

# Blaze

**Limba modernă 1-  
intensiv engleză**

**Clasa a VI-a**

**Teacher's Book**

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# Introduction to the Teacher

*Limba modernă 1 intensiv engleză Clasa a VI-a* is a modular course for learners studying British English for Grade 6 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 unit 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.

### Digi Books applications

The applications contain all the material in the Student's Book, Teacher's Book, Workbook and Audio CDs and aims 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, reports, postcards, 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 notes, postcards and emails. These progress from short sentences to paragraphs and finally to full texts, allowing students to gradually build up their writing skills.

## Study Skills

Brief tips, explanations and reminders, at various points throughout each module, help students to develop strategies which improve holistic learning skills and enable students to become autonomous learners of the English language.

## 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.

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

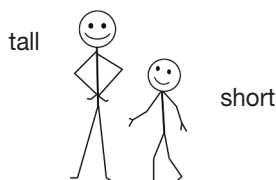
### A Presenting new vocabulary

Most of the new vocabulary in the course is presented through pictures. (See *Student's Book, Module 2, p. 26, 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 1, p. 10, Ex. 2b*)

- **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 3, p. 42, Ex. 2a. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student's Book, Module 2, p. 27, Ex. 3. 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 match 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. 13, Ex. 12 where Ss use the same structures to act out a dialogue.*)
- Ss are led to free speaking activities. (See *Student's Book, Module 1, p. 19, Ex. 8 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. 21, 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 4, p. 61, Ex. 8. Ss are asked to write a summary.*)
- 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** – Assisted by the S's CDs, Ss practise at home in preparation for reading aloud in class;

**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. 5 on p. 11 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. 8 on p. 45 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
		sb	Somebody
Ex(s)	Exercise(s)	sth	Something

# Module

# 1

## Me & the others

### Topic

In this module Ss will learn about character, hobbies, clothes, patterns & materials, physical appearance and family & relatives. They will learn to *be*, *have* and *can*, subject/object/possessive pronouns/ adjectives, the possessive case, the present simple, adverbs of frequency and the present continuous. They will identify people and talk about personality/character, likes/dislikes, express preferences and describe physical appearance & character. They will write a quiz, an email, an interview, an article and a blog entry.

### Modular page

9

**Lesson Objectives:** Learning character adjectives, getting an overview of the module

**Vocabulary:** Character adjectives (*logical, creative, confident, ambitious, loyal, brave, sensitive, curious, intelligent*)

### 1.1 Personality & Character I

10-11

**Lesson Objectives:** Reading comprehension, revising to *be*, *have* and *can*, talking about abilities, writing a quiz, presenting *The Fantastic Four*

**Vocabulary:** Superpowers (*lift heavy objects, become invisible, stretch his body, fly fast, control fire*); Verbs (*teleport, control*); Nouns (*torch, experiment, universe, leader, scientist, needle, rock*); Adjectives (*superhuman, brilliant, invisible, confident, loyal*); Phrases (*stretch his way out of trouble, generate force fields, former friend turned enemy*)

### 1.2 Personality & Character II

12-13

**Lesson Objectives:** Reading for gist, reading for specific information, learning subject/object/possessive pronouns/ adjectives, learning possession, listening for specific information, identifying people and talking about personality, writing about their favourite actor/singer

**Vocabulary:** Family & Relatives (*dad, mum, grandfather/granddad, grandmother/grandma, uncle, aunt, brother, sister, son, daughter, nephew, niece, cousin, husband, wife, grandson, granddaughter*); Personality & Character (*shy, smart, lazy, selfish, hard-working, friendly, honest, patient, polite, rude*); Nouns (*role, orphan, role model*); Phrases (*an open book, haven't got a lazy bone in your body, good example*)

### 1.3 Leisure

14-15

**Lesson Objectives:** Asking about/expressing likes/dislikes, reading for gist, reading for specific information, learning the present simple and adverbs of frequency.

**Vocabulary:** Interests (*knitting, BMX riding, golf, gardening, jewellery making, making models*); Verbs (*waste, support*); Nouns (*tournament, follower*); Adverbs (*online, fortunately*); Phrase (*square eyes*)

### 1.4 Preferences I

16-17

**Lesson Objectives:** Talking about preferences, reading for gist, reading comprehension, learning the present continuous, expressing likes/dislikes, writing an interview

**Vocabulary:** Preferences (*playing the guitar, cooking, sailing, ice skating, vlogging, playing basketball, drawing, volunteering, building robots*); Verbs (*design, program*); Phrasal verbs (*take part in, work on*); Nouns (*guard dog, robotics, competition, skills*); Adjective (*useful*); Phrases (*build robots, own project, make mistakes, come to life*)

### 1.5 Preferences II

18-19

**Lesson Objectives:** Reading for gist, reading comprehension, expressing preferences

**Vocabulary:** Patterns & Materials (*striped tie, checked/chequered shirt, patterned dress, floral blouse, spotted top, crystal-covered glove, woollen scarf, leather jacket, satin high-heeled shoes, plain cotton T-shirt, denim jeans, plain skirt*); Verbs (*own, include, celebrate*); Nouns (*celebrity, auction sites, charity, fan*); Phrases (*bid on, raise money, lose heart*)

### 1.6 My favourite person!

20-21

**Lesson Objectives:** Reading for gist, reading for specific information, describing physical appearance & character, learning present simple vs present continuous, *wh*-questions & yes/no questions, writing a blog entry

**Vocabulary:** Physical appearance (*Height: short, of medium height, tall; Weight: thin, slim, plump, well-built, overweight; Age: child, young, in her twenties/thirties, middle-aged, old; Hair/Lips: spiky, short/straight, long/wavy, curly, beard, moustache, bald, thin lips, full lips*); Verbs (*smile, fly, admire*); Nouns (*sense of humour, model aeroplane*); Adjectives (*sick, good-looking, caring*); Phrases (*early thirties, give advice*)

### Culture Corner

22

**Lesson Objectives:** Reading for specific information, reading comprehension, talking about life in the UK, presenting life in the UK and life in your country

**Vocabulary:** Nouns (*soap opera, reality show, single-parent family*); Adjective (*typical*); Phrases (*go online, do shopping therapy*)

### 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 character

- Explain/Elicit that the pictures show characters from the *Star Wars* films. Elicit if Ss are familiar with these characters.
- Go through the character adjectives (A-I) and play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** Practising new vocabulary

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

#### Answer Key

- 2 B *Luke Skywalker is creative. He comes up with new ideas.*
  - 3 G *Jar Jar Binks is sensitive. He gets upset easily.*
  - 4 H *R2-D2 is curious. He wants to learn new things.*
  - 5 D *Darth Vader is ambitious. He wants to succeed.*
  - 6 C *Princess Leia is confident. She feels sure of herself.*
  - 7 F *Han Solo is brave. He isn't afraid of danger.*
  - 8 I *C-3PO is intelligent. He is clever.*
  - 9 E *Chewbacca is loyal. He always supports his friends.*
- Play the video for Ss and elicit their comments.

### Background information

**Star Wars** is a series of science-fiction films created by George Lucas. The series includes seven films in total, starting with the first in 1977; *Star Wars Episode IV: A New Hope*, *Star Wars Episode V: The Empire Strikes Back*, *Star Wars Episode VI: Return of the Jedi*, *Star Wars Episode I: The Phantom Menace*, *Star Wars Episode II: Attack of the Clones*, *Star Wars Episode III: Revenge of the Sith*, *Star Wars Episode VII: The Force Awakens* and the latest in the series *Rogue One*. The stories take place in a fictional galaxy where many alien species and robotic androids are depicted, space travel is common and many planets in the galaxy are members of the Galactic Republic.

**Yoda** is a character in the *Star Wars* films. He first appeared in the 1980 film *The Empire Strikes Back*. In the films, he trains Luke Skywalker to fight against the evil Galactic Empire. He is among the oldest and most powerful known Jedi Masters in the *Star Wars* universe.

**Darth Vader** (born **Anakin Skywalker**) is a character in the *Star Wars* films. Originally a Jedi prophesied to bring balance to the Force, he falls to the dark side of the Force and serves the Galactic Empire. He is also the father of Luke Skywalker and Princess Leia.

**Princess Leia** is a character in the *Star Wars* universe, leader of the Rebellion against the Galactic Empire. She was a friend to Han Solo and revealed as the twin sister of Luke Skywalker, as well as the daughter of Anakin Skywalker/Darth Vader and Padme Amidala. Her brother trained her as a Jedi.

**Luke Skywalker** is the central character in the original *Star Wars* films. He is an important figure in the Rebel Alliance's struggle against the Galactic Empire, the twin brother of Rebellion leader Princess Leia, a friend of Han Solo, an apprentice to Jedi Master Obi-Wan 'Ben' Kenobi, and the son of fallen Jedi Darth Vader (Anakin Skywalker). Later, he becomes a powerful Jedi Master and eventually the Grand Master of the New Jedi Order.

**C-3PO** is a humanoid robot character from the *Star Wars* universe. Along with R2-D2, he is one of only two characters to appear in all seven *Star Wars* films. C-3PO is designed to serve human beings and is fluent in over six million forms of communication. C-3PO's main function is to assist etiquette, customs and translation, so that meetings of different cultures run smoothly.

**Jar Jar Binks** is a character from the *Star Wars* films. He is a Gungan from the planet Naboo, a planet consisting of underwater cities. Banished by his tribe, he is nearly killed by a Federation transport, only to be saved at the last minute by Jedi Knight Qui-Gon Jinn. He later goes with the Jedi and Padme Amidala to the planet Tatooine, where he meets and befriends Anakin Skywalker.

**Chewbacca** is a character in the *Star Wars* films. Chewbacca belongs to the Wookiee species, native to the planet of Kaskyyyk. He is 200 years old, fiercely loyal to Han Solo, and serves as co-pilot on Solo's Millennium Falcon.

**Han Solo** is a character in the *Star Wars* universe. He and his co-pilot, Chewbacca, become involved in the Rebel Alliance which opposes the Galactic Empire. He becomes a friend to Luke Skywalker and Princess Leia when he agrees to transport Luke Skywalker, Ben Kenobi, C-3PO and R2-D2 to Alderaan in his Millennium Falcon spaceship.

**R2-D2** is a character in the *Star Wars* universe. An astromech android, R2-D2 is a major character in all *Star Wars* films. Along with his protocol droid companion C-3PO, he joins or supports Anakin Skywalker, Luke Skywalker, Princess Leia and Obi-Wan Kenobi at various points in the saga.

## 1.1 – Personality & character I

### 1 Presenting vocabulary for superpowers

- Ask Ss to look at the pictures and the phrases. Elicit that they show superheroes using their superpowers.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

### 2 a) Matching vocabulary to pictures

- Read the rubric aloud and explain the meaning of any unknown words.
- Elicit which phrase matches which characters in the pictures in the text.

#### Answer Key

*The Invisible Woman has got long fair hair.*

*The Human Torch and Mr Fantastic have got short brown hair.*

*The Thing has got a body of rock.*

### b) Listening and reading for specific information

- Give Ss time to listen to the recording, read the text and find out the real names of the characters.
- Elicit answers around the class.

#### Answer Key

*Mister Fantastic is Reed Richards.*

*The Invisible Woman is Sue Storm.*

*The Human Torch is Johnny Storm.*

*The Thing is Ben Grimm.*

### 3 Reading Comprehension

- Ask Ss to read the questions (1-8) and then give them time to read the text and answer them.
- Check Ss' answers.

#### Answer Key

1 *Sue Storm*

5 *Ben Grimm*

2 *Johnny Storm*

6 *Johnny Storm*

3 *Johnny Storm*

7 *Doctor Doom*

4 *Reed Richards*

8 *Ben Grimm*

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

#### Background information

*The Fantastic Four* is an American 3-film series based on the Marvel Comics team of the same name. The first film was released in 2005 and follows the story of a group of people who acquire supernatural powers through exposure to a scientific experiment. The cast of the first film includes Ioan Gruffudd, Jessica Alba, Chris Evans and Michael Chiklis. *Fantastic Four: Rise of the Silver Surfer* is the sequel to the 2005 film, stars the same cast and was released in 2007. *Fantastic Four* was the third film in the series released in 2015 with a different cast and is a reboot of the original story.

### 4 Practising to be – have got – can

- Revise the verb forms of *to be* – *have got* – *can*.
- Present/Elicit the full and short forms of the simple present affirmative, negative and interrogative of the verb *to be* in the form of a drill around the class.

- Say: *I am/I'm Canadian, I am not/I'm not French, Am I a teacher?* and point to a S to do the follow-up with *You are/You're, You are not/You aren't, Are you?* with the person sitting beside him/her. Continue around the class.
- Repeat for the verb *have got*.
- Say: *I have got/I've got long fair hair, I have not got/I haven't got short brown hair, Have I got blue eyes?* and point to a S to do the follow-up with *You have got/You've got, You have not got/You haven't got, Have you got?* with the person sitting beside him/her. Continue around the class.
- Repeat for the verb *can*.
- Say: *I can run fast/I can't dance well/Can I speak Spanish?* and point to a S to do the follow-up with *You can/You can't/ Can you?* with the person sitting beside him/her. Continue around the class.
- Give Ss time to read the gapped sentences and complete the task.
- Check Ss' answers.

#### Answer Key

- |                   |                    |
|-------------------|--------------------|
| 1 aren't, are     | 4 can, can't       |
| 2 Is, is          | 5 Has, got, hasn't |
| 3 Can, can't, can | 6 are, have got    |

### 5 Talking about abilities

- Explain the task and read out the example. Divide Ss into pairs and ask them to ask and answer questions about the abilities in the list in closed pairs.
- Monitor the activity around the class and then ask various pairs to tell the class what their partner can/can't do.

#### Suggested Answer Key

- A: *Can you lift heavy objects?*  
 B: *No, I can't.*  
 A: *Can you skateboard?*  
 B: *Yes, I can.*  
 A: *Can you speak French?*  
 B: *No, I can't.*  
 A: *Can you sing?*  
 B: *Yes, I can etc*  
*Phoebe can skateboard, but she can't lift heavy objects.*  
*Phoebe can sing, but she can't speak French. etc*

### 6 a) Practising new vocabulary through antonyms

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

#### Answer Key

- |          |         |         |
|----------|---------|---------|
| 2 short  | 4 enemy | 6 light |
| 3 slowly | 5 small |         |

### b) Practising new vocabulary

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

#### Suggested Answer Key

- 2 *Sue has got long hair.*  
 3 *Johnny can fly fast.*  
 4 *Ben is Reed's best friend.*  
 5 *The Thing is huge.*  
 6 *The Thing can lift heavy objects.*

### 7 Think Expressing preference

Elicit a variety of answers from Ss around the class.

#### Suggested Answer Key

*I like the Invisible Woman the best because I would like to have her special powers.*

### 8 Writing a quiz

- Explain the task and ask Ss to work in closed pairs. Ss read the text again and think of a number of questions.
- Then have Ss swap quizzes with another pair and complete them.
- Monitor the activity around the class and then ask some pairs to read out the questions and answers in front of the class.

#### Suggested Answer Key

- 1 *Mister Fantastic is the leader of the Fantastic Four. (True)*  
 2 *The Invisible Woman has short dark hair. (False)*  
 3 *Johnny Storm is Reed's brother. (False)*  
 4 *The Thing has a body of rock. (True)*  
 5 *Doctor Doom is the enemy of the Fantastic Four. (True)*



9 **Aim** Presenting information

- Play the video and then give Ss time to read the text again and prepare a presentation on the Fantastic Four.
- Ask various Ss to present the Fantastic Four to the class.

**Suggested Answer Key**

*Hello everyone! My name is Stuart. Watch this video from the American film The Fantastic Four. I'm sure you all know the team of the four heroes and their superhuman abilities. They teleport to a different universe and come back with superhuman powers!*

*The leader of the group is Mister Fantastic, a scientist. His real name is Reed Richards. He can become very thin, like a needle. He can also stretch his body into different shapes.*

*Sue Storm is the only woman in the team and she is invisible! They call her The Invisible Woman. She's intelligent and beautiful and has got long fair hair.*

*Her brother is The Human Torch but his real name is Johnny Storm. He can fly and can control fire! He's very confident.*

*The last one is The Thing, Ben Grimm. He's Mister Fantastic's best friend. He's huge and very strong. He has got a body of rock, so he can lift heavy objects and he can't feel pain. I like him a lot because he's a loyal friend.*

*To sum up, The Fantastic Four are superheroes with different abilities. They use them to save the Earth.*

*What about you? Which ability would you like to have, Reed's, Sue's, Johnny's or Ben's?*

b) **Aim** Listening for confirmation; practising pronunciation

Play the recording for Ss to check their answers to Ex. 1a.

2 **Aim** Presenting vocabulary related to personality and character

- Write on the board: *She can understand difficult subjects because she is smart.* Underline *smart* and refer Ss to picture No 2.
- Ask Ss to tell you what part of speech the underlined word is (adjective) and give you a synonym for it (clever).
- Ask Ss to look at all the pictures and elicit what the adjectives mean.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

3 **Aim** Practising adjectives to describe personality & character

- Ask Ss to choose adjectives from Ex. 2 to describe their character and the personality of a member of their family.
- If desired, ask them to write one example or reason for each adjective. E.g: *I am honest because I don't like lies. My father is hard-working. He even works at the weekends.*
- Give Ss time to complete the task and elicit answers from Ss around the class.

(Ss' own answers)

4 **Aim** Predicting the content of a text; reading for gist

- Ask Ss to look at the title and the picture and guess the answers to the questions in the rubric.
- Elicit answers from Ss around the class.
- Give Ss time to read the text and find out if their guesses were correct.

**Answer Key**

*She's a Bulgarian-Canadian actress. She stars in 'The Vampire Diaries' TV show.*

1.2 – Personality & character II

1 a) **Aim** Presenting / Practising vocabulary related to family & relatives

- Read out the examples of family pairs and explain the task.
- Give Ss time to complete the pairs.

**Answer Key**

- |                       |            |
|-----------------------|------------|
| 2 grandmother/grandma | 7 cousin   |
| 3 aunt                | 8 wife     |
| 4 brother             | 9 grandson |
| 5 daughter            |            |

## 5 **Aim** Reading for specific information

- Ask Ss to read the text again and mark the sentences according to what they read.
- Check their answers.

### Answer Key

- 1 F (she's famous for the role of orphan Elena ...)
- 2 T (Stephan is her classmate)
- 3 NS (She's got an elder brother, Alex)
- 4 NS (Her dad ... engineer)
- 5 T (... that's why Nina hasn't got a lazy bone in her body)
- 6 NS (Nina's favourite actress is Meryl Streep)

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

## 6 **Aim** **ICT** Presenting Nina Dobrev

- Write key words on the board about Nina under three categories (personality, family, TV role).
- Ask Ss to make sentences about Nina's life with the help of the key words and the words in the **Check these words** box.
- Elicit answers from Ss around the class.

### Suggested Answer Key

*Nina is a Bulgarian-Canadian actress. She loves her family. Family is very important to her and she's very close to them. Her dad, Konstantin, is a computer engineer and her mum, Mihaela, is an artist. Both are hard-working: that's why Nina hasn't got a lazy bone in her body. Alex is her elder brother. Her favourite actress and role model is Meryl Streep. Elena Gilbert is Nina's role in the TV show The Vampire Diaries. The show has got millions of teenage fans!*

## 7 **Aim** Presenting pronouns and possessive adjectives

- Ask Ss to look at the table and find examples of pronouns/possessive adjectives in the text in Ex. 4.
- Elicit Ss' answers.
- Copy the following examples/sentences from the text on the board.
- Underline and highlight key grammar forms and ask questions to review rules with Ss (subject, object, words that follow etc.).

*She is famous (What follows subject pronouns? Verbs She – subject)*

*Stephan is her classmate (What follows possessive adjectives? Nouns Stephan – subject, classmate – object)*

*For her, family is important (What comes before object pronouns? Prepositions Family – subject, her – object)*

*She's very close to hers (What follows possessive pronouns? Nothing)*

## 8 **Aim** Practising pronouns and possessive adjectives

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

### Answer Key

- |         |       |      |         |
|---------|-------|------|---------|
| 1 mine  | 3 her | 5 He | 7 me    |
| 2 yours | 4 it  | 6 we | 8 yours |

## 9 **Aim** Presenting the possessive case

- Copy the examples from the table on the board.
- Ask Ss questions to clarify meaning (singular, plural, belonging to one or more).
- Ask Ss to find similar examples in the text.

### Answer Key

*Nina's life – Nina's favourite actress – her parents' good example*

## 10 **Aim** Practising the possessive case

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

### Answer Key

- 2 Martin's cousins
- 3 pages of the book
- 4 Jo and Ann's grandma
- 5 dog's eyes
- 6 floor of your bedroom
- 7 children's aunt
- 8 Sam's and Mark's mothers



### 11 **Aim** Listening for specific information

- Explain the task and ask Ss to read the information.
- Play the recording and give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

1 A      2 E      3 B      4 C

### 12 **Aim** Identifying people and talking about personality/character

- Ask Ss to work in closed pairs. Ss take turns using the names of their family members to ask and answer questions.
- Read out the example.
- Monitor the activity and then ask some pairs to ask and answer in front of the class.

#### Suggested Answer Key

A: *Who is Charlie?*

B: *He is my uncle's son. He's my cousin.*

A: *What is he like?*

B: *He's smart, but shy etc*

### 13 **Aim** **ICT** Collect information about your favourite actor/singer

- Explain the task and tell Ss they can take ideas from Ex. 4 to help them.
- Give Ss time to complete the task and then ask various Ss to read their text to the class.
- Alternatively, set the task as HW.

#### Suggested Answer Key

*Chris Hemsworth is an Australian actor. He's famous for the role of Thor in The Avengers series for Marvel. Thor is an American superhero. He is the god of thunder and has superhuman powers. The series has millions of teenage fans.*

*Chris lives with his family in Australia. His father Craig is a social services councillor and his mother Leonie is an English teacher. He's got two brothers, Luke and Liam. They're both actors, too!*

*Chris is hard-working and patient. He's also very polite and friendly with all his fans.*

## 1.3 – Leisure

### 1 **Aim** Consolidating new vocabulary

- Ask Ss which of the activities are creative and which are related to sports/nature.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

1 creative	4 creative/nature
2 sports/nature	5 creative
3 sports/nature	6 creative

### 2 **Aim** Discussing likes/dislikes

- Explain the task and read out the example.
- Tell Ss to ask and answer questions about likes/dislikes in closed pairs.
- Monitor the activity around the class and then ask various Ss to ask and answer in front of the class.

#### Suggested Answer Key

A: *Do you like making models?*

B: *Not very much. I find it difficult, etc*

### 3 a) **Aim** Predicting the content of a text; listening and reading for gist

- Ask Ss to look at the title and the picture and guess the answer to the question in the rubric.
- Elicit answers from Ss around the class.
- Ask Ss to listen to and read the text to find out if their guesses were correct.

#### Answer Key

*Alex likes gaming.*

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

- Ask Ss to read the text again and mark the sentences according to what they read.
- Check their answers.

#### Answer Key

1 F (*A lot of teens play video games...*)  
 2 T (*He doesn't just sit ...*)  
 3 T (*Fans watch him play online ...*)  
 4 F (*... but fortunately Alex's family ...*)  
 5 F (*I'm good at gaming ... all day!*)  
 6 NS

- 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.

#### 4 **Aim** Role play an interview

- Ask Ss to act out a dialogue in pairs. One student is the interviewer and the other is Alex Jacobs.
- Tell them to use information from Ex. 3a and add their own ideas to ask and answer questions.

(Ss' own answers)

#### 5 **Aim** Presenting the present simple (affirmative)

- Review the present simple. Say: *I go to school.* Point to a S, say: *You go to school.* Gesture to a male S, say: *He goes to school.* Remind Ss that we form the present simple in the affirmative with personal pronoun/noun + base form of the main verb. (Note: 3rd person singular of the verb takes -s, -es, or -ies.
- Check 3rd person -s ending on the board. Say/Write verbs. Ss write the 3rd person. e.g. *I tidy – he tidies. I say – he says. I go – he goes. I take – he takes. I carry – he carries. I teach – he teaches. I run – he runs. I do – he does. I finish – he finishes* etc
- Explain that we use the present simple for habits, routines, permanent states (*I live in Madrid*) and timetables (*School starts at 8:00*).
- Read the theory and examples.

#### 6 a) **Aim** Presenting the present simple (affirmative, negative, interrogative)

- Explain that we use *I/you/we/they don't* and *he/she/it doesn't* + base form of the main verb to form the present simple negative.
- Say: *Do I work in a school? Yes, I do* and *Does he work in a school? No, he doesn't.* Explain that we use *Do I/you/we/they* and *Does he/she/it* to form questions in the present simple.
- Ask Ss to read the short text and then elicit answers to the questions.

#### Answer Key

We form the present simple in the affirmative with personal pronoun/noun + base form of the main verb. We form the present simple in the negative with personal pronoun/noun + don't/doesn't + base form of the main verb. We use Do/Does + personal pronoun/noun + base form of the main verb to form the interrogative in the present simple.

#### b) **Aim** Identifying present simple verb forms and uses

- Read the rubric aloud and refer Ss to the text in Ex. 6a.
- Give Ss time to think about their answers.
- Ask various Ss around the class to tell the class.

#### Answer Key

a permanent state – *they love, do his parents support... Yes they do*

a routine/a habit – *doesn't play, plays, his fans don't miss, travel*

a schedule – *next tournament is in two week's time*

a programme – *it starts on Monday*

#### 7 **Aim** Practising the present simple

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

#### Answer Key

1 Does your brother play	1 Do you like
2 doesn't	2 do
3 goes	3 don't do
4 does	4 do
5 Do they make	5 knit
6 don't	6 Is it
7 find	
8 make	
9 loves	

#### 8 **Aim** Practising word order in the present simple interrogative; personalising the topic

- Ask Ss first to put the words in order and form questions.
- Then, ask Ss to work in closed pairs and take turns using the prompts to ask and answer the questions.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

#### Suggested Answer Key

- 1 Which is your favourite activity? Jewellery making.
- 2 Does your dad have a creative interest? No, he doesn't.
- 4 Do you play sports? Yes, I do.
- 5 Do your friends play basketball? Yes, they do.
- 6 Does your teacher go BMX riding? No, she doesn't.



9 a) **Aim** Presenting adverbs of frequency

- Copy the two sentences from the chart on the board and underline the key words never, sometimes.
- Write four rates of frequency on the board (0% – 85% – 100% – 50%) and ask Ss to match the sentences to the right percentages.
- Ask Ss to look at the sentences again and tell you if the adverbs come before or after the main verb.
- Have Ss read the chart.

b) **Aim** Practising adverbs of frequency with personal examples

- Explain the task and give Ss time to write sentences.
- Ask various Ss around the class to read out sentences about themselves.

**Suggested Answer Key**

*I rarely go BMX riding. I sometimes do gardening. I often knit.*

## 1.4 – Preferences I

1 **Aim** Presenting vocabulary for free-time activities; expressing preferences

Read out the examples and elicit which activities Ss like/dislike and ask them to make similar sentences.

**Suggested Answer Key**

*I like playing the guitar. I don't like ice skating. I prefer sailing to drawing. I like playing basketball better than ice skating, I'm interested in vlogging. I'm not interested in volunteering, etc.*

2 **Aim** Predicting the content of a text; listening and reading for gist

- Ask Ss to look at the title of the text and the introduction and guess what Stephen's favourite activity is.
- Elicit answers from Ss around the class.
- Ask Ss to listen and read the text to find out if their guesses were correct.

**Suggested Answer Key**

*Stephen likes designing, building and programming robots and taking part in robot-building competitions.*

3 **Aim** Reading comprehension

- Ask Ss to read the sentence stems (1-4).
- Give Ss time to read the text again and complete the task. Check Ss' answers.

**Answer Key**

- 1 for adults
- 2 a big robot
- 3 the boards with computer languages
- 4 NASA

- 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

**NASA** The *National Aeronautics and Space Administration (NASA)* is the United States government agency responsible for the civilian space programme.

4 **Aim** Presenting the present continuous

- Review the present continuous.
- Explain that we form the present continuous affirmative with subject pronoun/noun + *am/is/are* + main verb + *-ing*. We form the present continuous negative with subject pronoun/noun + *am not/isn't/aren't* + main verb + *-ing*. We form the present continuous interrogative with *am/is/are* + subject pronoun/noun + main verb + *-ing*. Quickly revise *-ing* endings. Write verbs on the board. Ss add the *-ing* ending e.g. *work – working, tidy – tidying, look – looking, swim – swimming, run – running, dry – drying, leave – leaving, take – taking*, etc
- Explain that we use this tense to talk about actions which are happening now and for fixed arrangements in the near future (We are having a lesson now/We're going on a school trip tomorrow).
- Read the theory with Ss.
- Elicit examples from the text.

**Suggested Answer Key**

*Stephen Sanders isn't playing; he's building; we're taking part; I'm working*



## 5 **Aim** Practising the present continuous

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

### Answer Key

- |                            |                  |
|----------------------------|------------------|
| 1 am sitting               | 6 am not playing |
| 2 is always complaining    | 7 starts         |
| 3 are watching             | 8 Are you doing  |
| 4 is taking                | 9 are going      |
| 5 isn't doing/is not doing |                  |

**An action happening now:** am sitting, am watching, is taking, isn't doing, am not playing.

**A fixed arrangement in the near future:** Are you doing, am going

## 6 **Aim** Asking about/Expressing likes/dislikes with reasons; roleplay

- Explain the task and ask Ss to talk in closed pairs about their likes/dislikes using the activities in Ex. 1 and the language provided in the **Functions** box.
- Monitor the activity around the class and then ask some pairs to act out their roleplay in front of the class.

### Suggested Answer Key

- A: *What do you think of ice skating?*  
 B: *It's fascinating.*  
 A: *Do you like drawing?*  
 B: *Yes. It's creative and it gives me peace of mind.*
- A: *What do you think of playing the guitar?*  
 B: *It's cool. It makes me feel happy.*  
 A: *How about playing basketball?*  
 B: *It helps me get fit.*
- A: *Do you like vlogging?*  
 B: *I'm crazy about it. It's fun.*  
 A: *How about cooking?*  
 B: *It's creative and interesting.*

## 7 a) **Aim** Interviewing somebody about their preferred activities

- Ask Ss to work in pairs and ask and answer about each other's preferred activities using the questions provided.
- Monitor the activity around the class.

### Suggested Answer Key

- A: *What do you prefer doing in your free time?*  
 B: *Making model aeroplanes.*  
 A: *When do you do it?*  
 B: *I do it when I have spare time. That's usually in the evenings and at weekends.*  
 A: *Why do you like it?*  
 B: *I enjoy being creative and I am very interested in engineering.*

## b) **Aim** Writing an interview about preferences

- Ask Ss to make notes of their partner's answers from Ex. 7a and write down three interview questions with three answers.
- Refer Ss to the **Guided Writing** section for help.

### Suggested Answer Key

- What do you like doing in your free time? I enjoy ice skating.*  
*When do you do it? I do it when I have some free time.*  
*Why do you like it? I like it because I enjoy dancing and doing exercise.*

## 1.5 – Preferences II

### 1 a) **Aim** Presenting vocabulary for patterns & materials

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

### 2 **Aim** Predicting the content of a text; listening and reading for gist

- Ask Ss to read the title and the first sentence in each paragraph and predict what the text is about.
- Ask Ss to listen to and read the text to find out.

### Answer Key

*The text is about buying celebrities' clothes.*

### 3 **Aim** Reading comprehension

- Give Ss time to read the questions (1-4) and then read the text again and answer them.
- Check Ss' answers.

**Answer Key**

- 1 You can buy them on auction sites.
  - 2 They are selling them to raise money for charity.
  - 3 She is opening a museum to celebrate his life and work.
  - 4 Some clothes cost thousands of dollars, but in an auction anything can happen.
- Play the video for Ss and elicit their comments.
  - Give Ss time to look up the meanings of the words in the **Check these words** box.

**Background information**

**Michael Jackson** (29<sup>th</sup> August, 1958 – 25<sup>th</sup> June, 2009) was an American singer, songwriter, record producer, dancer and actor. He is referred to as the 'King of Pop' for his contributions to music and dance. He was a global figure in popular culture for over four decades.

**Justin Bieber** (born 1<sup>st</sup> March, 1994) is a Canadian pop singer and songwriter. He was discovered through his YouTube videos. He has released four studio albums; *My World 2.0* (2010), *Under the Mistletoe* (2011), *Believe* (2012) and *Purpose* (2015).

**Victoria Beckham** (born 17<sup>th</sup> April, 1974) is a British businesswoman, fashion designer, model and singer. She was a member of the British all-female pop group Spice Girls. She is married to footballer David Beckham and they have four children. She has her own fashion label.

**Robert Pattinson** (born 13<sup>th</sup> May, 1986) is a British actor. He started his career playing the role of Cedric Diggory in *Harry Potter and the Goblet of Fire* (2005) and he later got the leading role of vampire Edward Cullen in the film adaptations of the *Twilight* novels by Stephenie Meyer.

**Lady Gaga** (born 28<sup>th</sup> March, 1986), whose real name is Stefani Joanne Angelina Germanotta is an American singer, songwriter and actress. Gaga began playing the piano at the age of four, wrote her first piano ballad at thirteen and started to perform at open mic nights by the age of fourteen. She has released five studio albums; *The Fame* (2008), *Born This Way* (2011), *Artpop* (2013), *Cheek to Cheek* (2014) and *Joanne* (2016).

**Katy Perry** (born 25<sup>th</sup> October, 1984) is an American singer, songwriter and actress. She has received a lot of awards and released four studio albums; *Katy Hudson* (2001), *One of the Boys* (2008), *Teenage Dream* (2010), and *Prism* (2013).

#### 4 **Aim** **ICT** Creating a poster about your favourite actor/singer

- Ask Ss to work in pairs, groups or individually and collect information about their favourite actor or singer. They can describe their appearance, character and clothes.
- Ss can make a poster with the information they find and pictures.
- Ask them to present their posters in class.

#### 5 **Aim** Categorising vocabulary

- Ask Ss to copy the headings into their notebooks and then go through the words in the list and elicit/explain the meanings of any unknown words.
- Give Ss time to complete the task and then check Ss' answers on the board.

**Answer Key**

**Clothes:** coat, leggings, top, jacket, dress, skirt, shirt, T-shirt, trousers, jumper, jeans

**Accessories:** scarf, gloves, cap, tie, necklace, bag, earrings, belt, sunglasses

**Footwear:** boots, trainers, sandals, high-heeled shoes

#### 6 **Aim** Describing people's clothes

Read out the example and then elicit answers from Ss around the class for the other celebrities in the text in Ex. 2.

**Suggested Answer Key**

*Justin Bieber is wearing a plain white T-shirt, a black leather jacket, black trousers, boots and sunglasses.*

*Robert Pattinson is wearing a red checked shirt, a black jacket, denim jeans and trainers.*

*Lady Gaga is wearing a black and white patterned dress, black high-heeled shoes and sunglasses.*

*Katy Perry is wearing a short red and white striped skirt, a black and silver top and pink shoes.*

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

- Read out the questions in the rubric and then play the recording.
- Ss listen and follow the dialogue in their books and find out.
- Check Ss' answers.

**Answer Key**

Kelly likes dresses and Pamela likes casual clothes such as T-shirts, jeans and trainers.

### 8 **Aim** Discussing clothes & expressing preferences

- Ask Ss to work in closed pairs and form A: B: exchanges using the functional language as a guide together with vocabulary from Exs 1 and 5.
- Read out the **Note** box and explain the use of *would*.
- Monitor the activity around the class. Then ask some pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: *Would you rather wear skirts or dresses?*

B: *I prefer dresses to skirts because they are more practical: you don't have to look for a T-shirt to match them!*

A: *What jackets do you like?*

B: *I like leather jackets rather than cotton or denim ones because their quality is better, etc*

## 1.6 – My favourite person!

### 1 **Aim** Practising vocabulary for physical appearance

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and describe their family, friends and neighbours to each other using the vocabulary for physical appearance.
- Ask various Ss around the class to share their descriptions with the rest of the class.

**Suggested Answer Key**

*My sister Jenny is short and slim. She is in her thirties. She has got short straight hair and thin lips.*

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

- Ask Ss to look at the title and the picture.
- Elicit Ss' guesses in answer to the questions in the rubric.
- Ask Ss to listen to and read the text to find out if their guesses were correct.

**Answer Key**

*The person is Jack's uncle, Liam. He is special because he is very caring and he always has time for his patients. He is also very funny.*

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

- Ask Ss to read the statements (1-6).
- Give Ss time to read the text again and complete the task.
- Check Ss' answers around the class.

**Answer Key**

1 F (*mum's younger brother*)

2 NS

3 F (*He usually wears casual clothes*)

4 T (*always tells funny stories*)

5 T (*makes model aeroplanes*)

6 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.

### 4 **Aim** Think Consolidating information in a text

Elicit answers to the question from Ss around the class.

**Suggested Answer Key**

*He is special to Jack because he is always there for him and he gives him good advice.*

### 5 **Aim** Listening for specific information

- Ask Ss to look at the pictures and think of vocabulary relating to the girls' appearance.
- Play the recording. Ss listen and follow the dialogue in their books and identify which girl the dialogue is about.

**Answer Key**

*The dialogue is about the girl on the left.*

### 6 **Aim** Role playing a dialogue describing physical appearance & character

- Ask Ss to find/draw family pictures or use pictures of people from magazines.
- Ss work in closed pairs and act out a dialogue using the vocabulary for physical appearance from Ex. 1 to help them and the dialogue in Ex. 5 as a model.
- Monitor the activity around the class. Then ask some pairs to act out their dialogue in front of the class.



### Suggested Answer Key

A: *Who's that boy?*

B: *Which one?*

A: *The one with short brown curly hair wearing a blue striped T-shirt and white shorts.*

B: *Oh, that's my brother, Ben. He's very funny.*

## 7 **Aim** Reviewing questions (Wh- /Yes/No) in the present simple and present continuous, subject/object questions

### Subject/Object questions

- Play the recording and pause after the *Wh-* questions.
- Write the first sentence of the recording on the board and place numbers for each word on the top, i.e.

1                    2                    3                    4                    5  
*Who        does        he                look        like?*

- Ask Ss questions: *Which number is the verb?* (4) *Which number is the auxiliary/helping verb?* (2) *Which number is the subject?* (3); explain that number (1) is a pronoun we use at the beginning of a question to find out information about a person or people.
- Repeat the method for the second sentence (*What are you doing?*), elicit answers to your questions and explain the use of *What*.
- Ask Ss to mention other *Wh-* words they may know or have come across in their books.
- Elaborate on the difference between subject/object questions.
- Ask Ss similar questions to the ones above about the first sentence, *Who is using my tablet?* *Peter* and explain that the subject of the verb is in the answer and that is why we call it a subject question. Ask Ss to replace *who* in the question with the answer: *Peter*.
- Ask Ss similar questions to the ones above about the second sentence, *Who does he look like?* *He looks like his dad* and explain that the object of the verb is in the answer – *his dad* – and that is why we call it an object question.
- Tell Ss that we use *Who* and *What* to form both subject and object questions.
- Ss listen to the recording again and repeat the intonation. Point out that for *Wh-questions* we have falling intonation.

### Yes/No questions

- Play the recording for the next set of *Yes/No* questions.
- Copy the sentences on the board and write the following parts of speech underneath. Ask Ss to put them in the right order so as to match the parts of speech in each question, i.e. *Does he live here?* (auxiliary + subject + main verb). *Are they coming with us?* (auxiliary + subject + main verb) parts of speech: (subject – auxiliary verb – main verb).  
Highlight the form for *Yes/No* questions.
- Ss listen to the recording again and repeat the intonation. Point out that for *Yes/No* questions we have rising intonation.

## 8 **Aim** Practising *Wh-* /*Yes/No* questions in the present simple present and present continuous

- Explain the task and give Ss time to form/write questions.
- Go around and check Ss' questions in their notebooks.
- Then ask Ss to ask and answer the questions in pairs and write down their partners' answers.
- Ask various pairs to role play the conversations.
- Check Ss' intonation.

### Suggested Answer Key

2 *Do you live in a big city? Yes, I do. I live in Sofia.*

3 *What is your dad working on these days? He's making a new model aeroplane.*

4 *Do your cousins have curly hair? No, they don't. They have wavy hair.*

5 *What is your mum doing right now? She is reading a magazine.*

## 9 **Aim** Writing about a favourite relative

- Explain the task and give Ss time to make notes under the headings.
- Then give Ss time to use their notes to write their blog entry.
- Refer Ss to the **Writing Skills** section for guided help with the writing task.
- Check Ss' answers.

### Suggested Answer Key

*Hey there! Let me tell you about my favourite relative, my cousin, Brian.*

Brian is in his thirties, short and well-built, with brown hair and brown eyes. He usually wears casual clothes. He's kind and caring and always ready to listen. Brian loves playing basketball.

Brian is special to me because he always supports me in good times and bad. I really hope to be like him one day!

## Culture Corner

### 1 **Aim** Predicting information; listening and reading for gist

- Ask Ss to look at the title and headings in the text and elicit what Ss know about life in the UK.
- Ask Ss to listen to and read the text to find out.

### 2 **Aim** Identifying reference words

- Ask Ss to read the sentences (1-4) and then read the text again and complete the task.
- Check Ss' answers.

#### Answer Key

- 1 Soap operas, Reality shows
- 2 family
- 3 bank holidays
- 4 cricket

### 3 **Aim** **ICT** **PRESENTATION SKILLS** Presenting life in the UK and your country

- Ask Ss to read the text again.
- Ask Ss to use the same set of headings about their country and research information online and write down the information they collected.
- Give Ss time to prepare the presentation comparing the two countries. Ask various Ss to present life in the UK and in their country in front of the class.

#### Suggested Answer

##### UK

**Families:** one or two children; two parents; single-parent families

**Interests and preferences:** watch TV, soap operas and reality shows; listen to music; hang out with friends; go online; shop online/high street shops

**Activities:** indoor (cooking; playing music); outdoor (gardening; doing sports like golf or BMX riding)

##### Romania

**Families:** two to three children; two parents; single-parent families

**Interests and preferences:** spending time with family and friends; go to festivals; watch films; go bowling

**Activities:** outdoor (skiing, snowboarding, mountain biking; swimming)

##### Presentation

Good morning. I'm Adriana Petrescu. Do you ever go abroad on holiday? Do you enjoy visiting other countries and experiencing other cultures? You can learn a lot about a country from its culture. That's why we are studying the cultures of other countries, such as the UK.

A typical family in the UK has got one or two children and two parents, but there are also about two million single-parent families in the country. There are foster families, too, for children who can't be with their parents.

In their free time, Brits watch television. They especially enjoy reality shows and soap operas. Other popular interests and preferences are hanging out with friends, listening to music and shopping, both online and in the high streets.

Some favourite activities of Brits are indoors because of the rainy weather they often have. Cooking is very popular. Young people in particular like playing music, especially the guitar. In nice weather, Brits like going outdoors, doing some gardening and playing sports. Lots of people enjoy playing golf, and BMX riding, too. The typical family in Romania has got two or three children. There are two-parent and single-parent families just like in the UK.

Romanian interests and preferences include watching films at the cinema and going bowling. Romanians also enjoy spending time with family and friends and going to festivals.

Romanians love doing outdoor activities and young people love skiing, snowboarding and mountain biking. They also enjoy swimming in the Black Sea in summer.

In summary, life in the UK is quite different from life in Romania. However, wherever we live, we have our families and the opportunity to spend our free time in an enjoyable way. Let's take a moment to appreciate how lucky we are.

Thank you for listening to my presentation.

**Background information**

UK (The United Kingdom of Great Britain and Northern Ireland) is located off the north-western coast of Europe. The country includes the island of Great Britain, the northeastern part of Ireland and a lot of smaller islands. Its capital city is London. Britain has a temperate climate with lots of rain all year round. It has a population of about 65,000,000 and its currency is the British pound.

