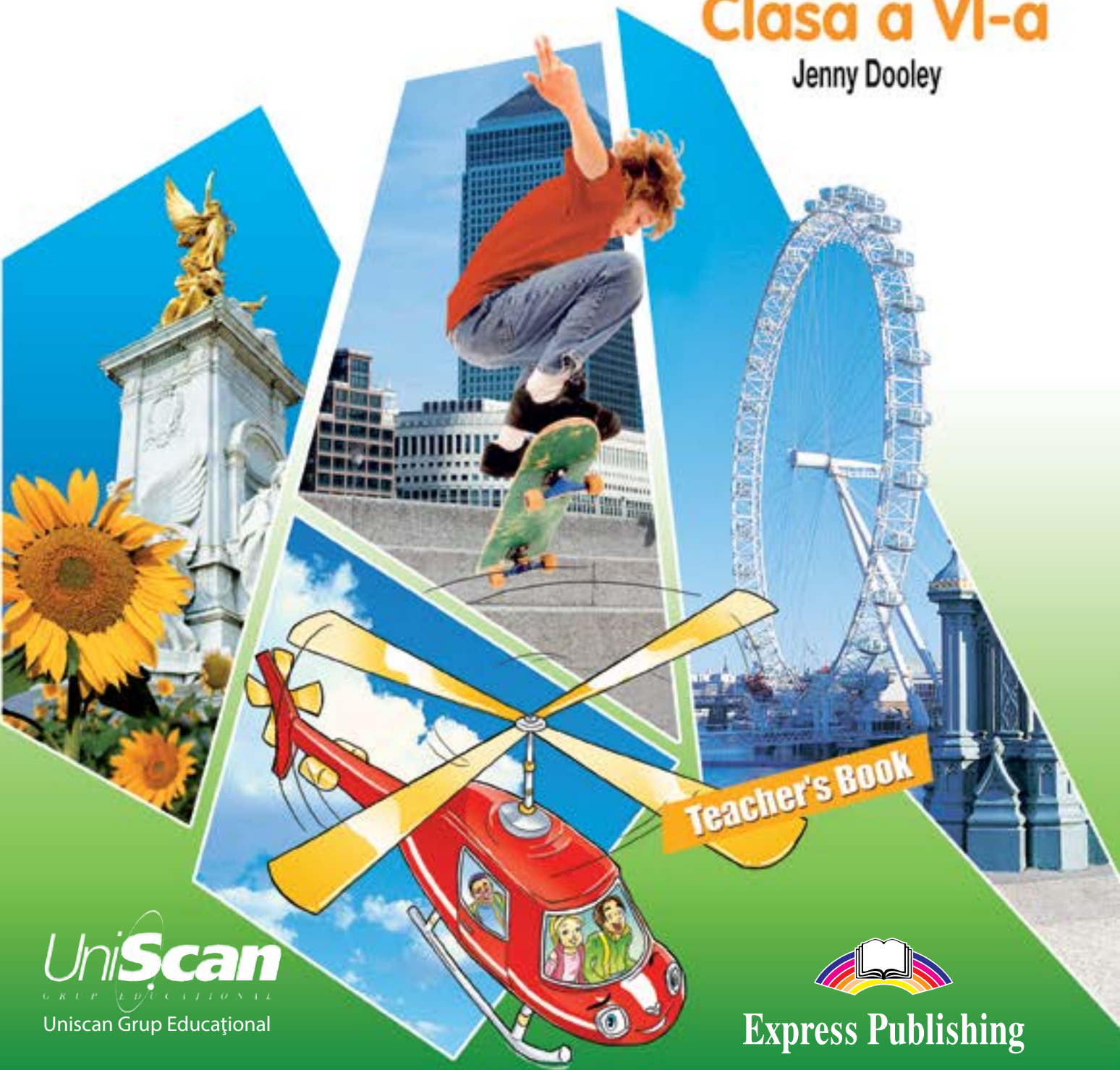


Limba modernă 2 – limba engleză

Clasa a VI-a

Jenny Dooley



Teacher's Book

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Express Publishing

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Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 959 759
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk**

© Jenny Dooley, 2024

Design and Illustration © Express Publishing, 2024

First published 2024

Made in EU

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ISBN 978-1-3992-1591-6

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Introduction

This task-based English course is based on the Common European Framework of Reference and is designed for learners studying English for Grade 6, L2.

