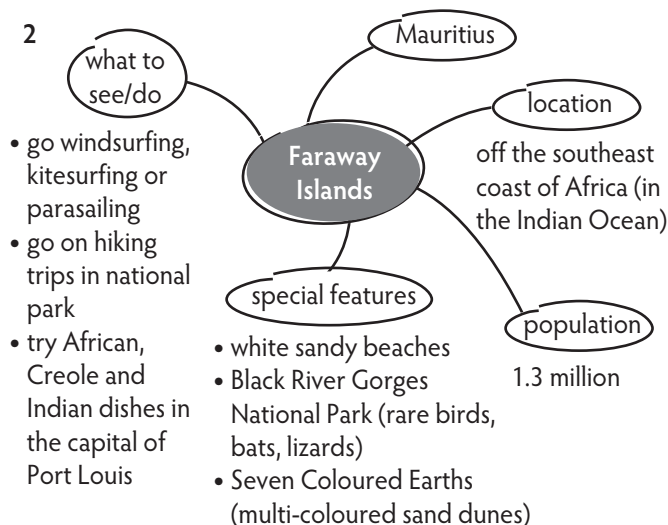
# Presentation Skills Key



## Module 7.1

1 **Type/Purpose of presentation:** informative/to describe a place

2



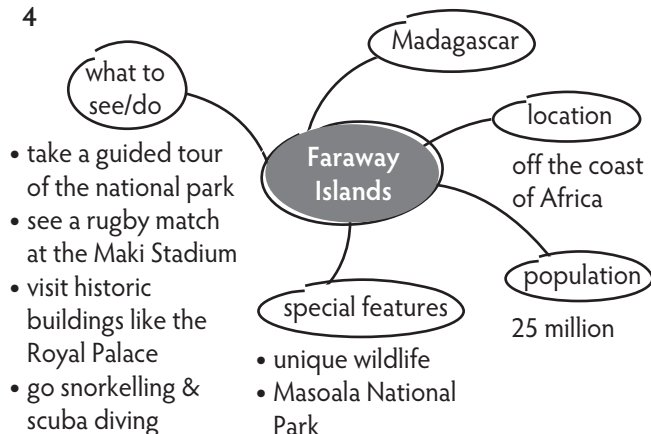
3 a) **Opening technique:** narrating a general story  
**Closing technique:** asking a rhetorical question

b) **Feedback technique:** pop quiz style questions in teams

**Suggested Answer**

**Alternative feedback technique:** game with Yes/No questions (Mauritius is located in the Indian Ocean. Yes, it is. ... 10 million people live on the island. No, the population is 1.3 million. etc)

4



5 a) 1 B 2 A

b) 1 A 2 B

6 a) **Feedback technique:** focus groups

b) **Suggested Answer**

**Alternative feedback technique:** polling questions (How many of you would like to go to Madagascar?)

7 Ss should look for pictures of Madagascar and the special features/activities that are mentioned in their presentation.

8 **Suggested Answer**

Good morning everyone! What is your dream holiday destination? Somewhere with beautiful beaches and interesting wildlife? Then, you'll love Madagascar! Let's take a closer look at this exotic faraway destination.

Madagascar is an island off the coast of Africa. Its population is 25 million people and it offers a variety of special features including unique wildlife and Masoala National Park.

There is so much to see and do in Madagascar, you will be amazed. To start with, you can take a guided tour of the national park and see the lemur as well as many other unique birds, reptiles and orchids. You can also see a rugby match at Maki Stadium. If you prefer culture, you can visit historic buildings like the Royal Palace in the capital city. Finally, for beach lovers, there are popular water sports such as snorkelling or scuba diving.

With its natural beauty, unique wildlife and fun activities, Madagascar is a fantastic destination! In fact, filmmaker David Douglas said that Madagascar "might as well be another planet".

Now let me ask you: what impressed you most about Madagascar?

Any questions? ... Thanks for listening.