**Self-Check Test 1****1 Aim Consolidating vocabulary from the module**

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

**Answer Key**

1 *ambitious*      3 *creative*      5 *confident*  
2 *honest*      4 *polite*

**2 Aim Consolidating vocabulary from the module**

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

**Answer Key**

1 *vlogging*      4 *playing*  
2 *riding*      5 *cooking*  
3 *making*      6 *gardening*

**3 Aim Consolidating vocabulary from the module**

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

**Answer Key**

1 *auction*      3 *casual*      5 *beard*  
2 *denim*      4 *curly*      6 *robotics*

**4 Aim Consolidating prepositional phrases from the module**

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

**Answer Key**

1 *in*      2 *on*      3 *in*      4 *to*      5 *of*

**5 Aim Practising the present simple and the present continuous**

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

**Answer Key**

1 *Are you, am visiting*  
2 *Is Dave playing, starts*  
3 *do you wake up, am not going*  
4 *is, is having*  
5 *Are you doing, am cooking*

**6 Aim Practising adverbs of frequency**

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

**Answer Key**

1 *always*      3 *usually*      5 *never*  
2 *rarely*      4 *sometimes*

**7 Aim Consolidating Everyday English expressions/exchanges**

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

**Answer Key**

1 *a*      2 *a*      3 *a*      4 *b*

**8 Aim Reading for specific information**

- Go through the task and give Ss time to read sentences (1-5) and then read the text and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

**Answer Key**

1 *F* (*He collects superhero figurines.*)  
2 *F* (*He buys and swaps online.*)  
3 *NS*  
4 *NS*  
5 *T* (*Dylan's collection isn't for sale.*)

**9** **Aim** Listening for specific information

- Ask Ss to look at the names and the pieces of clothing.
- Play the recording twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

**Answer Key**

1 E      2 B      3 D      4 A

**10** **Aim** Writing an article

- Ask Ss to read the rubric, use the headings to make notes and then write a short text.
- Give Ss time to complete the task. Alternatively, assign the task as HW.
- Check Ss' answers.

**Suggested Answer Key**

*My friend Alexandra is the person I love the most. Alexandra is fifteen and she has got long wavy hair and green eyes. She is pretty. She usually wears casual clothes. She goes cycling every day. Alexandra is very kind and she cares about others. She is also very funny. Alexandra is great because she is always there for me.*

**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 communication, public behaviour, personal behaviour, safety, friends and etiquette. They will learn the *-ing* form, the imperative and modals (*can, may*). They will ask for/give/refuse permission, make and respond to requests. They will write a leaflet and a list of rules.

## Modular Page

25

**Lesson Objectives:** Learning ways to communicate, getting an overview of the module

**Vocabulary:** Ways to communicate (*have video chats, talk face to face, make phone calls, send text messages, use social networking sites, send emails, send letters*)

## 2.1 Animal behaviour

26-27

**Lesson objectives:** Reading for gist, reading comprehension, learning the pronunciation of /æ/, /eɪ/, /ɔ:/, talking and writing about animal communication

**Vocabulary:** Animal communication (*elephants trumpet, zebras rub their necks together, horses neigh, bees dance, dolphins whistle, chimpanzees hug, gorillas stick out their tongues*); Verbs (*shake, growl*); Nouns (*hug, nectar, vibration*); Adjectives (*incredible, complex*); Phrase (*shake hands*)

## 2.2 Public behaviour

28-29

**Lesson objectives:** Reading for gist, reading for specific information, learning the *-ing* form, talking about gestures, writing an article

**Vocabulary:** Gestures (*shake hands - greet, give the thumbs up - show everything is OK, nod your head - say yes, curl your index finger - ask sb to come to you, point - show sb sth or sb, make the OK gesture - say sth is great, cross your fingers - wish for luck, shake your head - say no*); Phrasal verb (*check out*); Nouns (*guide, nod*); Adjectives (*offensive, rude, exact, opposite*); Phrases (*catch sb's eye, stick out your tongue*)

## 2.3 Personal behaviour

30-31

**Lesson Objectives:** Reading for gist, reading for specific information, listening for specific information, talking about self-esteem, writing an essay

**Vocabulary:** Character qualities (*bad-tempered, cheerful, jealous, sympathetic, sociable, confident*); Phrasal verbs (*take up, get off*); Noun (*loneliness*); Adjective (*amazing*); Phrases (*be hard on, make mistakes*)

## 2.4 Safety

32-33

**Lesson Objectives:** Reading for gist, reading comprehension, learning the imperative, giving a presentation, writing a leaflet

**Vocabulary:** Safe cycling (*bright clothes, helmet, handlebars, brakes, tyre, pedals, wheels, chain, saddle, pedestrians, zebra crossing, cycle lane, roundabout, junction*); Verb (*overtake*); Nouns (*hand signal, vehicle*); Adjective (*reflective*); Conjunction (*either*)

## 2.5 Friends

34-35

**Lesson objectives:** Reading for gist, reading comprehension, learning *can* (*ability/request*), learning *can-may* (*permission*), asking for/giving/refusing permission

**Vocabulary:** Friendship (*have similar interests, share secrets, have fights, be a shoulder to cry on, share a sense of humour, talk behind each other's back*); Verb (*bother*); Phrasal verb (*break sth down*); Nouns (*key, trust, care, attention*); Phrases (*golden rule, wall of silence*)

## 2.6 Etiquette

36-37

**Lesson objectives:** Talking about good/bad manners, reading for gist, reading comprehension, making requests/responding, comparing etiquette in different countries, writing a list of etiquette dos and don'ts

**Vocabulary:** Etiquette (*kiss on the cheek, chew with mouth open, slurp your soup, eat with hands, hug & pat someone on the back, share food, offer flowers, point with your finger*); Verbs (*share, wrap, respect, pass*); Nouns (*guide, plate, doorway, mourning*); Adjectives (*informal, sacred, rude*); Phrases (*mind our manners*); Preposition (*over*)

## CLIL (ICT)

38

**Lesson Objectives:** Talking about computers and gadgets, reading for gist, reading for specific information, talking about digital footprints

**Vocabulary:** Computer (*tower, screen, speaker, keyboard, mouse*) Gadgets (*laptop, smartphone, tablet, e-reader*); Verbs (*record, manage, delete*); Phrasal verbs (*log out, type in*); Nouns (*password, hacker, email account, social networking site, user, search engine*); Adjective (*private*); Phrase (*digital footprint, spread a virus*)

## 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** Practising new vocabulary

- Read the rubric and explain/ elicit the meanings of the adjectives in the list.
- Read the example exchange aloud and then ask Ss to talk in pairs following the example.
- Monitor the activity around the class and then elicit which of these methods Ss use to communicate with their family and friends.

#### **Suggested Answer Key**

A: *I like having video chats. It's a cheap and convenient way to communicate.*

B: *Really? I prefer making phone calls. It's much more user-friendly.*

A: *I use social networking sites. It's really fast and user-friendly.*

B: *Really? I prefer talking face to face. It's much more personal.*

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

## 2.1 – Animal behaviour

### 1 **Aim** Presenting vocabulary relating to animal communication

- 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 and reading for gist

- Read out the question and elicit Ss' guesses.
- Ask Ss to listen to and read the text to find out.

#### **Suggested Answer Key**

*The elephants, zebras, horses and chimpanzees are saying hello. The bees dance and the dolphins whistle to attract the attention of other bees and dolphins. The gorillas are warning other animals to stay away.*

### 3 **Aim** Reading comprehension

- Explain the task and ask Ss to read the headings (A-G) and then read the text again.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### **Answer Key**

1 D    2 F    3 E    4 G    5 B

- 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** Practising new vocabulary

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

#### **Answer Key**

1 rub                      4 trumpet              7 neigh  
2 shake                    5 growl                8 whistle  
3 stick                    6 speak

### 5 **Aim** Identifying language structures

Read out the **Note** box and elicit examples from the text.

#### **Answer Key**

*I'd like to go, can speak, shake hands to say, Would you like to speak, can also communicate, wags its tail to show fear, it isn't trying to be, to have fun, to let, loud enough to shake*

### 6 **Aim** Practising verb forms

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

#### **Answer Key**

1 to sleep                      3 to take  
2 to know, learn              4 to visit, join

### 7 **Aim** Learning pronunciation of /æ/, /eɪ/, /ɔ:/

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

## 8 **Aim** Talking about animal communication; consolidating information in a text

- Play the video and ask Ss to make notes.
- Then ask various Ss to use their notes to tell the class about how animals communicate.

### **Suggested Answer Key**

*Some animals say hello just like humans do. For example, chimpanzees greet each other by touching hands, horses neigh and zebras rub their necks together. Other animals, like dolphins, have got their own language. It is as complex as human language, they whistle and click their words and use grammar. They even have names for each other.*

*Some animals show their feelings by using body language. Deer wave their tails to show fear and gorillas stick out their tongues to show anger. Bees dance to let other bees know where the nectar is.*

*Elephants' growls send out vibrations that can be felt up to 30 km away. I would love to learn to talk to animals.*

## 9 **Aim** **ICT** Writing a short text about animal communication

- Explain the task and ask Ss to work in groups of four and use the Internet to find information about how animals communicate.
- Give Ss time to write a short text about it.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and have Ss read out their texts in the next lesson.

### **Suggested Answer Key**

*Wolves howl in the night to gather the rest of the pack. It is also a warning to unfriendly wolves to stay away. The sound of their howling goes a long way, as much as 6 miles. Dogs usually wag their tails to show they are happy. It can also mean other emotions like anger or fear.*

### **Extra Activity**

As an extension, say verbs related to communication you learnt in this module. Ss say the animal who does this sound/movement. e.g.

- |              |                 |
|--------------|-----------------|
| T: neigh     | T: miaow        |
| S1: horse    | S4: cat         |
| T: trumpet   | T: whistle      |
| S2: elephant | S5: dolphin etc |
| T: bark      |                 |
| S3: dog      |                 |

You can play this as a game. Divide the class into two teams and say the verbs, one at a time teams respond in turns. Each correct answer gets a point. the team with the most points is the winner.

## 2.2 – Public behaviour

### 1 a) **Aim** Presenting vocabulary for gestures

- 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** Talking about gestures; practising new vocabulary

- Explain the task and read out the example.
- Elicit similar sentences from Ss around the class.

### **Suggested Answer Key**

*In the UK, people give the thumbs up to show that everything is OK.*

*In the UK, people nod their head to say yes.*

*In the UK, people curl their index finger to ask somebody to come to them.*

*In the UK, people point to show something or somebody.*

*In the UK, people make the OK gesture to say that something is great.*

*In the UK, people cross their fingers to wish for luck.*

*In the UK, people shake their head to say no.*

### 2 **Aim** Predicting the content of a text; listening and reading for gist

- Ask Ss to look at the title of the guide extract and the first paragraph and elicit Ss' guesses as to what it is about.
- Give Ss time to listen to and read the text in their books to find out.

### **Suggested Answer Key**

*The guide is about body language around the world and the mistakes that people make.*

### Background information

**The Philippines (the Republic of the Philippines)** is a sovereign island country in Southeast Asia. It is made up of over 7,000 islands and has a population of over 99 million people. The capital city is Manila.

**Thailand** is an Asian country in Southeast Asia. The capital city is Bangkok and the population is 66 million people. The language is Thai and the currency is the Baht.

**Bulgaria** is a country in Southeast Europe. The capital and largest city is Sofia and it's the 16th largest country in Europe. The official language is Bulgarian and the currency is the Lev.

**Indonesia (the Republic of Indonesia)** is a country in Southeast Asia. It's the world's largest island country, with more than 17,000 islands and over 261 million people. The capital city is Jakarta.

### 3 Reading for specific information

- Explain the task and ask Ss to read the sentences (1-5).
- Give Ss time to read the text again and complete the task.
- Check Ss' answers.

#### Answer Key

- 1 NS
- 2 F (*Just try to catch their eye*)
- 3 NS
- 4 T (*Use the other OK gesture*)
- 5 T (*in most countries, yes*)
- 6 F (*use the thumb on your right hand*)

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

### 4 Consolidating information in a text

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

#### Suggested Answer Key

*It's not a good idea to shake your head to say no in Bulgaria because it means yes.*

*It's not a good idea to curl your index finger to call someone in the Philippines because it means someone is not as good as you.*

*It's not a good idea to make the thumbs up gesture in Thailand because it means the same as sticking out your tongue.*

### 5 Presenting the -ing form

- Go through the theory with Ss and read out the examples.
- Present the *-ing form*. Explain that the *-ing form* is the verb form that ends in *-ing*. Say then write on the board: *Swimming is fun*. Explain that we can use the *-ing form* as a noun. Say then write on the board: *I like running*. Explain that we use the *-ing form* with the verbs *like, love, hate, dislike, enjoy, prefer*.
- Ask Ss to study the table and then elicit examples from the text.

#### Answer Key

*go travelling*

### 6 Practising the -ing form

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

#### Answer Key

- |                     |                   |
|---------------------|-------------------|
| 1 <i>meeting</i>    | 4 <i>pointing</i> |
| 2 <i>travelling</i> | 5 <i>standing</i> |
| 3 <i>shaking</i>    |                   |

### 7 Practising verb forms

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

#### Answer Key

- |                            |                           |
|----------------------------|---------------------------|
| 1 <i>to make, to write</i> | 3 <i>skiing, to have</i>  |
| 2 <i>to thank, having</i>  | 4 <i>to insult, being</i> |

### 8 Practising verb forms with personal examples

- Give Ss time to complete the sentences using the correct forms with personal examples.
- Check Ss' answers around the class.

#### Suggested Answer Key

- 1 *watching films at the cinema*
- 2 *to eat out tonight*
- 3 *beach holidays to skiing holidays*
- 4 *play the piano*
- 5 *to go on holiday*
- 6 *running in the park*

- 9 **Aim** Comparing gestures in two countries
- Explain the task and read out the example.
  - Give Ss time to review the text in Ex. 6 and consider their answers.
  - Elicit answers from various Ss around the class.

(Ss' own answers)

- 10 **Aim** **ICT** Preparing a collage
- Explain the task and give Ss time to complete the task.
  - Ask various groups to read out their collages to the class.

### 2.3 – Personal behaviour

- 1 **Aim** Presenting vocabulary related to character adjectives
- Ask Ss to look at the pictures.
  - Elicit which adjectives are positive/negative from Ss around the class.

#### Answer Key

Positive: cheerful, sympathetic, sociable, confident, adventurous

Negative: bad-tempered, jealous

- 2 **Aim** Practising character adjectives

Explain the task and read the example aloud and elicit answers from Ss around the class.

#### Suggested Answer Key

*I'm bad-tempered. I get angry easily.*

*I'm cheerful. I smile and laugh a lot.*

*I'm jealous. I want to have what others have.*

*I'm sympathetic. I care about the feelings of others.*

*I'm sociable. I like to be with other people.*

- 3 a) **Aim** Presenting the topic
- Read the definition aloud and elicit answers from Ss around the class.

#### Answer Key

*Self-esteem is the value you put on yourself. It is how important you feel you are.*

- b) **Aim** Predicting the content of a text; listening and reading for gist
- Ask Ss to read the title and the introduction in the text.
  - Elicit how they are related to the topic of the text.
  - Ss listen to and read the text in their books to find out.

#### Suggested Answer Key

*The title 'I ♥ (Love) Myself' suggests someone who has high self-esteem. The introduction asks if you have low self-esteem and then the article is about helping people with low self-esteem.*

- 4 **Aim** Reading for specific information
- Ask Ss to read the statements (1-8).
  - Give Ss time to read the text again and mark them accordingly.
  - Check Ss' answers.

#### Answer Key

1 F (Every time you do something well, write it down)

2 F (Everyone makes mistakes)

3 T (People with low self-esteem ... one)

4 T (Talk to your loved ones)

5 T (Stay sociable)

6 NS

7 T (Get yourself off the couch)

8 F (As Mark Twain said ...)

- 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

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

#### Answer Key

1 (E)xercise

3 (T)ake

5 h(E)ad

2 (S)ociable

4 lov(E)d

6 (M)akes

- 6 **Aim** Listening for specific information

- Ask Ss to read the questions (1-3) and the possible answers.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

**Answer Key**

1 C                      2 A                      3 B

**7 Aim Think** Creating a slogan to promote self-esteem

- Ask Ss to work in groups. Use information from Ex. 5 and what you have discussed in class and tell them to think about a slogan to promote self-esteem.
- Ss can use the information given and their own ideas to create their slogan.
- Ask them to present their slogans in class.

**8 Aim** Writing an essay

- Explain the task and give Ss time to write their essay.
- Alternatively, assign the task as HW and ask Ss to read out their essay in the next lesson.

**Suggested Answer Key**

*Teenagers can suffer from low self-esteem. Luckily, there are solutions to this.*

*One way of boosting low self-esteem is being sociable. They can join after-school clubs and make new friends.*

*Another solution is to talk to loved ones. They can explain how they feel and get support.*

*Overall, being sociable and talking to loved ones boost self-esteem. Communication is key.*

**Background information**

**Mark Twain** (1835-1910) born **Samuel Langhorne Clemens** was an American author. He wrote *The Adventures of Tom Sawyer* (1876) and its sequel *The Adventures of Huckleberry Finn* (1885).

**2.4 – Safety****1 Aim** Presenting vocabulary for safe cycling

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

**2 Aim** Practising new vocabulary

- Ask Ss to read the sentences (1-2) and explain/ elicit the meanings of any unknown words.
- Explain the task and give Ss time to complete the task and check Ss' answers around the class.

**Answer Key**

- 1 handlebars, brakes, tyres, pedals, wheels, a chain and a saddle.
- 2 bright clothes and a helmet.

**3 Aim** Predicting the content of a text; listening and reading for gist

- Read the questions aloud and elicit Ss' guesses.
- Ss listen to and read the text in order to find out if their guesses were correct.

**Suggested Answer Key**

*We can wear bright clothes and a helmet. We can make sure our bicycle is safe to ride. We can use cycle lanes and pay attention to other vehicles and pedestrians.*

**4 Aim** Reading comprehension

- Ask Ss to read the text again and then read the phrases in the columns and match them using what they read about in the text to help them.
- Check Ss' answers.

**Answer Key**

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

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

**5 Aim Think** Identifying the author's purpose

- Read out the **Study Skills** box and explain that this tip will help Ss.
- Elicit the author's purpose from various Ss around the class.

**Suggested Answer Key**

*The writer's purpose is to inform readers about how to stay safe when cycling.*

**6 Aim** Presenting the imperative

- Go through the theory with Ss and ask various Ss to read out the examples.
- Elicit examples from the text.

**Answer Key**

*follow, make sure, wear, use, don't ride, put, do, move, stop, overtake, take risks, remember*

7 **Aim** Practising the imperative

- Explain the task.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- 1 Ride                      3 Don't cycle                      5 Don't drive  
2 Turn                      4 Stop

8 **Aim** Practising the imperative

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

**Answer Key**

- 2 Always wear a helmet.  
3 Don't skate on busy roads.  
4 Be careful of pedestrians.

9 **Aim** Practising the imperative

- Explain the task and ask Ss to work in closed pairs.
- Tell them to look at the information in Ex. 8 and act out a dialogue.
- Give Ss time to complete the task, monitor around class and then ask some pairs to act out their dialogues in front of the class.

(Ss' own answers)

10 **Aim** PRESENTATION SKILLS Giving a presentation

- Ask Ss to read the text in Ex. 3 again.
- Play the video and ask Ss to make notes of the key points.
- Explain that task and give Ss time to prepare a presentation.
- Ask various Ss to give their presentation to the class.

**Suggested Answer Key**

Good afternoon, everyone. My name is Joel Swanson and I'm a police officer. Like most people, I learned to ride a bike when I was a kid. Now, when I'm at work, I drive a police car, but I still love cycling. It's my hobby and I ride my bike every chance I get! Cycling is fun and it's great exercise, but riding your bike on the road can be dangerous unless you follow some basic rules.

Before you ride your bike, make sure you check your brakes, lights, tyres and reflectors. Wear a cycling helmet, bright clothes and something reflective. Don't wear anything that can catch in the chain or wheels.

Use cycle lanes where possible. Cyclists can't ride on the pavement unless there is a 'Cycle lane' sign, and you can't use every road, so watch for the 'Don't cycle' sign. Always use hand signals when you turn. Stop at zebra crossings and red traffic lights. Don't overtake larger vehicles because the drivers sometimes don't see cyclists. Sometimes it's a good idea to get off your bike and walk at busy junctions or roundabouts.

Remembering these simple rules can help drivers to avoid accidents and keep you safe on the roads. It takes time and effort to follow these guidelines, I know, but don't ignore them; it's not worth the risk.

Now it's over to you. What do you have to check before you ride your bike? The letters B, L, T and R will help you. ... B-rakes, L-ights, T-yres and R-eflectors. Well done!

Are there any questions for me? ... Thanks for listening and ride safely!

11 **Aim** Writing a safety leaflet

- Explain the task and play the video.
- Ask Ss to make notes while they watch.
- Give Ss time to write their leaflet using their notes.
- Ask various Ss to present their leaflet to the class.
- Alternatively, assign the task as HW and ask Ss to present their leaflets in the next lesson.

**Suggested Answer Key***Swimming Pool Safety*

- Don't run or play next to the pool.
- Don't push other people into the pool.
- Leave the pool when you hear a long whistle.
- Get a membership card if you are a new member.
- Wear a swimming cap if you like.

## 2.5 – Friends

1 **Aim** Presenting and practicing vocabulary relating to friendship; introducing the topic of the text

- Ask Ss to look at the pictures.
- Read the rubric and the example aloud.
- Elicit answers from Ss around the class.

**Answer Key**

Good friends share secrets.  
 Good friends don't have fights.  
 Good friends are a shoulder to cry on.  
 Good friends share a sense of humour.  
 Good friends don't talk behind each other's backs.

2 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to read the title of the text and the quotation and then elicit their guesses as to what the text is about.
- Ss listen to and read the text to find out.

**Suggested Answer Key**

*I think the text is about how to be a good friend.*

3 **Aim** Reading comprehension

- Give Ss time to read the headings (A-G) and then ask them to read the text again and give them time to match the headings to the paragraphs.
- Check Ss' answers.

**Answer Key**

1 D      2 F      3 B      4 G      5 A

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

4 **Aim** Consolidating new vocabulary

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

**Answer Key**

1 (c)ommunicate      3 (t)ruth      5 (t)ime  
 2 (l)isteners      4 (t)rust

5 **Aim** **Think** Expressing an opinion

- Ask Ss to think about what they think makes a good friend and make a recipe including pictures.
- Elicit answers from Ss around the class.

**Suggested Answer Key****Ingredients**

1 spend **time** together  
 2 **be good** to each other  
 3 tell the **truth**  
 4 **share** things  
 5 **trust** each other

*Mix together for a great friendship!*

6 **Aim** Presenting *can* (ability/request)

- Go through the theory with Ss and read out the examples.
- Elicit examples from the text from Ss around the class.

**Answer Key**

*can be, can't replace*

7 **Aim** Practising *can* (ability/request)

- Explain the task and give Ss time to complete the task.
- Check Ss' answers and remind Ss that sometimes both options are correct.

**Suggested Answer Key**

1 I      2 R      3 A      4 I      5 A      6 R

8 **Aim** Presenting *can – may* (permission)

Go through the theory with Ss and read out the examples.

9 **Aim** Asking for/Giving/Refusing permission

- Ask Ss to read the exchange and then replace the phrases in bold with suitable alternatives from the **Functions** box.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*can I = Do you think I can*

*Yes, you can. = Sure you can.*

10 **Aim** Acting out dialogues; Practising asking for/giving/refusing permission

- Ask Ss to work in pairs and act out dialogues using the situations given and 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 rest of the class.

**Suggested Answer Key**

A: *Dad, can I go to the cinema with Patrick, tonight?*

B: *No problem.*

A: *Victor, can I use your camera?*

B: *Sure you can.*

## 2.6 – Etiquette

### 1 **Aim** Presenting vocabulary for good/bad manners; introducing the topic of the text

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Read the rubric aloud and read out the example.
- Then elicit similar sentences from Ss around the class.

#### **Suggested Answer Key**

*In my country, it's OK to hug and pat someone on the back and to share your food.*

*In my country, it's rude to slurp your soup, eat with your hands and point with your finger.*

### 2 **Aim** Predicting the content of the text; listening and reading for gist

- Elicit Ss' guesses as to what are bad manners in the different countries.
- Ss listen to and read the text to find out.

#### **Answer Key**

*In the UK, it is bad manners to put your elbows on the table, to chew with your mouth open and to share food.*

*In Russia, it is bad manners to shake hands in the doorway.*

*In Singapore, it is bad manners to wrap a gift in white.*

*In Thailand, it is bad manners to pass something over someone's head and point at someone with your finger.*

*In China, it is bad manners to give four presents together.*

*In India, it is bad manners to bring white flowers when you visit a house and to give leather products as presents.*

### 3 **Aim** Reading comprehension

- Ask Ss to read the sentence stems (1-6).
- Give Ss time to read the text again and complete them.
- Check Ss' answers around the class.

#### **Answer Key**

1 *your mouth open*

2 *food*

3 *going inside the house*

4 *it is the colour of mourning*

5 *is sacred.*

6 *four presents together.*

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

### 4 **Aim Think** Expressing acquired knowledge; identifying the author's purpose

Read the rubric aloud and elicit answers from Ss around the class.

#### **Suggested Answer Key**

*I learnt that people in the UK do not share food, people in Russia don't shake hands in the doorway, people don't wrap a gift in white in Singapore and it is rude to point at someone in Thailand.*

*Also, people in China don't give four presents together and never give white flowers or leather products as presents to someone in India.*

*The writer's purpose is to inform the reader about behaviour that might get them into trouble abroad.*

#### **Background information**

**Russia (the Russian Federation)** is a large country in Eurasia. It is the largest country in the world. The capital city is Moscow and it has a population of 143 million people.

**Singapore (the Republic of Singapore)** is a city state and island country in Southeast Asia. It is a busy port and financial centre as well as a popular tourist destination. The population is 5.4 million people.

**Thailand (the Kingdom of Thailand)** is an Asian country in Southeast Asia. The capital city is Bangkok and the population is 66 million people. The language is Thai and the currency is the Baht. It is known for its natural beauty, its historical sites and its cuisine.

**China (the People's Republic of China – PRC)** is a country in East Asia. Around 1,401 billion people live there and it is the third largest country in the world. The capital city is Beijing and Shanghai is the largest city. The official language is Chinese.

**India (the Republic of India)** is a country in South Asia. It's the world's seventh largest country in the world and it has a population of 1,3 billion people. The capital city is New Delhi and Mumbai is the largest city. The languages are Hindi and English.



## 5 **Aim** Consolidating new vocabulary

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

### Answer Key

- 1 chew                      3 Respect                      5 wrap  
2 shake                      4 point

## 6 **Aim Think** Comparing etiquette in different countries

Read out the rubric and the example. Elicit similar sentences from Ss around the class.

### Suggested Answer Key

*In the UK, people do not share food, but this happens all the time in my country. Also, it is rude to chew with your mouth open and this is the same in Romania.*

*In Russia, people do not shake hands in the doorway, but this is OK in my country.*

*In Thailand, it is rude to point at someone and it is the same in Romania.*

## 7 **Aim** Making Requests/responding

- Ask Ss to read the exchange and then replace the phrases in bold with suitable alternatives from the **Functions** box.
- Elicit answers from Ss around the class.

### Suggested Answer Key

*can I = Is it OK if*

*No, you can't = No way.*

## 8 **Aim Think** Deciding on a suitable present for a friend's birthday

- Ask Ss to work in groups. Tell them to brainstorm ideas about a present for their friend's birthday. They can use the language in the **Functions** box and/or add their own ideas.
- Monitor the activity around the class. Ask some pairs to act out their dialogues in front of the rest of the class.

## 9 **Aim** Acting out dialogues; Practising making requests/responding

- Ask Ss to work in pairs and act out dialogues using the situations given and 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 rest of the class.

### Suggested Answer Key

A: *Mum, can I have some new trainers?*

B: *Sorry, you can't.*

A: *Can you buy me a can of cola?*

B: *Sure.*

## 10 **Aim ICT** Writing a leaflet

- Explain the task and give Ss time to prepare a list of dos and don'ts relating to etiquette in their country.
- Give Ss time to write their leaflets using their lists and the prompts.
- Check Ss' answers by asking various Ss to read out their leaflet to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

*Here are some tips on how to behave in Romania. When you visit someone's home, bring flowers or chocolates. If they invite you for dinner, always arrive on time. It's polite! And bring a gift for the children. They appreciate it! Enjoy your stay!*

## CLIL (ICT)

### 1 **Aim** Presenting and practising new vocabulary; talking about computers & gadgets

- Direct Ss attention to the pictures.
- Go through the list of actions and explain/elicite the meaning of any unknown words.
- Read out the example and elicit similar sentences from Ss around the class relating computers and gadgets using the prompts provided.

### Suggested Answer Key

*I use my laptop to watch films, surf the net, do school projects, send emails, prepare presentations, listen to music, play games, download songs at low prices and video chat with friends.*

*I use my tablet to watch films, surf the net, do school projects, prepare presentations, listen to music, play games, download songs at low prices and video chat with friends.*

*I use my smartphone to surf the net, keep in touch with friends, play games download songs at low prices.  
I use my e-reader to read ebooks.*

## 2 **Aim** Predicting the content of the text; listening and reading for gist

- Elicit Ss' guesses as to what a digital footprint is.
- Ss listen and read the text to find out.

### Answer Key

*My digital footprint is the record of all the things I do online.*

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

- Explain the task and give Ss time to read the text again and mark the statements as true or false.
- Check Ss' answers.

### Answer Key

- 1 T (Keep your password secret)
- 2 T (When using a public computer – log out)
- 3 F (You can't delete your comments from another user's page)
- 4 F (use a search engine)

- 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

Ask various Ss around the class to tell the rest of the class what that they have learnt from the text.

### Suggested Answer Key

*I learnt that I must log out after using a public computer, hackers can spread viruses to my friends' computers from my email account, it is impossible to delete comments from others' social networking sites and I can find out my digital footprint from a search engine.*

## 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 share       | 6 crossing     |
| 2 gesture     | 7 bad-tempered |
| 3 confident   | 8 Reflective   |
| 4 sympathetic | 9 complex      |
| 5 lanes       | 10 search      |

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

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

### Answer Key

- |               |          |       |
|---------------|----------|-------|
| 1 shake       | 3 social | 5 nod |
| 2 communicate | 4 Cross  |       |

### 3 **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 in | 3 up | 4 on | 5 out |
|------|------|------|------|-------|

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

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

### Answer Key

- |           |           |         |
|-----------|-----------|---------|
| 1 to stay | 3 to see  | 5 watch |
| 2 going   | 4 to talk |         |

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

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

### Answer Key

- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 P | 2 A | 3 R | 4 I | 5 P | 6 P |
|-----|-----|-----|-----|-----|-----|

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

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

### Answer Key

- |       |          |         |           |
|-------|----------|---------|-----------|
| 1 can | 2 course | 3 ahead | 4 problem |
|-------|----------|---------|-----------|

7 **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 NS    2 T    3 F    4 T    5 NS

8 **Aim** Listening for specific information

- Ask Ss to read the questions and the answer choices.
- Play the recording. Ss listen and choose their answers according to what they hear.
- Check Ss' answers.

**Answer Key**

1 C                    2 B                    3 A

9 **Aim** Writing an email

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

**Suggested Answer Key**

*Hi Jack,*

*I'm glad you have new online friends. Here's my advice on how to treat them.*

*First, stay kind and polite. We can all express ourselves, but try not to be rude.*

*Second, ask questions about your friend's routine, not only answer questions about yourself.*

*This is how you'll stay friends, just like in real life.*

*Write back soon.*

*Sorin*

**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.

## The world around me

### Topic

In this module Ss will learn about rural and urban surroundings and means of transport. They will learn *there is/there are*, prepositions of place, the comparative, *as ... as*, the superlative and prepositions of direction & movement. They will make comparisons, give opinions, buy a train ticket, ask for/give directions, describe a city/village and express a preference. They will write an article, a documentary and make a poster.

### Modular Page

41

**Lesson Objectives:** Learning geographical features, getting an overview of the module

**Vocabulary:** Geographical features (*desert, mountain, river, ocean, lake*)

### 3.1 Home is where the heart is

42-43

**Lesson objectives:** Reading for gist, reading comprehension, learning *there is/there are* and prepositions of place, comparing houses, designing your own walking house

**Vocabulary:** In the home (*sink, fridge, pillow, blanket, stove, sofa, chimney, solar panels, roof, garden, window, leg, ground, wall, mirror, curtains, lamp, fireplace, cushions, side table, vase, armchair, sofa, carpet, coffee table*); Verbs (*control, collect, avoid*); Phrasal verb (*run on*); Nouns (*designer, engineer, solar energy, wind energy, rainwater, wood-burning stove, heat, neighbour*); Adjectives (*stable, eco-friendly, noisy*); Adverb (*slowly*); Phrase (*change of scenery*)

### 3.2 On the go

44-45

**Lesson objectives:** Reading for specific information, learning comparisons, buying a train ticket

**Vocabulary:** Means of transport (*train, bus, car, helicopter, boat, speedboat, ferry yacht, jeep, bike/bicycle, plane, cab/taxi, van, lorry, hovercraft, snowmobile, motorbike/motorcycle, trolley, tram, minibus*); Nouns (*long tail boat, banana-shaped boat, cave*); Adjective (*convenient*); Phrases (*have the chance, hidden lagoon*)

### 3.3 Urban surroundings

46-47

**Lesson Objectives:** Reading for specific information, listening for specific information, asking for & giving directions

**Vocabulary:** Types of buildings (*post office, library, restaurant, bank, hospital, hotel, airport, university, police station, shopping centre, petrol station, museum, cinema, art*

*gallery, theatre, courthouse, town hall, café, fire station, car park, office building, school, train station, factory*)

### 3.4 Monuments

48-49

**Lesson objectives:** Reading for specific information, reading comprehension, learning the superlative, listening for specific information, learning adverbs of degree ([not] very, quite, extremely), giving a presentation, preparing a poster

**Vocabulary:** Tall buildings (*temple, tower, skyscraper*); Verb (*twist*); Nouns (*skyscraper, foot, flat, cube, marble, spine*); Adjectives (*vertical, trendy, metal, luxury*); Phrases (*consist of, hold together*)

### 3.5 Cities

50-51

**Lesson objectives:** Reading comprehension, learning the comparative and superlative, pronouncing silent /h/, talking about Barcelona, writing an article

**Vocabulary:** Places in a city (*large stadiums, interesting museums, tall buildings, impressive castles, colourful parks, expensive shops, traditional houses, large harbours, huge squares, sandy beaches*); Nouns (*cathedral, work*); Adjectives (*popular, strange-looking*); Phrase (*take a tour*)

### 3.6 Off the beaten track

52-53

**Lesson Objectives:** Reading comprehension, listening for specific information, writing a summary

**Vocabulary:** Sights (*tall mountains, cobbled streets, traditional houses, ancient ruins, medieval churches*); Nouns (*blacksmith, crops, brick, inspiration*); Adjective (*peaceful*)

### Culture Corner

54

**Lesson Objectives:** Reading for gist and specific information, comparing villages, writing about a village

**Vocabulary:** Verb (*connect*); Nouns (*county, canal*); Adjectives (*medieval, antique*)

### 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 geographical features

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

### 2 **Aim** Practising new vocabulary

- Direct Ss to the pictures again and read out the key.
- Explain the task and read out the example.
- Give Ss time to complete the task in closed pairs.
- Monitor the activity around the class.

#### Answer Key

A: Mount Everest is 8,848 kilometres high.

B: No! It's 8,848 metres high.

A: The River Nile is 6,650 metres long.

B: No! It's 6,650 kilometres long.

A: The Pacific Ocean is 165,250,000 square metres.

B: No! It's 165,250,000 square kilometres.

A: Baikal Lake is 1,620 kilometres deep.

B: No! Baikal Lake is 1,620 metres deep.

### 3 **Aim** Comparing places

- Explain the task and read out the example.
- Elicit comparisons from various Ss around the class.

#### Suggested Answer Key

Mount Elbrus is high. Mount Kilimanjaro is higher.  
Mount Everest is the highest of all.

The Yangtze River is long. The Amazon River is longer.  
The River Nile is the longest of all.

The Indian Ocean is large. The Atlantic Ocean is larger.  
The Pacific Ocean is the largest of all.

The Caspian Sea is deep. Lake Tanganyika is deeper.  
Lake Baikal is the deepest of all.

## 3.1 – Home is where the heart is

### 1 a) **Aim** Presenting vocabulary for things in the home

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

### b) **Aim** Generating topic-related vocabulary

- Ask Ss to write the headings into their notebooks and then think of as many words related to houses as they can.
- Check Ss' answers.

#### Suggested Answer Key

**rooms:** lounge, kitchen, bathroom, bedroom, dining room

**furniture:** chair, table, sofa, desk, wardrobe, coffee table, bed, cupboard

**appliances:** cooker, fridge, dishwasher, microwave

### 2 a) **Aim** Listening and reading for gist

- Ss listen to and read the text to find out what is strange about the house.
- Elicit answers around the class.

#### Answer Key

The house can walk.

### b) **Aim** Reading comprehension

- Ask Ss to read the questions (1-5) and then give them time to read the text and answer them.
- Check Ss' answers.

#### Answer Key

1 It moves slowly on 6 legs.

2 A group of designers from Denmark.

3 There is a living room, a kitchen, a toilet and a bed.

4 About 160 metres an hour.

5 It runs on solar and wind energy.

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

### 3 a) Practising new vocabulary

- Ask Ss to read the words in the list and look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

1 runs	3 keep	5 avoid
2 controls	4 collects	6 provides

### b) Describing a house

Elicit descriptions from various Ss around the class.

#### Suggested Answer Key

*The Walking House is black and has got six legs. It has got windows at both ends. Inside it has got a sink, a fridge, a bed, a sofa and a stove. It has got solar panels, a chimney and a garden on the roof.*

### 4 Presenting *there is/there are*

- Ask Ss to read the examples.
- Explain to/Remind Ss that we use *there is* with singular items and *there are* with plural items.

#### Answer Key

*We use there is with singular items and there are with plural items.*

### 5 Presenting/Practising prepositions of place

- Use the pictures to present the prepositions of place and then give Ss time to look at the picture and complete the task.
- Check Ss' answers.

#### Answer Key

1 on	5 in front of	9 next to
2 opposite	6 between	10 in
3 between	7 above	11 on
4 on	8 in	12 under

### 6 Practising *there is/there are* & prepositions of place

- Ask Ss to work in closed pairs and ask and answer questions relating to the picture in Ex. 5 using the prompts, *there is/there are* and prepositions of place.

- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

#### Suggested Answer Key

A: *Is there a desk in the room?*

B: *No, there isn't. Are there any books on the table?*

A: *No, there aren't. Are there any cushions on the sofas?*

B: *Yes, there are. Is there a mirror above the fireplace?*

A: *Yes, there is. Is there a carpet under the table?*

B: *Yes, there is. Are there any armchairs in the room?*

A: *Yes, there are. Are there any pillows on the armchairs?*

B: *No, there aren't. Is there a wardrobe in the room?*

A: *No, there isn't.*

### 7 Comparing houses

- Explain the task and read out the example.
- Ask Ss to talk in closed pairs using the prompts.
- Monitor the activity around the class and ask some Ss to tell the class.

#### Suggested Answer Key

*My house is not as small as the Walking House. My house has more rooms and it doesn't have legs.*

*My house doesn't have a stove and it can't walk. My house is a different shape to the Walking House. My house and the Walking House both have chimneys and gardens.*

### 8 Designing a home

- Assign the task as HW and tell Ss to think of various features their house may have that are the same/different to the Walking House in the module. Tell Ss to use their imagination and add any features they want.
- Ask Ss to present their designs to the class in the next lesson.

(Ss' own answers)

### Background information

**Denmark (the Kingdom of Denmark)** is a small country in northern Europe. Its population is about 5 million people and its currency is the krone. It is a Scandinavian country and the capital city is Copenhagen. It has a sovereign and a prime minister. The sovereign is queen Margrethe II.

**MIT (Massachusetts Institute of Technology)** is a famous university in Cambridge Massachusetts. It was founded in 1861 and it is famous for scientific research – especially computing, chemistry and robotics.

**Massachusetts** is a state in the north east of the USA. It is also known as the Commonwealth of Massachusetts. It is very important in American history. The state capital is Boston and around 6.7 million people live there.

## 3.2 – On the go

### 1 **Aim** Presenting/Practising vocabulary related to means of transport

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

#### Answer Key

A helicopter	D snowmobile
B bus	E hovercraft
C lorry	F ferry

### 2 a) **Aim** Categorising means of transport

- Ask Ss to write the categories in their notebooks and then give them time to write all the means of transport under the correct category.
- Check Ss' answers on the board.

#### Answer Key

**Land:** train, bus, car, jeep, bike/bicycle, cab/taxi, van, lorry, snowmobile, motorbike/motorcycle, trolley, tram, minibus

**Air:** helicopter, plane

**Sea:** boat, speedboat, ferry, yacht, hovercraft

### b) **Aim** Expressing opinions about means of transport

- Read out the **Note** box and explain which prepositions we use with which means of transport.
- Give Ss time to complete the sentences using the adjectives and then elicit answers from Ss around the class.

#### Suggested Answer Key

2 I don't enjoy travelling by ferry. It's slow.

3 I'd like to travel by helicopter. It's exciting.

### 3 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to look at the picture and guess the answer to the questions.
- Elicit answers from Ss around the class.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.

#### Suggested Answer Key

The email is from Emma. She is in Thailand.

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

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

- Ask Ss to read the text again and mark the sentences according to what they read.
- Check their answers.

#### Answer Key

1 NS

2 F (The locals use these banana-shaped boats to travel around ...)

3 T (We're going snorkelling)

4 T (The lagoon from the film 'The Beach')

### 5 **Aim** Think Consolidating information in a text

- Ask Ss to tell their partner their opinion about why they would like to visit Thailand.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

I would like to visit Thailand because it sounds beautiful and I like swimming.

6 a) **Aim** Presenting comparisons

- Review the comparative form. Explain that we form comparatives of short adjectives with *-er + adjective + than + noun* and longer adjectives with *more/less + adjective + than + noun*.
- Give Ss time to read the theory and then ask them to complete the task.
- Check Ss' answers.

**Answer Key**

- 2 cheaper    4 as/so convenient as  
3 more/less comfortable

b) **Aim** Making comparisons

- Explain the task and read the example aloud. Then give Ss time to think about their answers and then tell their partner.
- Ask various Ss around the class to tell the class.

**Answer Key**

*Travelling by train is more convenient than travelling by plane. Travelling by plane is not as/so convenient as travelling by train.*

*Travelling by plane is safer than travelling by train. Travelling by train is not as/so safe as travelling by plane.*

*Travelling by train is more comfortable than travelling by plane. Travelling by plane is not as comfortable as travelling by train.*

7 **Aim** Listening for specific information

Explain the task and play the recording.

**Answer Key**

*The ticket is €32.50*

8 **Aim** Acting out a dialogue

- Explain the task.
- Ask Ss to work in closed pairs and take roles and act out a dialogue similar to the one in Ex. 7.
- 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: How can I help you?*

*B: I'd like a single ticket to Oradea, please.*

*A: When do you want to leave?*

*B: In an hour.*

*A: OK. That's a one-way ticket to Oradea departing at 2:30 pm today. That's 180 lei.*

*B: Here you are.*

*A: Thank you. Here's your ticket. Have a safe trip.*

*B: Thank you. Bye.*

**Background information**

**Thailand** is an Asian country in Southeast Asia. The capital city is Bangkok and the population is 66 million people. The language is Thai and the currency is the Baht. It is known for its natural beauty, its historical sites and its cuisine.

**The Beach** is an adventure film directed by Danny Boyle in 2000. It stars Leonardo DiCaprio. It is about a young traveller who finds a secret island with a perfect beach, and joins a group of people who live there. It is based on a 1996 novel by UK writer Alex Garland.

## 3.3 – Urban surroundings

1 **Aim** Presenting vocabulary for types of buildings; Practising prepositions of place

- Direct Ss to the buildings on the map.
- Ask Ss to work in pairs and practise prepositions of place and the types of buildings.
- Monitor the activity around the class.

**Suggested Answer Key**

*A: It's between the museum and the art gallery.*

*B: It's the cinema. It's in front of the factory.*

*A: It's the train station. It's on the corner of Jefferson Road and Rose Avenue.*

*B: It's the library/the theatre. It's on the right of the courthouse.*

*A: It's the town hall. It's on the left of the fire station.*

*B: It's the café.*

2 **Aim** Listening and reading for specific information

- Explain the task and play the recording.
- Ss listen and read the dialogue and complete the task check Ss' answers.