The course develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic (acquiring and practising language through pleasant tasks and topics, paying attention to their needs, feelings and desires) ways of learning.

The course consists of:

- The Student's Book which contains: a *Welcome back!* unit as well as six *modules* of six lessons each. There is also a *Fun Time* section and a *Revision* section at the end of each module. There is also a cartoon story at the end of every two modules. At the back of the book there is a *Festivities* section, an *Evaluation* section with revision exercises and a Games section with board games for students to revise vocabulary and grammar structures taught in the corresponding units in a fun way.

COURSE COMPONENTS

Student's Book

The Student's Book is in full colour. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see Elements of a Module). Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Teacher's Book

The Teacher's Book contains detailed teacher's notes, which provide:

- the objectives of each module clearly and concisely
- step-by-step lesson plans and suggestions on how to present the material
- a full key to the exercises in the Student's Book.
- audioscripts of all listening material
- evaluation sheets

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course.

Digital Book

The Digital Book contains all the material in the Student's Book and helps students monitor their progress and improve

their stats, which are recorded and stored so that they can be accessed at any time.

ELEMENTS OF A MODULE

Each module starts with a module presentation page to familiarise students with the language and patterns in the module. The module presentation pages also whet students' appetites by familiarising them with some of the text types, pictures and activities found in the coming module.

Each module contains the sections described below.

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

Each module contains a wide variety of reading texts such as emails, text messages, letters, articles, poems, 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.

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.

Fun Time

This section contains activities for Ss to review the content of each module as well as songs. The songs are connected to the themes of the modules as well as related tasks. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

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.

Check these words sections can be treated as follows: Go through the list of words before Ss read the text and present the new words by giving examples, synonyms/opposites or miming their meaning. Alternatively, 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.

Writing

Students develop their writing skills through the use of all four language skills.

Guided practice of the relevant vocabulary is given and consolidated and followed by a model text which is thoroughly analysed. Plans are also provided to guide students.

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, 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.

Across Cultures section

In these interesting and informative pages, students are provided with cross-cultural information and read about aspects of various countries which are thematically linked to the module. The section also contains related tasks and creative projects, such as making a poster, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Revision

This section appears at the end of each module, and reinforces students' understanding of the topics, vocabulary and structures that have been presented.

Monstertrackers

This section appears every two modules and is designed to introduce Ss to reading for pleasure. It is an amusing science-fiction cartoon strip following the adventures of four characters

as they track down monsters all around the world. Ss should readily identify with nature-loving Candy, technical Phil and adventurous Tracker along with their buggy, Boogey, who can transform into any mode of transport.

Evaluation

This section appears at the end of the book, and reinforces students' understanding of the topics, vocabulary and structures that have been presented every two modules.

SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

Much of the new vocabulary in the course is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

- *Miming.* Mime the word to be introduced. For instance, to present **sing**, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions.* Examples:
 - Present **store** by giving a synonym: *A store is a shop.*
 - Present **tall** by giving its opposite: *He isn't short, he's tall.*
 - Present **weekend** by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present **garage** by giving a definition: *A garage is a place where we put our car, next to the house.*
- *Context.* Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words **city** and **town** by referring to a city and a town in the students' own country: *Bucharest is a city, but Sibiu is a town.*
- *Visual prompts.* Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary.* Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Sketching.* Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- *Flashcards.* Make flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- *Use of L1.* In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

B – Writing

All writing tasks in the course have been carefully designed to guide students to produce a successful piece of writing.

- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C – Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

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

Commonly assigned homework tasks include:

- *Vocabulary.* Students memorise the meaning of words and phrases.
- *Spelling.* Students learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud.* Assisted by the Digital Book, students practise at home in preparation for reading aloud in class.
- *Writing.* After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

All learners make errors; they are part of the process of learning. The way errors are dealt with depends on the activity.