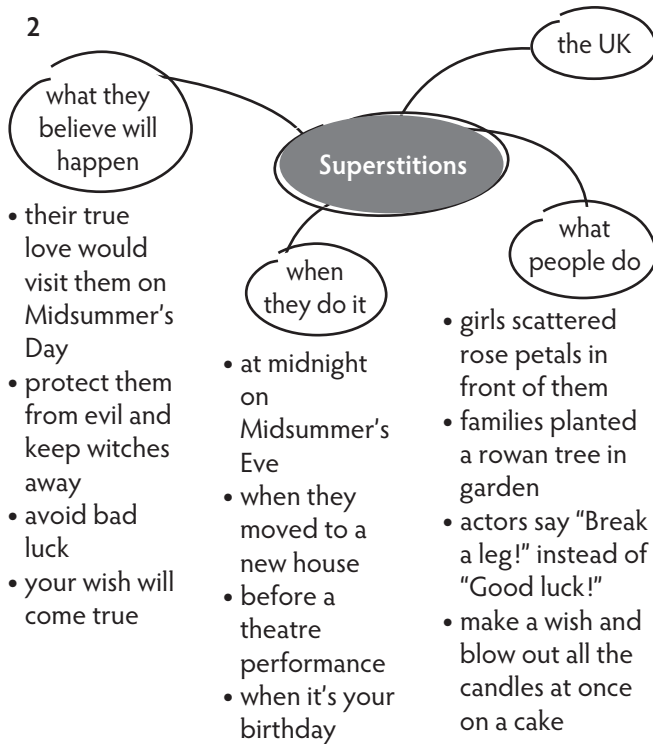


# Presentation Skills Key

## Module 8.6

1 **Type/Purpose of presentation:** informative/to describe superstitions in the UK

2



3 a) **Opening technique:**  
**Suggested Answer**

The speaker uses an amusing fact in the introduction of the presentation. They explain how some people try to avoid bad luck when they walk under a ladder. It sounds like a lot of trouble and not worth doing!

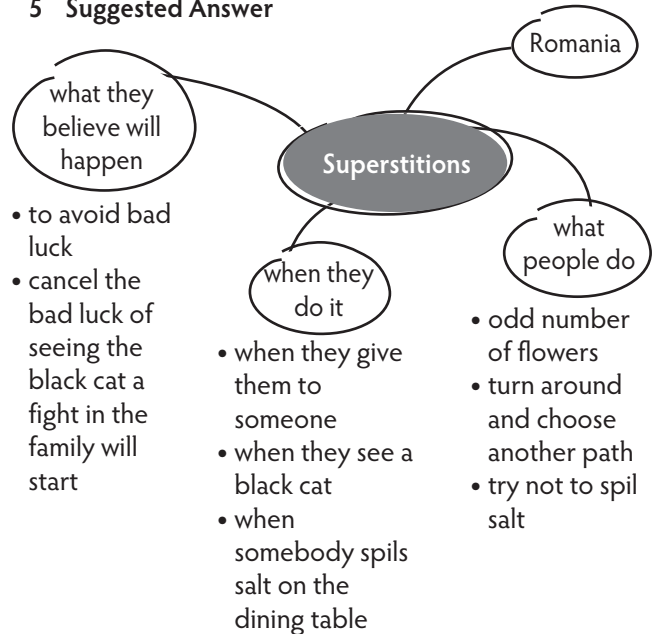
**Closing technique:** making a statement

b) **Feedback technique:** make a list  
**Suggested Answer**

**Alternative feedback technique:** pop style quiz questions in teams (Team A: When did young girls scatter rose petals in front of them? ... Yes, on Midsummer's Eve. Team B: What did Scottish people plant in their garden when they moved house? ... No, not a rose tree, a rowan tree. etc)

4 Extract B gives reliable information on superstitions. The information is based on scientific research in the form of a survey. Extract A is simply a blogger's opinion.

## 5 Suggested Answer



## 6 Suggested Answer

Good morning everyone. Today, I'm going to talk about Romanian superstitions. I have never been very superstitious myself. I might knock on wood to avoid bad luck, but that's about it. However, plenty of Romanians do believe in them.

One superstition is about flowers. When you want to give flowers to a Romanian you must be careful of how many flowers you give. Romanians only give an odd number of flowers to someone to avoid bad luck. Another interesting Romanian superstition is when you see a black cat. Then, you have to turn around and choose another path. This will cancel the bad luck of seeing the black cat.

A common superstition is about trying not to spill salt. When somebody spills salt on the dining table then there will be a fight in the family.

As we can see, Romania has some interesting superstitions. Some people take them very seriously indeed, while others agree with Andrew W. Mathis that "It's bad luck to be superstitious!"

Now, how many of you think that you are superstitious in some way? Please raise your hands.

Any questions? ... Thank you for listening.