**Answer Key**

*He wants to go to the art gallery.*

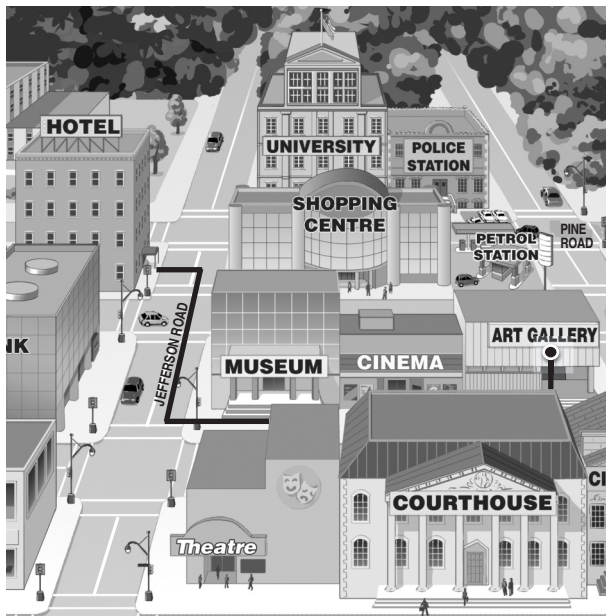


### 3 **Aim** Reading for specific information

- Ask Ss to read the statements (1-3).
- Give them time to read the dialogue again and complete the task.
- Check Ss' answers.

#### Answer Key

1 T                      2 T                      3 F

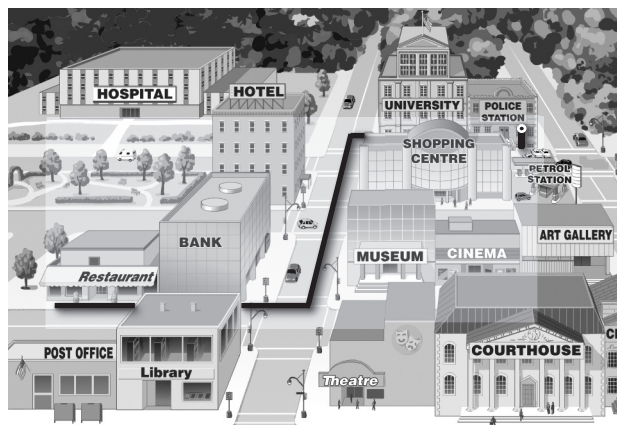


### 4 **Aim** Listening and reading for specific information

- Explain the task and play the recording.
- Ss listen and read the dialogue and complete the task check Ss' answers.

#### Answer Key

Mark wants to go to the police station.



### 5 **Aim** Practising the imperative

- Direct Ss to the road signs.
- Explain the task and give Ss time to complete the sentences and then match them to the signs.
- Check Ss' answers.

#### Answer Key

1 Be                      3 Do not enter                      5 Be  
2 Slow                      4 Turn                      6 Park

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

### 6 **Aim** Asking for & Giving directions; Roleplay

- Explain the task and ask Ss to ask for and give directions in closed pairs using the map and the functional language provided.
- Monitor the activity around the class and then ask some pairs to act out their roleplay in front of the class.

#### Suggested Answer Key

A: Excuse me, can you tell me the way to the university?

B: Yes, turn left into Jefferson Road.

A: OK. Got it. And from there?

B: Go straight on past the shopping centre and turn right into Pine Road. The university is on the corner.

A: Thanks very much.

B: You're welcome.

A: How do I get to the hospital?

B: Walk along this street as far as the theatre and then turn right into Jefferson Road. Go straight on past the hotel and then turn left into Pine Road. The hospital is on the right.

A: Great. How far is it from here?

B: It's about ten minutes on foot.

A: Thanks very much.

B: You're welcome.

A: Can you tell me the way to the airport?

B: Yes, turn right into Jefferson Road and keep going. It's at the end of the road.

A: Thank you very much.

B: You're welcome.

### 3.4 – Monuments

#### 1 **Aim** Presenting vocabulary for tall buildings

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

#### 2 a) **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to look at the buildings in the texts.
- Elicit Ss' guesses in answer to the question.
- Play the recording. Ss listen and follow the texts in their books and find out.

##### Suggested Answer Key

*The Turning Torso in Malmö is taller than Capital Fort in Sofia.*

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

- Give Ss time to read the texts again and match the sentences to the texts.
- Check Ss' answers.

##### Answer Key

1 A      2 B      3 B      4 A

#### c) **Aim** Reading comprehension

- Ask Ss to read the numbers in the list.
- Give Ss time to read the text again and find what the numbers represent.
- Check Ss' answers.

##### Answer Key

126 = height in metres of Capital Fort

27 = number of floors in Capital Fort

90° = degrees of twist in Turning Torso

54 = number of storeys in Turning Torso

190 = height in metres of Turning Torso

147 = number of flats in Turning Torso

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

#### 3 **Aim** Consolidating new vocabulary

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

- Then give Ss time to write sentences using the collocations.
- Elicit answers from Ss around the class.

##### Answer Key

1 tallest      3 capital      5 metal  
2 trendy      4 marble      6 luxury

##### Suggested Answer Key

- 2 The trendy shops are at the bottom of Capital Fort.
- 3 Sofia is the capital city of Bulgaria.
- 4 These are nine cubes of white marble in Turning Torso.
- 5 A metal spine holds the cubes in Turning Torso together.
- 6 Turning Torso has a number of luxury flats.

#### 4 **Aim** Think Expressing an opinion

Read the rubric aloud and ask Ss to talk in pairs and then elicit answers from Ss around the class.

##### Suggested Answer Key

*The things that impressed me from the texts are that Capital Fort is the tallest building in Bulgaria and it looks like the letter L. Also, Turning Torso twists from top to bottom and it has a metal spine.*

#### Background information

**The Lotus Temple** is a temple in New Delhi, India. Built in 1986, it is open to all people, no matter what their religion or qualification is. It is a very popular tourist attraction in India and has won a lot of awards for its architecture.

**The CN Tower** is a very tall tower in Ontario, Canada. When it was completed in 1976, it was the tallest structure in the world. There is a revolving restaurant at the top, where you can see for over 100 km from – into America.

**The Statue of Liberty** is a huge neoclassical sculpture on Liberty Island in New York, USA. Built in 1886, it was a gift from the people of France to the people of the United States. It is a symbol of freedom and democracy and hundreds of people visit it every day.

**The Burj Khalifa** is a skyscraper in Dubai in the UAE in the Middle East. It is 829.8 metres tall and it is the tallest skyscraper in the world. It has a hotel, a restaurant, offices and luxury flats and suites.

### 5 **Aim** Presenting the superlative

- Review the superlative form. Explain that we form the superlative of short adjectives with *-est + adjective + noun + of/in* and longer adjectives with the *most/least + adjective + noun + of/in*.
- Give Ss time to read the theory and then elicit examples from the texts.

#### Answer Key

*the tallest, the most spectacular*

### 6 **Aim** Practising the superlative

- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- |                             |                       |
|-----------------------------|-----------------------|
| 1 <i>the tallest</i>        | 4 <i>the noisiest</i> |
| 2 <i>the largest</i>        | 5 <i>the wettest</i>  |
| 3 <i>the most expensive</i> |                       |

### 7 **Aim** Completing a quiz; Listening for specific information

- Give Ss time to guess the answers to the quiz questions.
- Play the recording. Ss listen and check if their guesses were correct.
- Explain the task and read out the examples. Then elicit sentences from Ss around the class.

#### Answer Key

- |                |                 |                   |
|----------------|-----------------|-------------------|
| 1 <i>Dubai</i> | 3 <i>Monaco</i> | 5 <i>Monrovia</i> |
| 2 <i>Tokyo</i> | 4 <i>Mumbai</i> |                   |

### 8 **Aim** PRESENTATION SKILLS Giving a presentation

- Ask Ss to write the headings in their notebooks and make notes about one of the buildings in the text in Ex. 2.
- Then ask Ss to use their notes to present the building as if they are an architect to a group of students of architecture.

#### Suggested Answer Key

**Type Of Building:** *offices and luxury flats*

**Name:** *Turning Torso*

**Location:** *Malmö, Sweden*

**Description:** *nine cubes of white marble, with a metal spine, 190 metres tall, 54 storeys*

**Interesting Facts:** *twists 90° from top to bottom*

#### Suggested Answer Key

*Good morning, I'm Sofia Adamescu. What is it that makes you want to be an architect? Is it just that you enjoy designing new things? Or do you want to be famous for your work one day? Well, today I'm here to tell you about a building that definitely makes its architect famous: The Turning Torso.*

*The Turning Torso is in Malmö, Sweden. It has got nine cubes of white marble connected by a metal spine and the whole building twists 90° from top to bottom like a human body. It's got 54 storeys and is 190 metres tall. Most of the building is 147 luxury flats, but the bottom two cubes are offices.*

*The Turning Torso is one of the world's tallest buildings, but soon skyscrapers can be on every city street.*

*With Earth's population growing all the time, space in our cities is running out. We have to build upwards and tall buildings are the future, aren't they?*

*Are there any questions? ... Thanks for your attention.*

### 9 **Aim** ICT Preparing a poster

- Read the rubric aloud and assign the task as HW.
- Tell Ss to research online and find out information about unusual buildings around the world and prepare a poster including photos and the information in the rubric.
- Ask various Ss around the class to present their posters in the next lesson.

#### Suggested Answer Key

**Type of building:** *Office building*

**Name:** *The Gherkin (30 St Mary Axe)*

**Location:** *London, UK*

**Description:** *It is a 180-metre-high office building with 41 storeys, designed by Norman Foster.*

**Interesting facts:** *the building looks curved, but there is only one piece of curved glass on the building at the top*



*The Gherkin (30 St Mary Axe) is a 180-metre-high office building in London. It is a tall modern building with 41 floors. It is interesting because the building looks curved, but there is only one piece of curved glass on the building at the top.*

**Type of building:** shopping centre

**Name:** The Crooked House

**Location:** Sopot, Poland

**Description:** It is 4,000 m<sup>2</sup> and it is a part of the Rezydent shopping centre.



**Interesting facts:** The designers Szotynscy & Zaleski used fairytale pictures to help them.

The Crooked House is a shopping centre in Sopot, Poland. This building is different to the first one. It's got three floors and it looks like a house. It is 4,000 m<sup>2</sup>. It is interesting because the designers Szotynscy & Zaleski, used fairytale pictures to help them.

### 3.5 – Cities

#### 1 a) **Aim** Presenting vocabulary for places in a city

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

#### b) **Aim** Practising new vocabulary

- Read out the **Study Skills** box and then read through the list of phrases and read out the example.
- Elicit sentences from Ss around the class about what tourists can do in each of the places in Ex. 1a.

#### **Suggested Answer Key**

*They can walk around huge squares. They can take a tour around impressive castles. They can sunbathe on sandy beaches. They can visit interesting museums. They can do their shopping in expensive shops. They can relax in colourful parks. They can take photos of tall buildings and traditional houses. They can see ships in large harbours. They can see statues and learn about history/art in interesting museums.*

#### 2 a) **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss what they know about Barcelona and tell them to think of three questions they would like the answers to. Write them on the board.
- Ss listen to and read the text and see if they can answer the questions.

#### **Suggested Answer Key**

*Where is Barcelona? (In Spain)*

*What can you see there? (The Sagrada Família, the Picasso Museum)*

*What can you do there? (Visit Park Güell, La Rambla and Barceloneta)*

#### b) **Aim** Reading comprehension

- Give Ss time to read the sentences (1-5) and then read the text again and correct them.
- Check Ss' answers.

#### **Answer Key**

1 *The Sagrada Família is a cathedral.*

2 *4,251 of Picasso's works are in the Picasso Museum.*

3 *La Rambla is a good place to go shopping.*

4 *You can enjoy the sun at Barceloneta.*

5 *FC Barcelona play their home games in Camp Nou.*

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

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

- Read the rubric aloud and ask Ss to talk in pairs and then elicit answers from Ss around the class.

#### **Suggested Answer Key**

*Barcelona is a popular tourist destination because there are a lot of great things to see and do.*

- Play the video and elicit Ss' comments.

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

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and make comparisons using the prompts and following the example.
- Monitor the activity around the class and then ask some Ss to make comparisons in front of the class.

#### **Suggested Answer Key**

2 A: *San Diego is very hot.*

B: *Yes, but Las Vegas is hotter than San Diego.*

A: *Phoenix is the hottest of all.*

3 A: *The Mississippi is very long.*

B: *Yes, but the Amazon is longer than the Mississippi.*

A: *The Nile is the longest of all.*

- 4 A: *The Empire State Building is very tall.*  
 B: *Yes, but the Petronas Towers are taller than the Empire State Building.*  
 A: *Taipei 101 is the tallest of all.*

- 5 A: *Lake Michigan is very large.*  
 B: *Yes, but Lake Victoria is larger than Lake Michigan.*  
 A: *Lake Superior is the largest of all.*

5 **Aim** Learning the pronunciation of /h/ (pronounced/silent)

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Ask Ss to circle the words that have a silent /h/.
- Check Ss' answers.

**Answer Key**

*hour, what, ghost, honest*

6 **Aim** Deciding on a holiday destination for the weekend

- Ask Ss to work in groups. Tell them to brainstorm ideas about a holiday destination for the weekend.
- Monitor the activity around the class. Ask some pairs to act out their dialogues in front of the rest of the class.

**Suggested Answer Key**

*Transylvania is the ideal destination for a weekend in Romania. There are a lot of things to see and do there. You can visit the medieval town of Brasov and Transylvania's finest art museum, the Bruckenthal Palace, in Sibiu. Also, you can do a lot of outdoor activities at Apuseni Nature Park and try traditional food at local restaurants.*

7 **Aim** **ICT** Writing an article

- Read the rubric aloud and assign the task as HW.
- Tell Ss to research online and find out information about a popular tourist destination in their country and make notes under the headings and then use their notes to write a short article.
- Ask various Ss around the class to read their articles to the class in the next lesson.

**Suggested Answer Key**

**Name:** *Bucharest*

**Country:** *Romania*

**What to see:** *Palace of Parliament*

**What to do:** *visit the old town, learn about the history of the Stavropoleos Church, go to a concert at the Romanian Athenaeum, walk around Revolution Square.*

**Suggested Answer Key**

**Beautiful Bucharest**

*Bucharest is one of the most popular tourist destinations in Romania.*

*See beautiful architecture at the Palace of Parliament.*

*Visit the old town with the cobbled streets and traditional theatres, restaurants and cafés. You can also learn about the history of the Stavropoleos Church, go to a concert at the Romanian Athenaeum and walk around Revolution Square.*

*Don't miss out on this fantastic city!*

**Background information**

**The Petronas Towers** are twin skyscrapers in Kuala Lumpur in Malaysia. They are the tallest twin towers in the world. They were designed by Cesar Pelli. Their construction started in 1994 and they were completed in 1999.

**Taipei 101** is a landmark skyscraper in Xinyi District in Taipei, Taiwan. It was designed by C Y Lee and partners and construction started in 1999 and completed in 2004.

**3.6 – Off the beaten track**

1 **Aim** Presenting vocabulary for sights

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

2 **Aim** Listening and reading for gist

- Ask Ss to look at the photos.
- Give Ss time to listen to and read the text.
- Elicit what makes the villages exciting destinations.

**Suggested Answer Key**

*There are a lot of things to see and do.*

3 **Aim** Listening and reading for specific information

- Ask Ss to read the sentence stubs (1-6).
- Give Ss time to read the text again and complete the sentences.
- Check Ss' answers.

**Suggested Answer Key**

- 1 the western Carpathian Mountains
- 2 Scărișoara
- 3 Saxon church
- 4 traditional jobs
- 5 Vlad Tepes
- 6 1,462 steps

- 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** Consolidating vocabulary from a text

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

**Answer Key**

- |               |               |
|---------------|---------------|
| 1 cobbled     | 6 traditional |
| 2 friendly    | 7 underground |
| 3 haunted     | 8 natural     |
| 4 ice         | 9 rural       |
| 5 horse-drawn | 10 warm       |

5 **Aim** **Think** Expressing an opinion

Elicit answers to the question from Ss around the class.

**Suggested Answer Key**

*I would recommend someone to visit Viscri, walk down the cobbled streets and see traditional houses. Visitors must visit the Saxon church and see people doing traditional jobs.*

6 **Aim** Listening for specific information

- Ask Ss to look at the picture and the gapped text and think of what vocabulary may be missing.
- Play the recording. Ss listen and complete the gaps.

**Answer Key**

- |           |           |           |
|-----------|-----------|-----------|
| 1 beaches | 3 Fishing | 5 Arts    |
| 2 views   | 4 Model   | 6 seafood |

7 **Aim** **ICT** Preparing a documentary

- Give Ss time to find information and then write a short summary.
- Ask various Ss around the class to read their summaries to the class.

**Suggested Answer Key**

**Names:** Brasov, Sibiu, Sighisoara

**Country:** Romania

**Things to do/see:** visit beautiful Gothic churches and historical attractions, walk in the old city, have a relaxing holiday, see the house of Vlad Draculea, who inspired Bram Stoker's fictional character, Count Dracula

*Brasov in the Carpathian Mountains is famous for its beautiful Gothic churches and historical attractions. In Sibiu you can walk in the old city and have a relaxing holiday. Sighisoara is a beautiful medieval town in Transylvania. You can see the house of Vlad Draculea, who inspired Bram Stoker's fictional character, Count Dracula.*

**Culture Corner**1 **Aim** Listening and reading for gist

- Read out the questions in the rubric and give Ss time to listen to and read the text and find out the answers.
- Check Ss' answers.

**Suggested Answer Key**

*Appledore is a village in Kent. It has beautiful cottages, medieval houses and antique shops. It also has Appledore Manor and the Royal Military Canal.*

2 **Aim** Reading for specific information

- Ask Ss to read the sentences (1-5) and then read the text again and complete the task.
- Check Ss' answers.

**Answer Key**

- 1 NS
- 2 T (medieval houses)
- 3 T (short journey from the White Cliffs of Dover)
- 4 F (Appledore Railway station connects the village to London)
- 5 T (enjoy the wildlife)

- 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** Expressing an opinion

Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*I would like to visit Appledore to see where Queen Elizabeth I once lived and to visit the Royal Military Canal.*

### 4 **Aim** Consolidating information in a text

- Explain the task and give Ss time to read the text again and make notes under the headings in their notebooks.
- Then ask various Ss to use their notes to present Appledore to the class.

#### **Suggested Answer Key**

**name & place:** Appledore, village

**location:** Kent

**what there is:** beautiful cottages, medieval houses, antique shops, Appledore Manor, Royal Military Canal

**transport:** railway station, cycle, walk, boat ride

#### **Suggested Answer Key**

*Appledore is a village in Kent. There are beautiful cottages, medieval houses and antique shops there. There is also Appledore Manor and the Royal Military Canal. Visitors can use the railway station, or cycle, walk or take a boat ride.*

### 5 **Aim ICT** Writing about a seaside resort

- Ask Ss to write the headings from Ex. 4 into their notebooks. Give Ss time to think of a seaside resort in their country and make notes under the headings and then use their notes to describe it.
- Ask various Ss around the class to read their texts to the class.
- Alternatively, assign the task as HW and ask Ss to read out their text in the next lesson.

#### **Suggested Answer Key**

**name & place:** Neptun

**location:** Romania

**what there is:** great beaches, beautiful nature, traditional restaurants, nice hotels, go camping

**transport:** road, walk around easily

*Neptun is a pretty seaside resort in Romania. It is a village on the Romanian seacoast on the Black Sea. There are great beaches and the nature is beautiful.*

*You can also eat at traditional restaurants and stay at nice hotels. Transport is by road from Bucharest or Mangalia. It's easy to get round on foot. People can enjoy a camping holiday in Neptun.*

### 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 | tourist | 4 | sandy       |
| 2 | ancient | 5 | horse-drawn |
| 3 | ice     |   |             |

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

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

#### **Answer Key**

- |   |       |   |       |   |         |
|---|-------|---|-------|---|---------|
| 1 | avoid | 3 | twist | 5 | provide |
| 2 | take  | 4 | keep  |   |         |

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

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

#### **Answer Key**

- |   |        |   |            |   |        |
|---|--------|---|------------|---|--------|
| 1 | van    | 3 | helicopter | 5 | fridge |
| 2 | avenue | 4 | sink       | 6 | stove  |

#### 4 **Aim** Consolidating prepositions of place from the module

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

#### **Answer Key**

- |   |             |   |          |   |         |
|---|-------------|---|----------|---|---------|
| 1 | in front of | 3 | next     | 5 | between |
| 2 | under       | 4 | Opposite |   |         |

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

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

**Answer Key**

- 1 is                      3 is                      5 is  
2 are                    4 Are

**6 Aim Consolidating grammar from the module**

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

**Answer Key**

- 1 best                    3 worse                    5. cheaper  
2 most beautiful    4 smaller

**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 b            3 a            4 a            5 a

**8 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 NS            3 T            4 NS            5 T

**9 Aim Listening for specific information**

- Ask Ss to read the questions and the answer choices.
- Play the recording. Ss listen and choose their answers according to what they hear.
- Check Ss' answers.

**Answer Key**

- 1 C                      2 C                      3 C

**10 Aim Writing an article**

- Explain the task and give Ss time to make notes under the headings and then write their article.
- Check Ss' answers.

**Suggested Answer Key*****Bucharest: An Amazing City***

*Bucharest is the capital city of Romania and a popular tourist destination.*

*You can see the beautiful architecture of the Romanian Athenaeum. You can visit the interesting Dimitrie Gusti National Village Museum. You can walk along Revolution Square and go shopping in expensive shops. You can also see statues in the National Museum of Art. Bucharest is a great city.*

**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

# 4

## Jobs

### Topic

In this module Ss will learn about jobs, job qualities, work in the past, animals and life in the past. They will learn interrogative pronouns, *too-enough*, compare the present simple and the present continuous, and learn the past simple. They will take part in a job interview, compare jobs in the past and describe an imaginary animal. They will write articles and a biography.

### Modular Page

57

**Lesson objectives:** Learning jobs, getting an overview of the module

**Vocabulary:** Jobs (*vet, gardener, theme park mascot, baker, accountant, pizza delivery boy, police officer, cashier*)

### 4.1 A job interview

58-59

**Lesson objectives:** Listening for specific information, reading for gist, reading for specific information, learning interrogative pronouns, applying for a post

**Vocabulary:** Jobs (*architect, musician, firefighter, photographer, chef, secretary, bus driver, police officer, taxi driver, salesperson*)

### 4.2 Unusual jobs

60-61

**Lesson objectives:** Reading for gist, reading for specific information, learning *too/enough*, presenting a job, listening for specific information, writing a summary

**Vocabulary:** Job qualities (*brave, friendly, sociable, hard-working, fit, careful, polite, calm, patient, creative*); Verb (*slide*); Phrasal verb (*put on*); Nouns (*fan, costume, court, Mexican wave, team*); Adjectives (*silly, excited*); Phrases (*publicity event, do push-ups*)

### 4.3 Earn your living

62-63

**Lesson objectives:** Reading for gist, reading comprehension, comparing the present simple & present continuous, listening for specific information, writing an article

**Vocabulary:** Occupations (*farmer, coach, engineer, journalist, chemist, dentist*); Verb (*breathe*); Noun (*equipment*); Adjectives (*deadly, well-paid*)

### 4.4 Work in the ancient world

64-65

**Lesson objectives:** Reading for gist, reading comprehension, learning the past simple (affirmative), pronouncing -ed ending, comparing ancient civilisations

**Vocabulary:** Work in the past (*They built a city. The emperor & army controlled the empire. They worked as farmers. They worked as craftsmen. They worked as merchants. They hunted for food. They made houses from mud & bricks. They built pyramids. They used boats to transport goods. The children went to school/learnt history, myths, religion.*); Verbs (*rule, stand, control, respect, conquer*); Nouns (*empire, mud, brick, smallpox, disease*); Adjective (*powerful*); Phrase (*come to an end*)

### 4.5 A dream job

66-67

**Lesson Objectives:** Reading for gist, reading comprehension, learning the past simple (negative & interrogative), drawing an Alebrije

**Vocabulary:** Animals (*eagle, butterfly, donkey, elephant, lion, rooster, bull, bear, lobster, camel, snail, fly*); Parts of animals (*feathers, beak, claws, wings, hooves, trunk, mane, comb, claws, horn, fur, pincers, hump, shell, tentacles, eyes*); Verb (*carve*); Nouns (*forest, sketch, wood*); Phrases (*brightly-coloured, wooden creature*)

### 4.6 Great people – great jobs

68-69

**Lesson objectives:** Reading for specific information, learning *wh-* questions, listening for specific information, writing a biography

**Vocabulary:** Life in the past (*Children walked to school. People worked in the fields. Children studied by the fireplace. Children helped with the chores.*); Verbs (*move, shoot*); Nouns (*lawyer, president, Civil War, slavery, leader*); Adjective (*poor*)

### CLIL (Science)

70

**Lesson Objectives:** Reading comprehension, giving a presentation on bees

**Vocabulary:** Verb (*lay, mate*); Phrasal verb (*throw out*); Nouns (*hive, nectar, drone, speed*)

### 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 unit will cover.

### 1 a) **Aim** Presenting vocabulary for jobs

- Explain/Elicit that the pictures show jobs. Elicit if Ss are familiar with these jobs.
- Go through the jobs and play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### b) **Aim** Practising new vocabulary

- Give Ss time to match the sentences (1-8) to the jobs in the pictures (A-H).
- Check Ss' answers. Ask them to write the sentences in their notebooks.

#### Answer Key

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

### 2 **Aim** Talking about jobs

- Explain the task and read out the example.
- Give Ss time to make sentences and then elicit a variety of answers from Ss around the class.

#### Suggested Answer Key

*A gardener works long hours.*

*A theme park mascot works shifts.*

*A baker works long hours.*

*An accountant works 9-5.*

*A pizza delivery boy works part-time.*

*A police officer works shifts.*

*A cashier works part-time.*

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

## 4.1 – A job interview

### 1 **Aim** Presenting vocabulary for jobs

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

### 2 a) **Aim** Practising new vocabulary

- Ask Ss to look at the pictures.
- Then ask Ss to match the jobs to the people and say what their job is.

#### Answer Key

A 5	C 1	E 4	G 2	I 10
B 6	D 7	F 8	H 3	J 9

*Matt is a bus driver.*

*Marvin is a police officer.*

*Carl is a chef.*

*Scott is an architect.*

*Alex is a musician.*

*Josh is a photographer.*

*Debbie is a secretary.*

*Lucy is a salesperson.*

*Dan is a taxi driver.*

### b) **Aim** Talking about jobs

- Ask Ss to talk in pairs about their parents'/relatives'/acquaintances' jobs and what job they would like to do.
- Encourage Ss to think of as many jobs as they can.
- Elicit answers from Ss around the class.

*(Ss' own answers)*

### 3 **Aim** Listening for specific information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

#### Answer Key

1 Pat – nurse	3 Doug – firefighter
2 Molly – secretary	4 Ryan – police officer

### 4 **Aim** Reading for gist

- Ask Ss to read the first sentence in each advert and then elicit which job each one is for.
- Check Ss' answers.

#### Answer Key

A – a salesperson B – a secretary C – a musician

### 5 **Aim** Reading for specific information

- Ask Ss to read the job adverts and then answer the questions.
- Check Ss' answers.

**Answer Key**

1 C      2 A      3 B      4 A

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

6 **Aim** Presenting interrogative pronouns

Read out the table and ask Ss to study the examples.

7 **Aim** Completing a dialogue; practising interrogative pronouns

- Ask Ss to read the dialogue and give them time to complete the gaps with the interrogative pronouns in the list.
- Play the recording. Ss listen and check their answers.

**Answer Key**1 What    3 What    5 What    7 Which  
2 Where    4 What    6 How    8 When8 **Aim** Completing a form

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

**Answer Key****Name:** Jennifer**Surname:** Smythe**Age:** 20**Country:** Canada**Occupation:** student**Address:** 34, Bradley Street**Phone number:** (020) 333-269879 **Aim** Completing a form; roleplaying an interview

- Explain the task and ask Ss to copy the form into their notebooks and complete it with their own information.
- Then have Ss work in closed pairs, take roles and act out a similar dialogue to the one in Ex. 7.
- Monitor the activity around the class.

**Suggested Answer Key****Name:** Camelia**Surname:** Lupescu**Age:** 17**Country:** Romania**Occupation:** student**Address:** 5, George Enescu Street**Phone number:** 0 348 553848

A: Good morning. Please have a seat.

B: Good morning. Thanks.

A: What's your full name?

B: Camelia Lupescu.

A: Where are you from, Camelia?

B: Romania.

A: What do you do?

B: I'm a student.

A: What's your address?

B: 5, George Enescu Street.

A: What's your phone number?

B: 0 348 553848

A: How old are you?

B: I'm 17.

A: Which days can you work?

B: Saturdays and Sundays.

A: When can you start?

B: This Saturday.

A: OK. Come in at 9:00.

**4.2 – Unusual jobs**1 **Aim** Presenting job qualities

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

2 a) **Aim** Generating vocabulary

- Explain the task and ask Ss to write the headings into their notebooks.
- Give Ss a one-minute time limit to think of six jobs and write them under the headings.
- Check Ss' answers on the board.

**Suggested Answer Key**

indoors	outdoors
chef	diver
nurse	farmer
doctor	builder

b) **Aim** Matching job qualities to jobs

- Explain the task and read out the example.
- Give Ss time to write sentences and then ask various Ss around the class to read out the sentences.

**Suggested Answer Key**

A bus driver has to be friendly, careful and polite.  
A nurse has to be patient, calm, hard-working and friendly.

A doctor has to be hard-working, polite, calm and patient.

A farmer has to be patient and hard-working.

A builder has to be careful, fit and hardworking.

### 3 **Aim** Predicting the content of the text; Listening and reading for gist

- Direct Ss to the picture and the heading and elicit Ss' guesses in answer to the questions.
- Ss listen to and read the text to find out if their guesses were correct.

**Answer Key**

Steven is a basketball mascot.

A basketball mascot needs to be fit, sociable and creative.

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

- Ask Ss to read the texts again and mark the statements according to what they read.
- Check Ss' answers.

**Answer Key**

- 1 NS
- 2 F (I put on my red owl costume)
- 3 F (I don't speak a word)
- 4 T (It's sometimes too tiring)

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

### b) **Aim Think** Expressing a preference

Ask Ss to discuss which job they would/wouldn't like to do and why with their partner and then ask some Ss to share their answers with the class.

**Suggested Answer Key**

I would like to do this job because it sounds like fun./ I wouldn't like to do this job because I don't like basketball.

### 5 **Aim** Presenting too/enough

- Explain that we use *too* + adjective to say that sth is more than we need and it has a negative meaning. (e.g. *It's too cold to go to the beach.*) Explain that we

use *enough* + adjective/noun to say that sth is as much as we need and it has a positive meaning. (e.g. *It's warm enough to go to the beach.*)

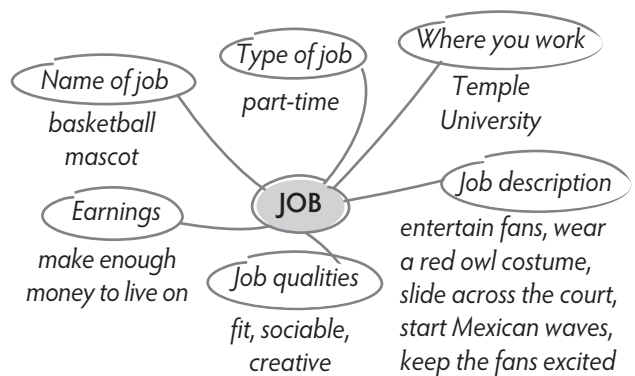
- Read out the table.
- Explain the task and give Ss time to complete it and then check Ss' answers.

**Answer Key**

- |                   |               |
|-------------------|---------------|
| 1 too tired       | 5 old enough  |
| 2 creative enough | 6 too tiring  |
| 3 brave enough    | 7 tall enough |
| 4 friendly enough |               |

### 6 **Aim** Presenting an unusual job

- Play the video.
- Ask Ss to copy the headings into their notebooks and ask them to make notes under the headings.
- Give Ss time to prepare a presentation on the job in the text using their notes.
- Ask various Ss to present the job to the class.

**Suggested Answer Key**

Good afternoon. I'm Steven Jones. Look at this picture of me. I'm wearing a red owl costume. I'm at work. I'm a basketball mascot.

I entertain fans at matches and publicity events for the Temple University basketball team. I slide across the court, start Mexican waves and keep the fans excited. A basketball mascot has to be fit, sociable and creative as well as a big fan of basketball.

My job is a lot of fun, but it's very tiring. Luckily for me, I get paid enough to live on, but I only work part-time.

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

- Ask Ss to read sentences (1-5) to familiarise themselves with the content of the recording.

- Play the recording. Ss listen and decide if the sentences are true or false.
- Check Ss' answers.

**Answer Key**

1 T      2 F      3 F      4 T      5 T

8 **Aim** Writing a summary

- Play the video. Then give Ss time to write a short summary about it. Tell Ss to use the information from the video they watched.
- Ask various Ss to read their summary to the class.

**Suggested Answer Key**

*Waterslide testers have to be careful, hard-working and brave. They work full-time, all over the world. They test waterslides, check the slides are safe and write reports. The work is well-paid.*

**4.3 – Earn your living**1 **Aim** Presenting vocabulary for occupations

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

2 **Aim** Practising new vocabulary

- Ask Ss to read the sentences (A-F) and explain/ elicit the meanings of any unknown words.
- Give Ss time to complete the task and tell their partner which job matches each sentence.
- Check Ss' answers around the class.

**Answer Key**

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

3 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to read the title and look at the picture.
- Elicit Ss' guesses as to why Mike's job is dangerous.
- Ss listen to and read the text to find out.

**Suggested Answer Key**

*Mike's job is dangerous because he cleans shark tanks with sharks in them.*

4 **Aim** Reading comprehension

- Give Ss time to read the text and correct the sentences according to what they read.
- Check Ss' answers.

**Answer Key**

- 1 Dirty tanks can make the sharks ill.
- 2 Mike works full-time (7 hours a day).
- 3 Mike has a well-paid job.
- 4 Mike works with a team.
- 5 Shark tank cleaners have to be good divers.

5 **Aim** **Think** Expressing an opinion

- Read the rubric aloud and elicit answers from Ss around the class.

**Suggested Answer Key**

*I wouldn't work as a shark tank cleaner because I am afraid of sharks./ I would work as a shark tank cleaner because I am brave.*

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

6 a) **Aim** Comparing the present simple and the present continuous

- Read the rubric aloud and give Ss time to read the short text and complete the task.
- Elicit answers from Ss around the class.

**Answer Key***a habit/routine – cleans**a permanent state – works**an action happening now – 's talking, is swimming**a fixed future arrangement – 's training*b) **Aim** Presenting stative verbs

- Read out the rubric and explain that stative verbs describe a state rather than an action.
- Give Ss time to find two more examples in the text in Ex. 6a.

**Answer Key***likes, believes*

7 **Aim** Practising the present simple and the present continuous

- Give Ss time to complete the sentences with the verbs in the correct tense.
- Invite various Ss to read their sentences aloud.

**Answer Key**

- 1 are you doing, am reading
- 2 Are you doing, am going, am meeting
- 3 does Ms Smith do, works, likes, travels
- 4 are visiting, Do you want, am flying

8 **Aim** Practising the present simple and the present continuous with adverbs of time and time expressions

Explain the task and read out the examples. Then elicit sentences from Ss around the class.

**Suggested Answer Key**

- I am doing my homework at the moment.*  
*I usually walk to school.*  
*I am going to the cinema next Saturday.*  
*I often read a book on Sundays.*

9 **Aim Think** Making notes; presenting a job

- Read the rubric aloud and ask Ss to write the headings in their notebooks.
- Give Ss time to make notes under the headings.
- Ask Ss to use their notes to present a relative's job to their partner.
- Then ask various Ss around the class to present their relative's job to the class.

**Suggested Answer Key**

**Job:** firefighter

**Equipment:** uniform, helmet, fire engine, hoses, ladder

**What does at work:** puts out fires, rescues people

**Working hours:** 42 hours a week in shifts

**Earnings:** well-paid

**Feelings:** dangerous job, need to be brave, but very rewarding

**Suggested Answer Key**

*My uncle, Silviu Petran is a firefighter.*  
*He needs a uniform, a helmet, a fire engine, hoses and ladders to do his job. He puts out fires and rescues people. He works shifts, but gets paid well for it.*  
*Silviu feels it is a dangerous job and you have to be brave to do it, but it is very rewarding.*

10 **Aim** Writing a short article

- Ask Ss to use their answers from Ex. 9 to complete the task.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**'A rewarding job'**

*My uncle, Silviu Petran is a firefighter.*  
*He needs a uniform, a helmet, a fire engine, hoses and ladders to do his job. He puts out fires and rescues people. He works shifts, but gets paid well for it.*  
*Silviu feels it is a dangerous job and you have to be brave to do it, but it is very rewarding.*

4.4 – Work in the ancient world

1 **Aim** Presenting vocabulary relating to work in the past

- Ask Ss to look at the pictures and the phrases. Elicit that they show the Aztecs and their daily lives.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

2 **Aim** Predicting the content of the text; Listening and reading for gist

Read the rubric aloud and elicit Ss' guesses. Give Ss time to listen to and read the text to find out if their guesses were correct.

**Answer Key**

*The Spanish conquered the Aztecs.*

3 **Aim** Reading comprehension

- Ask Ss to read the headings (A-F).
- Give Ss time to read the text again and match the paragraphs to the headings.
- Ask Ss to compare their answers in pairs.

**Answer Key**

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

- 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** Scanning a text

Ask Ss to scan the text and find eight jobs. Elicit answer from various Ss.

##### Answer Key

emperor, farmer, fisherman, craftsman, merchant, builder, teacher, soldier

#### 5 **Aim** Presenting the past simple (affirmative)

- Ss close their books. Present the past simple affirmative. Say then write on the board: *I watched TV yesterday*. Underline *watched* and explain that this verb is in the past simple. Point to a S and say: *You watched TV yesterday*. Then write it on the board. Point to a male S and say: *He watched TV yesterday*. Then write it on the board. Present the other persons in the same way. Elicit that the verb is the same in all persons.
- Explain/Elicit the spelling rules of the past simple for regular verbs by writing the verbs *work*, *love*, *play*, *study*, *travel* and their past simple forms on the board: *work - worked* (most verbs take **-ed** to form their past simple form), *love - loved* (verbs ending in **-e** add **-d**), *study - studied* (verbs ending in consonant + **-y** lose **-y** and take **-ied**), *play - played* (verbs ending in a vowel + **-y** add **-ed**), *travel - travelled* (verbs ending in a vowel + **l, p, k, b**, etc double the consonant and add **-ed**)
- Ss open their books. Ask Ss to read the table and then elicit how we form the past simple of regular verbs.

##### Answer Key

We form the past simple of regular verbs in the affirmative with personal pronoun + base form of the verb + **-ed**.

#### 6 **Aim** Practising the past simple (affirmative)

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

##### Answer Key

2 ruled (R)	9 went (I)
3 was (I)	10 learnt (I)/learned (R)
4 built (I)	11 respected (R)
5 controlled (R)	12 arrived (R)
6 made (I)	13 conquered (R)
7 used (R)	14 came (I)
8 travelled (R)	15 killed (R)

#### 7 **Aim** Practising the past simple (affirmative)

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

##### Answer Key

1 lived	4 used	7 conquered
2 made/built	5 went	
3 were	6 learnt	

#### 8 **Aim** Pronouncing the **-ed** ending

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

#### 9 **Aim Think** Comparing two ancient civilisations

- Explain the task and read out the example.
- Ask Ss to work individually and read the texts again and write their sentences.
- Elicit answers from Ss around the class.

##### Suggested Answer Key

*The Aztecs built their houses with mud and bricks, but the Incas made their houses with stones.*

*The Aztecs were excellent farmers. The Incas were excellent farmers, too.*

*The Aztecs used boats to transport goods, but the Incas used animals to transport goods.*

*All the Aztec children went to school. Only the sons of rich Incas went to school.*

*The Aztecs learnt history and religion at school. The Incas learnt history and religion at school, too.*

*The Spanish conquered the Aztecs. The Spanish conquered the Incas, too.*

#### 4.5 – A dream job

##### 1 **Aim** Presenting vocabulary for animals and animals' body parts

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

##### 2 **Aim** Practising vocabulary for animals' body parts

- Go through the list of questions and explain/elicite the meanings of any unknown words.

- Then ask Ss to ask and answer in pairs.
- Elicit answer from Ss around the class.

**Answer Key**

1 butterfly	5 elephant	9 snail
2 rooster	6 bull	10 lobster
3 donkey	7 eagle	11 camel
4 lion	8 bear	12 fly

3 **Aim** Practising vocabulary for animals' body parts

- Ask Ss to ask and answer in pairs.
- Monitor the activity around the class.

**Suggested Answer Key**

A: Has it got wings?

B: Yes.

A: Is it an eagle?

B: No.

A: Has it got colourful wings?

B: Yes.

A: It's a butterfly. etc

4 a) **Aim** Describing animals

- Direct Ss to the pictures and ask Ss to describe the creatures to their partners.
- Ask various Ss to describe them to the class.

**Suggested Answer Key**

... the wings of a butterfly, strange claws, a long body and antennae.

Picture B shows a creature with the head of a bear, a large body with humps, large legs and claws.

- Play the video for Ss and elicit their comments.

b) **Aim** Predicting the content of a text;  
Listening and reading for gist

- Read the question aloud.
- Ask Ss to listen to and read the text to find out.

**Suggested Answer Key**

Alebrijes are popular souvenirs in Mexico. They are brightly-coloured wooden creatures from Pedro Linares' dreams.

5 **Aim** Reading comprehension

- Give Ss time to read the sentence stems (1-5) and then read the text again and complete them.
- Check Ss' answers.

**Answer Key**

1 in a strange forest	4 from wood and painted them
2 strange creatures	
3 Alebrijes	5 Alebrijes

- 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.

6 **Aim** Presenting the past simple (negative - interrogative)

- Ss books closed. Present the past simple negative.
- Say then write on the board: *I didn't watch TV yesterday.* and *She didn't watch TV yesterday.* Underline *I didn't* in the first sentence and *She didn't* in the second sentence. Explain that we use *didn't + base form of the verb* in all persons to form the negative of the past simple. Point out that the verb is the same in all persons.
- Present the past simple interrogative. Say then write on the board: *Did I watch TV yesterday? No, I didn't* and *Did you watch TV yesterday? No, you didn't.* Explain that we use *Did + personal pronoun + base form of the main verb* to form questions in the past simple. Focus Ss' attention on the position of *did* (before the personal pronoun). Point out that we answer in the short form with *Yes/No, personal pronoun + did/didn't*.
- Ss' books open. Ask Ss to read the theory and then elicit examples from the text.

**Answer Key**

he didn't feel sick

7 **Aim** Practising the past simple (negative)

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

**Answer Key**

- 2 In his dream, he didn't see strange plants. He saw strange animals.
- 3 He didn't make paintings of the strange creatures. He made sketches of the strange creatures.
- 4 He didn't carve them from marble. He carved them from wood.
- 5 He didn't die in 1995. He died in 1992.



## 8 **Aim** Practising the past simple (interrogative)

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

### Answer Key

- 2 *Did he have a dream? Yes, he did.*
- 3 *Did the strange creatures speak? Yes, they did.*
- 4 *Did Pedro feel sick when he woke up? No, he didn't. He didn't feel sick anymore.*
- 5 *Did he carve Alebrijes from stone? No, he didn't. He carved them from wood.*

## 9 **Aim** Re-writing a story using the "chain story" technique.

- Read the rubric and explain the task.
- Give the first student a blank piece of paper and allow him/her to write the first sentence about Pedro's story.
- Then, in turns, each student writes a sentence to continue the story.
- Monitor the activity around the class. When everyone has written a sentence, read the story to the class.

(Ss' own answers)

## 10 **Aim** Project: Making a Alebrije

- Explain the task and give Ss time to design their own Alebrije either in class or as HW.
- Have Ss present their designs to the class and then ask Ss to vote for their favourite design.