- *Oral accuracy.* In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error, but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.

- *Oral fluency.* In pairwork or free-speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

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

E – Class organisation

- *Open pairs.* The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs.* Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.
- *Stages in pairwork:*
 - Organise students into pairs
 - Set the task and time limit
 - Rehearse the task in open pairs
 - Ask students to do the task in closed pairs
 - Go around the class and help students
 - Pairs report back to the class
- *Groupwork.* Groups of three or more students work together on a task or activity. Class projects or role-play are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Rolling questions.* A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

TYPES OF LEARNING STYLES

Experienced teachers will be aware that some of their students learn best by listening to new information, some prefer to read about it, whereas other students need to do something with the new information. There is no absolute 'best' method of learning; these are all valid learning styles, as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning style in order to help the learners learn according to their personal learning styles.

- *Visual Learners* need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.

- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tablet or their laptop.
- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

EVALUATION

Evaluation is an essential part in the learning process. It helps the learners recognise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is divided into three parts: Initial Evaluation at the beginning of the course, Formative Evaluation, which is done on a day-to-day basis, and Cumulative Evaluation, upon finishing a module.

Initial Evaluation

This evaluation centres mainly on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work which needs to be covered, strengths/weaknesses, etc.

Formative Evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's Formative Evaluation Chart.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. dialogues, songs, pairwork, etc.) and

write the marks obtained with the help of the following code, using colours if you wish.

- c (competence – green): the student has a full understanding of the task and responds appropriately
- w (working on – yellow): the student has an understanding of the task but the response is not fully accurate
- n (non-competence – red): the student does not understand the task and is unable to respond appropriately

Cumulative Evaluation

Cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The instruments of evaluation are:

- **Student's Self-Assessment Forms:** After the students have completed the Self-Assessment Form section of each module, they fill out the photocopiable Self-Assessment Form, giving their subjective opinion of their own performance. This learning-to-learn technique enables the students to develop awareness of their progress. The Self-Assessment Forms should be kept in their Language Portfolio for future reference. The Self-Assessment Forms are printed at the back of the Teacher's Book.
- **Progress Report Cards:** After students complete each module and take the corresponding test, photocopy the respective Progress Report Card from the Teacher's Book and fill out a card for each student. The students should keep these cards in their Language Portfolio for future reference.

ABBREVIATIONS

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher	sb	somebody
S(s)	student(s)	sth	something
HW	homework	n	noun
L1	students' mother tongue	v	verb
Ex.	exercise	adj	adjective
p(p).	page(s)	adv	adverb
e.g.	for example	phr	phrase
i.e.	that is	phr v	phrasal verb
etc	et cetera		

Welcome back!

(pp. 8-9)

1 To present, revise and practise the verb *to be* in the affirmative and the negative forms

- Ss close their books. Write on the board: *I am Ingrid. I'm Ingrid.* Present the full and contracted forms of the present simple affirmative of the verb 'to be'.
- Point to a S. Say: *You're Mario.* Then write it on the board.
- Point to a male S in the class and say: *He's Tony.* Then write it on the board.
- Point to a female S in the class and say: *She's Maria.* Then write it on the board. Continue with the rest.
- Then present the present simple negative of the verb 'to be'. Say, then write on the board: *I'm English. I'm not French.* Underline the words *I'm not*. Elicit how the negative of the verb 'to be' is formed (by adding *not* after *am, is, are*). Do the same to present all persons singular and plural in both full and contracted forms.
- Ss open their books and read the box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 *is* 3 *am* 5 *is* 7 *are*
2 *am* 4 *is* 6 *is*

2 To practise using the verb *to be* (affirmative & negative)

- Explain the task.
- Draw Ss' attention the pictures and the prompts.
- Allow Ss time to complete the task and check their answers.

Answer Key

1 *'m/am not, 'm/am* 3 *is not/isn't, 's/is*
2 *are not/aren't, 're/are* 4 *are not/aren't, 're/are*

Make a photo profile

- Explain the task and assign for homework.
- Ss can use the text in Ex. 1 as a model.
- Ss present their profiles in class.

(Ss' own answers)

3 To present, revise and practise the verb *to be* (interrogative & short answers)

- Ss close their books. Say, then write on the board: *Am I a teacher?* Underline *Am I*. Explain that we form the interrogative of the verb 'to be' by putting the verb 'to be' before the subject pronoun.
- Answer the question on the board: *Yes, I am.* Explain that this is a positive short answer. Explain that we form positive short answers with *yes*, the appropriate personal pronoun and the verb in the affirmative.
- Write on the board: *Am I a doctor? No, I'm not.* Explain that we form a negative short answer with *no*, the appropriate personal pronoun and the verb in the negative.
- Ss open their books and read the table and the **Note** box. Then explain the task.
- Allow Ss time to complete the task and check their answers.

Answer Key and Suggested Answer Key

2 *Is, Yes, he is./No, he isn't. (He is from Romania.)*
3 *Are, Yes, they are./No, they aren't.*
4 *Is, Yes, he is./No, he isn't. (He's forty.)*
5 *Are, Yes, I am./No, I'm not.*
6 *Is, Yes, it is./No, it isn't. (My favourite colour is yellow.)*

4 To listen for specific information

- Explain the task.
- Play the recording.
- Allow Ss time to listen and mark the sentences.
- Check Ss' answers.

Answer Key

1 *T* 2 *F* 3 *T* 4 *F* 5 *F*

5 To present, revise and practise *subject/object personal pronouns*

- Ss close their books. Present the subject pronouns.
- Point to yourself and say: *I*, then write it on the board. Point to a S and say: *you*, then write it on the board. Point to a male S and say: *he*. Then write it on the board. Explain that we use *he* for a boy or a man. Continue for the rest of the subject pronouns.
- Present the object pronouns. Say, then write on the board: *I am a teacher. Look at me.* Underline the words *I* and *me*. Explain that *me* is an object pronoun. Present the other pronouns in the same way. e.g., *He's a student. Look at him.* *She's a student. Look at her.* *It's a desk. Look at it.* etc

Welcome back!

- Ss open their books and read the box, as well as the second **Note** box.
- Explain the task.
- Allow Ss time to complete the task and then check their answers.

Answer Key

- | | | |
|-----------|--------------|----------|
| 1 I, me | 3 She, her | 5 us, We |
| 2 him, He | 4 They, them | |

(pp. 10-11)

6 To present and revise the verb *have got* (affirmative & negative)

- Ss close their books. Present the verb '*to have got*'. Point to your eyes and say: *I have got blue eyes*. Then write it on the board.
- Repeat using the rest of the affirmative forms.
- Drill Ss. Give prompts. Ss make sentences using *have/has got*.
T: *Mary/long hair*
S1: *Mary has got long hair.*
T: *I/short hair*
S2: *I have got short hair. etc*
- Point to your nose and say: *I have got a small nose. I haven't got a big nose*. Write the negative form on the board and underline *haven't got*. Give examples in all forms.
- Ss open their books and read the table as well as the **Note** box.

7 a) To practise *have got* (affirmative & negative)

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

Answer Key

- | | |
|------------------------|----------------------|
| 1 's/has got | 4 has not/hasn't got |
| 2 have not/haven't got | 5 've/have got |
| 3 has not/hasn't got | 6 's/has got |

7 b) To further practise *have got* (affirmative and negative) using personal examples

- Explain the task and read out the example.
- Ask various Ss around the class to say which of the items in Ex. 7a they have or haven't got.

Suggested Answer Key

I have got a guitar, but I haven't got a DVD player.
I have got a bike, but I haven't got a laptop. etc

8 To present the verb *have got* (interrogative and short answers)

- Ss close their books.
- Point to a S and ask *Has Tim got small ears?* (Yes, he has.) Ask: *Has Tim got big ears?* (No, he hasn't.) Write these on the board and underline *Has* and *got* (interrogative), *Yes, he has.* / *No, he hasn't.*
- Explain that the last two sentences are short answers. Elicit from Ss how short answers are formed (*Yes + personal pronoun/noun + have/has – No + personal pronoun/noun + haven't/hasn't*).
- Ss open their books and read the table and the second **Note** box.