(Ss' own answers)

### Background information

Mexico is a country in North America. 121 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president.

## 4.6 – Great people – great jobs

### 1 a) **Aim** Presenting vocabulary related to life in the past

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

- Elicit which sentences 1-4 match which pictures A-D.

### Suggested Answer Key

1 D      2 A      3 C      4 B

### b) **Aim** Think Expressing an opinion

Read the rubric aloud and elicit answers from Ss around the class.

### Suggested Answer Key

*The pictures tell me that life was hard in the 1800s and people didn't have any modern machinery or means of transport.*

## 2 **Aim** Predicting the content of a text; Listening and reading for specific information

- Read out the **Study Skills** box. Ask Ss to read the sentences (1-7) and guess which ones are true.
- Elicit answers from Ss around the class.
- Ss listen to and read the text to find out if their guesses were correct.

### Answer Key

1 F      3 T      5 F      7 F  
2 T      4 F      6 T

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

## 3 **Aim** Learning wh- questions; Consolidating information in a text

- Read out the theory.
- Explain the task and read out the example.
- Ask Ss to work in closed pairs and ask and answer questions based on the text following the example.
- Monitor the activity around the class.

### Suggested Answer Key

A: *What did he do when he was a child?*

B: *He worked in the fields and helped with chores. When did he go to school?*

A: *When he was 6. How did he get to school?*

B: *He walked four miles to get there. When did he move to Illinois?*

A: *At the age of 21. What happened in 1836?*

B: *He became a lawyer. Who did he marry?*

A: *He married Mary Todd. How many sons did they have?*

- B: They had four sons. When did Lincoln become president?  
 A: In 1861. What did he do?  
 B: He kept the nation together and ended slavery. When did he die?  
 A: In 1865.

#### 4 **Aim** Presenting Abraham Lincoln

- Read out the theory box and explain how we say years.
- Play the video and then give Ss time to read the text again.
- Ask Ss to copy the chart into their notebooks and then complete it.
- Then ask various Ss to use the completed chart to present Abraham Lincoln to the class.

##### Suggested Answer Key

1809: born  
 age of 21: moved to Illinois  
 1836: became a lawyer  
 1842: married Mary Todd  
 1861: became 16th President of the United States  
 14 April, 1865: died

Abraham Lincoln was born in 1809. He moved to Illinois at the age of 21. In 1836 he became a lawyer. Then, in 1842 he married Mary Todd. In 1861 Lincoln became the 16th President of the United States. He died on 14 April, 1865.

#### 5 **Aim** Listening for specific information

- Ask Ss to read the gapped fact file and think about what words may be missing.
- Play the recording. Ss listen and complete the fact file in their notebook.
- Check Ss' answers around the class.

##### Answer Key

1 1940                      3 two                      5 November  
 2 Three                    4 January

#### 6 **Aim** Writing a short biography

- Explain the task.
- Tell Ss to use the completed fact file from Ex. 5 to help them and to include all the points mentioned in the rubric.
- Give Ss time to complete the task and then tell them to do the same for other presidents.

- Tell them to use the information to prepare a collage. Then ask them to present the collage to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

#### Background information

**Illinois** is a state in the Midwestern United States. The population is 12,917,017 and the capital is Springfield. The Abraham Lincoln Presidential Library and Museum is there. The state slogan is 'Land of Lincoln'.

**Kentucky** is a state in the east of the USA. It is also known as the Commonwealth of Kentucky and the Bluegrass State. The state capital is Frankfort and around 4.4 million people live there.

**Massachusetts** is a state in the north east of the USA. It is also known as the Commonwealth of Massachusetts. It is very important in American history. The state capital is Boston and around 6.7 million people live there.

**Harvard University** is in Cambridge Massachusetts. It is the oldest university in America. It dates from 1636. At first only men were allowed to go there. Now, only the best students can go there and competition is high. The university's libraries have over 17 million books.

**Jacqueline Bouvier** (1929-1994) was born in Southampton, New York. She came from a well-known family. She worked as a photographer and journalist before marrying John F. Kennedy. She was the First Lady from 1961 to 1963. After Kennedy died she married Aristotle Onassis the Greek shipping magnate. She was famous for her style and elegance.

**Dallas** is a major city in Texas. It is historically important as the centre for the oil and cotton industries of the US. The population is around 1.3 million.

#### CLIL (Science)

#### 1 **Aim** Listening and reading for specific information

- Read out the questions and ask Ss to listen to and read the text to find out.
- Check Ss' answers.

##### Answer Key

The queen's role is to lay eggs.

The worker bee's role is to collect nectar from flowers and make honey from it.

The drone's role is to mate with the queen.

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

## 2 **Aim** Consolidating comprehension of a text

- Ask Ss to read the sentences (1-5) and then complete the task.
- Tell Ss they may read the text again if necessary.
- Check Ss' answers.

### Answer Key

- 1 hives                      3 The queen                      5 worker bees  
2 Drones                      4 nectar

## 3 **Aim** Consolidating information in a text

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

### Suggested Answer Key

*She lays as many as 1,500 eggs a day.  
Bees travel up to 8 km from the hive to find flowers.  
Bees travel at speeds up to 24 km an hour.  
A bee visits 50-100 flowers on each trip.  
To make 500 grammes of honey, a hive of bees visits 2 million flowers and travels 88,000 km.*

## 4 **Aim** **Think** To consolidate information from a text

Read the rubric aloud and elicit answers from Ss around the class.

### Suggested Answer Key

*I learnt that there is only one queen in each hive, worker bees are female, drones are male and honey never goes bad.*

## 5 **Aim** PRESENTATION SKILLS Giving a presentation

- Play the video for Ss and then give Ss time to read the text again.
- Tell Ss to make notes under the headings in their notebooks.
- Then give Ss time to use their notes to prepare a presentation.
- Ask various Ss to give their presentations.

### Suggested Answer Key

**Colony organisation:** *queen (lives up to 7 years, lays eggs, up to 1,500 a day), workers (female, can't lay eggs, live 6 weeks in summer, collect nectar, make honey), drones (male, mate with queen, when food low, workers throw them out)*

**facts:** *travel 8 km to find flowers, 50-100 flowers each trip, for 500 grammes of honey bees visit 2 million flowers*

*Good morning. I'm Russell James. Who here likes honey? I'm a beekeeper and I certainly do. Did you know that honey is the only food insects make that humans can eat? A lot of work goes into producing one jar of honey and every bee in the hive has a part to play. Let's see what it is.*

*There is one queen bee in every hive. She lives for up to seven years. Her only job is to lay eggs and she lays up to 1,500 a day.*

*Worker bees are all female, but they can't lay eggs. They only live for six weeks in the summer. Their job is to collect nectar from flowers to make honey. They travel up to 8 km to find flowers and visit 50-100 flowers each trip. To make 500 grammes of honey, bees visit 2 million flowers.*

*Drones are all male. Their job is to mate with the queen bee. When food is low, though, the worker bees make them leave the hive.*

*Bees are amazing creatures with their own society. They are clever and interesting insects but they are also necessary for life on Earth. As Albert Einstein said, "If the bee disappeared off the surface of the globe, then man would only have four years of life left".*

*Are there any questions?*

*Thank you for your time.*

## Self-Check Test 4

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

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

### Answer Key

- 1 brave                      3 careful                      5 creative  
2 hard-working                      4 fit                      6 sociable

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

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

**Answer Key**

- |          |             |             |
|----------|-------------|-------------|
| 1 put    | 5 had       | 9 conquered |
| 2 end    | 6 necessary | 10 achieved |
| 3 carved | 7 events    |             |
| 4 fan    | 8 deadly    |             |

**3 Aim Consolidating grammar from the module**

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

**Answer Key**

- |          |          |          |
|----------|----------|----------|
| 1 too    | 3 enough | 5 enough |
| 2 enough | 4 too    |          |

**4 Aim Consolidating grammar from the module**

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

**Answer Key**

- |                 |                 |
|-----------------|-----------------|
| 1 start         | 3 Does she work |
| 2 is travelling | 4 is examining  |

**5 Aim Consolidating grammar from the module**

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

**Answer Key**

- 1 did you study, didn't go, started
- 2 Did Michelle apply, had
- 3 did you decide, didn't want

**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 |
|-----|-----|-----|

**7 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 NS
- 2 T (her favourite one is the early shift)
- 3 F (with another police officer)
- 4 T (she often works late)
- 5 F (but for her it's not about the money)

**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 chef | 3 calm    | 5 30 |
| 2 ten  | 4 Tuesday |      |

**9 Aim Writing an article**

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

**Suggested Answer Key****My neighbour's job**

*My neighbour John is a vet. He looks after sick animals in a clinic in the town. He is very patient and calm and he loves animals. He works every day from 9 am to 5 pm, but he also works weekends and when anyone has a sick animal, he will help. He is well-paid. The job is very tiring, but very rewarding.*

**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 daily activities, chores, activities at an amusement park, fun activities, weather, seasons and seasonal activities and TV programmes. They will learn the past simple, and used to. They will describe past habits and express preferences. They will write a note, a blog post, a story and an email.

### Modular Page

73

**Lesson objectives:** Talking about daily activities; getting an overview of the module

**Vocabulary:** Daily activities (*get up, have a shower, eat breakfast, walk to school, have lunch come back home, do their homework, go to karate practice, have dinner, surf the Net, go to bed*)

### 5.1 My day at home

74-75

**Lesson objectives:** Reading for gist, reading for specific information, listening for specific information, writing a note

**Vocabulary:** Chores (*do the washing-up, set the table, do the laundry, clear the table, clean the windows, tidy the bedroom, dust the furniture, mop the floor, vacuum the carpets, put the dishes in the dishwasher*); Verbs (*train, appear*); Phrasal verb (*bring in*); Nouns (*expression, owner, treat, trick, newspaper, channel*)

### 5.2 Favourite activities I

76-77

**Lesson objectives:** Reading for gist, reading for specific information, comparing the present simple and past simple, present continuous, talking about past activities, listening for specific information, writing a blog post

**Vocabulary:** Activities (*watch a sports match, go out for a meal, hang out at the mall, cook, go to the cinema, read a magazine, play online games, play console games, write a blog, watch TV*); Phrasal verb (*hang out*); Noun (*recipe*)

### 5.3 Fun days out

78-79

**Lesson objectives:** Reading for gist, reading for specific information, learning used to, listening for specific information, writing about past habits

**Vocabulary:** Activities at an amusement park (*Ferris wheel, carousel, rollercoaster, haunted house, water slide, bumper cars*); Verbs (*drag, ride, laugh*); Nouns (*queue, ghost*); Adjective (*thrilling*); Phrases (*make sb jump, go on a ride*)

### 5.4 Favourite activities II

80-81

**Lesson objectives:** Reading for gist, reading comprehension, learning prepositions of movement/direction, learning *would*, to express preference, writing a diary entry

**Vocabulary:** Fun activities (*go zorbing, explore a farm, go to a trampoline park, watch a magic show, do karaoke, go mountain biking, play table tennis, spend a night at a museum*); Verbs (*invent, roll, regret*); Nouns (*bungee jump, hill*); Adjectives (*dizzy, clear, sick*); Phrase (*head-over-heels*)

### 5.5 In all weathers

82-83

**Lesson objectives:** Reading for gist, reading comprehension, listening for gist, telling a story, writing a short story

**Vocabulary:** Seasonal activities (*build a snowman, play board games, make biscuits, plant flowers, go on a picnic, go cycling, build sandcastles, go fishing, go canoeing, collect leaves, have a barbecue, make pumpkin pie*); Verbs (*survive, realise*); Nouns (*wilderness, member*); Phrases (*rescue services, park rangers*)

### 5.6 Favourite evening activities

84-85

**Lesson objectives:** Reading for gist, reading comprehension, expressing preferences, preparing a poster

**Vocabulary:** TV programmes (*quiz show, cartoon, reality show, sports programme, soap opera, cookery programme, documentary, sitcom, action/adventure series*); Verb (*strike*); Nouns (*TV guide, channel, lightning*); Phrases (*have a look, what else, that's a shame, crime fighter*)

### Culture Corner

86

**Lesson Objectives:** Reading for gist, reading for specific information, comparing teens in different cultures, writing a short article, giving a presentation about teens and their favourite activities

**Vocabulary:** Nouns (*athletics, telly, ad*); Phrases (*nothing beats, the big screen, on average, keep in touch*)

### 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 Presenting/Practising vocabulary for daily activities

- Go through the activities and read out the example.
- Ask Ss to look at the pictures and say what each person does every day.
- Remind Ss of how to say the time and that for habits we use the present simple.
- Check Ss' answers around the class.

#### Answer Key

*Tony has a shower at 7:15/(a) quarter past seven.*

*Bob eats breakfast at 7:30/half past seven.*

*Kate walks to school at 8 o'clock.*

*Laura has lunch at 12 o'clock.*

*Sue comes back home at 3:30/half past three.*

*Sandy and Mary do their homework at 4 o'clock.*

*Lee goes to karate practice at 5:30/half past five.*

*Barry has dinner at 7 o'clock.*

*Charlie surfs the Net at 8 o'clock.*

*Nora goes to bed at 9:15/(a) quarter past nine.*

### 2 Practising new vocabulary with personal examples

- Read the question aloud and the example.
- Ask Ss to work in closed pairs and tell their partner what they usually do on Mondays.
- Tell Ss they should use vocabulary from Ex. 1.
- Monitor the activity around the class.
- Ask different Ss to talk about their typical Monday.

#### Answer Key

*On Mondays I always wake up at eight o'clock. I have a shower and then at half past eight I eat my breakfast. After that, I go to school. I usually have lunch at half past twelve. I finish school at three o'clock. I come back home at half past three and then I do my homework at four. I have dinner at six o'clock in the evening. I go to bed at ten o'clock.*

- Play the video for Ss and elicit their comments.

## 5.1 – My day at home

### 1 Presenting vocabulary for chores

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

### 2 Listening and reading for gist

- Ask Ss to look at the title of the text and the picture.
- Then ask Ss to guess what is special about the dog and what he can do.
- Give Ss time to listen to and read the text to find out.

#### Answer Key

*This dog helps around the house with the chores.*

### 3 Reading for specific information

- Ask Ss to read the text again and then mark the statements according to what they read.
- Check Ss' answers.

#### Answer Key

1 F (nearly every household chore)

2 T (sometimes teaches himself)

3 NS

4 NS

5 T (train dogs to help people)

- 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 Consolidating information from a text

- Ask Ss to read the text again and write sentences consolidating the title of the text with the content.
- Ask various Ss to read out the sentences.

#### Suggested Answer Key

*Jesse does nearly every household chore that's why he's a super dog! He helps his owner, for example, to vacuum, bring in the newspaper, clean the windows, help with the shopping. He also teaches himself new tricks! When he does a task correctly he gets a treat.*

### 5 **Aim** Listening for specific information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

#### Answer Key

1 D      2 E      3 A      4 B      5 C

### 6 **Aim** Practising adverbs of frequency

- Explain the task and remind Ss of the adverbs of frequency.
- Read out the examples and then elicit similar sentences from various Ss around the class.

#### Suggested Answer Key

*I usually clean the windows at the weekends.*

*I always clear the table after lunch or dinner.*

*I dust the furniture once a week.*

### 7 **Aim** Writing a note

- Explain the task.
- Give Ss time to write their note including all the points listed.
- Ask various Ss to read out their funny note to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

*Ilie,*

*Have to take Oscar to the vet. Please can you do the laundry and put the dishes in the dishwasher? Thanks.*

*Back at 18:30.*

*Sorin*

## 5.2 – Favourite activities I

### 1 **Aim** Presenting vocabulary for activities

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

### 2 **Aim** Practising new vocabulary; Expressing likes and dislikes

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and discuss their favourite activities.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

#### Suggested Answer Key

A: *Do you like going to the cinema?*

B: *Yes, I do! I usually go to the cinema every weekend. etc*

### 3 **Aim** Predicting the content of the texts; Listening and reading for gist

- Direct Ss to the blog entries and elicit Ss' guesses in answer to the questions.
- Ss listen to and read the text to find out if their guesses were correct.

#### Answer Key

*The blog entries are about moving to and living in a village in the countryside.*

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

- Ask Ss to read the questions and answer choices and read the text again and choose the answers according to what they read.
- Check Ss' answers.

#### Answer Key

1 A                      2 B                      3 A

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

### 5 **Aim** **Think** Consolidating information in a text

Elicit an answer to the question from various Ss around the class.

#### Suggested Answer Key

*If I lived in a village like Gemma, I would start cooking because it is a very creative activity. Also, I would chat with my friends online to keep in touch with them.*

### 6 **Aim** Practising the present simple and past simple

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

#### Answer Key

1 *Did you have, hang out, decided*

2 *don't know, learnt*

3 *did you get, bought*

4 *Does Kelly read, started*

5 *Does Peter play, joined, practise*

## 7 **Aim** Practising the present continuous (affirmative/negative)

- Explain the task and read out the example.
- Give Ss time to read the timetable and complete the task in their notebooks.
- Check Ss' answers around the class.

### Answer Key

- 2 *No! Helen and Jo aren't going for a meal at 6 pm. They are going to the cinema.*
- 3 *No! Helen isn't having lunch at 3 pm on Saturday. She is doing her homework.*
- 4 *No! Helen and her brother aren't eating at 11 am. They are running in the park.*
- 5 *No! Helen and her mum aren't making dinner at 2 pm. They are doing the shopping.*

## 8 **Aim** Talking about activities and preferences

- Explain the task and read out the example.
- Then ask Ss to work in closed pairs and compete the task. Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

### Suggested Answer Key

*In Daniel's class, 70% (seventy per cent) like going to the cinema in their free time.*

*In Daniel's class, 62% (sixty two per cent) like playing online games in their free time.*

*In Daniel's class, 57% (fifty seven per cent) like playing console games in their free time.*

*In Daniel's class, 50% (fifty per cent) like going out for a meal in their free time.*

*In Daniel's class, 43% (forty three per cent) like watching TV in their free time.*

*In Daniel's class, 32% (thirty two per cent) like reading a magazine in their free time.*

*In Daniel's class, 15% (fifteen per cent) like writing a blog in their free time.*

*In Daniel's class, 5% (five per cent) like cooking in their free time.*

## 9 **Aim** Preparing a quiz

- Ask Ss to work in groups. Explain the task and give them time to prepare their quizzes.
- Monitor the activity around the class. Then, Ss collect quiz answers.

- After they put all the answers together, Ss present their findings to the class.

*(Ss' own answers)*

## 10 **Aim** Writing a blog post

- Explain the task.
- Give Ss time to write a blog post about what they like doing in their free time using their dictionaries to help them as necessary.
- Ask various Ss to read their summary to the class.

### Suggested Answer Key

*@maria123 Hi! I'm Maria and I'm a student from Romania! In my free time, I love going to the cinema with my friends. We watch different types of films every weekend. Also, I like playing volleyball with the school team. It's great fun and exercise! I usually don't play console games because I don't like them. What about you? What do you like doing in your free time?*

## 5.3 – Fun days out

### 1 **Aim** Presenting vocabulary for activities at an amusement park

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

### 2 **Aim** Practising new vocabulary

- Explain the task and read out the example.
- Ask Ss to talk in closed pairs and complete the task using the adjectives.
- Ask various Ss to share their answers with the class.

### Suggested Answer Key

*I really love going on a water slide. It's amazing. I don't like riding a rollercoaster. It's scary.*

### 3 **Aim** Predicting the content of a text; Listening and reading for gist

- Read out the rubric and ask Ss to look at the picture in the text.
- Elicit Ss' guesses as to what kind of ride the Grand National is.
- Ss listen to and read the text to find out.



**Suggested Answer Key**

The Grand National is a wooden rollercoaster. It opened in 1935.

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

- Give Ss time to read the questions and answer choices and read the text again.
- Give them time to complete the task according to what they read.
- Check Ss' answers.

**Answer Key**

1 B                      2 A                      3 C

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

#### 5 **Aim** **Think** Expressing an opinion

Read the rubric aloud and ask Ss to discuss the questions in closed pairs and then elicit answers from Ss around the class.

**Suggested Answer Key**

*I think the old rides at Blackpool Pleasure Beach are still popular today because they are rides for people of all ages. It's also one of the oldest amusement parks in the world, which makes it special. I would like to go on the rides because I love amusement parks!*

**Background information**

**Lancashire** is a historic county in North West England. It takes its name from the city of Lancaster, which was a Roman camp by the River Lune. Another big city in the area is Preston.

#### 6 **Aim** Presenting used to

- Ss books closed. Present *used to*.
- Say then write on the board: *I used to watch cartoons*. Elicit how it is formed.
- Ss' books open. Ask Ss to read the theory and then elicit examples from the text.

**Answer Key**

*Granddad used to go on, didn't use to have, used to ride.*

#### 7 **Aim** Practising used to

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

**Answer Key**

1 use                      3 use                      5 use  
2 used                      4 used                      6 use

#### 8 **Aim** Practising used to

- Explain the task and read out the example.
- Ask Ss to read the sentences. Give them time to complete the task and write their answers in their notebooks.
- Check Ss answers around the class.

**Answer Key**

- 2 *When Paul was 8 years old, he didn't use to write a blog.*  
3 *When Paul was 8 years old, he used to stay with his grandparents every weekend.*  
4 *When Paul was 8 years old, he used to have a dog.*  
5 *When Paul was 8 years old, he didn't use to go on holiday abroad every summer.*  
6 *When Paul was 8 years old, he didn't use to visit amusement parks.*

#### 9 **Aim** Practising used to

- Explain the task and read out the example.
- Ask Ss to talk with their partners about what they did when they were 8 years old.
- Monitor the activity around the class and ask some pairs to share their answers with the rest of the class.

(Ss' own answers)

#### 10 **Aim** Writing a short text

- Explain the task and give Ss some time to write down their ideas.
- Then ask various Ss to read out their answer to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*My grandparents used to play with their friends in their gardens when they were young. They didn't use to go to the cinema or play online games. They used to read books and help with the household chores.*

## 5.4 – Favourite activities II

### 1 **Aim** Presenting vocabulary for fun activities

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

### 2 **Aim** Practising new vocabulary; stating preferences and using adjectives

- Explain the task and go through the adjectives. Explain/Elicit their meanings. Read out the examples and then ask Ss to state preferences in pairs regarding the activities in Ex 1.
- Monitor the activity around the class and ask some Ss to share their answers with the class.

#### **Suggested Answer Key**

*I'd like to go zorbing. I think it's fun.*

*I wouldn't like to play table tennis. I think it's boring. etc*

### 3 **Aim** Predicting the content of the text; Listening and reading for gist

Read the rubric aloud and elicit Ss' guesses. Give Ss time to listen to and read the text to find out if their guesses were correct.

#### **Answer Key**

*Kate went to an adventure park in Rotorua, New Zealand. She tried zorbing. She loved it.*

### 4 **Aim** Reading comprehension

- Ask Ss to read the sentences (1-6).
- Give Ss time to read the text again and complete them.
- Check Ss' answers.

#### **Answer Key**

- |                   |              |
|-------------------|--------------|
| 1 dizzy           | 4 warm water |
| 2 clear           | 5 one        |
| 3 head-over-heels | 6 sick       |

- 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** Expressing an opinion

Ask Ss to answer the question and explain their reasons. Elicit answer from various Ss.

#### **Suggested Answer Key**

*I would like to try zorbing. I think it would be fun.*

#### **Background information**

**Rotorua** is a city on the southern shores of Lake Rotorua in the Bay of Plenty of New Zealand's North Island. It is a popular destination for tourists.

**New Zealand** is an island nation in the southwestern Pacific. It is made up of two main landmasses: North Island and South Island. The capital city is Wellington on the South Island, but the largest city is Auckland on the North Island. The population is 4.7 million.

### 6 **Aim** Presenting/Practising prepositions of movement/direction

- Direct Ss to the pictures and the key. Give Ss time to complete the story.
- Check Ss' answers around the class.

#### **Answer Key**

- |          |           |           |
|----------|-----------|-----------|
| 1 onto   | 5 over    | 9 towards |
| 2 across | 6 out of  | 10 off    |
| 3 into   | 7 through |           |
| 4 along  | 8 down    |           |

### 7 **Aim** Practising prepositions of movement/direction

- Ask Ss to close their books and elicit things Glenn did (including prepositions of movement/direction) from Ss around the class.
- Check Ss' answers.

*(Ss' own answers)*

### 8 **Aim** Writing a diary entry

- Explain the task.
- Give Ss time to write their diary entry including the points and then ask various Ss to read them aloud to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### **Suggested Answer Key**

*Dear Diary,*

*I had a great weekend. I went to an adventure park with my friend Lena. It was amazing. We tried zorbing. It was a lot of fun. I hope to go again soon.*

## 5.5 – In all weathers

### 1 **Aim** Presenting vocabulary for seasonal activities

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

### 2 **Aim** Practising vocabulary for seasonal activities; talking about the weather

- Explain the task and read the example aloud.
- Then elicit answers from Ss around the class.

#### Answer Key

*Spring in Romania is cool and windy. I like going cycling with my friends. I don't like planting flowers. My friend Petru loves our warm and sunny summers because he likes swimming at the beach.*

### 3 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to look at the picture and the title of the text and guess what it is about.
- Ask Ss to listen to and read the text to find out.

#### Suggested Answer Key

*An 84-year-old woman got lost in a remote part of Australia and survived for 4 days.*

#### Background information

**Australia** is the largest country in Oceania and the world's sixth largest country. Its capital city is Canberra but Sydney is the largest city. More than 25,000,000 people live there.

### 4 **Aim** Reading comprehension

- Tell Ss to read the text again and answer the questions in their notebooks.
- Check Ss' answers.

#### Answer Key

- 1 *Patricia and her family went walking in Stirling Range National Park in Australia.*
- 2 *Patricia didn't have food, water and a mobile phone with her.*
- 3 *The weather was very hot, with temperatures of nearly 40°C.*

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

### 5 **Aim** Listening for specific information

- Ask Ss to read the chart to familiarise themselves with the content of the recording.
- Play the recording. Ss fill in the gaps.
- Check Ss' answers and allow them some time to write the weather forecast in their notebooks.

#### Answer Key

1 *rainy*    3 *snowy*    5 *32 (thirty two)*  
2 *6 (six)*    4 *sunny*    6 *windy*

(Ss' own answers)

### 6 **Aim** Writing about the weather yesterday

- Explain the task. Ask Ss to write about the weather in their town/city yesterday.
- Monitor the activity around the class and ask some Ss to share their answers with the class.

#### Suggested Answer Key

*The weather in Craiova was rainy and windy yesterday. It was also cold with temperatures of 6 or 7 degrees.*

### 7 **Aim** Listening for order of events

- Explain the task and ask Ss to look at the pictures.
- Play the recording. Ss listen and order the pictures,
- Check Ss' answers.

#### Answer Key

1 *B*    2 *D*    3 *A*    4 *C*

### 8 **Aim** Retelling a story from another point of view

- Explain the task and ask Ss to work in closed pairs and retell the story from the point of view of Marks' dad.
- Ask some Ss to tell the class.

#### Suggested Answer Key

*I went camping with my son in a forest last spring. One afternoon, he went for a walk. As the sun started to go down, I realised he must be lost. I set off to look for him. Soon I saw some smoke and I walked towards it and then I found him. I was happy he was OK.*

### 9 **Aim** Writing a short story

- Explain the task.
- Play the recording and ask Ss to make notes under the headings and then give them time to use their notes to write their story either in class or as HW.

#### **Suggested Answer Key**

*Last spring, I went camping with my father in a forest. One afternoon, I went for a walk.*

*As the sun started to set, I realised I was lost. I got scared so I made a fire. Fortunately, my father found me. He was looking for me when he saw the smoke from the fire. I was happy he came for me because I was really worried!*

## 5.6 – Favourite evening activities

### 1 **Aim** Presenting vocabulary related to TV programmes

Check Ss' pronunciation and intonation.

### 2 **Aim** Practising new vocabulary and expanding the topic

- Explain the task and ask Ss to read the items (1-9).
- Read out the example and then ask Ss to complete the task in pairs.
- Ask some pairs to share their answers with the class.

#### **Answer Key**

- I watch sports programmes to watch a live football match.*
- I watch cookery programmes to learn to make a special dish.*
- I watch sitcoms to see actors in funny situations.*
- I watch quiz shows to test my general knowledge.*
- I watch soap operas to see the daily lives of a group of characters.*
- I watch reality shows to watch real people's daily lives.*
- I watch action/adventure series to watch actors do dangerous and exiting things.*
- I watch cartoons to watch my favourite animated character.*

### 3 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to read the first exchange in the dialogue and guess what it is about.
- Then ask Ss to listen to and read to find out.

#### **Answer Key**

*The dialogue is about what TV programmes are on tonight.*

### 4 **Aim** Reading comprehension

- Ask Ss to read the dialogue and then complete the sentences.
- Check Ss' answers.

#### **Answer Key**

- |   |                      |   |                     |
|---|----------------------|---|---------------------|
| 1 | <i>talent shows</i>  | 3 | <i>super powers</i> |
| 2 | <i>reality shows</i> | 4 | <i>The Flash</i>    |

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

### 5 **Aim** Substituting phrases in a dialogue

- Play the recording. Ss listen and follow the dialogue in their books.
- Ask Ss to go through the **Functions** box and then replace the phrases in bold in the dialogue with suitable alternatives.
- Check Ss' answers.

#### **Suggested Answer Key**

*Do you fancy* = *How about*

*No way.* = *Not really.*

*I hate* = *I can't stand*

*What do you think of* = *How about*

*It sounds good.* = *It sounds great.*

*I like* = *I enjoy*

### 6 **Aim** Expressing preferences

- Explain the task and ask Ss to work in pairs and act out their dialogues using the TV guide and the dialogue in Ex. 3 as a model.
- 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: *There's a documentary on tonight. Do you fancy watching it?*

B: *Not really. I don't like documentaries. Is there anything else on?*

A: *What do you think of this sitcom on Channel 2?*

B: *It sounds great. I love sitcoms. What time is it on?*

A: *7:40.*

B: *OK! Let's watch it.*

7 **Aim** **ICT** Preparing a poster

- Explain the task and ask Ss to research on the Internet and gather information to prepare a poster.
- Give Ss time to complete the task and then ask various Ss to show their posters to the rest of the class.

**Suggested Answer Key**

Romania searches for a talent is a popular TV show with Romanian teens. It is on TVR 3. It shows singers, dancers, comedians and variety acts. The winner gets 143,000 lei. I like watching it because it is entertaining.

**Culture Corner**1 **Aim** Introducing the topic; Listening and reading for gist

- Ask Ss to look at the pairs of pictures and guess which activity is the most popular among UK teens.
- Then give Ss time to listen to and read the texts to find out.

**Answer Key**

**Outdoors:** B

**Indoors:** A, A

2 **Aim** Reading comprehension

- Give Ss time to read the texts again and answer the questions.
- Check Ss' answers around the class.

**Answer Key**

1 athletics                      3 when they are at home

2 twice a month      4 there are no ads

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

3 **Aim** **Think** Discussing similarities/differences

- Explain the task and ask Ss to discuss the topic in pairs and find a similarity and a difference between themselves and UK teenagers.
- Give Ss time to complete the task and remind them to use compensatory techniques.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

**Suggested Answer Key**

A: Athletics is the most popular sport in the UK with teenagers, but I love football.

B: Sorry, could you repeat that?

A: I said athletics is the most popular sport in the UK with teenagers, but I love football.

B: OK. That's a difference. What about a similarity?

A: UK teenagers often go online at home and so do I.

4 **Aim** **ICT** Writing an article

- Explain the task and give Ss time to collect information on the Internet about Romanian teens under the headings and then write their article.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**outdoors:** football, handball, basketball, volleyball

**indoors:** gymnastics, dancing, cinema

**at home:** watching films, surfing the Net, listening to music

**Teen activities in Romania**

In Romania, teens love sports. Football, handball, basketball and volleyball are the most popular outdoor sports. Other young people prefer indoor sports such as gymnastics and activities such as dancing and going to the cinema. When young Romanians are at home, a lot of them spend their time watching films, surfing the Net or listening to music.

5 **Aim** Giving a presentation about teens and their favourite activities

- Explain the task and give Ss time to prepare a presentation about Romanian teens and their favourite activities using the notes they made under the headings in Ex. 4.
- Ask various Ss to give their presentations to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

Good morning. My name is Bogdan Dimitrescu. I am from Romania. In Romania, teens love sports. Football, handball, basketball and volleyball are the most popular outdoor sports. Other young people prefer indoor sports such as gymnastics and activities such as dancing and going to the cinema. When young

Romanians are at home, a lot of them spend their time watching films, surfing the Net or listening to music. Are there any questions? Thank you for listening.

### 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 barbecue      5 wheel      9 ride  
2 documentary      6 vacuum      10 board  
3 jump      7 blog  
4 hill      8 treat

#### 2 **Aim** Consolidating prepositional phrases from the module

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

##### Answer Key

1 on    2 into    3 in    4 in    5 out

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

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

##### Answer Key

1 dinner      3 watch      5 sitcom  
2 mop      4 home

#### 4 **Aim** Consolidating prepositions of movement/direction from the module

- Explain the task and give Ss time to complete it.
- Check Ss' answers. Then give them time to write their answer in their notebooks.

##### Answer Key

1 through    2 along    3 off    4 into

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

- Explain the task and give Ss time to complete it.
- Check Ss' answers. Then, give them time to write their answers in their notebooks.

##### Answer Key

1 use      3 to live      5 used  
2 went      4 use      6 had

#### 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 b      3 b      4 a

#### 7 **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 Mall    2 10    3 Friday    4 Paul    5 9

#### 8 **Aim** Reading for specific information

- Give Ss time to read the email and then ask them to read the sentences (1-4) and the answer choices and choose their answers.
- Check Ss' answers.

##### Answer Key

1 C      2 B      3 C      4 A

#### 9 **Aim** Writing an email

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

##### Suggested Answer Key

Hi John,  
How are you? Let me tell you about my holiday.  
My family and I went to Disneyland. We went on lots of rides. I was too scared to go on a big rollercoaster so my dad came with me. I was laughing all the way round, but my dad felt sick!  
Write and tell me about your summer.  
Luca

### 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

## Healthy Lifestyle

### Topic

In this module Ss will learn about sports, healthy lifestyle, food categories, meals and drinks, food service establishments, minor illnesses and health remedies. They will learn prepositions of possession & instrument, proper/common – singular/plural nouns, countable/uncountable nouns, quantifiers, and *some/any/no/every* & compounds. They will express agreement/disagreement, order food and talk about health. They will fill in a form and they will write a quiz, a menu, an article and a review.

### Modular page

89

**Lesson Objectives:** Talking about a healthy lifestyle, getting an overview of the module

**Vocabulary:** Healthy lifestyle (*Dos: eat fruit & vegetables, drink plenty of water, get a good night's sleep, do a physical activity; Don'ts: eat too much junk food, watch too much TV, play video games for too long, eat late at night*)

### 6.1 Sports

90-91

**Lesson Objectives:** Agreeing/Disagreeing, reading comprehension, prepositions of possession & instrument, listening for specific information, filling in a form

**Vocabulary:** Sport I (*air hockey, badminton, kayaking, cricket, curling, darts, ice skating, rafting, water polo, taekwon do*); Nouns (*handlebars, goalkeeper, league*); Adjective (*complicated*)

### 6.2 Sports for life

92-93

**Lesson Objectives:** Reading for gist, reading for specific information, learning proper/common – singular/plural nouns, listening for specific information, writing a sports quiz

**Vocabulary:** Sport II (*gymnastics, kick-boxing, fencing, cycle polo, footvolley, lacrosse, sailing, snowboarding, aikido, capoeira*); Verbs (*arrange, register*); Phrasal verb (*sign up*); Noun (*facility*); Adjectives (*unfit, fully equipped*); Phrase (*aches and pains*)

### 6.3 Fit and Healthy

94-95

**Lesson Objectives:** Reading for gist, reading comprehension, learning countable/uncountable nouns (concrete/abstract), listening for specific information, writing a menu

**Vocabulary:** Food categories (*carbohydrates, fruit & vegetables, milk & dairy products, fats, oil & sugar, proteins*); Verb (*boost*); Phrasal verb (*work out*); Nouns (*canteen, packed lunch, vitamin, immune system, timetable*); Adjective (*low-fat*)

### 6.4 Takeaways

96-97

**Lesson Objectives:** Reading for gist, reading comprehension, learning quantifiers, ordering food on the phone, writing a healthy menu

**Vocabulary:** Meals and drinks: Main meals (*sweet and sour chicken, noodles with bean sprouts, crispy duck pancakes, chicken tikka masala, fried chicken, margherita pizza, pasta, kebab [lamb in pitta bread]*); Side Dishes (*chicken salad, chips, spring rolls, fried cheese sticks*); Desserts (*ice cream, apple pie, chocolate cake, cheesecake*); Drinks (*cola, mineral water [still], smoothies, sparkling water*); Verb (*order*), Nouns (*nation, calorie, immigrant, snack, owner*); Adjectives (*boiled, fried*); Phrase (*compared to*)

### 6.5 Eating out

98-99

**Lesson Objectives:** Reading for gist, reading for specific information, reading comprehension, learning some, any, no, every & compounds, talking about a restaurant, designing a restaurant, writing a review of your favourite restaurant

**Vocabulary:** Food service establishments (*restaurant, fast food restaurant, café, school canteen*); Underwater dining (*school of fish, stingrays, entrance, napkin, vegetarian dish*); Verbs (*lift, book*); Nouns (*shark, sea life, beauty, ocean*); Adverb (*underwater*); Phrases (*below the surface, in advance*)

### 6.6 Health remedies

100-101

**Lesson Objectives:** Reading for gist, reading for specific information, listening for specific information, reading for sequence, pronouncing /iə/, talking about health

**Vocabulary:** Minor illnesses (*a sore throat, a temperature, a stomach ache, a headache, a nasty cough, a cold, an earache*); Nouns (*drag, teaspoonful, cough syrup*); Phrases (*get rid of, stop in its tracks*)

### CLIL (Science)

102

**Lesson Objectives:** Reading for gist, reading comprehension, talking about the food chain, write examples of food chains

**Vocabulary:** Phrasal verb (*break down*); Nouns (*food chain, energy, organism, primary producer, primary consumer, secondary consumer, tertiary consumer, decomposer, nutrient*); Phrases (*put it simply, natural world*)

### Self-Check Test 6

103-104

## What's in this unit?

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

### 1 **Aim** Presenting vocabulary relating to a healthy lifestyle

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

### 2 **Aim** Practising new vocabulary

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

#### Answer Key

*It's a good idea to drink plenty of water.*

*It isn't a good idea to watch too much TV.*

*It's a good idea to get a good night's sleep.*

*It isn't a good idea to play video games for too long.*

*It's a good idea to do a physical activity.*

*It isn't a good idea to eat late at night.*

- Play the video for Ss and elicit their comments.

## 6.1 – Sports

### 1 **Aim** Presenting vocabulary for sports

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

### 2 **Aim** Presenting verbs used with sports (*go, play, do*)

- Read the table aloud and then elicit which of the sports in Ex. 1 go with each verb.
- Elicit answers from Ss around the class.

#### Answer Key

*go kayaking, curling, ice skating, rafting*

*play air hockey, badminton, cricket, darts, water polo*

*do tae kwon do*

### 3 **Aim** Expressing agreement/disagreement

- Ask Ss to discuss which of the sports in Ex.1 they like/don't like and agree/disagree using the phrases in bold in the example.
- Ask two Ss to model the example for the class and then have Ss compete the task in closed pairs.
- Monitor the activity around the class.

#### Suggested Answer Key

*A: I like playing darts.*

*B: So do I. It's fun.*

*A: I agree./That's true.*

*A: I don't like playing water polo. It's boring.*

*B: Really? I do. It's exciting./Neither do I.*

### 4 **Aim** Predicting the content of the text; Listening and reading for gist

- Ask Ss to look at the picture in the text. Then ask Ss to guess what is special about the sport and how people play it.
- Give Ss time to listen and read the text to find out.

#### Answer Key

*The sport is unicycle hockey. You play it with five players on unicycles. Everyone in the team works together to stop the other team from scoring. You can play it indoors or outdoors.*

### 5 **Aim** Reading comprehension

- Ask Ss to read the sentences (1-6) and then give them time to read the text again and complete them.
- Check Ss' answers.

#### Answer Key

*1 roller blades.*

*2 only one wheel.*

*3 goalkeeper.*

*4 inside.*

*5 elbow and knee pads.*

*6 every two years.*

- 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.



## 6 **Aim Think** Consolidating information in text

Give Ss time to consider their answers by referring to the text again if necessary and then ask various Ss around the class to share their answers with the class.

### **Suggested Answer Key**

*Unicycle hockey is exciting because it's an unusual game. It's also great fun.*

## 7 **Aim Think** Inventing a sport

- Explain the task and have Ss make notes under the headings.
- Ask various Ss to use their notes to present their sport to the class.

### **Suggested Answer Key**

**teams:** two teams

**players:** 10 players (5 defenders, 5 attackers)

**how to play it:** players kick and throw the ball without letting it touch the ground to score a goal by putting the ball in a box at the opposite end of the pitch, the team with the most goals after 30 minutes wins.

*This sport is called 'boxball'. There are two teams. Each team has 10 players: 5 defenders and 5 attackers. Players kick and throw the ball without letting it touch the ground to score a goal by putting the ball in a box at the opposite end of the pitch. The team with the most goals after 30 minutes wins.*

## 8 **Aim** Practising prepositions of possession & instrument

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

### **Answer Key**

1 by      3 with      5 of      7 with  
2 of      4 with      6 by      8 of

## 12 **Aim** Filling in a form

- Explain the task and ask Ss to fill in the form.
- Give Ss time to use their notes to write their form.
- Check Ss' answers.

*(Ss' own answers)*

## 6.2 – Sports for life

### 1 **Aim** Presenting vocabulary for sports

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

### 2 **Aim** Practising new vocabulary

- Explain the task and read out the examples.
- Ask various Ss around the class to share their answers with the rest of the class.

### **Suggested Answer Key**

*I do gymnastics and sailing. I'd like to try kick-boxing.*

### 3 **Aim** Predicting the content of the text; Listening and reading for gist

- Direct Ss to the heading and the introduction and elicit Ss' guesses as to what the advert is about.
- Ss listen to and read the text to find out if their guesses were correct.

### **Answer Key**

*The advert is about a sports & fitness centre and what it offers.*

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

- Ask Ss to read the text again and mark the sentences as true or false according to what they read.
- Check Ss' answers.

### **Answer Key**

1 T  
2 T  
3 F (outdoor sports – sailing)  
4 F (first month free)

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

### b) **Aim Think** Expressing an opinion

Read the rubric aloud and ask Ss to discuss the questions in closed pairs and then elicit answers from Ss around the class.

### **Suggested Answer Key**

*I think it is important that we exercise because if we are fit, we are healthy.*

5 **Aim** Presenting proper/common nouns – singular/plural nouns

- Ask Ss to study the theory.
- Read out the examples.

6 **Aim** Practising proper/common nouns – singular/ plural nouns

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

**Answer Key**

1 matches	4 days
2 women, babies	5 buses, fans, games
3 lives	6 videos

7 **Aim** Distinguishing between singular and plural nouns

- Ask Ss to study the theory.
- Read out the examples.
- Then ask Ss to read the sentences (1-6) and choose the correct words.

**Answer Key**

1 is    2 are    3 is    4 is    5 has

8 **Aim** Listening for specific information

- Ask Ss to read the gapped notes to familiarise themselves with the content of the recording.
- Play the recording. Ss listen and complete the gaps (1-5).
- Check Ss' answers.

**Answer Key**

1 Greenvale	3 Bill	5 4486593
2 16th June	4 World	

9 **Aim** **ICT** Writing a sports quiz

- Ask Ss to work in small groups and collect information from the Internet about various sports.
- Then give Ss time to use this information to write a sports quiz.
- Have Ss swap quizzes with another group and try to do the quiz.
- Check Ss' answers.

**Suggested Answer Key**

*How many players are there in a rugby union team? (15)*

*How do you play water polo? (Two teams try to score goals by throwing the ball into their opponent's goal in a swimming pool.)*

*Which sport uses a puck? (ice hockey)*

*etc*

**6.3 – Fit & Healthy**

1 a) **Aim** Presenting vocabulary for food categories

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

b) **Aim** Revising/Practising vocabulary relating to food /food categories

- Go through the list of food with Ss and explain/elicite the meanings of any unknown words.
- Explain the task and read out the example.
- Elicit further answers from Ss around the class.