9 To practise the verb *have got* (interrogative & short answers)

- Explain the task and read out the example.
- Give Ss time to complete the questions and answer them and then check Ss' answers around the class.

Answer Key

- Have your parents got a car?*
Yes, they have./No, they haven't.
- Have you got a brother?*
Yes, I have./No, I haven't.
- Has your house got a garden?*
Yes, it has./No, it hasn't.
- Has your best friend got a bike?*
Yes, he/she has./No, he/she hasn't.
- Have you got a dog?*
Yes, I have./No, I haven't.

10 To present, revise and practise *possessive adjectives* and *possessive pronouns*

- Ss close their books. Present possessive adjectives and possessive pronouns.
- Point to your pen and say then write on the board: *This is my pen*. Explain that *my* is a possessive adjective. Elicit that possessive adjectives go before the noun they describe.

Welcome back!

- Write on the board: *This pen is mine*. Explain that *mine* is a possessive pronoun. Ask Ss to compare the two example sentences. Elicit that possessive pronouns don't precede a noun.
- Go through the table and the **Note** box in the Ss' book with Ss.
- Allow Ss some time to complete the task. Check Ss' answers.

Answer Key

- | | |
|-------------------|------------------------|
| 1 <i>my, mine</i> | 3 <i>their, theirs</i> |
| 2 <i>his, his</i> | 4 <i>our, ours</i> |

(pp. 12-13)

11 To present and revise *there is/there are* (affirmative and negative)

- Ss' books closed. Say then write on board: *There is a book on the desk. There are some pens on the desk*. Explain that we use *there is/there are* to say that an object exists in a place. *There is* is the singular form and *there are* is the plural form.
- Say then write on the board: *There isn't a pencil on the desk. There aren't any hats on the desk*. Explain that these are the negative forms.
- Say then write on the board: *Is there a notebook on the desk? Are there any rubbers on the desk?* Explain that these are the interrogative forms and that we use the short answer *Yes, there is./No, there isn't.* and *Yes, there are./No there aren't.*
- Ss' books open. Give Ss time to read the table and the **Note** box.

12 To practise *there is/there are* (affirmative and negative)

- Draw Ss' attention to the picture and give Ss time to complete the sentences.
- Check Ss' answers.

Answer Key

- | | | |
|---------------------|-----------------------|---------------------|
| 1 <i>There is/s</i> | 3 <i>There aren't</i> | 5 <i>There are</i> |
| 2 <i>There are</i> | 4 <i>There isn't</i> | 6 <i>There is/s</i> |

13 To practise *there is/there are* (interrogative & short answers) using personal examples

- Read out the example and ask Ss to ask and answer questions about their bedrooms in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: *Is there a chair in your bedroom?*

B: *No, there isn't.*

A: *Is there a lamp in your bedroom?*

B: *Yes, there is. etc*

Game

- Divide the class in pairs.
- Ss play the game as described in the Ss' book.
- Each pair keeps a score.
- The player who guesses correctly the most is the winner.

Suggested Answer Key

A: *cupboard*

B: *kitchen – desk*

A: *bedroom/study etc.*

14 To revise parts of the body

- Draw Ss' attention to the picture and give them time to complete the labels.
- Check Ss' answers around the class.

Answer Key

- | | | | |
|---------------|---------------|---------------|-----------------|
| 1 <i>hair</i> | 4 <i>eye</i> | 7 <i>leg</i> | 10 <i>mouth</i> |
| 2 <i>head</i> | 5 <i>knee</i> | 8 <i>hand</i> | 11 <i>nose</i> |
| 3 <i>ear</i> | 6 <i>foot</i> | 9 <i>arm</i> | |

15 To revise clothes

- Draw Ss' attention to the pictures and the words in the list.
- Read out the words and allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-------------------|--------------------|--------------------|
| 1 <i>a hat</i> | 6 <i>a belt</i> | 11 <i>trousers</i> |
| 2 <i>socks</i> | 7 <i>a shirt</i> | 12 <i>gloves</i> |
| 3 <i>a coat</i> | 8 <i>a T-shirt</i> | 13 <i>shorts</i> |
| 4 <i>trainers</i> | 9 <i>a jacket</i> | 14 <i>a dress</i> |
| 5 <i>a skirt</i> | 10 <i>a jumper</i> | 15 <i>boots</i> |

Opposites

- Draw Ss' attention to the table.
- Allow some time to complete the opposites.
- Elicit answers from Ss around the class.
- Then, allow Ss time to write short descriptions of two of their friends using the opposites and words from Ex. 14.

Welcome back!

Describe a classmate

- Explain the task.
- Ss complete the task in pairs. Monitor the activity around the class.

Suggested Answer Key

A: *She's got long black hair. She's tall and thin. She's got a small mouth and small eyes.*

B: *Is she Tania?*

A: *Yes, she is.*

Describe a friend

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

Suggested Answer Key

My friend Marco is tall and thin. He's got short blond hair. He's wearing blue shorts and a green T-shirt. He's also wearing a jacket and trainers.

Answer Key

long ≠ short big ≠ small plump ≠ thin
tall ≠ short young ≠ old

Suggested Answer Key

Marc is short and thin. His hair is short, and he's got a small nose and brown eyes.

Rob is tall and plump. He's got short brown hair. His eyes are blue and he's got small ears.

(pp. 14-15)

16 To present and practise family member vocabulary

- Draw Ss' attention to the pictures.
- Read out the vocabulary and ask Ss to use their dictionary to find any words they don't know.
- Allow Ss time to complete then check their answers.

Answer Key

1 grandfather 6 grandmother 11 wife
2 husband 7 uncle 12 daughter
3 aunt 8 mum 13 brother
4 cousin 9 dad
5 sister 10 son

A TV family and their family tree

- Explain the task.
- Allocate the activity for homework.
- Ss present the TV family and their family tree in the next lesson.

(Ss' own answers)

17 To practise numbers

Explain the exercise. Allow Ss time to complete the exercise.

Answer Key

	8 MORE	8 LESS		10 MORE	10 LESS
25	33	17	27	37	17
32	40	24	80	90	70
43	51	35	34	44	24

18 a) To listen for gist

- Direct Ss' attention to the pictures and elicit what they show (Picture A: three older people in business clothes talking and shaking hands-Picture B: three young girls laughing and talking-Picture C: two young teenage students/girls talking).
- Play the recording.
- Give Ss time to match the correct dialogue to the correct picture. Check Ss' answers.

Answer Key

1 B 2 A

b) To act out dialogues and practise greetings & introductions

Divide the class into groups of three. Ss take roles and read out the dialogues. Monitor the activity around the class and ask some pairs to act out the dialogues in front of the class.

(Ss' own answers)

19 To present the language of asking for/giving personal information

Play the recording with pauses for Ss to listen and repeat either chorally or individually. Pay attention to Ss' pronunciation and intonation.

20 a) To listen for specific information

Go through the library card and elicit/explain what the missing information is. [1) surname, 2) place, 3) month, 4) numbers]. Play the recording. Ss listen and fill in the missing information. Check Ss' answers.

Welcome back!

Answer Key

- | | |
|----------|-------------|
| 1 Morley | 3 September |
| 2 Hulme | 4 6343291 |

b) To practise asking for/giving personal information

- Ask Ss to work in pairs and take turns to ask and answer the questions in Ex. 19.
- Then, Ss prepare a library card for their partner like the one in Ex. 20a.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

- A: What's your name?
B: Maria Putin.
A: How do you spell it?
B: P-U-T-I-N
A: What's your date of birth?
B: It's 7th April.
A: How old are you?
B: I'm thirteen years old.
A: Where are you from?
B: I'm from Moscow.
A: What's your address?
B: It's 15 Chayanova Street, Moscow.
A: What's your phone number?
B: 095 250 6169

(p. 16)

21 To tell the time

Play the recording with pauses for Ss to listen and repeat either chorally or individually. Pay attention to Ss' pronunciation and intonation.