**Suggested Answer Key**

*I can see aubergines, cabbage, bananas, a pineapple, grapes, carrots, mushrooms, lettuce, and onions. They belong to the fruit & vegetables category.*

*I can see milk and cheese. They belong to the milk & dairy foods category.*

*I can see chocolate and butter. They belong to the fats, oils & sugar category.*

*I can see fish, chicken, eggs and nuts. They belong to the proteins category.*

2 **Aim** Introducing the topic

Read the questions aloud and elicit answers from around the class.

*(Ss' own answers)*

3 **Aim** Predicting the content of the text; Listening and reading for gist

- Read out the rubric and ask Ss to look at the title, introductions and headings in the text.

- Elicit Ss' guesses as to how Ss can stay fit and healthy at school.
- Ss listen to and read the text to find out.

#### Suggested Answer Key

*They can stay healthy by choosing healthy meals from the school canteen or by bringing a healthy packed lunch. They can stay fit by taking part in PE which is part of the timetable. They can also join an after-school club.*

#### 4 Reading comprehension

- Give Ss time to read the questions and read the text again.
- Give them time to complete the task.
- Check Ss' answers.

#### Answer Key

- 1 *Chicken is protein which builds muscle.*
- 2 *Vegetables and salads have vitamins which boost our immune system.*
- 3 *Physical Education (PE).*
- 4 *Swimming, football, hockey or cycling.*

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

#### 5 Consolidating information in a text

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

#### Suggested Answer Key

*I learnt that protein builds muscle and vitamins boost your immune system. This will help me when I decide deciding what to eat for a healthy meal.*

#### 6 To present countable/uncountable nouns

- Read out the table.
- Explain that countable nouns are nouns which we can count and they have a singular and a plural form (*an/one apple – two/some apples*). Explain that we can use *a/an* or *some* with countable nouns.
- Explain that uncountable nouns are nouns which we cannot count and they only have one form (*water, milk, tea, etc*). Explain that we cannot use *a/an* with uncountable nouns, but we can use *some*.
- Elicit examples from the text.

#### Answer Key

**Countable:** *students, lessons, choices, salads, vegetables, meals, nuggets, chips, lunch, sandwich, vitamins*

**Uncountable:** *fruit, pizza, swimming, football, hockey, cycling*

#### 7 Practising countable/uncountable nouns (concrete/abstract)

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

#### Answer Key

- |               |               |               |
|---------------|---------------|---------------|
| 1 <i>some</i> | 4 <i>an</i>   | 7 <i>some</i> |
| 2 <i>some</i> | 5 <i>a</i>    | 8 <i>some</i> |
| 3 <i>some</i> | 6 <i>some</i> | 9 <i>some</i> |

#### 8 a) Practising countable/uncountable nouns

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

#### Answer Key

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1 <i>lemonade</i> | 3 <i>snow</i>   | 5 <i>ketchup</i> |
| 2 <i>sugar</i>    | 4 <i>butter</i> |                  |

#### b) Practising countable/uncountable nouns

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

#### Answer Key

- 1 *grapes, strawberries, oranges*
- 2 *biscuits, sweets, cakes*
- 3 *noses, teeth, eyes*
- 4 *sandwiches, tomatoes, onions*
- 5 *burgers, chips, milkshakes*

#### 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 chicken                      3 tomato                      5 water  
2 potato                      4 chocolate

10 **Aim** (PSHE) **Designing a menu**

- Explain the task and ask Ss to work in small groups and think of a menu for a school canteen.
- Tell Ss to refer to the menu in Ex. 9 for ideas and then ask various groups to present their menu to the class.

**Suggested Answer Key**

Tuesday

**Main meal:** beef stew, chicken curry and rice, fish soup

**Salad:** cabbage and carrot

**Dessert:** low-fat yoghurt and fresh fruit

**Drink:** fresh fruit juice

**6.4 – Takeaways**

1 **Aim** **Presenting/Practising vocabulary related to meals and drinks**

- 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 new vocabulary**

- Read the rubric and the example aloud.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*I'd have the fried chicken as a main meal, the chips as a side dish, the apple pie as dessert and a smoothie as a drink. For my friend I would choose pasta as a main meal, spring rolls as a side dish, the chocolate cake as a dessert and sparkling water as a drink.*

3 **Aim** **Predicting the content of a text; Listening and reading for gist**

- Read out the rubric and elicit Ss' guesses in answer to the question.
- Ss listen to and read the text to find out if their guesses were correct.

**Suggested Answer Key**

*I know the British like Chinese food and that they also eat a lot of curries.*

4 **Aim** **Reading comprehension**

- Ask Ss to read the text again and complete the sentences according to what they read.
- Check Ss' answers.

**Answer Key**

- 1 London  
2 noodles with bean sprouts  
3 £250 million a year  
4 boiled rice  
5 night-time

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

5 **Aim** **Presenting quantifiers**

- Go through the theory with Ss and explain that we use *how many* with countable nouns and *how much* with uncountable nouns.
- Go through the theory and make sure Ss understand when we use the quantifiers.
- Elicit examples from the text.

**Answer Key**

*some dishes, too much food, a bit of meat*

6 **Aim** **Practising quantifiers**

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

**Answer Key**

- 1 no, some                      3 some, some  
2 Not many, many                      4 a lot of, any

7 **Aim** **Practising quantifiers in a situational dialogue**

- Explain the task. Divide Ss into pairs.
- Read out the example and then have Ss complete the task in closed pairs.
- 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: *Let's make our shopping list. Do we need any apples?*

B: *Let me check. We have a lot of apples. We don't need any.*

A: *OK. How about milk?*

- B: We've got no milk.  
 A: OK. We'll get some. How many eggs have we got?  
 B: We haven't got any eggs.  
 A: Right. Let's get some.

## 8 **Aim** Listening and reading for specific information.

- Read out the question.
- Play the recording.
- Ss listen and read the dialogue to find out the answer.
- Check Ss' answer.

### Answer Key

*Jerry orders a pizza margherita, a chicken salad and two bottles of mineral water.*

## 9 **Aim** Ordering food on the phone

- Explain the task and ask Ss to use the menu to act out a similar dialogue to the one in Ex. 8 in closed pairs and practise ordering food on the phone.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

### Suggested Answer Key

- A: Hello, this is Paulo's Takeaway. Can I take your order?  
 B: Yes, I'd like the chicken tikka masala, please.  
 A: Certainly. Is there anything else?  
 B: Yes, I'd like some chips and some cheesecake.  
 A: Right. Would you like any drinks?  
 B: No, thank you. That's all.  
 A: OK. That's £11.55 altogether. Could you give me your name and address?  
 B: I'm Sally Brown and my address is 16 Fletcher Street.  
 A: OK. Your order will be with you in about forty minutes.  
 B: Thank you very much.

## 10 **Aim** Designing a menu

- Explain the task.
- Give Ss time to complete the task.
- Ask Ss to read out their pieces of writing to the class.

(Ss' own answers)

## 6.5 – Eating out

### 1 **Aim** Introducing the topic and generating vocabulary

Read the rubric aloud and elicit answers from Ss around the class.

#### Suggested Answer Key

*restaurant: roast chicken*

*a fast food restaurant: chicken nuggets*

*a café: a chicken sandwich*

*a school canteen: a chicken salad*

### 2 a) **Aim** Presenting vocabulary for an underwater restaurant

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

### b) **Aim** Describing a picture; practising new vocabulary

Direct Ss' attention to the picture and elicit descriptions from Ss around the class.

#### Suggested Answer Key

*In the picture there is a young woman eating a meal in an underwater restaurant. She is under a glass ceiling and there are lots of fish in the water.*

### 3 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to look at the picture, the title of the text and the introduction and guess what the text is about.
- Elicit answers from Ss around the class.
- Ss listen to and read the text to find out if their guesses were correct.

#### Answer Key

*The restaurant is underwater.*

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

- Ask Ss to read the sentences (1-5).
- Give them time to read the text again and complete the task.
- Check Ss' answers.

**Answer Key**

- 1 F (an island nation in the Indian Ocean)
- 2 NS
- 3 NS
- 4 F (from seafood to delicious vegetarian dishes)
- 5 T (you must book a table in advance)

- 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** Consolidating information in a text; expressing an opinion

Ask Ss to answer the questions in pairs and then ask some pairs to share their answers with the class.

**Suggested Answer Key**

*This restaurant is popular because it is underwater and you can watch sharks and other sea life while you eat a delicious meal. I would like to have seafood in this restaurant. I think it would be amazing.*

6 **Aim** Presenting *some, any, no, every & compounds*

- Explain that for people we use *someone/somebody* (affirmative statements), *no one/nobody* (negative statements) and *anyone/anybody* (questions). For things/places we use *something/somewhere* (affirmative statements), *nothing/nowhere* (negative) and *anything anywhere* (questions). We use *everyone/everybody/everything/everywhere* in all types of sentences.
- Explain that we use *someone/somebody/ something/ somewhere* in positive statements. We use *anyone/ anybody/anything/anywhere* in questions and negations and *no one/nobody/nothing/nowhere* in positive statements with a negative meaning.
- Ask Ss to read the sentences in the theory.
- Elicit examples from the text.

**Answer Key**

*nothing, everything*

(Ss' own answers)

7 **Aim** Practising *some, any, no, every & compounds*

- Explain the task, read out the example and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- |                        |                     |
|------------------------|---------------------|
| 2 <i>anything</i>      | 5 <i>everything</i> |
| 3 <i>someone</i>       | 6 <i>anywhere</i>   |
| 4 <i>nobody/no one</i> | 7 <i>anyone</i>     |

8 **Aim Think** Consolidating information in a text; expressing an opinion

Ask Ss to consider their answers to the question and then ask various Ss to share their answers with the class.

**Suggested Answer Key**

*I would like to go to an underwater restaurant to see the sea life while I eat and try delicious dishes./I wouldn't like to go to an underwater restaurant because I would be scared to be under the sea and scared of the sharks.*

9 **Aim ICT** Imagining your own restaurant; Presenting your own restaurant

- Ask Ss to work in groups and think of an interesting idea for a restaurant.
- Tell Ss they can go online and research for interesting ideas. Remind them to cover all the points in the rubric.
- Give Ss time to prepare their presentations and then ask groups to present their restaurants to the class.
- Alternatively, assign the task as HW and ask Ss to present their restaurants in the next lesson.

**Suggested Answer Key**

**name:** *Dusk till Dawn*

**type of restaurant:** *All night restaurant*

**location:** *New York City*

**opening hours:** *6 pm – 6 am*

**food/drinks:** *steaks, burgers, pasta dishes, noodles dishes, curries, apple pie, cheesecake*

**prices:** *reasonable*

**staff:** *helpful, speak many languages*

**recommendation:** *a great place to spend an evening in the city that never sleeps*

Our restaurant is called *Dusk till Dawn*. It is an all-night restaurant in New York City. It is open from 6 pm to 6 am. It serves a wide range of dishes such as steaks, burgers, pasta dishes, noodles dishes and curries. Desserts include cheesecake and apple pie. The prices are reasonable, the staff are helpful and speak a lot of languages. It is a great place to spend an evening!

## 10 **Aim** Writing a review

- Ask Ss to think of their favourite restaurant and make notes about it under the headings in their notebooks.
- Give Ss time to use their notes to write a review.
- Ask various Ss to read their review to the class.

### Suggested Answer Key

*Torna Fratre* is a traditional restaurant in Bucharest. It is open from 11 am to 10 pm. It serves a wide range of Romanian dishes such as *mamaliga*, grilled meat and special salads. Desserts include *tort de mere* and ice cream. The prices are reasonable, the staff are helpful and speak a lot of languages. It is a great place to go with your family!

### Background information

**The Maldives** (the Republic of Maldives) is an island nation in the Indian Ocean. The capital city is Malé and the population is around 393,000. It is a popular tourist destination and the smallest country in Asia.

## 6.6 – Health remedies

### 1 **Aim** Presenting vocabulary for minor illnesses

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

### 2 **Aim** Practising new vocabulary

- Ask Ss to ask and answer in pairs following the example.
- Elicit exchanges from Ss around the class.

### Suggested Answer Key

A: *What's wrong with Anna?*

B: *She's got a temperature.*

A: *What's wrong with Mark?*

B: *He's got a stomach ache.*

A: *What's wrong with Nelly?*

B: *She's got a nasty cough.*

A: *What's wrong with Kate?*

B: *She's got a headache.*

A: *What's wrong with Mike?*

B: *He's got a cold.*

A: *What's wrong with Mary?*

B: *She's got an earache.*

### 3 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to read the title of the article and look at the picture.
- Ask Ss to guess what medicine someone might find in the kitchen.
- Ss listen to and read the text to find out.

### Suggested Answer Key

*I think someone can find lemon and honey in a kitchen which can help a cold.*

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

- Give Ss time to read the sentences (1-6) and then read the text again and mark them accordingly.
- Check Ss' answers.

### Answer Key

1 T (*Lemon juice ... get rid of that nasty pain*)

2 NS

3 F (*a teaspoonful*)

4 NS

5 T (*Chocolate has the same ingredients in it as cough syrup*)

- 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** Consolidating new vocabulary

- Explain the task and give Ss time to read the gapped text messages and complete the task.
- Check Ss' answers.

### Answer Key

1 temperature      4 sore      7 better

2 mint      5 help

3 reduce      6 drink

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

Ask Ss to look through the text again and then elicit answers to the questions from Ss around the class.

### Suggested Answer Key

*I knew about honey and lemon. I think the strangest remedies are the mint tea for a temperature and chocolate for a cough.*

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

- Ask Ss to read the gapped instructions.
- Play the recording and have Ss listen and complete the gaps.
- Check Ss' answers.

### Answer Key

1 piece	3 grated	5 heat
2 cup	4 three	6 honey

## 8 **Aim** Pronouncing /iə/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Elicit any other words with the same sound from Ss around the class.

### Suggested Answer Key

*fear, gear, hear, appear*

## 9 a) **Aim** Listening and reading for specific information

- Read out the questions in the rubric and then play the recording.
- Ss listen and follow the dialogue in their books and find out.
- Check Ss' answers.

### Answer Key

*Sam has got a headache. Ann advises him to take an aspirin.*

## b) **Aim** Substituting phrases for talking about health in a dialogue with suitable alternatives

- Go through the **Functions** box with Ss and explain/ elicit the meanings of any unknown words.
- Give Ss time to complete the task and then check Ss' answers around the class.

### Answer Key

*Are you OK? = you don't look well.*

*I don't feel very well. = I feel terrible.*

*What's wrong? = What's the matter?*

*I have a terrible headache. = I've got a dreadful headache.*

*Poor you! = How awful!*

*Why don't you ...? = The best thing you can do is ...*

## 10 **Aim** Role playing a dialogue talking about health

- Ss work in closed pairs and act out dialogues using the functional language to help them and the dialogue in Ex. 9a as a model.
- Monitor the activity around the class. Then ask some pairs to act out their dialogues in front of the class.

### Suggested Answer Key

*A: Hi, John. Are you alright?*

*B: Hello, James. I feel terrible.*

*A: What's the matter?*

*B: I've got a dreadful cough.*

*A: You poor thing! Why don't you take some cough syrup?*

*A: Hi, Jane. You don't look well.*

*B: Hello, Gemma. I don't feel well at all.*

*A: What's the matter?*

*B: I've got a stomach ache.*

*A: I'm sorry to hear that. The best thing you can do is drink some ginger tea.*

*(Ss' own answers)*

## 11 **Aim** Writing an SMS

- Explain the task and give Ss time to complete it.
- Monitor the activity around the class. Then ask some Ss to read their SMS in front of the class.

### Suggested Answer Key

*Sorry that you've got a stomach ache, Maria. Why don't you drink some ginger tea? It's good for your stomach and you'll feel better right away!*



## CLIL 6 (Science)

1 **Aim** Presenting vocabulary for animals

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

2 **Aim** Predicting the content of the text; Listening and reading for specific information

- Read the rubric aloud and direct Ss to the picture. Elicit/Explain what a food chain shows (who eats what/who in nature) and why every link in the chain is important (to maintain balance in nature).
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

*A food chain shows who eats what/who in nature. Each link in the chain is important to maintain balance in nature.*

3 **Aim** Reading comprehension

- Ask Ss to read the sentences (1-4) and then give them time to read the text and correct them.
- Check Ss' answers.

**Answer Key**

- 1 *The food chain starts with plants.*
- 2 *Snakes and frogs are secondary consumers.*
- 3 *Creatures such as hawks and wolves are tertiary consumers.*
- 4 *Decomposers break down dead plants and animals into nutrients.*

- 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** **Think** Consolidating information in a text

- Ask various Ss around the class to tell the rest of the class which are more important in the food chain and why.

**Suggested Answer Key**

*Every part of the food chain is important. They are part of the circle of life. If the chain breaks, whole species can disappear.*

5 **Aim** **ICT** Writing examples of food chains

- Explain the task and give Ss time to research online and complete it.
- Check Ss' answers around the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Grass is a primary producer. Grasshoppers are primary consumers. They eat the grass. A secondary consumer, a rat eats the grasshoppers. A tertiary consumer, a snake, eats the rat.*

*Algae is a primary producer. Mosquito larva, a primary consumer, eats the algae. A secondary consumer, dragonfly larva, eats the mosquito larva. A tertiary consumer, a raccoon, eats the dragonfly larva.*

## 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 sore        | 6 nasty      |
| 2 fat         | 7 side       |
| 3 get         | 8 junk       |
| 4 temperature | 9 vegetarian |
| 5 dessert     | 10 book      |

2 **Aim** Consolidating vocabulary from the module

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

**Answer Key**

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

3 **Aim** Consolidating grammar from the unit

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

**Answer Key**

- |            |        |           |
|------------|--------|-----------|
| 1 tomatoes | 3 fish | 5 pitches |
| 2 children | 4 boys |           |

4 **Aim** Consolidating grammar from the unit

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

**Answer Key**

1 is                      3 are                      5 are  
2 are                      4 are

5 **Aim** Consolidating grammar from the unit

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

**Answer Key**

1 an                      3 everywhere      5 many  
2 any                      4 a lot

6 **Aim** Consolidating everyday English from the unit

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

**Answer Key**

1 a      2 a      3 b      4 b      5 a

7 **Aim** Reading for specific information

- Give Ss time to read the article and then ask them to read the sentences (1-7) and decide if they are true, false or not stated.
- Check Ss' answers.

**Answer Key**

1 T (Spanish restaurant)  
2 F (open for dinner)  
3 T (every day)  
4 F (main course, dessert)  
5 F (rice, chicken or seafood)  
6 NS  
7 T (Be sure to make a reservation)

8 **Aim** Listening for specific information

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

**Answer Key**

1 Bank                      4 pasta  
2 Saturdays              5 569-8563  
3 1 pm

9 **Aim** Writing an article

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

**Suggested Answer Key**

**Bob's café**

*Bob's café is a great place to eat. It's open for lunch from 12 until 2 pm, Monday to Friday, serving delicious hot and cold food. You can have a three-course meal or a snack. The menu changes daily, but there is always a vegetarian option and healthy salads to choose from and the prices are reasonable.*

**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

# 7

## Topic

In this module Ss will learn about the environment, wild animals, protection of the environment, eco-activities, future cities, green education, wild flowers and endangered animals. They will learn the future simple, *will/be going to*, the present continuous and present simple (future meaning) and adverbs of manner. They will make assumptions about the future and express certainty/ uncertainty. They will write a comment on a blog, an email/letter of invitation, an article and a short story.

## Modular page

105

**Lesson Objectives:** Making predictions, getting an overview of the module.

**Vocabulary:** The future of the environment (*There will be a food shortage. Flowers will lose their scent. Coral reefs will die because of global warming. Deserts will become tropical forests. Rivers and lakes will dry up. Endangered species will disappear. People will grow vegetables in vertical farms. Animals will lose their habitats.*)

### 7.1 Save us!

106-107

**Lesson Objectives:** Reading for gist, learning the future simple (*will/won't*), pronouncing 'll, making assumptions about the future, expressing certainty/uncertainty

**Vocabulary:** Wild animals (*amur leopard, black rhino, Bornean orangutan, Hawaiian monk seal, leatherback turtle, Siberian tiger, Sumatran elephant, blue whale, red panda, sea lion, kiwi, Philippine eagle*); Verbs (*destroy, disappear, join, protect, sponsor, adopt, survive*); Nouns (*fur, habitat, crop, bamboo, material, livestock, organisation*); Adjective (*bushy*); Phrase (*in the wild*)

### 7.2 Resolutions

108-109

**Lesson Objectives:** Reading for gist, reading for specific information, learning *will/be going to*, listening for specific information, writing a comment on a blog

**Vocabulary:** Protection of the environment (*not use plastic bags, cups or bottles, walk to school, recycle, use public transport, turn off the lights when you leave a room, participate in a clean-up day*); Verbs (*inspire, reduce*); Phrasal verb (*look forward to*); Nouns (*resolution, cloth*); Phrases (*get a fine, do our bit*)

### 7.3 Eco-days

110-111

**Lesson Objectives:** Reading for gist, reading comprehension, learning *will/be going to* – present continuous/present simple (*future meaning*), writing an email

## Me & Nature

**Vocabulary:** Eco-activities (*buy organic food, go on a cycle ride, sleep in a tent, plant trees, learn pottery, attend workshops*); Verb (*perform*); Nouns (*countryside, gardening, street performer*); Adjective (*useful*); Phrases (*do you fancy, eco-living skills, on stage, do tricks, do acrobatics*)

### 7.4 Green cities

112-113

**Lesson Objectives:** Reading for gist, reading for specific information, learning make-do, listening for specific information, writing a message

**Vocabulary:** Future cities (*football pitch, swimming pool, glass ceiling, basement, garden, solar power, tunnels, electric cars, canals, roads, greenhouse*); Verbs (*connect, feed, graze*); Phrasal verb (*let in*); Nouns (*architect, wave power, solar power*); Adjectives (*overcrowded, vertical, giant*); Adverbs (*underground, above*); Phrase (*do a favour*)

### 7.5 Green education

114-115

**Lesson Objectives:** Reading for gist, reading for specific information, learning adverbs of manner, talking about a school, design your ideal school

**Vocabulary:** School life (*do environmental projects, do after-school activities, go on excursions, eat in the school canteen, use tablets, learn foreign languages, sit exams, use interactive whiteboards*); Nouns (*insect, jungle, compost, biofuel, generation*); Adjectives (*environmentally-friendly, organic, senior*); Adverbs (*respectfully*); Phrases (*in harmony with*)

### 7.6 Wild plants

116-117

**Lesson Objectives:** Reading for gist, reading for specific information, learning after (consecutive actions), learning intonation of stressed syllables, presenting the Scottish thistle, writing a summary

**Vocabulary:** British wild flowers (*daffodil, water lily, thistle, cornflower, forget-me-not, snowdrop, poppy, bluebell, primrose, violet, buttercup, dog rose*); Verbs (*recognise, attack, creep, yell, defeat*); Nouns (*symbol, soldier, troop, battle, victory, coin, coat of arms*)

### CLIL (Science)

118

**Lesson Objectives:** Reading for gist, reading for specific information, talking about endangered species, presenting an endangered species

**Vocabulary:** Verb (*regrow*); Nouns (*tummy, webbed feet, salamander, worm, spike*); Adjective (*injured*); Phrases (*unripe fruit, habitat loss, become extinct*)

### 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 Presenting vocabulary about the future of the environment

- Explain/Elicit that the pictures show different predictions about the future.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

### 2 **Think** Practising new vocabulary and predictions

- Explain that we form the future simple with *will/will not (won't) + base form of the verb* without *to* and we use it to talk about the future and make predictions.
- Read out the examples and ask Ss to talk in pairs about their predictions for the future using the pictures and then elicit answers from Ss around the class.

#### **Suggested Answer Key**

*Coral reefs will die because of global warming.  
Deserts won't become tropical forests. etc*

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

## 7.1 – Save us!

### 1 Presenting vocabulary for wild animals

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

### 2 Practising new vocabulary; categorising animals

- Ask Ss to read the definitions and the example.
- Then elicit further sentences about which category each animal in Ex. 1 belongs to from Ss around the class.

#### **Answer Key**

*Black rhinos, Bornean orangutans, Hawaiian monk seals, Siberian tigers, Sumatran elephants, blue whales, red pandas and sea lions are mammals.*

*Leatherback turtles are reptiles.*

*Kiwis and Philippine eagles are birds.*

### 3 a) Listening and reading for specific information

- Ask Ss to read the text quickly and find any animals mentioned.
- Check Ss' answers around the class.

#### **Answer Key**

*red panda, fox*

### b) **Think** Consolidating information from a text

Read the rubric aloud and elicit answers from Ss around the class.

#### **Suggested Answer Key**

*I learnt about the red panda. I learnt it lives in South Asia, it is endangered because of loss of habitat and it needs our help to survive.*

- 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 **Think** Expanding the topic

- Ask Ss to discuss the questions in closed pairs.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

#### **Suggested Answer Key**

*A: There are a lot of other animals that need help such as tigers, rhinos and giraffes.*

*B: Yes. I think all the animals in Ex.1 need our help. We need to stop people destroying their habitats.*

*A: Yes, we need to stop people hunting them, too. We can join an organisation that helps these animals. etc.*

### 5 Presenting the future simple (*will/won't*)

- Ss close their books. Present the future simple (*will*). Say then write on the board: *I'm thirsty. I will drink*

some water. and Next week he will buy a new laptop. Underline *I will drink* and *he will buy* and explain that these verbs are in the future simple. Explain that we use *will* + the base form of the main verb to form the affirmative. Explain that we use this tense to talk about on-the-spot decisions and predictions.

- Say then write on the board: *Will you go out tonight? No, it's raining. I will not/won't go out tonight.* Underline *Will you go* and *I will not/won't go* and explain that there are the interrogative and negative forms of the future simple. Give examples for all persons and explain that we form the negative with *will* + not + the base form of the main verb and the interrogative with *will* + personal pronoun + the base form of the verb.
- Ss open their books. Ask Ss to read the theory and then elicit examples from the text.

#### Answer Key

*the red panda will disappear, time won't wait*

### 6 **Aim** Practising *will/won't* (predictions)

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

#### Answer Key

- |                |              |
|----------------|--------------|
| 1 will happen  | 4 will be    |
| 2 will see     | 5 will bring |
| 3 will they be | 6 won't face |

### 7 **Aim** Practising *will/won't* (on-the-spot decisions)

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

#### Suggested Answer Key

- |                       |                          |
|-----------------------|--------------------------|
| 2 I'll open a window. | 4 I'll take an umbrella. |
| 3 I'll buy them.      |                          |

### 8 **Aim** Pronouncing 'll

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

### 9 **Aim** Practising questions in the future simple and intonation in questions

- Explain the task and read out the example.
- Ss work in pairs and complete the task.

- Monitor the activity around the class and check Ss' answers and intonation.

#### Answer Key

- 2 A: *Who will come with us?*  
B: *Peter and Tony.*
- 3 A: *Will we book the tickets online?*  
B: *No, we won't.*
- 4 A: *Will we take a camera?*  
B: *Yes, we will.*
- 5 A: *Will we meet outside the aquarium?*  
B: *Yes, we will.*
- 6 A: *What time will we meet?*  
B: *At 4:30.*

### 10 **Aim** Making assumptions about the future; expressing certainty/uncertainty

- Explain the task and go through the language in the **Functions** box and read out the example.
- Ask Ss to ask and answer questions of their own in closed pairs using the phrases in the **Functions** box and the vocabulary provided.
- 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: *Will some wild animals disappear completely?*  
B: *I think so. Will numbers of wild animals reduce?*  
A: *I believe so! Will some wild animals become more in number?*  
B: *I don't think so.*

## 7.2 – Resolutions

### 1 a) **Aim** Presenting vocabulary related to protecting the environment

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

### b) **Aim** Practising new vocabulary

- Explain the task and read out the example.
- Elicit sentences from Ss around the class.

**Suggested Answer Key**

*When we don't use plastic bags, cups or bottles, we reduce plastic production.*

*When we walk to school, we reduce air pollution.*

*When we recycle, we reduce rubbish.*

*When we turn off the lights when we leave a room, we save electricity.*

*When we participate in a clean-up day, we keep our cities clean.*

2 a) **Aim** Predicting the content of a text;  
Listening and reading for gist

- Ask Ss to look at the blog and predict Richard's green resolution.
- Elicit answers from Ss around the class.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.

**Suggested Answer Key**

*Richard's green resolution is to start recycling.*

b) **Aim** Reading for specific information

- Ask Ss to read the questions (1-5) and then to read the text again and complete the task.
- Check Ss' answers.

**Answer Key**

1 V    2 JP    3 V    4 R    5 R

- 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** Practising new vocabulary

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

**Answer Key**

1 keep                    3 Recycle                    5 bit  
2 reduce                4 cloth

4 **Aim** **Think** Expressing an opinion

Read the rubric aloud. Ask Ss to discuss in pairs and then elicit answers from Ss around the class.

**Suggested Answer Key**

*I am going to recycle paper, glass and plastic.*

5 **Aim** Presenting *will/be going to*

- Ask Ss to read the theory. Remind Ss that we use *will* to talk about on-the-spot decisions and predictions.
- Present *be going to*. Say then write on the board: I am going to buy a smartphone. Explain that we use *be going to + infinitive* to talk about plans and future intentions. Say then write on the board: *Look out! You're going to fall!* Explain that we also use *be going to* for predictions based on what we can see or what we know.
- Ask Ss to find examples in the text.

**Answer Key**

*I'm going to start recycling. Are you going to make green resolutions, I'm going to take cloth bags ..., I'm not going to go to college ..., I'm going to ride my bike, it'll help*

6 **Aim** Practising *will/be going to*

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

**Answer Key**

1 are going to charge, will provide  
2 will have  
3 is going to organise, will volunteer  
4 am not going to watch  
5 will do, won't come

7 **Aim** Listening for specific information

- Explain the task and give Ss time to read the gapped text and ask them to think of what information could be missing.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

**Answer Key**

1 clean    2 recycled    3 plants    4 art

8 **Aim** Writing a comment on a blog

- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking various Ss to read out their comment to the class.

**Suggested Answer Key**

*I really enjoy your blog, Richard. This year, I'm going to recycle. Also, I'm not going to use plastic bags, cups or bottles. If we use cloth bags, we will help reduce plastic production. We will also help keep our cities clean. Have a great 'green' New Year!*

### Background information

Paris is the capital city of France. It has a population of around 12 million people. It has a long rich history with a lot of famous landmarks and it has a big influence on entertainment, media, science, fashion and the arts.

## 7.3 – Eco-days

### 1 **Aim** Presenting vocabulary for eco-activities

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

### 2 **Aim** Practising new vocabulary

- Explain the task and read out the example.
- Give Ss time to complete the task in closed pairs.
- Ask various pairs around the class to share their answers with the rest of the class.

#### Suggested Answer Key

*I'm going to go on a cycle ride. I'm not going to plant trees. I'm going to learn how to make pottery. I'm not going to attend workshops.*

### 3 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to look at the email and guess who sends it, to whom and what it is about.
- Elicit answers from Ss around the class.
- Ss listen to and read the text to find out if their guesses were correct.

#### Answer Key

*Alan sends the email to Billy. He wants to invite him to a green festival.*

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

- Ask Ss to read the sentence stems (1-4).
- Give them time to read the text again and complete the task.
- Check Ss' answers.

#### Answer Key

- 1 4 days
- 2 holiday
- 3 useful eco-living skills like gardening and pottery
- 4 in tents

- 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** Practising new vocabulary

- Give Ss time to complete the poster.
- Elicit answers from Ss around the class.

#### Answer Key

- |              |              |           |
|--------------|--------------|-----------|
| 1 Plant      | 3 stage      | 5 organic |
| 2 eco-living | 4 performers | 6 ride    |

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

Read the rubric aloud and elicit answers from Ss around the class.

#### Suggested Answer Key

*I would like to go to the festival because it sounds interesting and fun. I wouldn't like to go to the festival because I am not interested in environmental festivals.*

### 7 **Aim** Presenting will/be going to – the present continuous (future meaning)

- Review the future simple (*will*). Say then write on the board: *I'm thirsty. I will drink some water.* and *Next week he will buy a new laptop.* Underline *I will drink* and *he will buy* and explain that these verbs are in the future simple. Explain that we use *will* + the base form of the main verb to form the affirmative. Explain that we use this tense to talk about on-the-spot decisions and predictions.
- Review *be going to*. Say, then write on the board: *I am going to buy a car.* Explain that we use *be going to* + base form of the main verb to talk about plans and future intentions. Say, then write on the board: *Look out! You're going to fall!* Explain that we also use *be going to* for predictions based on what we can see.
- Present the present continuous with a future meaning. Say, then write on the board: *I am meeting Lyn tonight.* Explain that we can use the present continuous to talk about fixed arrangements in the near future.

- Present the present simple with future meaning. Say, then write on the board: *The train arrives at 5:00.* Explain that we can use the present simple to talk about timetables, schedules and programmes.
- Ask Ss to read the theory and then elicit examples from the text in Ex.3.

### Answer Key

*I expect I'll be back, people are going to plant trees, there are going to be workshops, bands are going to perform, street performers are going to do tricks, vegetables are going to be on sale, there is going to be a cycle ride, Frank is coming, too.*

### 8 Practising will/be going to

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

### Answer Key

- 1 are going to be, starts, will take
- 2 will buy, am having
- 3 is going to rain, will take
- 4 is going to start, will be

### 9 Practising the present continuous (future meaning)

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

### Answer Key

- |                        |                 |
|------------------------|-----------------|
| 1 is taking, is        | 4 is performing |
| 2 is attending, starts | 5 are having    |
| 3 are seeing           |                 |

### 10 a) Talking about the future using personal examples

- Explain the task and read out the examples.
- Ask Ss to talk in pairs about their future plans and intentions.
- Ask various Ss around the class to share their answers with the rest of the class.

### Suggested Answer Key

*In ten years' time, I'll have a flat. I won't have a boat.  
Next Friday, I'm going to go to the cinema and watch a film. I'm not going to eat out or buy any snacks.  
This weekend, I'm staying in and doing my homework.  
I'm not going out or watching any DVDs.*

### b) Talking to arrange to meet at a place

- Explain the task. Ask Ss to talk in pairs to arrange to meet at a place at the weekend. Remind them to use tenses with future meaning.
- Monitor the activity around the class. Then ask some Ss to share their answers with the rest of the class.

### Suggested Answer Key

A: Hi, Paul! What are you doing this weekend?

B: Hi, Jacob! I'm going to the theatre with my brother. Do you want to come with us?

A: That sounds great! What time does the performance start?

B: It starts at 7:30. Where are we going to meet?

A: How about the metro station at 7?

B: Great! We'll be there!

### 11 Writing an email of invitation

- Explain the task and give Ss time to complete it.
- Refer Ss to the **Writing Skills** section for guided help.
- Ask various Ss to share their answers with the class.

### Suggested Answer Key

a) *Hi Dan!*

*Hope you're OK. Do you fancy going to the Martisor Festival with me in March? I think it'll be fun.*

*It's on Saturday 1st March. There are going to be dancing performances and competitions. There is also going to be local food and live music.*

*I think it'll be a great day out.*

*Write back,*

*Georgi*

b) *Hi Alan!*

*Thank you so much for inviting me to the Green Gathering festival. I'm sure we'll have fun!*

*It's the first time I'll go to an environmental festival. It's a great chance for people to learn eco-living skills and taste organic fruit and vegetables. I really look forward to the workshops and tree planting!*

*I'm glad to hear that you have a tent because I don't! Let me know if you need anything else for me to bring!*

*Write back,*

*Billy*



## 7.4 – Green cities

- 1 **Aim** Presenting vocabulary relating to future cities
- Direct Ss to the pictures.
  - Play the recording with pauses for Ss to repeat chorally and/or individually.
  - Check Ss' pronunciation and intonation.

- 2 **Aim** Predicting the content of a text; Listening and reading for gist
- Read the rubric aloud.
  - Elicit Ss' guesses as to what green cities could be like in the future.
  - Ss listen to and read the text to find out.

### Suggested Answer Key

Green cities in the future could be underground cities, floating cities or vertical farms.

- 3 **Aim** Reading for specific information
- Ask Ss to read the questions.
  - Give Ss time to read the text and complete the task.
  - Check Ss' answers.

### Answer Key

1 C    2 A    3 C    4 B    5 A    6 B

- 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 Think** Expressing an opinion

Read the rubric aloud and elicit answers from Ss around the class.

### Suggested Answer Key

*I was impressed that underground cities will use natural light from above.*

*I was impressed that floating cities will have electric cars.*

*I was impressed that vertical farms get light and heat through the glass to grow fruit and vegetables.*

- 5 **Aim Think** DESIGN & TECHNOLOGY Designing a city of the future

- Explain the task and ask Ss to work in small groups and design a future city.
- Ask them to include all the points provided and to give it a name.
- Ask various groups of Ss to present their future city to the class.

### Suggested Answer Key

*Our city of the future is 'Bucharest Below' and it is underground. The buildings are underground skyscrapers and there are swimming pools, gardens and football pitches with huge glass ceilings to let light in from above. People travel on underground trains and electric cars and use solar power to be environmentally-friendly.*

- 6 **Aim** Presenting make – do
- Read out the theory and elicit examples from the text.
  - Check Ss' answers around the class.

### Answer Key

*making plans, make room*

- 7 **Aim** Practising make – do

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

### Answer Key

1 *made*                      4 *do*  
 2 *made*                      5 *make*  
 3 *will make*

- 8 **Aim** Listening for specific information

- Explain the task and ask Ss to read the gapped text and get an idea about what the recording is about.
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers.

### Answer Key

1 *March*                      4 *9:30*  
 2 *Park*                      5 *30*  
 3 *fruit & vegetables*

9 **Aim** Writing a message

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

**Suggested Answer Key**

Hey Maria!

Want to come to the Vertical Farms Exhibition next week? It's a 4-day event at Elmwood Exhibition Park from Thursday to Sunday. Lots to see – models of multi-storey greenhouses and the latest farming technology. Starts at 9:30 am, tickets costs £30. What do you say?

Nadia

## 7.5 – Green education

1 a) **Aim** Presenting vocabulary relating to school life

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

b) **Aim** Practising new vocabulary

- Read out the example.
- Elicit similar sentences from Ss around the class.

**Suggested Answer Key**

In my school, we do environmental projects and after-school activities. We don't use interactive whiteboards.

2 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to look at the title and the pictures in the text and predict what is special about this school.
- Ss read the text and find out.

**Suggested Answer Key**

The Green School is special because it is an environmentally – friendly school deep in the jungle.

3 **Aim** Reading for specific information

- Give Ss time to read the sentences (1-6) and then ask them to read the text again and mark them accordingly.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the **Check these words** box.

**Answer Key**

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

- Play the video for Ss and elicit Ss' comments.

4 a) **Aim** Consolidating new vocabulary

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

**Answer Key**

1 attend 3 environmentally 5 projects  
2 sit 4 waste

b) **Aim** Talking about your school; practising new vocabulary with personal examples

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

(Ss' own answers)

5 **Aim** Presenting adverbs of manner

- Go through the theory with Ss and explain the types and uses of adverbs.
- Go through the spelling rules and answer any questions Ss may have and then elicit examples from the text in Ex. 2.

**Answer Key**

noisily, respectfully

6 **Aim** Practising adverbs of manner

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

**Answer Key**

2 fast 7 heavily  
3 kindly 8 angrily  
4 well 9 suddenly  
5 politely 10 dangerously  
6 badly

7 **Aim** Practising adverbs of manner

- Give Ss time to complete the sentences using adverbs of manner formed from the adjectives in the list.
- Check Ss' answers.

**Answer Key**

- |           |                  |
|-----------|------------------|
| 1 quietly | 4 carefully      |
| 2 easily  | 5 electronically |
| 3 late    | 6 well           |

**8**  **Think** Expressing an opinion

Elicit answers to the question from Ss around the class.


**Suggested Answer Key**

*I would like to attend the Green School because they do a lot of environmental projects and have a Bio Bus.*

**9**  **Designing an ideal school**


- Explain the task and give Ss time to design their ideal school.
- Ask various Ss to present their design to the class.

(Ss' own answers)

**7.6 – Wild plants**
**1**  **Presenting vocabulary relating to British wild flowers**

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Elicit which flowers exist in Romania.


(Ss' own answers)

**2**  **Listening and reading for gist**

- Read out the question and elicit Ss' guesses.
- Ss listen to and read the text to find out if their guesses are correct.

**Suggested Answer Key**

*The thistle is a Scottish symbol because it helped the Scots defeat the Vikings.*

**3**  **Reading for specific information**

- Ask Ss to read the questions and the possible answers.
- Give Ss time to read the text again and answer the questions.
- Check Ss' answers.

**Answer Key**

- 1 B      2 C      3 B

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

**4**  **Think** Reading comprehension

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

**Suggested Answer Key**

*I think the moral of the story could be that little things have great power in the right situation. An alternative title could be: A Powerful Flower*

**5**  **Presenting after (consecutive actions)**

- Go through the theory with Ss and explain when we use *after*.
- Answer any questions Ss may have.

**6**  **Practising after**

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

**Answer Key**

- 1 had (comma after dinner)  
 2 types  
 3 takes  
 4 is going to go (comma after lunch)

**7**  **Learning the intonation of stressed syllables**

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

**Answer Key**

- symbol • thorny • recognise • according  
 • prepare • attack • soldier • defeated • victory  
 • silver • century

**8**  **PRESENTATION SKILLS** Presenting the Scottish thistle

- Explain the task and give Ss time to read the text again and make notes under the headings.
- Then ask various Ss to use their notes and present the legend of the Scottish thistle to the class.

**Suggested Answer Key**

**description of the thistle:** thorny leaves, spiky mauve flower

**story behind it:** Viking king Haakon landed in Scotland in 1263, night, prepared to attack, Scottish troops sleeping, took off shoes, crept along the beach, one Viking stepped on thistle and yelled, soldiers woke up and defeated Vikings

**how the Scots remember it:** on coins and part of Scottish coat of arms

Good morning. I'm Alexandra Radu. Today, I'm going to talk about the Scottish thistle.

The Scottish thistle has got thorny leaves and a spiky mauve flower. In Scottish legends, the Viking king Haakon landed in Scotland in 1263. It was night and he prepared to attack. The Scottish troops were sleeping. The Vikings took off their shoes and crept along the beach. One Viking stepped on a thistle and yelled. The Scottish soldiers woke up and defeated the Vikings. The Scots remember the thistle on coins and as part of the Scottish coat of arms.

Are there any questions?

Thank you for listening.

9 **Aim** **ICT** Writing a short story

- Give Ss time to write a short story related to a coin monument, ring, picture, etc.
- Check Ss' answers by asking various Ss to read out their short to the class.

**Suggested Answer Key**

The Claddagh ring is a traditional Irish ring. The design and myths behind it come from the Irish village Claddagh in Galway in the 17th century.

There are many legends about the Claddagh ring. One of them goes back 300 years to the tiny fishing village. Richard Joyce, a silversmith, returned to Galway from the West Indies, where he was a slave for 14 years. He found his true love, who waited for him and gave her the ring he designed especially for her. The heart symbolises love, the hands friendship and the crown royalty.

10 **Aim** **ICT** Preparing a poster

- Ask Ss to work in small groups and research on the Internet about Romanian wild flowers.

- Give Ss time to use the information they find to prepare a poster
- Ask various groups to present their poster to the class.

(Ss' own answers)

**CLIL 7 (Science)**

1 **Aim** Predicting the content of a text; Listening and reading for gist

- Read the question aloud and elicit Ss' guesses in answer to it.
- Ss read the text and find out.

**Answer Key**

The proboscis monkey is endangered because of habitat loss. The axolotl is endangered because of water pollution.

2 **Aim** Reading for specific information

- Ask Ss to read the sentences (1-5) and then read the text again and match them to the animals.
- Check Ss' answers.

**Answer Key**

1 B      2 A      3 A      4 B      5 B

- 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** Completing a fact file; Talking about animals

- Ask Ss to copy the fact file into their notebooks and then give them time to read the text again and complete it for each animal.
- Ask various Ss around the class to use their fact files to present the animals to the rest of the class.

**Suggested Answer Key**

**Name:** proboscis monkey

**Lives in:** Borneo, Indonesia

**Description:** monkey, giant nose, big with a round tummy, webbed feet and hands

**Eats:** unripe fruit and leaves

**Why endangered:** habitat loss

**Name:** axolotl  
**Lives in:** Mexico  
**Description:** salamander, spikes that grow out of its head  
**Eats:** worms, insects and fish  
**Why endangered:** water pollution

### Suggested Answer Key

The proboscis monkey lives in Borneo, Indonesia. It has got a giant nose. It is big with a round tummy and webbed feet and hands. It eats unripe fruit and leaves. It is endangered because of habitat loss.

The axolotl lives in Mexico. It is a salamander and it has got spikes that grow out of its head. It eats worms, insects and fish. It is endangered because of water pollution.

#### 4 **Aim** ICT Presenting an endangered species

- Ask Ss to work in small groups and research on the Internet about an endangered species.
- Give Ss time to use the information they find to make notes under the headings and prepare a presentation.
- Ask various groups to present their endangered species to the class

### Suggested Answer Key

**Name:** Malayan tapir  
**Lives in:** Southeast Asia  
**Description:** fat body, short legs, big nose  
**Eats:** plants  
**Why endangered:** habitat loss

The Malayan tapir lives in Southeast Asia. It has got a fat body, short legs and a big nose. It eats plants. It is endangered because of habitat loss.



### Background information

**Borneo** is a large island in Indonesia in Asia. It is home to around 19 million people and a wide range of animals. It is also home to one of the oldest rainforests in the world.

**Mexico** is a country in North America. 129 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president.

### 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 grows	5 loss	9 attack
2 adopt	6 extinct	10 senior
3 attend	7 skills	
4 dry up	8 destroying	

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

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

#### Answer Key

1 quickly	4 angrily
2 carefully	5 terribly
3 dramatically	

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

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

#### Answer Key

- 1 Are you coming, am going to revise/'m revising
- 2 doesn't leave, will catch
- 3 Are you staying, aren't going to book/aren't booking
- 4 does the 407 bus arrive, will be
- 5 Is Karen joining, will go

#### 4 **Aim** Consolidating everyday English expressions 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 b      5 a

**5** **Aim** Reading for specific information

- Explain the task and give Ss time to read the text and the sentences and then mark them according to what they read.
- Check Ss' answers.

**Answer Key**

1 T      2 NS      3 NS      4 NS      5 F

**6** **Aim** Listening for specific information

- Explain the task and ask Ss to read the gapped text.
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers.

**Answer Key**

1 solar power                      3 wear  
2 money                              4 cloth bags

**7** **Aim** Writing a letter of invitation

- Give Ss time to write a letter of invitation following the instructions.
- Check Ss' answers.

**Suggested Answer Key**

*Hi Tom!*

*Hope you're OK. Do you fancy coming to Plovdiv with me in May?*

*We're going on holiday from 22nd-29th. It's a beautiful town. There is going to be a music festival and theatre performances. There is also going to be local food and live music.*

*I think it'll be a great holiday.*

*Write back,  
Nicolai*

**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

# 8

## Topic

In this module Ss will learn about sights, countries, languages & people, celebrations & traditions, holiday greetings/wishes, months & seasons, New Year traditions and summer fun. They will learn cardinal/ ordinal numbers, prepositions of place & location and time, question tags and adverbs of time/place. They will apologise/accept apologies, express thanks, congratulate & respond, invite and accept/refuse invitations, propose and suggest. They will write a fact file, an email of apology, a blog entry, an email expressing thanks and an email suggesting to attend an event.

## Modular page

121

**Lesson Objectives:** Learning about special places, getting an overview of the module

**Vocabulary:** Sights (*Retezat National Park, Bran Castle, The Giant's Causeway and The Causeway Coast, Stonehenge, The Great Barrier Reef, Sydney Opera House, Yosemite National Park, The Statue of Liberty*)

## 8.1 Countries, languages & people 122-123

**Lesson Objectives:** Reading for specific information, reading comprehension, addressing people, learning cardinal/ordinal numbers, listening for specific information, writing a fact file

**Vocabulary:** Nouns (*population*); Phrases (*beach parties, official language, ethnic groups*)

## 8.2 It's Christmas time 124-125

**Lesson Objectives:** Reading for gist, reading comprehension, reading for specific information, learning question tags, apologising/accepting apologies, expressing thanks, writing an email expressing thanks

**Vocabulary:** Verbs (*decorate, exchange*); Nouns (*presents, carols*); Phrases (*charity cards, Christmas pudding, crackers*)

## 8.3 Celebrations 126-127

**Lesson Objectives:** Reading comprehension, reading for specific information, learning prepositions of place & location, congratulating & responding, creating a calendar of events

**Vocabulary:** Winter celebrations & traditions (*New Year's Eve, the Quebec Winter Festival, Burns Night, Groundhog Day*); Seasons (*winter, spring, autumn, summer*); Months (*December, January, February, March, April, May, June, July,*

## Romania and the world

*August, September, October, November*); Phrasal Verb (*get off*); Nouns (*national poet, poem, haggis, bagpipes, driving test, tartan*)

## 8.4 Celebrations in the UK/USA 128-129

**Lesson Objectives:** Reading for gist, reading for specific information, learning compound sentences, listening for specific information, writing a blog entry

**Vocabulary:** Traditions (*watch a fireworks display, give presents to loved ones, hunt for Easter eggs, play tricks on each other, dance round a maypole, give flowers to their mums, give cards to their dads, decorate trees*); Verbs (*reach, announce, declare*); Nouns (*journey, harvest, governor*); Phrase (*strong winds*)

## 8.5 Happy New Year! 130-131

**Lesson Objectives:** Reading for gist, reading for specific information, comparing two celebrations, inviting – accepting/refusing invitations, writing a message thanking sb

**Vocabulary:** New Year traditions (*gather for the countdown to the New Year, exchange hugs & kisses, let off fireworks, go for a New Year's Day swim, make New Year's resolutions, attend a funfair*); Phrasal verbs (*let off*); Nouns (*tradition, view, midnight*)

## 8.6 Summer fun 132-133

**Lesson Objectives:** Reading for gist, reading for specific information, learning prepositions of time, listening for specific information, propose and suggest, writing an email suggesting an event

**Vocabulary:** Phrasal verb (*miss out*); Nouns (*food stall, rodeo, crowd, crowning, highlight, route*)

## Culture Corner 134

**Lesson Objectives:** Reading for specific information, reading comprehension, talking about Remembrance Day, presenting Remembrance Day, presenting a Romanian celebration

**Vocabulary:** Verbs (*fight, end*); Nouns (*soldier, war, ceremony, wreath, monument, band, silence, poppy*); Adverb (*originally*); Phrases (*farewell tune, show their respect*)

## 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 **Aim** Presenting vocabulary relating to special places

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

### 2 **Aim** Practising new vocabulary

- Direct Ss to the pictures. Read out the question and the example.
- Give Ss time to complete the task and then elicit answers from Ss around the class.

#### Answer Key

... the Retezat National Park and the Bran Castle.

The UK is famous for the Giant's Causeway, the Causeway Coast and the Stonehenge.

Australia is famous for the Great Barrier Reef and Sydney Opera House.

The USA is famous for Yosemite National Park and the Statue of Liberty.

- Play the video for Ss and elicit their comments.

## 8.1 – Countries, languages & people

### 1 **Aim** Reading comprehension

- Ask Ss to read text A and then choose the correct words in the sentences A and B.
- Check Ss' answers around the class.

#### Answer Key

A four

B humour

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

- Ask Ss to read text B and then decide if statements A and B are true or false.
- Check Ss' answers.

#### Answer Key

A T

B F

### 3 **Aim** Reading comprehension

- Ask Ss to read text C and then give them time to answer the questions
- Check Ss' answers.

#### Answer Key

1 324,000,000

2 13%

### 4 **Aim** Addressing people

Ask Ss to read the table. Explain how we address people in an informal and a formal way.

(Ss' own answers)

### 5 **Aim** Practising addressing people

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

#### Answer Key

1 Bye, Dad.

2 Welcome, Professor Smith.

3 Here's your receipt, sir.

4 Hello, Mrs Richards.

5 Do you want some tea, Uncle Harry?

### 6 **Aim** Presenting cardinal/ordinal numbers

- Ask Ss to read the theory and then elicit examples from the texts on p. 122.

#### Answer Key

cardinal: 65 million, 23,000,000, 324,000,000

### 7 **Aim** Practising cardinal and ordinal numbers

- Explain the task. Ss work in closed pairs and complete it.
- Monitor the activity around the class.

#### Suggested Answer Key

A: Fifty-two

B: Fifty second

A: Fourteen

B: Fourteenth etc

### 8 **Aim** Listening for specific information

- Ask Ss to read the gapped fact file to familiarise themselves with the content of the recording.



- Play the recording. Ss listen and complete the gaps (1-4).
- Check Ss' answers.

#### Answer Key

- 1 around 4.5 million      3 English  
2 71                              4 nature

### 9 ICT Writing a fact file

- Explain the task and give Ss time to research online and find out information about their country or another European country in pairs.
- Then give them time to write a fact file.
- Ask various pairs to present their country to the class.

#### Suggested Answer Key

ROMANIA	
Population	19.5 million
Ethnic groups	88.9% Romanians, 6.1% Hungarians, 3.3% Roma, 0.2% Ukrainians 0.2% Germans
Language	Romanian
Characteristics	friendly, religious

Romania is a country in Europe. The population is around 19.5 million (88.9% Romanians, 6.1% Hungarians, 3.3% Roma, 0.2% Ukrainians and 0.2% Germans). Their official language is Romanian. Romanians see their national identity as friendly and religious.

## 8.2 – It's Christmas time

### 1 Presenting vocabulary relating to festive activities

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

### 2 Practising new vocabulary

- Direct Ss to the pictures and read out the question.
- Give Ss time to complete the task and then elicit answers from Ss around the class.

#### Suggested Answer Key

The Brits love Christmas. Before Christmas, they decorate the tree and send Christmas cards. On Christmas Eve, they sing carols and go to Christmas markets. On Christmas day, they have a Christmas dinner with their family. They make Christmas pudding and pull Christmas crackers. Brits also exchange presents on that day.

### 3 Predicting the content of the text; Reading for gist

- Direct Ss to the text messages and elicit Ss' guesses as to how they are related.
- Ss read the text and find out if their guesses were correct.

#### Answer Key

Two friends are exchanging text messages to invite and accept invitation to a birthday party.

### 4 Reading comprehension

- Ask Ss to read the questions and then read the text messages again and answer them according to what they read.
- Check Ss' answers.

#### Answer Key

- 1 On Christmas Eve.  
2 At Jamie's house.  
3 They're going to have pizza, birthday cake and a Guitar Hero competition.  
4 His parents.

### 5 Presenting question tags

- Ask Ss to read the theory. Explain how question tags are formed and intonation.

### 6 Practising question tags

- Explain the task.
- Give Ss time to complete the task and then listen to check their answers.
- Play the recording again with pauses for Ss to repeat, chorally and/or individually.
- Check Ss' pronunciation and intonation.

**Answer Key**

- |             |              |             |
|-------------|--------------|-------------|
| 1 will he   | 4 aren't you | 7 didn't he |
| 2 don't you | 5 isn't it   | 8 isn't it  |
| 3 isn't she | 6 shall we   |             |

7 **Aim** Practicing question tags

- Explain the task and ask Ss to work in pairs and write down SMS messages about a Christmas party.
- Monitor the activity around the class and then ask some pairs to read their messages in front of the class.

**Suggested Answer Key**

- A: Mario told you about the Christmas party, didn't he?  
 B: Yes, he did. I can't wait! You are coming, aren't you?  
 A: Of course I am! Let's go together, shall we?  
 B: Yes, that sounds great!

8 **Aim** Substituting everyday English expressions with suitable alternatives

- Ask Ss to read the dialogue and then read the **Functions** box.
- Give Ss time to replace the underlined phrases in the dialogue with suitable alternatives from the **Functions** box.
- Check Ss' answers around the class.

**Suggested Answer Key**

- You didn't come* = *You missed*  
*I'm really sorry.* = *I'm so sorry.*  
*That's alright.* = *That's OK.*  
*Never mind.* = *It doesn't matter.*

9 **Aim** Acting out short exchanges apologising/ accepting apologies

- Explain the task and ask Ss to work in pairs and act out short exchanges for the situations provided following the example dialogue in Ex. 8.
- 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 Dumitru! You missed the beginning of the party.  
 B: I'm really sorry. I overslept.  
 A: Never mind.

10 a) **Aim** Presenting useful language for thanking people and responding

Ask Ss to study the table.

b) **Aim** Acting out short exchanges expressing thanks and responding

- Explain the task and ask Ss to work in pairs and act out short exchanges for the situations provided following the example dialogue.
- 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: Thanks a lot for inviting me to the music festival.  
 B: You're welcome.  
 A: I'm really grateful for the lift.  
 B: Don't mention it.  
 A: Thanks very much for helping me choose a present for my cousin.  
 B: My pleasure!

9 **Aim** Writing an email of apology

- Explain the task and give Ss time to write their email following the instructions.
- Refer Ss to the **Writing Skills** section for guided help.
- Check Ss' answers in class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

- Hi Emilian,  
 Thanks so much for inviting me to your birthday party. I'm really sorry I missed it. I was busy studying last weekend and I didn't see your email until it was too late. Once again, I'm very sorry. I feel terrible about it. I hope you aren't too upset with me.  
 Yours,  
 Mark

### 8.3 – Celebrations

#### 1 **Aim** Presenting vocabulary for winter celebrations & traditions

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

#### 2 **Aim** Revising/Practising vocabulary relating to winter celebrations & traditions

Read out the example and elicit similar sentences from Ss around the class using the pictures and the phrases in Ex.1

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

*People in Canada celebrate the Quebec Winter Festival from 31st January to mid-February. They go ice skating at night.*

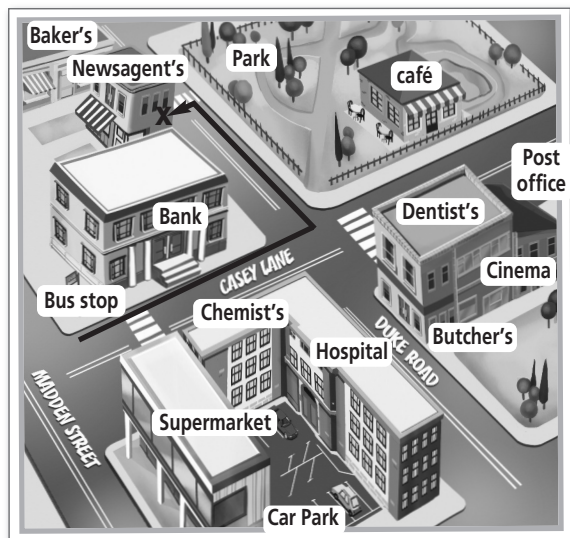
*People in Scotland celebrate Burns Night on 25th January. They eat haggis and read poems.*

*People in the USA celebrate Groundhog Day on 2nd February. They ask a groundhog if winter is over.*

#### 3 **Aim** Predicting the content of the text; Reading comprehension

- Read out the rubric and give Ss time to read the text.
- Elicit where John lives on the map.

##### **Answer Key**



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

- Give Ss time to read the gapped invitation card and then read the text again.
- Give them time to complete the card.
- Check Ss' answers.

##### **Answer Key**

- |   |               |   |            |
|---|---------------|---|------------|
| 1 | 25th January  | 4 | 3949583003 |
| 2 | 11a Duke Road | 5 | tartan     |
| 3 | 7 pm          |   |            |

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

#### 5 **Aim Think** Consolidating information in a text

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

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

*Burns Night is special to John because it is an important day for Scotland and it celebrates Scotland's national poet. I guess he is Scottish. Also he passed his driving test so he wants to celebrate that, too.*

#### 6 **Aim** Presenting and practising prepositions of place & location

- Revise prepositions of place using classroom objects to demonstrate.
- Explain the task and give Ss time to complete it referring to the map on p. 126.
- Check Ss' answers.

##### **Answer Key**

- |   |       |   |          |    |         |
|---|-------|---|----------|----|---------|
| 1 | on    | 5 | between  | 9  | behind  |
| 2 | below | 6 | above    | 10 | next to |
| 3 | in    | 7 | opposite |    |         |
| 4 | at    | 8 | on       |    |         |

#### 7 **Aim** Presenting everyday English expressions for congratulating and responding

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

## 8 **Aim** Practising English expressions for congratulating and responding

- Explain the task.
- Give Ss time to complete it in closed pairs using the ideas and the useful language from the **Functions** box and following the exchanges in Ex. 7.
- 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: You won first prize. Congratulations!

B: Thank you.

A: Congratulations on your new baby!

B: Thanks! Let's celebrate.

A: Congratulations on your 14th birthday!

B: Thanks a million!

## 9 **Aim** Presenting and practising seasons and months

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

### Answer Key

1 January	5 June
2 February	6 August
3 March	7 October
4 April	8 November

## 10 **Aim** **ICT** Creating a calendar of events

- Explain the task and ask Ss to work in small groups and do some Internet research to find various celebrations in Romania.
- Tell Ss to create a calendar of celebrations with at least one celebration per season and add photos.
- Ask various groups to present their calendars to the class.

### Suggested Answer Key

Winter

Epiphania



Spring

1st March – Martisor



Summer

24th June – Sanziene Festival



Autumn

14th September – Ravasitul Oilor



## 8.4 – Celebrations in the UK/USA

### 1 **Aim** Presenting/Practising vocabulary related to traditions in the UK/USA

- Ask Ss to look at the pictures and the phrases.
- Explain the task and read out the example.
- Elicit further sentences from Ss around the class.

### Suggested Answer Key

- 2 On Valentine's Day, people give presents to loved ones.
- 3 At Easter, people hunt for Easter eggs.
- 4 On April Fools' Day, people play tricks on each other.
- 5 On May Day, people dance round a maypole.
- 6 On Mother's Day, people give flowers to their mums.
- 7 On Father's Day, people give cards to their dads.
- 8 At Christmas, people decorate trees.

### 2 **Aim** Presenting holiday greetings/wishes; matching holiday greetings to wishes

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Then give Ss time to match the greetings (A-H) to the events/wishes in Ex. 1.
- Check Ss' answers.

### Answer Key

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

### 3 **Aim** Expanding the topic

Read the rubric aloud and elicit answers from Ss around the class.

(Ss' own answers)

### 4 **Aim** Predicting the content of the text; Listening and reading for gist

- Elicit Ss' guesses in answer to the questions in the

rubric.

- Give Ss time to listen to and read the text to find out if their guesses were correct.

### Suggested Answer Key

*They celebrate Thanksgiving on the last Thursday of November each year. They celebrate the first successful harvest in America for the Pilgrims when the Native Americans helped them.*

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

### 5 **AIM** 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 A      2 B      3 B      4 C

### 6 **AIM** Presenting *and, but, so, or*

- Ask Ss to read the theory and then explain the task.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 *You can help me decorate the tree or you can wrap the presents.*
- 2 *They didn't know how to grow crops so they asked the natives for help.*
- 3 *At Thanksgiving people eat turkey and bake pumpkin pies.*
- 4 *On Valentine's Day we give presents, but we don't decorate trees.*
- 5 *It was raining on Saturday so we didn't dance round the maypole.*
- 6 *We can buy her flowers or we can get her a card.*

### 7 **AIM** Listening for specific information.

- Explain the task and play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

#### Answer Key

*Bob – Christmas*

*Sally – Mother's Day*

*Tom – Easter*

### 8 **AIM** Writing a short article about a favourite celebration

- Explain the task and give Ss time to complete the task.
- Ask Ss to read out their pieces of writing to the class.

#### Suggested Answer Key

*name: Maiden Fair on the Gaiņa Mountain*

*time of year: July*

*how you celebrate it: visit photo exhibition and watch folk shows*

*My favourite celebration in Romania is the Maiden Fair on the Gaiņa Mountain. We hold it in the month of July in Avram Iancu village. It's a great celebration with lots to see and do.*

*During the festival, people visit a photo exhibition. They also watch folk shows and eat local food.*

*If you like traditional celebrations, you'll love this festival.*

## 8.5 – Happy New Year!

### 1 **AIM** Presenting vocabulary for New Year traditions

- 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 new vocabulary

Read out the example and elicit further sentences from Ss around the class.

#### Suggested Answer Key

*They exchange hugs and kisses. They let off fireworks. They go for a New Year's Day swim. They make New Year's resolutions. They attend funfairs.*

3 **Aim** Predicting the content of a text; Listening and reading for gist

- Read out the question and ask Ss to guess the answer.
- Elicit guesses from Ss around the class.
- Ss listen to and read the text to find out if their guesses were correct.

**Suggested Answer Key**

*In Surfer's Paradise, people attend a funfair, let off fireworks, take a picnic and relax on the sandy beach and go for a swim to celebrate the New Year.*

4 **Aim** Reading for specific information

- Ask Ss to read the sentences (1-5).
- Give them time to read the text again and complete the task.
- Check Ss' answers.

**Answer Key**

1 T      2 F      3 NS      4 T      5 NS

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

5 **Aim Think** Comparing and contrasting celebrations

- Ask Ss to compare New Year celebrations in Australia with those in the UK/USA.
- Ask various Ss to share their answers with the class.

**Suggested Answer Key**

*In Australia, New Year's Carnival lasts for 4 days, but this doesn't happen in the UK/USA. In Australia and in the UK/USA people let off fireworks and they don't eat special food.*

6 **Aim** Presenting and practising adverbs of place/time

- Ask Ss to read the theory and then explain the task.
- Give Ss' time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

1 time                      4 place                      7 place  
2 place                      5 place                      8 time  
3 time                      6 time

7 **Aim** Listening and reading for specific information

- Play the recording. Ss listen and read the dialogue in their books.
- Elicit what event Laura invites Christina to.
- Check Ss' answers.

**Answer Key**

*Laura invites Christina to watch the New Year's Day parade.*

8 **Aim** Practising inviting – accepting /refusing invitations

- Explain the task.
- Give Ss time to complete it in closed pairs following the directions.
- Tell Ss to use the useful language from the **Functions** box to help them and to use the dialogue in Ex. 7 as a model.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

**Suggested Answer Key**

A: Hi, Karl. Have you got any plans for the New Year?

B: Hey, Yordan. No, I haven't. Why?

A: Well, how do you fancy spending it with me in Sinaia?

B: I'd be glad to.

9 **Aim** Writing an email expressing thanks

- Explain the task and the situation.
- Give Ss time to write their email.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Hey, Rob!*

*Thank you so much for inviting me to stay with you for New Year. I had a fantastic time in Surfer's Paradise!*

*I really enjoyed the rides and the Ferris wheel! The fireworks that evening and the picnic the next day were amazing, too.*

*Thanks again for everything. Hope to hear from you soon.*

*Luke*

## 8.6 – Summer fun

1 **Aim** Predicting the content of a text; Listening and reading for gist

- Ask Ss to read look at the pictures.
- Ask Ss to guess which culture the festivals celebrate.
- Ss read the text and find out.

**Answer Key**

*The festivals celebrate the Canadian culture.*

2 **Aim** Reading for specific information

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

**Answer Key**

1 T      2 F      3 T      4 NS      5 F

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

3 **Aim Think** Consolidating comprehension of a text

- Give Ss time to consider their answers.
- Then ask various Ss around the class to make comparisons between the two events.

**Suggested Answer Key**

*Both festivals take place in the summer, but one is in Calgary and the other in Toronto. People dress up for both festivals, one is about the Wild West and the other about the Caribbean. Both events attract a large number of people.*

4 **Aim** Presenting prepositions of time

Ask Ss to read the theory and go through the examples.

5 **Aim** Practising prepositions of time

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

**Answer Key**

1 at      3 on      5 on      7 in  
2 at      4 in      6 at      8 at

6 **Aim** Listening for specific information

- Ask Ss to read the gapped advertisement.
- Play the recording and have Ss listen and complete the gaps.
- Check Ss' answers.

**Answer Key**

1 Rose      3 music and dance      5 costumes  
2 13th      4 14

7 **Aim** Completing a dialogue

- Go through the **Functions** box with Ss and explain/ elicit the meanings of any unknown words.
- Give Ss time to complete the task and then check Ss' answers around the class.

**Suggested Answer Key**

*Why don't we = How about*

*I'm not that keen on = I don't really enjoy*

*How about = What if we*

*That's a great idea = That would be nice*

*That would be nice = I'd love to*

8 **Aim** Role playing a dialogue requesting help

- Ss work in closed pairs and act out dialogues using the functional language to help them and the dialogue in Ex. 7 as a model.
- Monitor the activity around the class. Then ask some pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: *How about going to the Festival of Hearts this weekend?*

B: *I'd love to. How about watching the traditional dancing performances on July 10th?*

A: *That would be nice. Let's watch the parade with traditional costumes the next day too.*

B: *That's a great idea!*

9 **Aim** Writing an email

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

**Suggested Answer Key**

Hi Nancy!

Nice to hear that you're visiting Romania this summer. How about attending the Festival of Hearts? We'll have a great time!

The festival takes place from 9th to 13th July in Timisoara. We'll see groups from 14 different countries and performances of traditional dancing, music and singing. There's also a parade with traditional costumes.

I'm sure you'll love it!

I'm sure we'll have a great time! Can't wait to see you!

Marta

**Culture Corner**

1 **Aim** Predicting information; Listening and reading for specific information

- Ask Ss to think about what they know about Remembrance Day.
- Ask them to read the quiz and try to answer the questions.
- Give Ss time to listen to and read the text and see if they answered the questions correctly.

**Answer Key**

1 C 2 B 3 A 4 B 5 C 6 B

- 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.

2 **Aim Think** Consolidating information in a text

- Explain the task and give Ss time to read the text again and write their sentences using the phrases provided.
- Elicit answers from Ss around the class

**Suggested Answer Key**

Remembrance Day is when people remember the end of WW1 which ended on 11<sup>th</sup> November at 11 am.

The Queen lays the first wreath at the Cenotaph in London. A band play(s) 'the Last Post.'

At exactly 11 am people all over the UK have two minutes of silence to show their respect.

3 **Aim** Consolidating information in a text

Ask various Ss around the class to tell the rest of the class how people in the UK celebrate Remembrance Day.

**Suggested Answer Key**

On Remembrance Day, people remember the end of WW1 which ended on 11<sup>th</sup> November at 11 am. On this day there are ceremonies at cenotaphs all over the country. The Queen lays the first wreath at the Cenotaph in London. A band play(s) a farewell tune called 'the Last Post.' At exactly 11 am people all over the UK have two minutes of silence to show their respect.

4 **Aim ICT** Presenting a celebration similar to Remembrance Day

- Ask Ss to research online and make notes for a similar celebration in their country.
- Then ask various Ss to present it to the class.

**Suggested Answer Key**

**Name:** Great Union Day

**Date:** 1st December

**Reason:** celebrate the union of Transylvania with Romania

**Activities:** people have a day off work and school, there are military parades and national leaders give public speeches

The Great Union Day takes place on 1st December in Romania. It is a day to celebrate the union of Transylvania with Romania. People have a day off work and school. Also, there are military parades and national leaders give public speeches.

**Self-Check Test 8**

1 **Aim** Consolidating vocabulary from the module

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

**Answer Key**

1 reach	5 celebrate	9 funfair
2 pudding	6 rodeo	10 ball
3 parade	7 display	
4 harvest	8 invitation	

2 **Aim** Consolidating vocabulary from the module

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



**Answer Key**

- 1 December                      4 September  
2 summer                        5 November  
3 spring

3 **AIM** Consolidating vocabulary from the module

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

**Answer Key**

- 1 upbeat                      3 population                      5 ethnic  
2 language                      4 fun-loving

4 **AIM** Consolidating prepositional phrases from the module

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

**Answer Key**

- 1 for                      2 on                      3 round                      4 on                      5 off

5 **AIM** Consolidating grammar from the module

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

**Answer Key**

- 1 aren't I                      3 shall we                      5 is it  
2 can't he                      4 will you

6 **AIM** Consolidating grammar from the module

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

**Answer Key**

- 1 P                      2 T                      3 P                      4 T                      5 P

7 **AIM** Consolidating prepositional phrases from the module

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

**Answer Key**

- 1 at                      2 on                      3 on                      4 in                      5 in

8 **AIM** Consolidating everyday English expression 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 b                      5 b

9 **AIM** Reading comprehension

- Give Ss time to read the article and then answer the questions.
- Check Ss' answers.

**Answer Key**

- 1 in August  
2 to preserve the cultural traditions of Bulgarian music and dance  
3 up to 18,000  
4 Nencho Rusev  
5 stalls with art and crafts, parades, agricultural workshops

10 **AIM** Listening for specific information

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

**Answer Key**

- 1 Apuseni                      4 village life  
2 Sunday                      5 fireworks display  
3 marry

11 **AIM** Writing an email

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

**Suggested Answer Key**

Hey, Paul!

Thank you so much for visiting me and staying for Martisor. I had a fantastic time!

I really hope you enjoyed yourself too. What did you think of our festival? Did you enjoy the traditional food?

Thanks again for coming. Hope to hear from you soon.

Luca

**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.

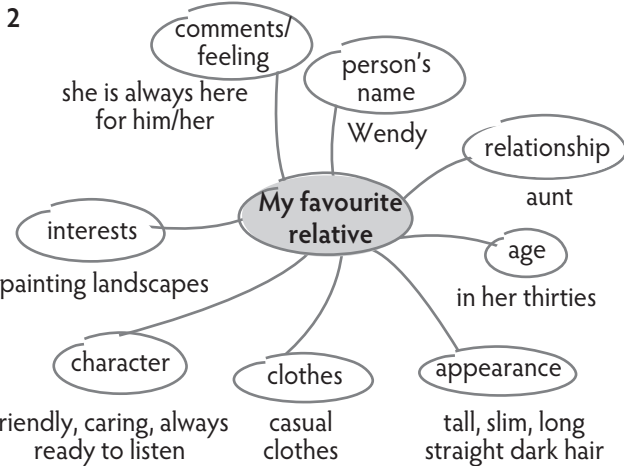


# Writing Skills Key

## 1.6 – A blog entry about your favourite relative

(pp. 138-139)

- 1 1 a blog entry
- 2 readers of the school English online magazine
- 3 my favourite relative



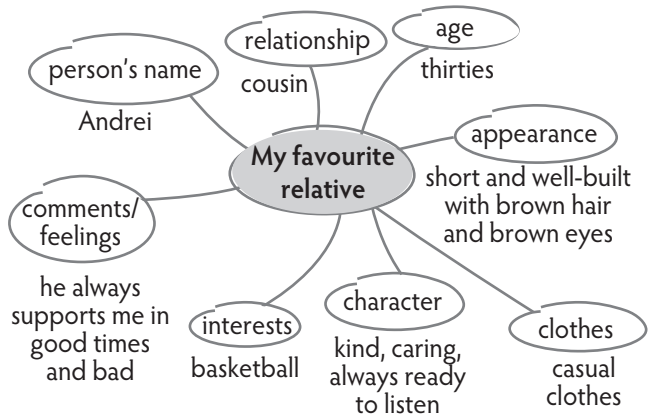
### 3 Suggested answer

**Hi everyone!** = Hey there!  
**likes wearing** = always wears  
**Her interest is** = Her hobby is  
**is always there for me** = always supports me in good times and bad

- 4 2 He's got thin lips and short blond hair.
- 3 She's tall and slim with short fair hair.
- 4 She's got short straight hair and green eyes.
- 5 He's short and plump with blue eyes.

- |              |            |             |
|--------------|------------|-------------|
| 5 1 reserved | 4 creative | 7 sensitive |
| 2 loyal      | 5 shy      | 8 caring    |
| 3 arrogant   | 6 generous |             |
- 
- |            |         |         |
|------------|---------|---------|
| 6 1 matter | 3 kind  | 5 loves |
| 2 best     | 4 cheer |         |

## 7 Suggested answer



## 8 Suggested answer

Hey there!  
 Let me tell you about my favourite relative, my cousin Andrei.  
 Andrei is in his thirties, short and well-built with brown hair and brown eyes. He usually wears casual clothes. He's kind and caring and always ready to listen. Andrei loves playing basketball.  
 Andrei is special to me because he always supports me in good times and bad. He's definitely one of a kind!

## 3.5 – An article about a popular tourist destination

(pp. 140-141)

- 1 1 an article
- 2 readers of an international travel magazine
- 3 a popular tourist destination in my country



# Writing Skills Key

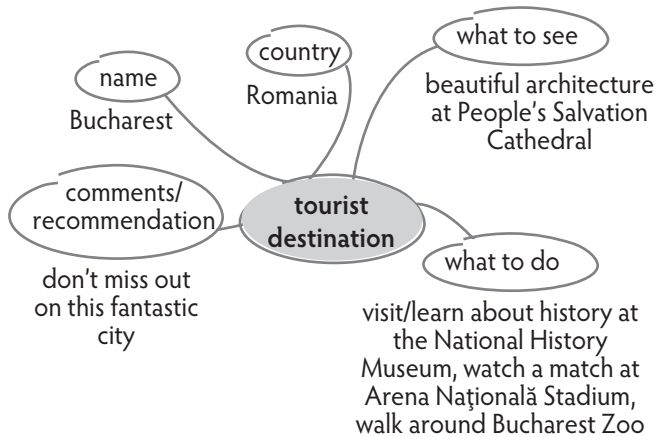


3 energetic capital city, historic buildings, colourful tango dancers, traditional crafts, delicious street food, unforgettable experience

4 1 sandy 4 energetic 7 tasty  
2 *delicious* 5 *spicy* 8 *picturesque*  
3 warm 6 narrow

5 1 historic 4 ethnic 7 lively  
2 busy 5 delicious  
3 outdoor 6 souvenir

## 6 Suggested answer



## 7 Suggested answer

### Beautiful Bucharest

Bucharest is one of the most popular tourist destinations in Romania.

See beautiful architecture at People's Salvation Cathedral. Visit the National History Museum and see interesting exhibits. You can also watch a match at Arena Națională Stadium and walk around Bucharest Zoo.

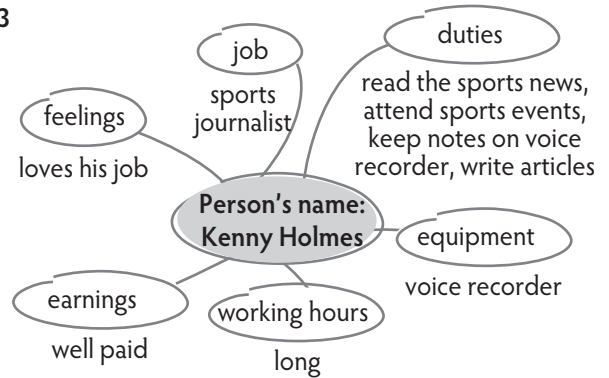
Don't miss out on this fantastic city!

### 4.3 – An article about a person's job

(pp. 142-143)

- 1 1 an article  
2 readers of the school English magazine  
3 a relative's interesting job
- 2 1 C 2 B 3 A

3

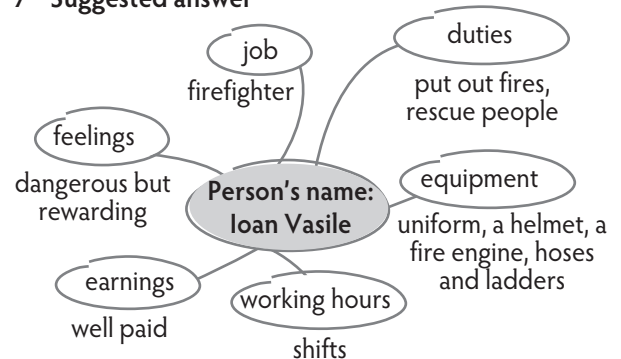


4 1 or 2 but 3 so 4 and

5 1 helpful 3 responsible 5 quick  
2 careful 4 creative 6 brave

6 1 difference 3 dream  
2 days 4 smile

## 7 Suggested answer



## 8 Suggested answer

### Fighting Fires

My uncle, Ioan Vasile is a firefighter.

He needs a uniform, a helmet, a fire engine, hoses and ladders to do his job. He puts out fires and rescues people. He works shifts, but gets well paid for it.

Ioan feels it is a dangerous job and you have to be brave to do it, but it is very rewarding.

### 5.5 – A story

(pp. 144-145)

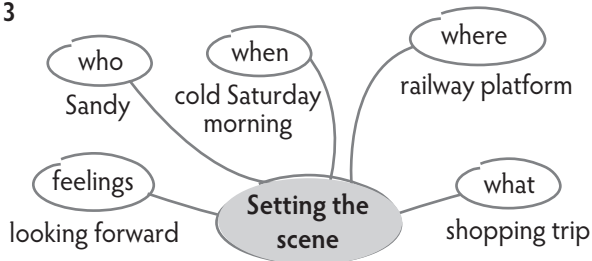
- 1 **Key words:** international teen magazine, stories entitled *A scary journey*  
1 a story  
2 readers of an international teen magazine  
3 a scary journey



# Writing Skills Key

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

3



4 **Key words:** English school magazine entitled *I got lost*, stories

- 1 a story
- 2 the readers of my English school magazine
- 3 a time when I got lost

5 **Suggested answer**

Last spring, I went camping with my father in the forest. One afternoon, I went for a walk.

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

7 **Suggested answer**

### I got lost

Last spring, I went camping with my father in the forest. One afternoon, I went for a walk.

As the sun started to set I realised I was lost. I got scared so I made a fire. Suddenly, my father arrived. He was looking for me when he saw the smoke from the fire.

I was happy he found me. It was the scariest experience of my life.

## 6.5 – A restaurant review

(pp. 146-147)

1 **Key words:** English school magazine, reviews of their favourite restaurant in their town/city, place, what it is like to eat there, your recommendation

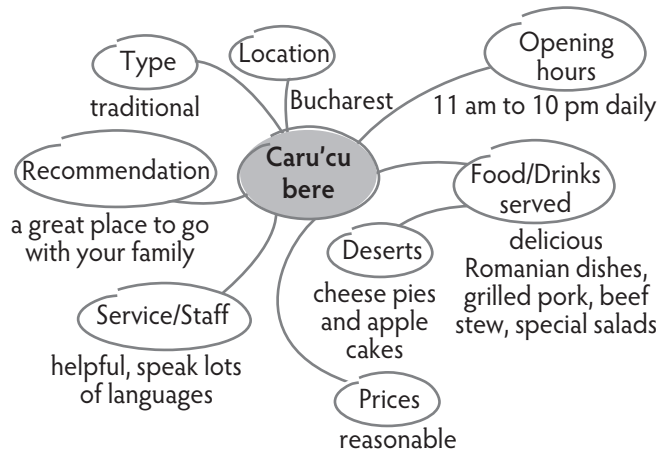
- 1 a review
- 2 the readers of my English school magazine
- 3 my favourite restaurant in my town/city

2 1 C 2 B 3 D 4 A

3 a) traditional Italian dishes, refreshing juices, reasonable prices, excellent service, friendly and polite staff

b) 1 tasty 4 friendly 6 fresh  
2 fast 5 polite

4 1 fan 5 disappointing  
2 out of this world 6 taste  
3 smile 7 lovers  
4 perfect 8 recommendation



5 **Suggested answer**

6 **Suggested answer**

Caru'cu bere is a traditional restaurant in Bucharest. It is open from 11 am to 10 pm. It serves a wide range of Romanian dishes such as grilled pork, beef stew and special salads. Desserts include cheese pies and apple cakes. The prices are reasonable, the staff are helpful and speak a lot of languages and the service is excellent. It is a great place to go with your family!

## 7.3 – An informal email invitation to a festival

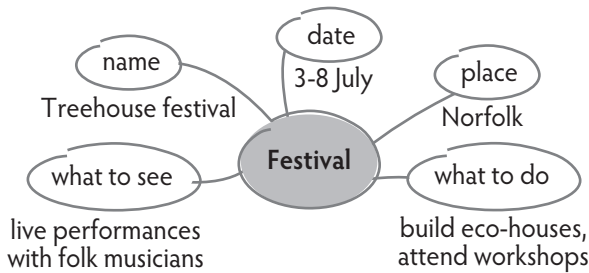
(pp. 148-149)

1 **Key words:** planing to go to a festival, email best friend inviting to join you, name, date, place, what to do, what to see, 60 words

- 1 an email
- 2 my best friend
- 3 name, date, place, what to do, what to see



2



- 3 a) summer (summer), surfing (surfing), skateboarding (skateboarding)  
 b) How are things. (How are things?), I really hope you can come? (I really hope you can come.)  
 c) Would you like coming (Would you like to come), this summer to (this summer in), there are going to be (there are going to be), lots very (lots of very)

- 4 a) **A** 1 choice  
 2 watch  
 3 !  
**C** 7 dishes  
 8 tasty
- B** 4 different  
 5 a lot of  
 6 bring

- b) **A** 3      **B** 1      **C** 2

### 5 Suggested answer



### 6 Suggested answer

Hi Dan!  
 Hope you're OK. Do you fancy coming to the Green Garden Festival in the town centre? I think it'll be fun. It's on Saturday 23rd May. There are going to be lessons on recycling and gardening competitions. We can also watch local bands and traditional dancers. I think it'll be a great day out. I really hope you can come!  
 Write back,  
 Emil

## 8.2 – An informal email giving an apology

(pp. 150-151)

- 1 1 an email  
 2 my English friend  
 3 thanking him/her for the invitation to a party and apologising for not attending, explain why

- 2 1 B                      2 C                      3 A  
 Lucy had the flu and didn't see the text message.