22 To practise telling the time

- Explain the task.
- Ask Ss to work in pairs and monitor the activity around the class.
- Then ask some pairs to ask and answer in front of the class.

Answer Key

- 1 A: What time is it?
B: It's a quarter past three. / It's three fifteen.
2 A: What time is it?
B: It's twenty to ten. / It's nine forty.
3 A: What time is it?
B: It's a quarter to eight. / It's seven forty-five.
4 A: What time is it?
B: It's five o'clock.
5 A: What time is it?
B: It's six o'clock.
6 A: What time is it?
B: It's nine o'clock.
7 A: What time is it?
B: It's twenty past ten. / It's ten twenty.

23 To practise telling the time

- Read out the **Note** box and explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

It's 5:00 in the morning (Because Romania is 2 hours ahead of UK)

At work, at play

Topic

In this module Ss will explore the topic of routines and activities and school subjects.

Module page

17

Lesson objectives: To get an overview of the module

Vocabulary: routines & activities (*play sports, catch the bus to school, get up, watch TV, eat breakfast, do homework, surf the Net, have lessons, hang out with friends, go to bed*)

1a Reading

18-19

Lesson objectives: To predict the content of the text, to listen for gist, to read for specific information, to compare information, to learn new vocabulary about weekend activities to express likes and dislikes, to write a blog entry

Vocabulary: verb (*relax*); nouns (*pancake, vegetable*); adjective (*delicious*); days of the week (*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*); weekend activities (*playing computer/video games, eating out, fishing, listening to music, going to parties, painting, reading a magazine, going to the cinema, playing football, watching a DVD, watching a match, going swimming, going sailing*);

1b Grammar

20-21

Lesson objectives: To learn about and practise using the *present simple* (affirmative, negative and interrogative)

1c Skills

22-23

Lesson objectives: To learn new vocabulary about school subjects, to listen and read for gist, to read for specific information, to practise talking about school subjects, to listen for specific information, to write a text

Vocabulary: school subjects (*Design and Technology, Geography, Maths, English, PE, Art, Music, ICT, Science, History*); verb (*perform*); phrasal verb (*put on*); noun (*break*); adjective (*typical*)

1d Grammar

24-25

Lesson objectives: To learn about *adverbs of frequency* (*always, usually, often, sometimes, never*) and *question words* (*who, what, where, how, how old, when*)

1e Everyday English

26

Lesson objectives: To talk about free-time activities, to repeat situational phrases, to read for specific information, to act out a dialogue, to practise pronunciation

1f Across Cultures

27

Lesson objectives: To listen and read for specific information, to present a sport

Vocabulary: verb (*tag*); nouns (*league, runner, guard, loser, winner*)

Fun Time 1

28

Lesson objectives: To consolidate vocabulary attained throughout the module; to do a quiz, to write a quiz, to listen to a song for specific information

Revision & Evaluation 1

29

Module 1

What's in this module?

Read the title of the module *At work, at play* and ask Ss to suggest what they think it means. Go through the *What's in this module?* list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a blog entry (p. 18)

Do you write/read a blog? If yes, what's it called? What's it about? If no, would you like to? Why (not)?

a strange school (p. 22)

What is a strange school? What's your school like? Is your school strange?

a dialogue (p. 26)

What is a dialogue? Can you think of a time today where you had a dialogue with someone?

Vocabulary

1 To present vocabulary for routines and activities

- Explain the task and write the headings on the board.
- Elicit which activities go under each heading.

Answer Key

Daily routines: *catch the bus to school, get up, eat breakfast, do homework, have lessons, go to bed*

Free-time activities: *play sports, watch TV, surf the Net, hang out with friends*

2 To talk about your daily routine and free-time activities

- Explain the task. Ask Ss to work in pairs and take turns to ask and answer questions about their daily routines and free-time activities.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: *What do you do in the morning?*

B: *I get up early and eat breakfast and then I catch the bus to school.*

A: *What do you do in the afternoon?*

B: *I do my homework, then I watch TV or surf the Net. etc*

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

1a

1 a) To identify where a blog is published

- Explain the task.
- Then, ask various Ss for their answer.