### 3 Suggested answer

**I'm afraid** = Unfortunately

**I'm so sorry** = Please forgive me

**Once again, I'm really sorry** = Again, I'm very sorry

**I hope you're not too angry with me** = I didn't mean to upset you

### 4 Suggested answer

**short verb forms:** I'm, you're, didn't

**simple linkers:** but, and

**everyday language:** Thank you so much

- 5 1 I'm so sorry for  
 2 I just wanted to apologise for  
 3 I'm very sorry  
 4 if there's any way I can make it up to you

### 6 Key words: English friend, school culture day, thank him/her for invitation, apologise for not attending, explain why

- 1 an email  
 2 my English friend  
 3 thank him/her for invitation to a school culture day, apologise for not attending, explain why

### 7 Suggested answer

Hi James,  
 Thanks so much for inviting me to your school culture day. I'm really sorry I missed it.  
 I'm afraid I was busy studying last weekend and I didn't see your email until it was too late.  
 Once again, I'm very sorry. I feel terrible about it. I hope you aren't too upset with me. Let me know if there's any way I can make it up to you.  
 Yours,  
 Ian



# Evaluation Key

## Evaluation 1 (Modules 1-2)

- 1 1 ambitious 3 confident 5 honest  
2 shy 4 smart
- 2 a) 1 tall, slim, short, spiky, sense  
2 middle-aged, slim, beard, gives, tells
- b) **Suggested Answer Key**  
Anna is a short, thin woman with long, straight black hair. She always makes sensible decisions.  
Mihaela is a middle-aged woman. She is tall and has got short curly hair. She always comes up with new ideas.
- 3 1 cry 3 listener 5 trust  
2 secrets 4 back 6 time
- 4 1 helmet 4 signals 7 pavement  
2 breaks 5 crossings 8 overtake  
3 lanes 6 clothes
- 5 1 with 3 for 5 with 7 on  
2 in 4 to 6 in 8 away
- 6 1 do you play 5 takes  
2 am not meeting 6 Is she cooking  
3 is visiting 7 is dancing  
4 works 8 doesn't open
- 7 1 am going, Do you want, am going  
2 are you doing, am preparing  
3 Do you know, is visiting  
4 isn't working, go  
5 Is Jenny coming, spends
- 8 1 are you doing 4 isn't 7 are going  
2 are taking 5 are meeting  
3 are going 6 has
- 9 (Ss' own answers)
- 10 1 seeing 3 meeting 5 talking  
2 wait 4 to do 6 shopping
- 11 1 can play football very well.  
2 can borrow your laptop, Mum?  
3 May ... use the lab, Mr Smith?  
4 can't go to the theatre tonight.  
5 Can ... give me your notebook?
- 12 1 C 2 F 3 E 4 D 5 B 6 A

## Evaluation 2 (Modules 3-4)

- 1 1 FIREPLACE 4 ARMCHAIR  
2 CARPET 5 CURTAINS  
3 MIRROR 6 COFFEE TABLE
- 2 1 library 5 theatre  
2 art gallery 6 bank  
3 petrol station 7 post office  
4 court house 8 museum
- 3 1 architect 5 taxi driver  
2 musician 6 secretary  
3 chef 7 photographer
- 4 1 d 2 e 3 a 4 c 5 b
- 5 1 creative 3 patient 5 careful  
2 fit 4 polite
- 6 1 from 5 on 9 opposite  
2 on 6 of 10 after  
3 at 7 by  
4 along 8 on
- 7 **Suggested Answer Key**  
In this picture we can see a living room with a fireplace, two sofas, two armchairs and a coffee table. There is a lamp between the two sofas and there are no curtains on the windows. There are four cushions on one sofa and two on the other. There is a carpet under the coffee table and there is a mirror above the fireplace.
- 8 a) 1 best 3 most 5 less  
2 lower 4 busier 6 earlier
- b) (Ss' own answers)
- 9 1 Did you know, lived, ruled  
2 gave, read, helped  
3 was, discovered, was, led  
4 Did you meet, didn't have  
5 Did you hear, saw
- 10 (Ss' own answers)
- 11 1 A 2 F 3 C 4 D 5 B 6 E
- 12 (Ss' own answers)

# Evaluation Key



## Evaluation 3 (Modules 5-6)

- 1 1 d 2 c 3 f 4 b 5 a 6 e
- 2 a) 1 cookery 3 adventure 5 soap  
2 documentary 4 quiz 6 sitcom
- b) (Ss' own answers)
- 3 1 darts 3 hockey team  
2 paddle 4 capoeira
- 4 **carbohydrates:** bread, pasta, potatoes  
**milk & dairy food:** butter, milk, cheese  
**fruit & vegetables:** spinach, grapes, aubergine  
**proteins:** chicken, eggs, fish
- 5 1 main 3 side 5 dessert  
2 crispy 4 rolls 6 smoothies
- 6 1 throat 3 syrup  
2 stomach ache 4 a cold
- 7 1 of 4 on 7 of  
2 on, towards 5 for 8 for  
3 in/into 6 on
- 8 1 He used to drive to work.  
2 He didn't use to start lessons at 8:00.  
3 He didn't use to have lunch at school.  
4 He used to correct students' homework at school.  
5 He used to cook his own meals.  
6 He didn't use to play tennis after school.
- 9 2 A: Did you have lunch at 1 o'clock yesterday afternoon?  
B: Yes, I did./No, I didn't. I had lunch at 12:30.  
3 A: Did it snow yesterday evening?  
B: Yes, it did./No, it didn't. It rained.  
4 A: Did your best friend have a karate lesson at 3 o'clock last Monday?  
B: Yes, he did./No, he didn't. He had a karate lesson at 4 o'clock.
- 10 2 saw 9 called  
3 hit 10 came  
4 had 11 took  
5 didn't see 12 was  
6 didn't stop 13 got  
7 crashed 14 told  
8 had

- 11 1 are 4 They're 7 is  
2 are 5 is 8 is  
3 These 6 is

- 12 1 a 4 b 7 a

## Evaluation 4 (Modules 7-8)

- 1 1 wild 3 survive 5 protect  
2 destroy 4 disappear 6 adopt
- 2 a) 1 c 3 f 5 d  
2 e 4 a 6 b
- b) (Ss' own answers)
- 3 a) 1 interactive 4 foreign 7 sitting  
2 excursions 5 canteen  
3 environmental 6 after-school
- b) (Ss' own answers)
- 4 1 costume 3 exchange 5 parade  
2 countdown 4 resolutions 6 swim
- 5 1 on 3 in 5 to  
2 on 4 off 6 with
- 6 1 C 2 C 3 C 4 A 5 A
- 7 a) 1 any 4 lots of 7 much  
2 some 5 no 8 many  
3 How much 6 How many
- b) (Ss' own answers)
- 8 1 will make  
2 won't forget  
3 am going to go  
4 will go, are going to spend
- 9 a) 1 are you going to do  
2 am going to volunteer  
3 am flying  
4 am staying  
5 will be
- b) (Ss' own answers)
- 10 1 a 2 b 3 b 4 a 5 b 6 a



# Student's Book Audioscripts

## Module 1

### 1.2 – Exercise 11 (p. 13)

This is a photo of my family. That's me in the middle – I'm not happy because I'm shy and photos aren't my idea of fun! Next to me is James. He's a good brother because he's friendly. On my other side is Paul, my little brother. We aren't friends because he's selfish – his toys are his toys, and I can't play with them! That's my sister Helen. She's nice, but she's lazy. Finally, there's my sister Laura. When I've got homework and I can't do it, she's always there for me. And she's really patient; that's why she's my favourite.

### 1.5 – Exercise 7 (p. 19)

*Kelly:* What do you think of this dress?

*Pamela:* I don't really like it. I don't wear dresses much.

*Kelly:* What kind of clothes do you like?

*Pamela:* I prefer casual clothes. I usually wear a plain T-shirt, a pair of denim jeans and trainers. Do you like casual clothes?

*Kelly:* They're OK, I suppose, but I'd rather wear a dress. And I prefer bright colours because they make me feel happy!

### Self-Check Test 1 – Exercise 9 (p. 24)

This is a photo of me and my friends. We're getting ready for Sasha's birthday party. On the left is Jasmine. She usually wears jeans but here she's got a dress on because she's going to the party. Yvonne's going too, but she never wears dresses. That's her, in the trousers and trainers, and the green T-shirt. Sasha's next to her – she looks really nice in that floral top and plain skirt. The skirt is my birthday present to her. Finally, that's me, of course, in my favourite leather jacket. I wear it everywhere!

## Module 2

### 2.3 – Exercise 6 (p. 31)

When someone has low self-esteem, they have very negative thoughts. Positive thinking is very powerful, so why can't it help with the emotional problems that teenagers face, too? When I say, "It's raining outside, so we can't go for a picnic," a positive thinker says, "We can stay in and play a game." It even works for bad situations. Let's say you burn yourself and your finger hurts. The positive thinker says, "That was silly of me. Let's not do that again." The negative thought is, "Why do these bad things always happen to me?"

### Self-Check Test 2 – Exercise 8 (p. 40)

Now, we're talking about online communication today. Do you know that the average person has about 150 online friends, but only about 5 are real friends? A new study shows we have a lot of online friends, but most don't write to a person when they announce some bad news on social media. The study says that to be a real friend, there must be regular face-to-face interaction. This doesn't happen with a lot of online friends. So, my advice is that when you have online friends you don't talk to face-to-face, ask yourself: are they real friends?

## Module 3

### 3.3 – Exercise 4 (p. 47)

*Mark:* Excuse me. Is the police station far from here?

*Woman:* No, not really.

*Mark:* Could you tell me how to get there?

*Woman:* Sure. Walk down Elm Street, past the bank and turn left. Walk up Jefferson Road and take the second turn on your right. The police station is on the left next to the university.

*Mark:* Thank you.

*Woman:* You're welcome.

### 3.4 – Exercise 7 (p. 49)

*Host:* Welcome to round 2 of our quiz, Big Cities. Which city has the tallest skyscraper in the world?

*Paul:* It's Dubai.

*Host:* That's correct, Paul – the Burj Khalifa skyscraper. Which city has the largest population in the world?

*Sara:* It's Jakarta – no, sorry! Tokyo!

*Host:* That's right, Sara. It's Tokyo. Next, which is the most expensive city in the world?

*Bill:* It's Geneva in Switzerland.

*Host:* Actually, no, Bill – it's Monaco in France. Which is the noisiest city in the world?

*Paul:* Cairo!

*Host:* Sorry, Paul. The right answer is Mumbai in India. Here's the last question for this round. Which is the wettest capital city in the world?

*Sara:* Monrovia in Liberia.

*Host:* Fantastic, Sara! That puts you in the lead! ...

### 3.6 – Exercise 6 (p. 53)

The 12th century fishing village of Polperro on Cornwall's southeast coast offers one of England's best holidays. Polperro is a natural harbour surrounded by steep cliffs. Its



# Student's Book Audioscripts



narrow streets full of traditional fishermen's cottages are a must-see! And nearby there are sandy beaches and amazing coastal views. Check out the Museum of Smuggling and Fishing with its collection of old photographs. Or visit the Model Village and Railway to explore Cornish myths and legends. In June, don't miss the 9-day Polperro Music and Arts Festival. And try some of the fantastic seafood! Polperro truly has something to suit all tastes!

## Self-Check Test 3 – Exercise 9 (p. 56)

*Olly:* Your holiday in Toronto sounds fantastic, Kate. What do you plan to do there?

*Kate:* Mum and Dad want to go sailing on the lake and visit Niagara Falls. It's the biggest waterfall in the world. But I can't wait to go to the CN tower – you know – that really tall skyscraper.

*Olly:* Cool... how about accommodation?

*Kate:* Our relatives in Toronto don't have room, but there's a cheap hotel near them. That's where we're staying.

*Olly:* Sounds good.

*Kate:* Yes. I'm really looking forward to going. It's a great city, the people are friendly – there isn't a better place!

## Module 4

### 4.1 – Exercise 3 (p. 58)

*Pat:* Hi. I'm Pat and this is my friend, Molly.

*Doug:* Nice to meet you, Pat and Molly. I'm Doug and this is my brother, Ryan.

*Molly:* Nice to meet you, too.

*Pat:* I'm a nurse and Molly is a secretary. What do you do, Doug?

*Doug:* Well, I'm a firefighter and Ryan here is a police officer.

*Molly:* Wow!

### 4.2 – Exercise 7 (p. 61)

I zoom down fast waterslides all over the world, but not on holiday – it's my full-time job! I visit water parks in places like Turkey, Egypt and Jamaica, slide down the water slides and check their splash and 'adrenaline factor'. I also check that the slides are safe enough, then I write a report. I've got the best job in the world. It's very interesting and well-paid, but it's a difficult job. I have lots of fun, but I'm also careful, hard-working ... and yes, brave. I'm sometimes the only person in the pool because it's too chilly for everyone else to swim!

### 4.6 – Exercise 5 (p. 69)

John F. Kennedy was born in Massachusetts on the 29th May, 1917. He went to several schools and in 1940 he graduated from Harvard University. Three years later during World War II, he joined the US Navy. After the war he became a politician and married Jacqueline Bouvier in 1953. They had two children. On the 20th January 1961, Kennedy became the 35th president of the USA. As president he wanted to fight against poverty and disease and wanted to end wars. Unfortunately, on the 22nd November, 1963 Lee Harvey Oswald shot and killed him. John F. Kennedy was a great man.

### Self-Check Test 4 – Exercise 8 (p. 72)

My neighbour Tony is a very talented chef. He works in the restaurant of a big hotel in town. He started five years ago and now he's in charge of a team of ten kitchen staff. He's very creative and cooks fantastic food. He also has to stay very calm when the restaurant gets busy so he doesn't mix up his orders! Tony works late hours from 6 pm to 2 am every Tuesday to Saturday, so the job can be quite tiring. His pay is good, though – around £30 thousand pounds a year.

## Module 5

### 5.1 – Exercise 5 (p. 75)

*Greg:* Hi, Kelly. Do you want to come over and watch a film?

*Kelly:* Sounds great, but Sunday is housework day in my house. We all have chores to do. Even little Sally has to tidy her bedroom.

*Greg:* That's good, I think. I clean the windows once a month, but that's probably not enough! What do you do?

*Kelly:* I do the washing-up. That gives Dad a clean kitchen so he can cook.

*Greg:* And your mum?

*Kelly:* She vacuums all the carpets.

*Greg:* Wow! What a busy family!

### 5.5 – Exercise 5 (p. 83)

*Female:* ... and now for a look at today's weather around the world. Here's Charlie Swann.

*Male:* Thanks, Susan. It's a wet winter in the UK, I can tell you! Expect another cloudy, rainy day in London with low temperatures of 5 or 6 degrees. Don't go out without your umbrellas! As for Moscow in Russia, it's cold and snowy today with temperatures a cool minus 3 degrees. But on the other side of the world in Cairns, Australia, it's hot and sunny. 32 degrees today, people, so a good day to head



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for the beach! A little further south, in Wellington, New Zealand, it's a cool day with a temperature of 18 degrees. It's very windy, however, so hold on to your hats! For further details on the weather where you are, check out our website [www.alldaynews.com/weather](http://www.alldaynews.com/weather) (www dot all day news dot com forward slash weather). Now, it's time for a news update with Susan Fletcher ...

## Exercises 7 & 9 (p. 83)

I went camping with my father in a forest last spring. One afternoon, feeling happy, I was walking in the forest nearby. As the sun started to go down, I realised I was lost! I didn't know how to get back to the tent. I started to feel really stupid and quite scared. I knew I had to get ready for a night in the woods, so I made a fire. Suddenly, my father arrived! He was looking for me when he saw the smoke from my fire. I was so happy to see him!

## Self-Check Test 5 – Exercise 7 (p. 87)

The new Odeon Multiplex in the White Court Mall opens this weekend – and we want you there to enjoy it with us. With ten screens to choose from and four showings per day, you're sure to find something you like! Comedies, action films, science fiction. Friday is our opening night, and we've got a special guest to open the cinema. It's actor Paul Joss and he'll sign autographs after. After that, it's time for our first films. Each screen will show a different film at the same time on Friday, 9 pm. So why not come down and join us?

## Module 6

### 6.2 – Exercise 8 (p. 93)

Are you part of a capoeira club? Why not get a team together to join in the Capoeira Competition at Greenvale Sports Centre in Jefferson Park? The competition takes place on Saturday 16th June at 2 pm. The judges are local capoeira legend Valentina Lopez and instructor Bill Hawk, owner of the Capoeira Studio. First prize in the competition is a team trip to the Capoeira World Championships in Baku, Azerbaijan for up to 12 people! To enter the competition, please call Elena at Greenvale Sports Centre on 4486593 – that's 4486593 – before 1st June.

### 6.3 – Exercise 9 (p. 95)

Our head teacher is a fan of Jamie Oliver and his ideas about healthy school meals, so she changed everything a few years ago. Now the food in the canteen is pretty healthy. For example, today it's Monday and there was

pasta with chicken and mushroom sauce or grilled fish. And there's always a vegetarian option – today it was a baked potato with spinach and peppers. There was a nice lettuce and tomato salad, too. For dessert, there was a low-sugar chocolate cake and the only drink they ever serve is good old water!

## 6.6 – Exercise 7 (p. 101)

Ginger tea is great for relieving stomach ache and very simple to make.

- With a sharp knife, peel a small piece of ginger root – about two inches.
- Grate the peeled ginger root.
- Put a large cup of water in a small saucepan to boil.
- When the water starts to boil, add the grated ginger root.
- Boil for three minutes and then gently simmer for two more.
- Remove from the heat and strain.
- Add honey to taste.

Sip your ginger tea slowly for maximum relief.

## Self-Check Test 6 – Exercise 8 (p. 104)

**Radio Announcer:** Maggie's restaurant is the coolest place to eat right now! It's a new restaurant on at 12, Bank Street, in the town centre.

It's open Mondays to Saturdays, serving customers delicious Italian food. It opens at 1 pm for lunch and the doors close at midnight, so there's plenty of time to grab a quick bite to eat, or stay for a three-course meal.

No visit to Maggie's would be complete without trying their special dish: pasta with steamed vegetables. It has fresh tomatoes, peppers and carrots. It's really something! To book a table, call Maggie's now on 569-8563. That's 569-8563.

## Module 7

### 7.2 – Exercise 7 (p. 109)

**Damien:** Hi Mum! I'm home! Today at school we made green school resolutions.

**Woman:** Really? And what was top of the list?

**Damien:** We're going to have more rubbish bins in the playground because it's not very clean there now.

**Woman:** Good! What else are you going to do?

**Damien:** We're going to buy notebooks made from recycled paper ... oh, and we're also going to decorate the classroom.

**Woman:** How?

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**Damien:** With plants. They make the air fresher.

**Woman:** I can let you have some from the garden.

**Damien:** And have you got any old jam jars? We're going to use them in our art classes.

**Woman:** I'll have a look.

## 7.4 – Exercise 8 (p. 113)

Hi Mark, there's an exhibition on vertical farming coming to town. It is going to be at the Elmwood Exhibition Park from Thursday the 19th of March to Sunday the 22nd. There will be models of multi-storey greenhouses with fifty varieties of fruit and vegetables. We will also watch the latest farming technology in action, as it waters the plants and turns them to the light. The exhibition is open every day from 9:30 am to 5:30 pm. Tickets cost £30 a day or £100 for four days. Please call me.

## Self-Check Test 7 – Exercise 6 (p. 120)

Hello, everyone. Here are a few ideas for making your house greener. First, the best source of cheap electricity is the Sun. Changing to solar power is a big step towards a greener home. You can also change your old light bulbs to ones that use less energy. They cost more but they'll soon start saving you money. And if you feel cold, don't turn the heating up! Wear a jumper to keep warm instead. It makes environmental sense! Finally, get rid of those plastic bags! Use cloth bags to carry your shopping. They're more environmentally-friendly!

## Module 8

### 8.1 – Exercise 8 (p. 123)

New Zealand is a country with a small population – just around four and a half million. There are quite a few different ethnic groups living in the country: European 71%, Maori 14%, Asian 11%, Pacific Islander 7.5% and others amounting to 3.0%. The official languages are English, Maori and New Zealand sign language but ethnic groups speak their own languages too. New Zealand is a beautiful country and New Zealanders have a close bond with nature and identify with it. They call themselves Kiwis after one of New Zealand's best loved national symbols – the kiwi bird.

### 8.4 – Exercise 7 (p. 129)

**Bob:** It's my favourite celebration. I love the food, the decorations, the tree... and everyone is so happy! Plus it's the best because of all the presents!

**Sally:** I love it because I'm one myself now. So, I get lots of love and gifts from my kids. They even bring me breakfast in bed!

**Tom:** I love the tradition of it. It's normally a lovely spring day and everyone's outside. It's also nice to see my kids looking for the eggs. I did it when I was a child, and it brings back memories!

## 8.5 – Exercise 7 (p. 131)

**Laura:** Hi, Christina. Have you got any plans for the New Year?

**Christina:** Hey, Laura. No, I haven't. Why?

**Laura:** Well, would you like to go and watch the New Year's Day parade?

**Christina:** I'd love to.

## 8.6 – Exercise 6 (p. 133)

Come and experience the folk traditions of Romania at the Festival of Hearts from the 9th to the 13th of July. This four-day festival takes place in Rose Park, next to the Bega river in the beautiful city of Timisoara. Here, we celebrate folk music and dance, not just from Romania, but from all around the world! This year, we've got groups coming from 14 different countries to perform. It's going to be fun, exciting and educational, too! Visitors can enjoy performances of traditional dancing, music and singing. There is also a fantastic parade with traditional costumes from all the countries taking part. Don't miss this wonderful festival in the heart of beautiful Timisoara!

## Self-Check Test 8 – Exercise 10 (p. 136)

Come and celebrate the Maiden Fair with us this year, in the village of Avram Iancu in the Apuseni Mountains. This festival takes place every year on the Sunday closest to St Elijah's Day. The Maiden Fair is a very old festival. It began hundreds of years ago as a way for the young men and women in the mountain villages to meet each other, and perhaps find someone to marry. These days, it celebrates the village way of life. Locals wear traditional costumes, play folk music and perform folk dances. There is a market in the centre of the village and an exhibition about village life. At the end of the festival, there is a concert and a fireworks display. It's a fun and unique way to learn about Romania's cultural heritage.

# Formative Evaluation Chart

Module: .....

Course: .....

Students' names:		Mark and comments
1		
2		
3		
4		
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25		

# Cumulative Evaluation

## Student's Self-Assessment Forms

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

### Student's Self-Assessment Form

Module 1

**Go through Module 1 and find examples of the following. Use the code to evaluate yourself.**

• read for comprehension .....	
• talk about abilities .....	
• present the Fantastic Four .....	
• read for gist .....	
• listen for specific information .....	
• talk about personality .....	
• identify people .....	
• read for specific information .....	
• ask about/express likes/dislikes .....	
• discuss likes/dislikes .....	
• express preferences .....	
• describe physical appearance & character .....	
• talk about life in the UK .....	
• present life in the UK and in Romania .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a quiz .....	
• write a short text .....	
• write an interview .....	
• write a blog entry .....	

<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.**

• talk about ways to communicate .....	
• read for gist .....	
• read for comprehension .....	
• talk about animal communication .....	
• read for specific information .....	
• talk about gestures .....	
• listen for specific information .....	
• talk about self-esteem .....	
• present safe cycling .....	
• ask for/give/refuse permission .....	
• talk about good/bad manners .....	
• make requests/respond .....	
• compare etiquette in different countries .....	
• talk about computers and gadgets .....	
• talk about digital footprints .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write about animal communication .....	
• write a "Did you know" collage .....	
• write an essay .....	
• write a leaflet .....	
• write a list of etiquette dos and don'ts .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self-Assessment Form

Module 3

<b>Go through Module 3 and find examples of the following. Use the code to evaluate yourself.</b>	
• compare places .....	
• read for gist .....	
• read for comprehension .....	
• compare houses .....	
• design a walking house .....	
• read for specific information .....	
• buy a train ticket .....	
• listen for specific information .....	
• ask for & give directions .....	
• present a tall building .....	
• prepare a poster on unusual buildings .....	
• talk about Barcelona .....	
• compare villages .....	

<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
• write a poster .....	
• write a documentary .....	
• write about a village .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self-Assessment Form

Module 4

<b>Go through Module 4 and find examples of the following. Use the code to evaluate yourself.</b>	
• talk about jobs .....	
• listen for specific information .....	
• read for gist .....	
• read for specific information .....	
• apply for a post .....	
• present a job .....	
• read for comprehension .....	
• compare ancient civilisations .....	
• interview someone about their job .....	
• draw an Alebrije .....	
• present bees .....	

<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
• write a summary .....	
• write an article .....	
• write a biography .....	



<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self-Assessment Form

Module 5

<b>Go through Module 5 and find examples of the following. Use the code to evaluate yourself.</b>	
• talk about daily activities .....	
• read for gist .....	
• read for specific information .....	
• listen for specific information .....	
• talk about past activities .....	
• read for comprehension .....	
• tell a story .....	
• express preferences .....	
• prepare a poster .....	
• compare teens in different cultures .....	
• present teens and their favourite activities .....	

<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
• write a note .....	
• write a blog post about what you do in your free time .....	
• write a diary entry about your last weekend .....	
• write short story .....	
• write short article .....	

<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 a healthy lifestyle .....	
• agree/disagree .....	
• read for comprehension .....	
• listen for specific information .....	
• read for gist .....	
• read for specific information .....	
• order food on the phone .....	
• talk about a restaurant .....	
• design a restaurant .....	
• read for sequence .....	
• talk about health remedies .....	
• talk about the food chain .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a comment on a blog .....	
• write a sports quiz .....	
• write a menu .....	
• write a review of your favourite restaurant .....	
• write examples of food chains .....	

<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

<b>Go through Module 7 and find examples of the following. Use the code to evaluate yourself.</b>	
• make predictions .....	
• read for gist .....	
• read for author's purpose .....	
• make assumptions about the future .....	
• express certainty/uncertainty .....	
• read for specific information .....	
• listen for specific information .....	
• read for comprehension .....	
• talk about a school .....	
• design your ideal school .....	
• present the Scottish thistle .....	
• talk about endangered species .....	
• present an endangered species .....	

<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
• write a comment on a blog .....	
• write an email .....	
• write an message .....	
• write a poster .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self-Assessment Form

Module 8

**Go through Module 8 and find examples of the following. Use the code to evaluate yourself.**

• read for specific information .....	
• read for comprehension .....	
• address people .....	
• listen for specific information .....	
• read for gist .....	
• apologise/accept apologies .....	
• express thanks .....	
• congratulate & respond .....	
• compare two celebrations .....	
• invite – accept/refuse invitations .....	
• talk about Remembrance Day .....	
• present Remembrance Day .....	
• present a Romanian celebration .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a fact file .....	
• write an email expressing thanks & apologising .....	
• create a calendar of events .....	
• write a blog entry .....	
• write a message thanking someone .....	
• write an email suggesting a friend visit a Romanian festival .....	

## Progress Report Cards

### Progress Report Card

..... (name) can:	<b>Module 1</b>		
	very well	OK	not very well
read for comprehension			
talk about abilities			
present the Fantastic Four			
read for gist			
listen for specific information			
talk about personality			
identify people			
read for specific information			
ask about/express likes/dislikes			
discuss likes/dislikes			
express preferences			
describe physical appearance & character			
talk about life in the UK			
present life in the UK and in Romania			
write a quiz			
write a short text			
write an interview			
write a blog entry			

## Progress Report Card

..... (name) can:	<b>Module 2</b>		
	very well	OK	not very well
talk about ways to communicate			
read for gist			
read for comprehension			
talk about animal communication			
read for specific information			
talk about gestures			
listen for specific information			
talk about self-esteem			
present safe cycling			
ask for/give/refuse permission			
talk about good/bad manners			
make requests/respond			
compare etiquette in different countries			
talk about computers and gadgets			
talk about digital footprints			
write about animal communication			
write a "Did you know" collage			
write an essay			
write a leaflet			
write a list of etiquette dos and don'ts			

## Progress Report Card

..... (name) can:	<b>Module 3</b>		
	very well	OK	not very well
compare places			
read for gist			
read for comprehension			
compare houses			
design a walking house			
read for specific information			
buy a train ticket			
listen for specific information			
ask for & give directions			
presenting a tall building			
preparing a poster on unusual buildings			
talk about Barcelona			
compare villages			
write a poster			
write a documentary			
write about a village			

## Progress Report Card

..... (name) can:	<b>Module 4</b>		
	very well	OK	not very well
talk about jobs			
listen for specific information			
read for gist			
read for specific information			
apply for a post			
present a job			
read for comprehension			
compare ancient civilisations			
interview someone about their job			
draw an Alebrije			
present bees			
write a summary			
write an article			
write a biography			

## Progress Report Card

..... (name) can:	<b>Module 5</b>		
	very well	OK	not very well
talk about daily activities			
read for gist			
read for specific information			
listen for specific information			
talk about past activities			
read for comprehension			
tell a story			
express preferences			
prepare a poster			
compare teens in different cultures			
present teens and their favourite activities			
write a note			
write a blog post about what you do in your free time			
write a diary entry about your last weekend			
write a short story			
write a short article			



## Progress Report Card

..... (name) can:	<b>Module 6</b>		
	very well	OK	not very well
talk about a healthy lifestyle			
agree/disagree			
read for comprehension			
listen for specific information			
read for gist			
read for specific information			
order food on the phone			
talk about a restaurant			
design a restaurant			
read for sequence			
talk about health remedies			
talk about the food chain			
write a comment on a blog			
write a sports quiz			
write a menu			
write a review of my favourite restaurant			
write examples of food chains			

## Progress Report Card

..... (name) can:	<b>Module 7</b>		
	very well	OK	not very well
make predictions			
read for gist			
read for author's purpose			
make assumptions about the future			
express certainty/uncertainty			
read for specific information			
listen for specific information			
read for comprehension			
talk about a school			
design your ideal school			
present the Scottish thistle			
talk about endangered species			
present an endangered species			
write a comment on a blog			
write an email			
write a message			
write an article about an ideal school			
write a summary			

## Progress Report Card

..... (name) can:	<b>Module 8</b>		
	very well	OK	not very well
read for specific information			
read for comprehension			
address people			
listen for specific information			
read for gist			
apologise/accept apologies			
express thanks			
congratulate & respond			
compare two celebrations			
invite – accept/refuse invitations			
talk about Remembrance Day			
present Remembrance Day			
present a Romanian celebration			
write a fact file			
write an email expressing thanks & apologising			
create a calendar of events			
write a blog entry			
write a message thanking someone			
write an email suggesting a friend visit a Romanian festival			



# Workbook Key

## Module 1

### Vocabulary Practice

- 1 2 loyal 4 creative  
3 ambitious 5 sensitive
- 2 1 generate 3 stretch 5 lift  
2 control 4 fly
- 3 2 A 3 B 4 C
- 4 2 rude 4 shy  
3 lazy 5 patient
- 5 2 tournaments 4 team  
3 support 5 fans
- 6 2 design 3 come 4 make 5 take
- 7 2 plain 4 woollen 6 floral  
3 denim 5 satin

8

Footwear	Accessories	Clothes
high-heeled shoes trainers boots	belt bag necklace cap gloves	trousers jumper coat jacket

- 9 2 slim 6 straight  
3 full 7 casual  
4 moustache 8 caring  
5 humour 9 advice
- 10 2 tells 4 has  
3 have 5 gives
- 11 2 single 4 bank  
3 hangs
- 12 2 in 4 in 6 to  
3 on 5 from 7 to
- 13 2 F 3 E 4 B 5 D 6 A

- 14 a) 1 verb 2 adjective 3 noun  
b) 1 bake 2 healthy 3 Thursday
- 15 1 skills 3 oil 5 23/twenty-three  
2 mix 4 7

### Skills

- 16 a) 1 aunt 2 little child 3 loves  
b) 1 W (her uncle and cousin)  
2 NS  
3 R
- 17 1 R  
2 W (it's dangerous)  
3 W (it's different, it is dark, it's difficult to see)  
4 R  
5 NS

### Grammar Practice

- 1 2 is 6 can't 10 isn't  
3 has got 7 can't 11 has got  
4 are 8 can 12 are  
5 is 9 is
- 2 2 yours 7 her  
3 they 8 theirs  
4 children's 9 front of the dress  
5 his 10 us  
6 Peter and Jane's
- 3 1 works  
2 Is your job ... work ... is  
3 Does Mary use ... designs ... doesn't make  
4 Does Anton ride ... catches  
5 does Camelia come ... comes
- 4 2 D He never cooks dinner.  
3 A He always plays golf.  
4 B He rarely goes BMX riding.  
5 C He often does volunteering.  
6 E He sometimes makes models.
- 5 1 are you leaving? (F)  
2 is Susan doing (N) ... is painting (N)  
3 Are you coming (F) ... am doing (N)  
4 are you watching (N) ... are talking (N)  
5 am not doing (N) ... am visiting (F)

# Workbook Key



- 6 2 am not meeting  
3 is visiting  
4 works  
5 takes
- 6 Is she doing  
7 is lifting  
8 doesn't open

- 7 2 are taking  
3 are going  
4 isn't
- 5 are meeting  
6 has  
7 are going

- 8 2 B                      4 C                      6 B  
3 A                      5 A                      7 C

## Skills Practice

- 1 2 A                      4 A                      6 A  
3 B                      5 C                      7 A
- 2 1 B                      3 C                      5 A                      7 C  
2 B                      4 C                      6 A

- 3 1 A                      3 B                      5 B  
2 C                      4 A                      6 C

- 4 1 Thursday            3 16/sixteen            5 Drive  
2 £6.50                      4 door

- 5 1 B                      2 B                      3 A                      4 C                      5 B

## Module 2

### Vocabulary Practice

- 1 2 send                      4 send                      6 talk  
3 have, chats, talk, do    5 make
- 2 2 C                      3 E                      4 A                      5 B
- 3 2 greeting                4 shake                      6 scratches  
3 feel                      5 waggle
- 4 2 make                      4 Nodding                6 shake  
3 Cross                      5 catch
- 5 2 index                      4 traveller's  
3 exact                      5 wrong

- 6 a) **Positive:** sociable, confident, sympathetic  
**Negative:** bad-tempered, jealous
- b) 2 bad-tempered            4 sympathetic  
3 sociable

- 7 1 make                      4 hobby, talk  
2 self-esteem, more, on    5 feelings  
3 mistakes

- 8 2 brake                      4 tyre                      6 chain  
3 saddle                      5 wheel                      7 pedal

- 9 2 F                      3 C                      4 G                      5 E                      6 D                      7 B

- 10 2 overtake                4 follow                      6 use                      8 take  
3 check                      5 wear                      7 stop

- 11 2 communicate            4 rule  
3 shoulder                      5 tell

- 12 2 local                      3 wrap                      4 rude

- 13 2 delete                      4 spread                      6 log  
3 download                      5 check

- 14 2 at                      3 by                      4 about                      5 on

- 15 2 down                      3 up                      4 off                      5 away

- 16 2 a                      3 b                      4 b

### Skills

- 17 1 A                      2 C                      3 A

- 18 **Unusual friends:** make friends, unexpected, meet, surprising  
**Animals in zoos:** cage, zookeeper, feeding, take care of

- 19 Unusual Friends

- 20 1 D                      2 C                      3 B

### Grammar Practice

- 1 2 windsurfing                5 use, to send  
3 to help                      6 finishing, relaxing  
4 swim
- 2 2 wearing                      9 stop  
3 pay                      10 travelling  
4 to speak                      11 keeping  
5 kissing                      12 check  
6 to clean                      13 to prepare  
7 talking                      14 going  
8 ride



# Workbook Key

- 3 1 sending 6 to take, riding  
 2 giving, work 7 to visit, to come  
 3 pointing, standing 8 to come, swimming  
 4 to help, to finish 9 to buy, spending  
 5 cycling, to get 10 sailing, to try

- 4 2 Don't forget 7 Remember  
 3 Check 8 Don't point  
 4 Don't put 9 Send  
 5 Don't cross 10 Don't give  
 6 Turn

- 5 2 Can I go out with my friends tonight, Mum?  
 3 My five-year-old sister is very clever; she can send emails.  
 4 Max can't come to the party tonight; he's ill.  
 5 May I see my exam paper, Miss Clarke?  
 6 Jane can't type fast.

- 6 1 A 4 C 7 B 10 B 13 C  
 2 B 5 C 8 C 11 C 14 A  
 3 A 6 B 9 A 12 B 15 B

## Skills Practice

- 1 2 They share information about their environment, food and when danger is nearby.  
 3 False  
 4 False  
 5 True  
 6 C  
 7 B  
 8 nearby  
 9 sociable

- 2 2 C 3 F 4 G 5 D

- 3 1 B 2 C 3 A 4 A 5 B

- 4 1 help yourself to a cup of coffee  
 2 I use your phone  
 3 not worth worrying about small problems  
 4 can bring some soft drinks

- 5 2 F 4 T 6 T 8 T 10 F  
 3 F 5 F 7 F 9 T

- 6 2 B 3 A

## Module 3

### Vocabulary Practice

- 1 2 desert 3 river 4 mountain 5 ocean

2

Appliances	Furniture	Other
cooker microwave washing machine	wardrobe bedside cabinet bed desk bookcase chair	light door mirror toilet tap bath

- 3 2 avoid 3 runs 4 control 5 provide

4

LAND	AIR	SEA
jeep lorry motorbike van snowmobile minibus	helicopter plane	ferry speedboat yacht

- 5 2 fast 4 safe 6 relaxing  
 3 expensive 5 uncomfortable

- 6 2 post office 4 school 6 art gallery  
 3 town hall 5 library

- 7 2 temple 3 skyscraper 4 tower

- 8 2 floors 4 shops 6 businesses  
 3 flats 5 restaurants

- 9 2 metal 4 marble  
 3 spectacular 5 giant

- 10 2 busy 4 successful 6 strange  
 3 expensive 5 enjoyable

- 11 2 fresh 4 traditional 6 sandy  
 3 cobbled 5 friendly

- 12 2 connects 3 short 4 medieval

- 13 1 on 3 into 5 around  
 2 of 4 at



## Vocabulary Practice & Skills

- 14 B 5 C 3 D 4 E 6 F 2
- 15 1 history 3 giant 5 heart  
2 brave 4 boat
- 16 1 C 2 D 3 A 4 B
- 17 1 B 2 A 3 A 4 B

## Grammar Practice

- 1 2 A: Is there a fireplace in the living room?  
B: No, there isn't.  
3 A: Are there magazines on the coffee table?  
B: Yes, there are.  
4 A: Is there a mirror in the living room?  
B: No, there isn't.  
5 A: Are there armchairs in front of the wardrobe?  
B: Yes, there are.  
6 A: Is there a sofa opposite the coffee table?  
B: Yes, there is.  
7 A: Are there two chairs in the living room?  
B: No, there aren't.  
8 A: Are there curtains on the window?  
B: Yes, there are.
- 2 2 Behind 6 on 10 next to  
3 opposite 7 under 11 between  
4 on 8 Above 12 behind  
5 Between 9 on
- 3 2 as big 4 the most crowded  
3 longer 5 cheaper
- 4 2 more luxurious 6 the tallest  
3 expensive 7 higher  
4 bigger 8 the best  
5 more comfortable 9 largest
- 5 2 better than 5 deeper than  
3 the most popular 6 the safest  
4 worse than 7 noisier than
- 6 1 B 4 B 7 A 10 C 13 A  
2 C 5 A 8 A 11 B 14 C  
3 B 6 C 9 C 12 B 15 C

## Skills Practice

- 1 2 She stays at Holyrood Palace.  
3 You can see amazing views of the city.  
4 A  
5 C  
6 False  
7 False  
8 famous  
9 throughout
- 2 2 F 3 A 4 B 5 C 6 E
- 3 1 A 3 C 5 B  
2 B 4 A 6 C
- 4 1 restaurant is more expensive than ours  
2 grandparents always go to Spain for their holidays  
3 train is not as fast as an aeroplane  
4 is travelling around Europe on his motorbike
- 5 2 C 3 A 4 C
- 6 1 less 5 How 9 do  
2 at all 6 there is 10 their  
3 ever 7 in  
4 in the 8 for

## Module 4

### Vocabulary Practice

- 1 2 gardener 3 baker 4 accountant
- 2 2 Experience 4 interested  
3 enthusiastic 5 full-time
- 3 2 D 3 F 4 E 5 B 6 A
- 4 2 calm 3 creative 4 fit 5 careful
- 5 2 team 3 make 4 mascot 5 event
- 6 2 coach 3 engineer 4 journalist
- 7 2 dirty 4 risky 6 oxygen  
3 healthy 5 deadly
- 8 2 worked 5 controlled  
3 hunted 6 conquered  
4 transported



# Workbook Key

- 9 2 bricks 4 school 6 end  
3 craftsmen 5 disease

- 10 2 Elephant, trunk 5 Camel, hump  
3 Lion, mane 6 Rooster, comb  
4 Snail, antennae

- 11 2 chores 4 started 6 shot  
3 became 5 managed

- 12 2 became 4 worked 6 leader 8 died  
3 managed 5 married 7 slavery

- 13 2 collect 3 mate 4 throw 5 go

- 14 2 to 3 for 4 on 5 on 6 up

- 15 2 b 3 b 4 a 5 b

## Skills

- 16 1 B 2 A 3 C

- 17 A

- 18 1 B 2 A 3 C 4 B

## Grammar Practice

- 1 2 When 4 How 6 Who  
3 Where 5 What

- 2 2 too 4 enough 6 enough  
3 too 5 too

- 3 2 'm having 5 'm not doing  
3 is meeting 6 are you working  
4 drives

- 4 1 am giving  
2 is, is working  
3 Is Adriana volunteering, doesn't want  
4 are you buying, is leaving  
5 are, want, are parking  
6 'm going, Do you want, 'm getting  
7 Does your dad work, is  
8 are watching, hate  
9 Does your brother travel, stays

5	<b>Regular</b>	travelled, walked, studied, married, started, tried
	<b>Irregular</b>	made, thought, ate, built, taught, saw

- 6 1 studied  
2 didn't call, stayed  
3 Did Picasso paint, didn't paint  
4 come, grew  
5 did you go, travelled  
6 Did Dickens write, was  
7 didn't have, managed  
8 Did you tell, didn't come

- 7 1 B 4 A 7 C 10 B 13 C  
2 C 5 B 8 A 11 A  
3 A 6 A 9 C 12 A

## Skills Practice

- 1 1 C 3 A 5 B 7 B  
2 B 4 A 6 C 8 C

- 2 2 C 3 A 4 B 5 C

- 3 2 for, on 4 of, on  
3 up, at 5 for, on

- 4 2 ago 5 all 8 eat  
3 them 6 ask 9 than  
4 on 7 the 10 with

- 5 2 T 4 F 6 T 8 T 10 T  
3 F 5 F 7 T 9 F

## Module 5

### Vocabulary Practice

- 1 2 eat 6 homework  
3 walk 7 practice  
4 lunch 8 surf  
5 home

- 2 2 do 5 clean 7 tidy  
3 set, clear 6 vacuum 8 put  
4 mop



# Workbook Key



- 3 2 writing, watching      4 playing  
3 cooking                      5 going, reading

- 4 2 water slide  
3 bumper cars  
4 carousel  
5 haunted house  
6 rollercoaster

- 5 2 bumpy                      4 amusement  
3 ghost                        5 thrilling

- 6 2 magic                      5 tiring                      8 scary  
3 trampoline                6 dizzy                      9 table  
4 boring                      7 sick

- 7 2 D, cool and windy  
3 C, hot and sunny  
4 A, cloudy and rainy

- 8 2 plant                      4 go                          6 collect  
3 build                        5 play                        7 build

- 9 2 reality show                5 documentary  
3 sports programme        6 action/adventure series  
4 cookery programme

## Vocabulary Practice

- 10 2 look                      4 channel                    6 sitcom  
3 guide                      5 series
- 11 2 big                        4 social                      6 popular  
3 indoor                      5 trip                        7 go
- 12 2 on                      3 on                      4 in                      5 of                      6 on
- 13 2 down                      4 off                        6 across  
3 into                        5 towards                    7 onto
- 14 2 C                      3 F                      4 E                      5 B                      6 D

## Vocabulary Practice & Skills

- 15 2 a                      3 b
- 16 C
- 17 1 B                      2 G                      3 C                      4 E                      5 A

- 18 1 A                      3 C                      5 A                      7 C  
2 B                      4 C                      6 B

## Grammar Practice

- 1 2 went                      4 felt                      6 tried  
3 started                    5 bought

## 2 Suggested Answers

- 2 A: Did your parents have dinner yesterday evening  
B: Yes, they did. / No, they didn't. They went shopping at the supermarket
- 3 A: Did your best friend play video games on Saturday  
B: Yes, he/she did. / No, he/she didn't. He/She played football with me
- 4 A: Did you relax at home last Sunday morning  
B: Yes, I did. / No, I didn't. I did my homework
- 5 A: Did you and your classmates write an essay on Thursday  
B: Yes, we did. / No, we didn't. We had a History lesson
- 3 1 is watching  
2 did you come, did  
3 has, is  
4 are going, am helping  
5 Did they travel, visited
- 4 2 Did you use to play console games when you were a teenager?  
3 Ken's uncle didn't use to cook when he lived with his parents.  
4 We used to meet with our friends at the weekends.  
5 Dad didn't use to visit amusement parks as a child, but now he loves them!
- 5 2 I would like/wouldn't like to watch a film at the cinema.  
3 I would like/wouldn't like to go to a museum for the day.  
4 I would like/wouldn't like to visit an adventure park at the weekend.  
5 I would like/wouldn't like to do a lot of chores on Saturday.

- 6 2 down                      4 through                    6 towards  
3 into                        5 over



# Workbook Key

- 7 1 A 3 B 5 B 7 B 9 C 11 C  
2 C 4 A 6 C 8 A 10 A 12 B

## Skills Practice

- 1 1 C 3 B 5 A 7 C  
2 B 4 C 6 A
- 2 1 B 3 A 5 A 7 C  
2 A 4 C 6 A
- 3 1 A 3 B 5 A 7 B  
2 C 4 C 6 A
- 4 1 burnt herself on the oven last night  
2 you have an English lesson yesterday evening  
3 always vacuums the carpets on Saturday mornings  
4 took my magazine
- 5 1 in 5 seasons 9 when  
2 age 6 as 10 fell into  
3 went for 7 was trying  
4 animals 8 over
- 6 1 Plunkett 4 Tuesday  
2 Kickboxing 5 £ 5.75  
3 22nd

## Module 6

### Vocabulary Practice

- 1 2 junk 4 physical 6 video  
3 late 5 good
- 2 2 water polo 6 rafting  
3 curling 7 badminton  
4 ice skating 8 darts  
5 kayaking
- 3 2 capoeira  
3 snowboarding  
4 footvolley
- 4 2 martial 4 sailing 6 exercise  
3 outdoor 5 heated

- 5 2 lettuce 8 cabbage  
3 leeks 9 pears  
4 garlic 10 spinach  
5 pasta 11 chicken  
6 pineapple 12 mushrooms  
7 aubergines

- 6 **side dishes:** crispy duck pancakes  
**desserts:** chips  
**drinks:** kebab

- 7 2 immigrants 4 calories  
3 snacks 5 owner
- 8 2 fried 3 bread 4 sparkling 5 order
- 9 2 underwater 4 vegetarian  
3 unique 5 amazing
- 10 2 ginger 4 same 6 body  
3 nasty 5 warm
- 11 2 cold 4 earache 6 cough  
3 stomach ache 5 headache 7 sore throat
- 12 2 B, reduce 4 D, drink  
3 A, add 5 C, stop
- 13 2 hawk 4 earthworm 6 frog  
3 bacteria 5 snake

### Vocabulary Practice & Skills

- 14 2 in 3 up 4 on 5 out
- 15 2 I don't feel well at all.  
3 Why don't you take an aspirin?  
4 No, thank you. That's all.
- 16 1 robot 4 11/eleven pm  
2 library 5 www.futurefood.co.uk  
3 chips

- 17 1 A 2 C 3 B 4 C

### Grammar Practice

- 1 2 with 3 of 4 by 5 with 6 by

# Workbook Key



2 Tuesday, Real Madrid, Barcelona, Cristiano Ronaldo, Spanish, Portugal, Christine's, June

3 2 people      5 paddles      8 fish  
3 families      6 jackets      9 videos  
4 children      7 knives      10 lives

4 2 Are they      4 is      6 are  
3 is      5 glasses

5 **uncountable:** cheese, ice cream, water, milk  
**countable:** spring onions, apple, chips, pancakes, tomato

6 2 some      3 a      4 some      5 an

7 2 many      5 some      8 no  
3 a lot of      6 too much      9 much  
4 any      7 a      10 too many

8 2 no one      4 Everyone  
3 somewhere      5 anything

9 1 C      4 C      7 A      10 B      13 C  
2 A      5 B      8 C      11 A      14 C  
3 A      6 A      9 B      12 B      15 A

## Skills Practice

1 2 25,000 people attend the festival.  
3 They flavour popcorn, biscuits and even ice cream with garlic.  
4 True  
5 False  
6 C  
7 clever  
8 supports

2 1 A      3 A      5 C      7 A  
2 C      4 B      6 A      8 B

3 2 B      4 B      6 A  
3 D      5 B      7 B

4 2 C      4 B      6 B  
3 C      5 A

5 2 T      4 T      6 F      8 T      10 T  
3 F      5 F      7 T      9 T

6 2 10/ten  
3 15,000/fifteen thousand  
4 live music  
5 1 minute 34 seconds/one minute thirty-four seconds

## Module 7

### Vocabulary Practice

1 2 dry up      3 die      4 become      5 lose

2 2 B      4 A      6 G      8 J      10 H  
3 I      5 C      7 D      9 F

3 2 adopt      3 sponsor      4 join      5 protect

4 2 recycle      3 participate      4 help

5 2 transport      5 cloth      7 idea  
3 pollution      6 electricity      8 resolution  
4 rubbish

6 2 attend      4 skills      6 sleep  
3 going      5 stage      7 do

7 2 pool      4 garden      6 basement  
3 solar      5 electric      7 overcrowded

8 2 feed      6 float      10 make  
3 let      7 grow      11 use  
4 do      8 make      12 produce  
5 graze      9 do

9 2 environmental projects      5 foreign languages  
3 tablets      6 exams  
4 school canteen

### Vocabulary Practice

10 2 insect      4 harmony  
3 biofuel      5 generation

11 2 cornflower      6 thistle  
3 buttercup      7 snowdrop  
4 primrose      8 dog rose  
5 violet

12 2 symbol      3 coat      4 battle      5 victory

13 2 water      3 unripe      4 webbed      5 Habitat



# Workbook Key

- 14 2 in 4 on 6 on 8 for  
3 in 5 with 7 in

## Vocabulary Practice & Skills

- 15 2 down 3 off 4 in  
16 2 a 3 b 4 b  
17 1 paper 2 save 3 cloth 4 lunch 5 car  
18 1 R 2 C 3 R 4 J 5 C

## Grammar Practice

- 1 2 Will we drive 5 will/'ll grow  
3 will not/won't change 6 will not/won't have to  
4 will have  
2 2 What name will you give it  
3 Who will look after it  
4 When will you get the adoption certificate  
5 Will you be able to go and see it  
3 2 I am/'m not going to use plastic bags anymore  
3 She is not/isn't going to drive her car to college  
4 He is/'s going to work in a summer camp  
4 2 will/'ll attend 5 will/'ll finish  
3 is/'s going to present 7 am/'m meeting  
4 will/'ll be 8 are/'re going to watch  
5 starts 7 Do you want  
5 2 make 3 make 4 do 5 do  
6 **manner:** badly  
**place:** outside, everywhere  
**time:** recently, late  
**frequency:** always, usually  
7 2 quickly 3 easily 4 well 5 early  
8 1 B 4 B 7 C 10 B 13 A  
2 B 5 A 8 A 11 A  
3 C 6 C 9 B 12 C

## Skills Practice

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

- 3 1 B 3 A 5 B 7 C  
2 B 4 C 6 A 8 A

- 4 2 green and you will make a big difference  
3 believe we won't use plastic bags in the future  
4 is going to install solar panels on his roof

- 5 1 species 6 make  
2 come from 7 flavour  
3 colours 8 more  
4 traditional symbol 9 other  
5 flower shops 10 tea

- 6 1 C 2 A 3 B 4 F 5 E

## Module 8

### Vocabulary Practice

- 1 2 Statue 4 houses 6 parks  
3 cities 5 reefs 7 coast  
2 2 C 3 D/A 4 B 5 A/D  
3 2 well-known 4 friendly  
3 fun-loving 5 hard-working  
4 2 call 4 origin  
3 phrase 5 characteristics  
5 2 tree 4 dinner  
3 carols 5 presents  
6 2 make 3 send 4 decorate 5 pull  
7 2 wear 4 poem  
3 celebrates 5 bagpipes  
8 2 hunt 5 decorate 7 dance  
3 watch 6 reach 8 declare  
4 play  
9 2 E 3 A 4 D 5 B  
10 2 join 4 takes  
3 highlight 5 breath  
11 2 wreath 4 soldier 5 band  
3 monument

# Workbook Key



## Vocabulary Practice & Skills

12 2 to 3 for 4 about

13 2 off 3 up 4 off

14 2 a 3 b 4 a

15 1 10/ten 4 9:30/nine thirty  
2 €11/eleven euros 5 4:30/four thirty  
3 Library

16 1 T 3 T 5 F 7 F 9 T  
2 F 4 F 6 T 8 T 10 T

## Skills

17 1 B 2 C 3 A 4 D 5 C

18 1 C 2 D 3 A

## Grammar Practice

1 2 B 3 D 4 F 5 A 6 E

2 2 ninth, 9th  
3 third, 3rd  
4 thirty-first, 31st  
5 forty-fifth, 45th  
6 twentieth, 20th

3 2 didn't you 5 shall we 8 is it  
3 isn't she 6 aren't I  
4 does he 7 can I

4 2 between 5 next to 8 at  
3 at 6 on 9 on  
4 above 7 in

5 2 but 4 so 6 or 8 but  
3 but 5 or 7 and

6 2 I passed my driving test so I can drive my dad's car now  
3 She offers Dutch (lessons) and (she offers) Spanish lessons.  
4 Australians love having beach parties or they sometimes have barbecues at home instead

7 2 P 4 T 5 P

8 2 at 3 on 4 in 5 in 6 In

9 1 C 4 A 7 A 10 A 13 C  
2 A 5 B 8 B 11 C 14 A  
3 C 6 B 9 A 12 C

## Skills Practice

1 2 G 3 H 4 A 5 B

2 1 to 4 for 7 going 10 on  
2 first 5 too 8 how  
3 from 6 of 9 and

3 1 C 3 A 5 C  
2 B 4 B 6 B

4 1 on 3 with, in 5 on, on  
2 at, out 4 out, at

5 2 like to introduce you to Sebastian  
3 went to the coast but we didn't go swimming  
4 dressed up in special costumes for the parade  
5 is a country with a population of about twenty million

6 1 after 4 a lot 7 job  
2 home to 5 hard 8 enjoyable  
3 more 6 are studying

7 2 F 3 A 4 H 5 G

8 2 B 3 C 4 B 5 C



# Workbook Audioscripts

## Module 1

### Exercise 15 (p. 8)

I do art at an evening class and it really relaxes me. It's suitable for all levels and we've got a very experienced teacher. He teaches us all the basic drawing skills, like sketching in pencil. You also learn how to mix colours. That's very important to know when you start learning how to use oil paints! I go every week on Friday evening from 7 to 9 pm. It's not that cheap – £23 per session – but I think it's money well spent!

### Exercise 4 (p. 13)

**Woman:** Hello, Playhouse Cinema, how can I help you?

**Man:** Hi, I want to take my children to see the Fantastic Four film. Can you tell me when it's showing?

**Woman:** Certainly. It's on daily at 4:30 and 7:30 pm until Thursday.

**Man:** OK. How much are the tickets?

**Woman:** Adult tickets are £6.50 and tickets for children under 16 are £4.50.

**Man:** Can I buy the tickets when I get to the cinema?

**Woman:** They are on sale at the door or you can buy them online at our website, [www.playhouse.com](http://www.playhouse.com).

**Man:** Where are you exactly?

**Woman:** Our address is 15 Anderson Drive, just off the High Street.

### Exercise 5 (p. 13)

- 0 What is Kate wearing to the party?

**Chloe:** Hi Kate. Are you going to the party tonight?

**Kate:** Hi Chloe. I am but I'm not sure what to wear.

**Chloe:** I'm wearing my leather jacket and a top and jeans.

**Kate:** I think it's too cold to wear my dress so I might go in my red, woollen jumper and jeans.

- 1 What does the boy love doing?

**Boy:** Do you like playing golf?

**Girl:** No, my dad does, but I think it's boring. I'm crazy about BMX riding.

**Boy:** Oh, so is my brother, but I like ice skating best!

- 2 How many people go to the club?

**Boy:** I am thinking of joining your film club.

**Girl:** That's great. It's a lot of fun. We meet every Wednesday at 7 o'clock and it's £5 a month.

**Boy:** Are there many people there?

**Girl:** No, it's a small group. There are just six of us.

- 3 What can David do?

**Girl:** You are really good at painting. Are your brother and sister artistic, too?

**Boy:** No. My sister, Sally, is very clever. She always does well at school and my brother, David, is good at sports. He is on the school baseball team.

- 4 Which one is Clara?

**Girl:** That's the new girl, Clara, over there.

**Boy:** The one with the long, straight hair?

**Girl:** No, the one with the short, curly hair. She's in my class.

- 5 What is Dean doing tonight?

**Amber:** Hi Dean, would you like to come with me to the cinema tonight?

**Dean:** Hey Amber. Sorry, I can't. I have to do my chores.

**Amber:** I always do the laundry for my mum at the weekend.

**Dean:** I usually dust the furniture but tonight I am mopping the floor.

## Module 2

### Exercise 17 (p. 17)

Doctors will often tell you that laughter is the best medicine. When we laugh, our bodies produce chemicals that make us feel happy. This fights stress and helps us not to get sick. As you know, stress can cause a lot of illnesses. Laughter burns calories too, just like doing exercise! Even if you don't feel like laughing, do it anyway. It's still good for the body. And you may help other people around you to start laughing, too. It's just like what happens at comedy shows. One person in the audience laughs and soon everybody is at it!

### Exercise 5 (p. 21)

Today's vlog is about cat behaviour. Butterscotch here is moving her tail from side to side. She's happy, right? Actually, no, that's dogs! Butterscotch is showing she's annoyed to be filming this video. Another wrong idea is that cats only purr when they're happy. In fact, that soft sound they make can also mean they're in pain. Then there's kneading: Butterscotch is on my knees treading up and down with sharp claws out. Ouch! She doesn't mean to hurt me, though – it's a natural movement that kittens make. Next week's vlog is all about what cats eat – join me then.



## Exercise 6 (p. 21)

**Int:** Today, Adam Finch gives us advice about good manners when travelling abroad. What's first on your list, Adam?

**Adam:** In Malaysia, never sit on the ground with your feet stretched out. It's very rude to show people the soles of your feet!

**Int:** Interesting! Where next?

**Adam:** Japan. In restaurants, don't leave money to tip the waiter at the end of the meal. It's very bad manners!

**Int:** I didn't know that. And what's your top tip?

**Adam:** In Egypt, don't finish all the food on your plate. It shows the host does not feed you enough!

**Int:** Good advice! Now moving on to ... (fade)

## Module 3

### Exercise 15 (p. 25)

The Louvre is probably the most popular museum in the world, but Paris has got a lot more unusual museums to visit. You can check out artefacts from the history of magic in the Museum of Magic. And for brave visitors, there's the Museum of Vampires! The Grand Arche de la Défense is an amazing monument, too. It stands among some strange buildings and sculptures. There's even a statue of a giant thumb nearby! Take a boat ride down the River Seine and enjoy sunbathing. In summer, the river becomes a beach in the heart of the city.

### Exercise 5 (p. 29)

**Girl:** The new art gallery on Rose Street is opening on Friday.

**Boy:** I'd love to go!

**Girl:** Friday is the grand opening for special guests – it opens to the public on Saturday and on Monday there's an exhibition by local artists.

**Boy:** That's interesting. How much is it?

**Girl:** £5 for adults and £2 for children. It's free for the first week, though.

**Boy:** Then let's go next Monday afternoon after school.

**Girl:** I can't. I've got a guitar lesson and then I've got to write a history essay.

**Boy:** And I've got football practice on Tuesday. Why don't we go on Wednesday?

**Girl:** OK, it's a deal!

### Exercise 6 (p. 29)

Chile's Atacama Desert is the driest desert in the world with less than 1 mm of rain a year. Some areas don't see

any rainfall at all and nothing grows there. Even though it hardly ever rains in the Atacama, more than one million people live there. How can anything grow where there is so little water? The answer is: fog. Nature uses the fog that occurs in the desert to provide water for small areas of greenery and the people do the same. They collect the water in special 'nets' so they can have running water in their houses.

## Module 4

### Exercise 16 (p. 33)

The first Europeans sailed for America in two ships, the *Mayflower* and the *Speedwell*, in 1620. The *Speedwell* was letting in water and had to return to port, so the *Mayflower* went on alone. It was a difficult journey. Two big storms struck the ship during the voyage and most of the 102 passengers got seasick. One young passenger even fell overboard but luckily they rescued him. They reached land 66 days later, but not at Virginia as planned. They landed 600 miles away at Cape Cod but decided to travel on to Plymouth and build their new home there.

### Exercise 5 (p. 37)

The famous female pilot Amelia Earhart was born in 1897 in Kansas, USA. When she was 10 she saw her first aeroplane, but didn't get interested in flying until much later. In 1921, a friend gave her her first flying lesson. Six months later, she bought her first plane. It was yellow so she called it the Canary! In 1928, Amelia was the first woman to fly across the Atlantic Ocean with two other pilots. She did the same thing alone in 1932. Later that year, her plane disappeared over the Pacific Ocean. Amelia's disappearance is still a mystery today.

## Module 5

### Exercise 17 (p. 41)

**Kirsty:** Is that a reality show you're watching, Mike?

**Mike:** No, Kirsty, it's a documentary about sharks.

**Kirsty:** Can I watch it with you? There's a programme on afterwards I'd like to see.

**Mike:** Oh yeah? What?

**Kirsty:** A new action series. My mum told me about it.

**Mike:** Does she like that kind of thing?

**Kirsty:** No, but I do. She's mad about soap operas!

**Mike:** Just like my dad with his cookery programmes! By the way, Alistair's coming over tonight to watch the football game. Do you mind?



# Workbook Audioscripts

**Kirsty:** No, that's later and there's nothing interesting on the other channels then – only boring quiz shows and things ... (fade)

## Exercise 5 (p. 45)

### Edith Holden

The artist Edith Holden was born in Birmingham in 1871. From an early age, she loved sketching and drawing. She often went for country walks and made beautiful drawings of the flowers and animals there. They were her personal nature diary of the year's different seasons. In 1977, her pictures appeared as a book, *The Country Diary of an Edwardian Lady*. It was hugely popular. Edith died tragically in 1920. She was trying to reach some blossoms in a tree over the River Thames when the branch broke. Edith slipped, fell into the water and drowned.

## Exercise 6 (p. 45)

**Oliver:** Hello, I'd like some information about your martial arts classes, please.

**Woman:** Certainly. What's your name?

**Oliver:** Oliver Plunkett.

**Woman:** How do you spell your surname?

**Oliver:** P-L-U-N-K-E- double T.

**Woman:** Which martial arts are you interested in? Tae kwon do, aikido, kick-boxing ... ?

**Oliver:** Kick-boxing, I think. I tried the others last year. When can I start?

**Woman:** Aikido and tae kwon do courses start on the 15th of September – kick-boxing's a week later on the 22nd.

**Oliver:** Which days are the classes?

**Woman:** Tuesdays and Saturdays.

**Oliver:** On Saturdays, I'm busy. Tuesday is fine. How much is it?

**Woman:** £5.75 per lesson. New members also pay a fee of £25.

## Module 6

### Exercise 16 (p. 49)

Techno Food is an amazing new eating place. It's a new type of restaurant called a robot café. All the waiters and chefs are intelligent machines. They take your order and cook your food perfectly! It opens its doors this Saturday at number 125, Brook Street, Newton, right next to the library. It's a once-in-a-lifetime eating experience. You can try anything from burgers and chips to pasta and pizza. It opens every day from 1 pm until 11 pm. To book a table, just visit the website – [www.futurefood.co.uk](http://www.futurefood.co.uk). That's [www.futurefood.co.uk](http://www.futurefood.co.uk). Don't delay – book today!

### Exercise 5 (p. 53)

Jamie Oliver, the celebrity chef, campaigned to change eating habits in schools. He uses his own cookery books on his TV cookery programmes.

He grew up in a small English village in a restaurant his parents owned, where he learnt to cook. After school and catering college he started to work in restaurants, eventually opening his own in 2002. He set it up to help disadvantaged young people become chefs.

In 2005, he showed schools how to serve healthy meals, because he believes healthy eating is very important. He also has a digital TV channel called FoodTube.

### Exercise 6 (p. 53)

... And finally don't miss the world-famous Newent Onion Fayre in the small town of Newent. It takes place this Saturday on the twelfth of September. It starts at 10 o'clock in the morning and is always popular with around fifteen thousand visitors. There's something for everyone with live music, street entertainers and over 100 stalls.

The onion eating competition starts at 1 pm with the women's event first, and then the men's. Last year's winner ate their onion in 1 minute 34 seconds. That's really amazing. Why not come and try your luck ...? (fade)

## Module 7

### Exercise 17 (p. 57)

I'm learning about the environment at school. There's lots of ways to look after our planet, starting at home. First, I'm going to recycle all the paper my family use. Also, when we turn off all the lights, we'll save electricity. I'm going to stop using plastic bags at the supermarket and take a cloth bag with me. And I'm going to take my lunch to school in a reusable box. Finally, instead of going to school in the car, I'm going to ride my bike. There's lots you can do to help. Give it a go!

### Exercise 5 (p. 61)

Roses are a favourite garden flower around the world. There are over a hundred species of rose. Most of them come from Asia. Roses come in lots of colours from white to red. The red rose is a traditional symbol of love. People often buy roses from flower shops to give as a gift. In the Middle East, people use roses to make perfumes and to flavour food, especially sweets and ice cream. Rose hips have more vitamin C than any other type of plant and rose hip tea is a good way to get this vitamin.





## Exercise 6 (p. 61)

*Janice:* Hi Charlie. What's in the box?

*Charlie:* Hi, Janice. Magazines for recycling day. Jim collected them.

*Janice:* Great. Did you collect the plastic bottles?

*Charlie:* Yes. And Josie collected the glass jars and bottles.

*Janice:* That's brilliant. I was thinking of bringing an old household appliance I didn't want. But I brought some old cooking oil.

*Charlie:* We can use it for fuel. What has Tim brought?

*Janice:* He's brought lots of old clothes to recycle. You can use them to make things like cloth bags.

*Charlie:* I thought he would bring his old broken pots from his pottery lessons again.

*Janice:* No, not this time.

## Module 8

### Exercise 15 (p. 64)

Welcome to Trinity College, one of Dublin's famous sights. Here visitors can see Ireland's famous Book of Kells. This handwritten book with its beautiful illustrations dates from the early ninth century. You'll find information about it in 10 different languages and audio guides are just €5. Tickets cost €11 at the ticket desk or you can buy them online for €14. There are tours every day in the Old Library, the home of this wonderful treasure. We are open from Monday to Saturday, nine-thirty am to five pm and opening hours on Sunday are from twelve to four-thirty.

### Exercise 16 (p. 64)

Stonehenge is a ring of giant upright stones on Salisbury Plain in Wiltshire, England. It dates back to 3,000 BCE. At first, there was just a single ring of stones. Later, builders added a second ring outside it. They had to cut the stones and float them down rivers. Then they pulled them overland to the site. It was an amazing feat! No one knows exactly why they built Stonehenge. It was possibly a religious building or a place to study the Sun and Moon. Today, it's one of the world's most famous manmade sights and attracts thousands of visitors.

### Exercise 17 (p. 65)

**A** *Boy:* So, Emma, did you go ice skating on New Year's Day?

*Girl:* No, Stewart wanted to stay in and watch films!

*Boy:* And did you?

*Girl:* No way! We went to the parade in the city

centre. It was better than the New Year's Eve fireworks display.

**B** *First boy:* Hi Sam! I'm signing up for French lessons after school. How about you?

*Second boy:* I'm not sure, Simon. I was thinking of photography or woodwork.

*First boy:* Why not try music? You always wanted to play the guitar.

*Second boy:* Good idea! I will!

**C** *Girl:* Hi Mum! It's your special day today. I miss you.

*Mum:* Thank you, Molly. I miss you too. You'll soon be home for Christmas and New Year, thank goodness. Then we can celebrate your birthday, too!

*Girl:* Yes, I can't wait!

**D** *Girl:* I'm so upset about last night's fancy dress party!

*Boy:* Why? What happened, Stephanie?

*Girl:* I bought a cream cake to bring as a present and put it in the fridge. Later, I put on my cat costume and my make-up. I looked great! Then, I looked at my watch and it was time to leave. But when I arrived at the party, the cake was still in the fridge!

**E** *Boy:* Congratulations on getting first prize, Ann! Your sand sculpture was brilliant.

*Girl:* So was yours, Ben! Well done!

*Boy:* I'm a bit disappointed. I was hoping for second place.

*Girl:* It was very close. But third place is excellent too.

*Boy:* Oh well, I got a medal, I suppose. In fourth place, you don't win anything!

### Exercise 6 (p. 69)

#### Learning French

French is the official language in twenty-nine countries. That puts it in second place after English. Also, Africa is home to half of all French speakers. Some people find it easy to learn but others say it's more difficult. There is quite a lot of grammar and some words can be hard to pronounce correctly! All the same, about 120 million people today are studying French around the world. It's a very attractive language and can also help you find a good job. Listening to French songs as much as possible is an enjoyable way to learn it.



# Workbook Audioscripts

## Exercise 7 (p. 69)

*J:* Can you help me find some places, Andrea? You know I'm new here.

*A:* Certainly, Jenny.

*J:* Is there a nice café anywhere?

*A:* There's Franco's café in Virginia Street. They moved from West Street. There's a restaurant there now.

*J:* And what about a chemist's?

*A:* It's next to the bank in the town centre. No sorry, it's opposite the supermarket.

*J:* And the library?

*A:* Cross the bridge and it's on the fourth floor above the newsagent's.

*J:* And where's the post office?

*A:* Do you see the bus stop over there? It's right next to it.

## Exercise 8 (p. 69)

*Mark:* Do you want to go to the Folk Music festival? There'll be lots of bands and great food in the park.

*Lily:* It finishes on Monday, doesn't it? How about Sunday?

*Mark:* I can't. Let's go on Saturday.

*Lily:* OK. How much are the tickets? Are they under ten pounds?

*Mark:* They're under five. They're 4 pounds.

*Lily:* And when does it start?

*Mark:* The gates open at 10 am and close at 6 pm. We can meet outside at 11 am.

*Lily:* You know what? Let's not get the bus. My dad can drive us. We'll pick you up in his car.

*Mark:* OK! Beats walking!

# 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. PS2).

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.

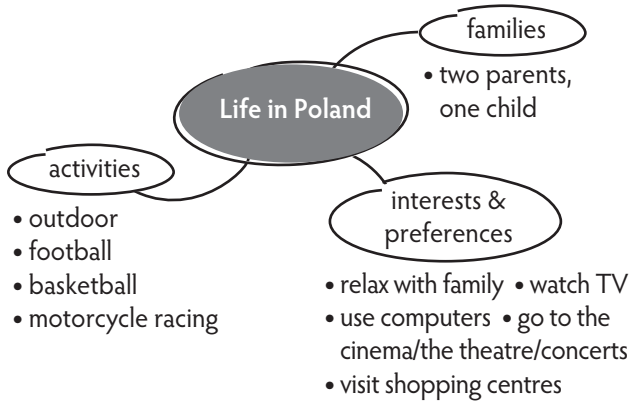
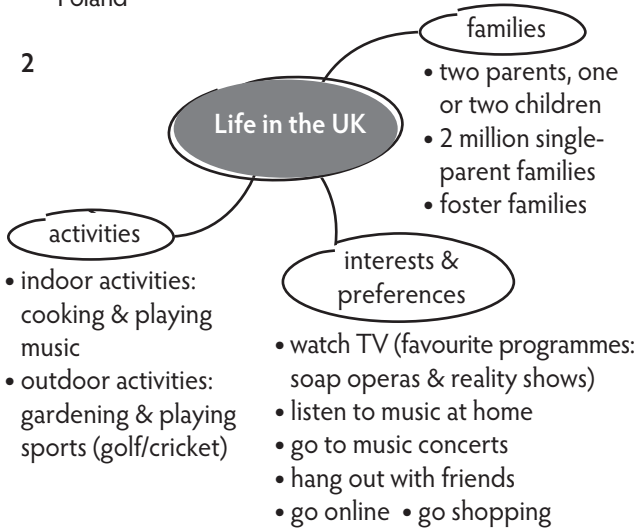


# Presentation Skills Key

## Culture Corner 1

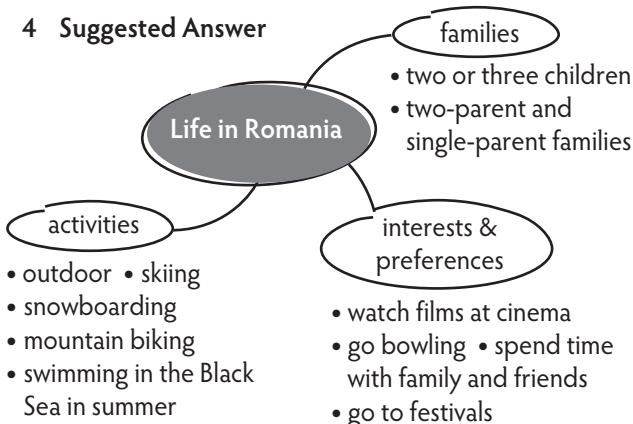
1 **Type/Purpose of presentation:** informative/to describe a celebration/informative/to describe life in the UK and Poland

2



3 **Opening techniques:** making a statement  
**Closing technique:** using a quotation

4 **Suggested Answer**



5 a) 1 B                      2 A

b) 1 B                      2 A

6 **Tip**

Direct students' attention to the **Tip** box. Explain that this advice will help them prepare and deliver a more effective presentation. Students should find appropriate visuals about life in Romania.

7 **Suggested Answer**

Good morning. I'm Ramona Vasilescu. Do you ever go abroad on holiday? Do you enjoy visiting other countries and experiencing other cultures? You can learn a lot about a country from its culture. That's why we are studying the cultures of other countries, such as the UK.

A typical family in the UK has got one or two children and two parents, but there are also about two million single-parent families in the country. There are foster families, too, for children who can't be with their parents. In their free time, Brits watch television. They especially enjoy reality shows and soap operas. Other popular interests and preferences are hanging out with friends, listening to music and shopping, both online and in the high street.

Some favourite activities of Brits are indoors because of the rainy weather they often have. Cooking is very popular. Young people in particular like playing music especially the guitar. In nice weather, Brits like to go outdoors and do some gardening and play sports. Lots of people enjoy playing golf and BMX riding, too.

The typical family in my country, Romania, has got two or three children. There are two-parent and single-parent families just like in the UK.

Romanian interests and preferences include watching films at the cinema and going bowling. They also enjoy spending time with family and friends and going to festivals.

Romanians love doing outdoor activities and young people love skiing, snowboarding and mountain biking. They also enjoy swimming in the Black Sea in summer.

In summary, life in the UK and Romania is quite different. However, wherever we live, we have our families and the opportunity to spend our free time in an enjoyable way. Let's take a moment to appreciate how lucky we are.

Thank you for listening to my presentation.

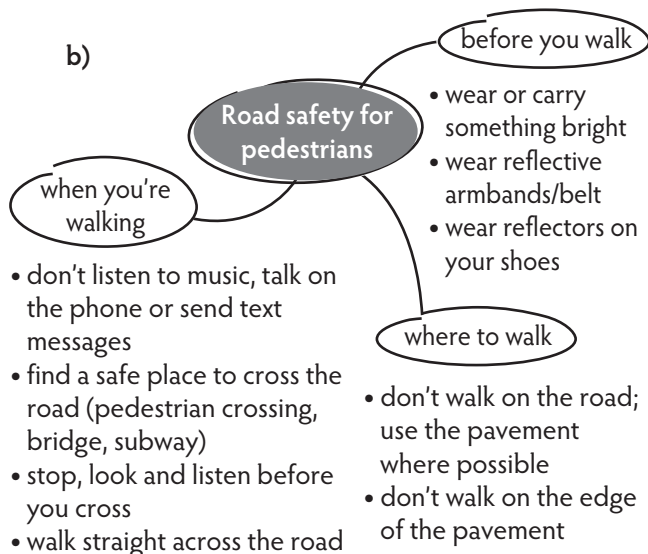
# Presentation Skills Key



## 2.4

- 1 a) The speaker introduces himself at the beginning of the presentation because the members of the audience don't know who he is.

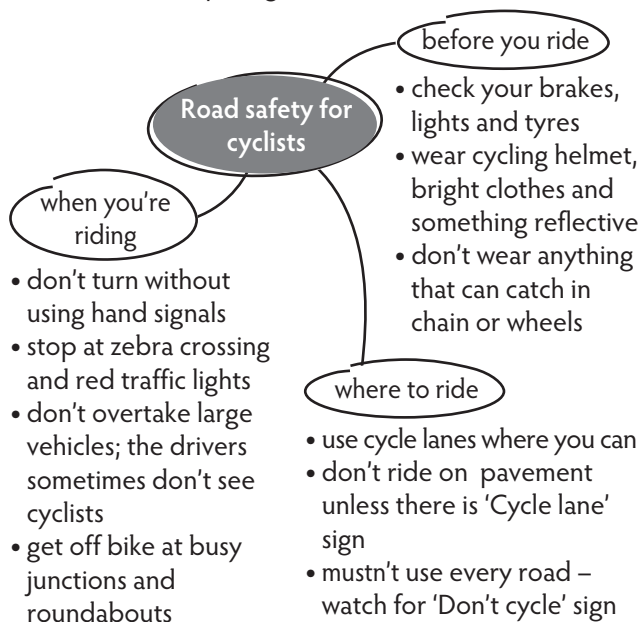
b)



- 2 a) **Opening technique:** addressing the audience  
**Closing technique:** using a rhyme

b) **Feedback technique:** focus groups

- 3 Elicit students' answers using information from the text and the video. Then ask them to organise their answers in a spidergram, as shown below:



- 4 a) 1 A      2 B

- b) 1 B      2 A

- 5 Students should look for pictures about cycling safely.

## 6 Suggested Answer

Good afternoon, everyone. My name is Joel Swanson and I'm a police officer. Like most people, I learned to ride a bike when I was a kid. Now, when I'm at work, I drive a police car, but I still love cycling. It's my hobby and I ride my bike every chance I get! Cycling is fun and it's great exercise, but riding your bike on the road can be dangerous unless you follow some basic rules.

Before you ride your bike, make sure you check your brakes, lights, tyres and reflectors. Wear a cycling helmet, bright clothes and something reflective. Don't wear anything that can catch in the chain or wheels.

Use cycle lanes where possible. Don't ride on the pavement unless there is a 'Cycle lane' sign, and don't use every road; watch for the 'Don't cycle' sign.

Always use hand signals when you turn. Stop at zebra crossings and red traffic lights. Don't overtake larger vehicles because the drivers sometimes don't see cyclists. Sometimes it's a good idea to get off your bike and walk at busy junctions or roundabouts.

Remembering these simple rules helps drivers to avoid accidents and keep you safe on the roads. It takes time and effort to follow these guidelines, I know, but don't ignore them; it's not worth the risk.

Now it's over to you. What do you check before you ride your bike? The letters B, L, T and R can help you. ... B-rakes, L-ights, T-tyres and R-eflectors. Well done!

Are there any questions for me? ... Thanks for listening and ride safely!

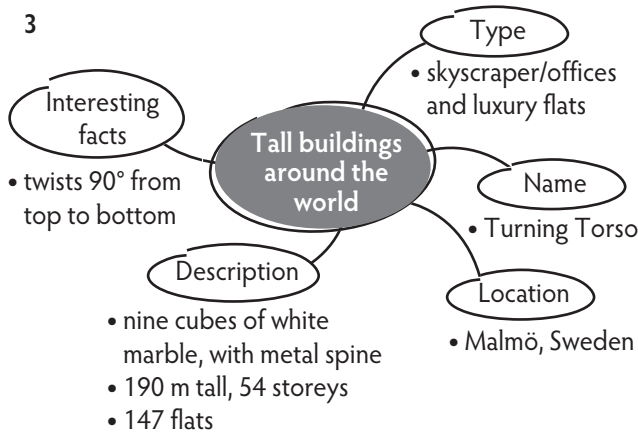


# Presentation Skills Key

## 3.4

- Type/Purpose of presentation:** informative/to describe a tall building
- Type of building:** [Para 1] *the tallest hotel in the world*  
**Its name:** [Para 1] *JW Marriott Marquis Hotel*  
**Its location:** [Para 2] *the city of Dubai in the United Arab Emirates*  
**Its description:** [Para 2] *It is a skyscraper complex with twin towers that look like palm trees. The towers are 355 metres tall and each one has got 72 floors.*  
**Some interesting facts about it:** [Para 2] *There are 1,600 guest rooms in the hotel, as well as lots of restaurants and a heated outdoor pool.*

3



### c) Suggested Answer

**1 Type/Name**

- Turning Torso
- skyscraper/offices & luxury flats

**2 Location**

- Malmö, Sweden

**3 Description**

- nine cubes of white marble, with a metal spine
- 190 m tall, 54 storeys
- 147 flats

**4 Interesting Facts**

- twists 90° from top to bottom

4 a) A 3 B 4 C 1 D 2

- They are appropriate. They are numbered and include keywords about the JW Marriott Marquis Hotel. There's also a heading and main ideas in bullet points on each prompt card. The font used is big and clear, too.

### 5 Tip

Direct students' attention to the *Tip* box. Explain that this advice will help them prepare and deliver a more effective presentation.

### 6 Suggested Answer

Good morning, I'm Ashley Jameson. What is it that makes you want to be an architect? Is it just that you enjoy designing new things? Or do you want to be famous for your work one day? Well, today I'm here to tell you about a building that definitely makes its architect famous: The Turning Torso.

The Turning Torso is in Malmö, Sweden. It has got nine cubes of white marble connected by a metal spine and the whole building twists 90° from top to bottom. It's got 54 storeys and is 190 metres tall. Most of the building is 147 luxury flats, but the bottom two cubes are offices. The Turning Torso is one of the world's tallest buildings, but soon skyscrapers could be on every city street. With Earth's population growing all the time, space in our cities is running out. So why not build upwards and save space?

Are there any questions? ... Thanks for your attention.

# Presentation Skills Key



## 4 CLIL

1 a) **Type of presentation:** informative

b) **colony organisation [Para 2-4]**

*Ants have a queen, or sometimes more than one. She can live for a lot of years. The oldest ant queen scientists know about lived for 30 years! The queen's job is to lay eggs; she can lay thousands of eggs each day.*

*Worker ants live for one to three years. They collect food for themselves and the other ants in the colony. They travel up to 200 metres from the nest and find their way back by smell!*

*Soldier ants look like worker ants, but their job is to protect the queen and defend the colony.*

*Drones are male ants. They only live for a few weeks and their job is to mate with the queen ant. Drones can fly, but after they mate with the queen, she breaks their wings.*

**Facts about ants: [Para 1]** *the total weight of all the ants on Earth is more than the total weight of all the humans!*

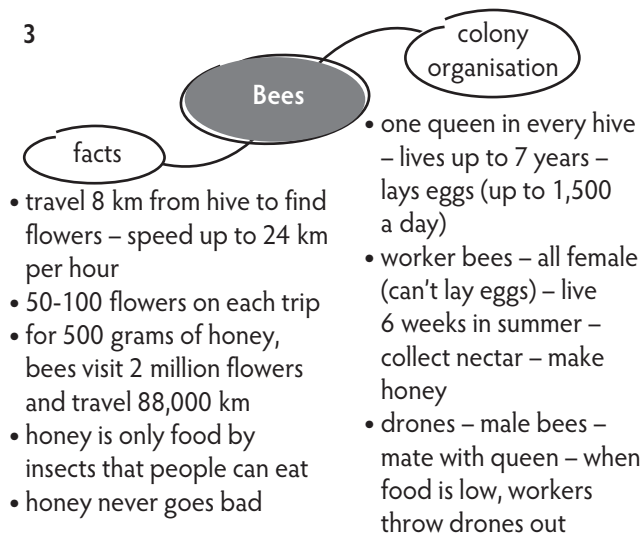
**[Para 5]** *... they are one of the strongest creatures on Earth. For example, one type of ant can lift up to 50 times its weight ...*

2 a) **Opening technique:** addressing the audience  
**Closing technique:** making a statement & asking a rhetorical question

b) **Feedback technique:** a T/F game  
**Alternative feedback technique:** focus groups

Now, I'd like you all to talk together in groups of 3. What did you find most impressive about ants? Why?

3



4 a) **Introductions:** B, C

**Conclusion:** A

b) 1 C      2 B      3 A

5 Students should find appropriate pictures of bees and/or hives to use in their presentations.

6 **Suggested Answer**

Good morning. I'm Russell James. Who here likes honey? I'm a beekeeper and I certainly do. Did you know that honey is the only food insects make that humans can eat? A lot of work goes into producing one jar of honey and every bee in the hive has a part to play. Let's see what it is. There is one queen bee in every hive. She lives for up to seven years. Her only job is to lay eggs and she lays up to 1,500 a day.

Worker bees are all female, but they can't lay eggs. They only live for six weeks in the summer. Their job is to collect nectar from flowers to make honey. They travel up to 8 km to find flowers and visit 50-100 flowers on each trip. To make 500 grams of honey, bees visit 2 million flowers.

Drones are all male. Their job is to mate with the queen bee. When food is low, though, the worker bees make them leave the hive.

Bees are amazing creatures with their own society. They are clever and interesting insects but they are also necessary for life on Earth. As Albert Einstein said, "If the bee disappeared off the surface of the globe, then man would only have four years of life left."

Are there any questions? ...

Thank you for your time.

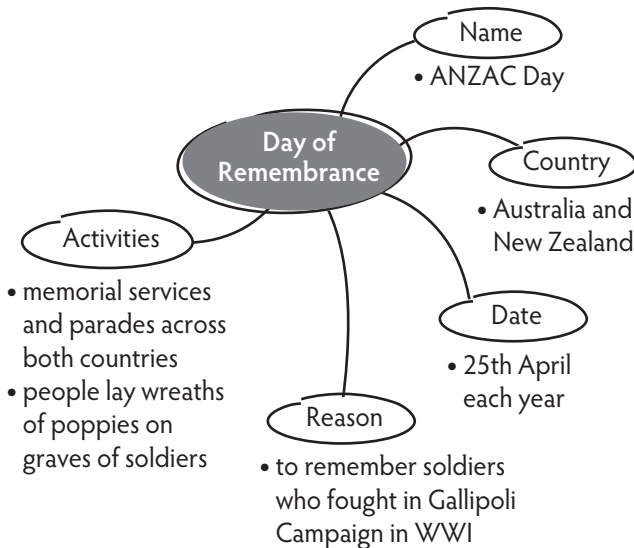
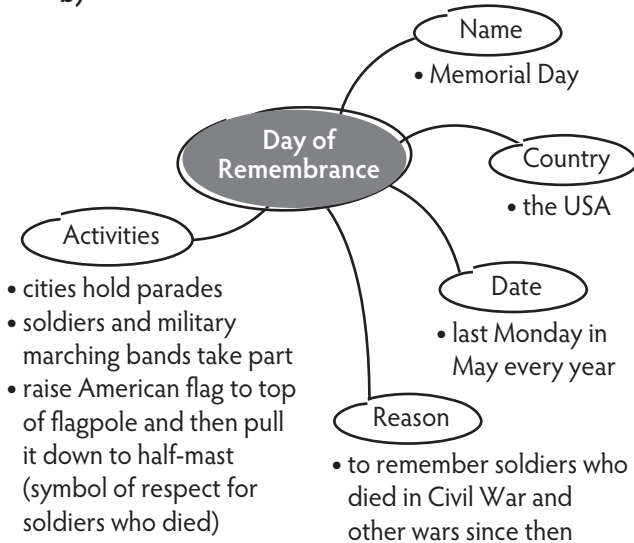


# Presentation Skills Key

## Culture Corner 8

1 a) Type of presentation: informative

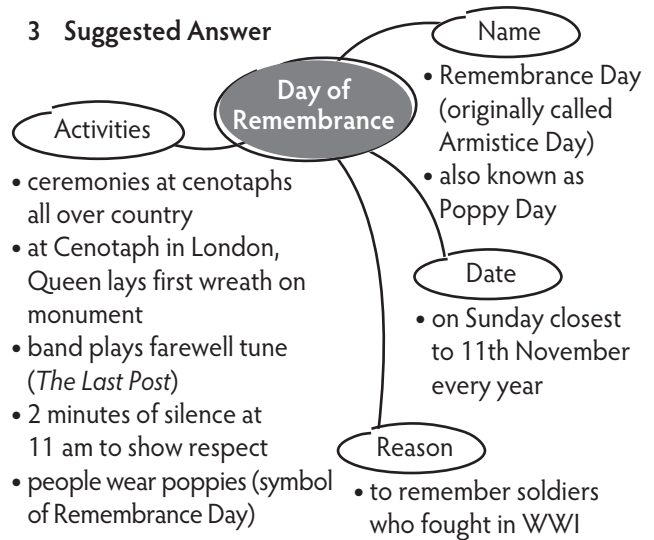
b)



2 a) **Opening technique:** using visuals  
**Closing technique:** making a statement

b) **Feedback technique:** open discussion

3 Suggested Answer



4 a) **Introduction:** C

**Conclusions:** A, B

b) 1 C

2 A

3 B

5 Ss should find pictures of Remembrance Day.

6 Suggested Answer

Good morning. I'm Ivan Dobrev. Let me take you back in time. It's 1918 and, in a railway carriage, important people are signing an Armistice, or agreement. After years of fighting, the war is finally over.

This day is now known as Remembrance Day, or Poppy Day, but was originally Armistice Day. It takes place on the closest Sunday to 11th November each year in the UK. The reason British people celebrate Remembrance Day is to remember all of the soldiers who fought in World War I.

Each year there are ceremonies at cenotaphs all over the UK. At the Cenotaph in London, the Queen lays the first wreath on the monument. Then, a band plays a farewell song called *The Last Post*. At 11 o'clock, there are two minutes of silence for people to show their respect for the dead. A lot of people also wear poppies because they are a symbol of Remembrance Day.

All in all, Remembrance Day is an important day for British people to remember the heroes of the past. Think about their history and those who gave their lives for their country.

Now let's have a quiz in two teams. The team with the most points wins. Let's start! Team A: What date is Remembrance Day? ... 11th November, right! Team B: What do people in the UK have at 11 am on Remembrance Day? ... Two minutes of silence, yes. Well done!

Thank you all for listening.