Answer Key

on the Internet

b) To predict the content of a text

- Direct Ss' attention to the text and the picture and elicit Ss' guesses as to what Mary does on Sundays.
- Play the recording. Ss listen and follow the text in their books and check.

Suggested Answer Key

I think Mary plays football on Sundays.

2 To read for specific information

- Explain/Elicit what the words in the **Check these words** box mean.
- Allow Ss some time to read the text again, answer the question and mark the statement.
- Check Ss' answers. As an extension, Ss can correct the false statements.

Answer Key

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

The main idea of the text is what Mary does on her favourite day.

3 To make notes from a text and categorise information

- Explain the task.
- Draw Ss' attention to the **Study Skills** box and read it out in the class.
- Ask Ss to copy the table with the headings into their notebooks and complete it with information from the text.

Answer Key

Morning	Afternoon	Evening
have breakfast, play football, help her mum in the kitchen, have a traditional lunch	visit her grandparents	go to the cinema or stay home & watch a DVD, never do homework, have fun and relax

4 To describe someone's routine and compare it to someone else's routine

- Ss use their completed tables in Ex. 3 to talk about Mary's Sunday activities and how similar Mary's Sunday is to their own typical Sunday.
- Ask various Ss to share their answers.

Suggested Answer Key

On Sundays, Mary gets up late. She has breakfast and then she plays football. She helps her mum in the kitchen and then she usually has a traditional lunch.

In the afternoon, she sometimes visits her grandparents.

In the evening, she goes to the cinema or stays home and watches a DVD. She never does any homework. She just has fun and relaxes.

My typical Sunday is not very similar to Mary's. I usually get up late too, and have breakfast. Then, I usually go for a walk with my family and we have lunch together at a nice restaurant. In the afternoon, I usually take my dog for a walk and in the evening I sometimes listen to music or watch a DVD with my older brother.

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

Days of the week

To revise the days of the week

- Allow Ss some time to copy the task in their notebooks and complete the box.
- Check Ss' answers.

Answer Key

Monday

Wednesday

Friday

5 To present vocabulary for weekend activities

- Play the recording.
- Ss listen and repeat chorally or individually.

6 To practise using vocabulary for weekend activities

- Explain the task.
- Direct Ss to look at the different activities in Ex. 5.
- Allow Ss some time to complete the task.
- Ask different Ss around the class to share their answers.

Suggested Answer Key

- 1 ... watching a match
- 2 ... playing computer games
- 3 ... fishing
- 4 ... going to parties
- 5 ... painting
- 6 ... reading a magazine

7 Portfolio To write a blog about your weekend

- Explain the task.
- Suggest to Ss that they can use the text on p. 18 as a model and their answers in Ex. 6 (p. 19) to complete the task.
- Go through the **Study Skills** box with the Ss.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Suggested Answer Key

On Saturday, I like getting up late. After breakfast, I go swimming and in the evening, I love hanging out with my friends.

On Sunday, I go fishing with my grandfather and in the evening, I love watching a DVD.

1b

1 To present the *present simple* affirmative and understand its use for routines/habits, and general truths

- Ss close their books. Present the present simple. Say: *I get up at 7:30*. Write it on the board. Underline *get up* and explain that this verb is in the *present simple*. Point to a S and say: *You get up at 7:30*. Then write it on the board. Underline *get*. Point to a male S and say: *He gets up at 7:30*. Then write it on the board. Underline *gets*. Explain that the third person singular usually takes an -s. Present the other persons in the same way.
- Explain the spelling rules of the third person singular by writing the verbs *miss*, *finish*, *play*, *watch*, *mix*, *go*, *cry* on the board. Stress the difference between the spelling of *play* and *cry*.
- Ss open their books. Read the table and the **Note** box aloud. Focus Ss' attention on the uses of the tense (*for habits, routines and general truths*).

Module 1

2 To revise the third-person singular form of the *present simple* and identify third person verb endings

- Explain the task and read out the **Pronunciation** box.
- Ask Ss to copy the table into their notebooks.
- Give Ss time to complete it with the verbs and then play the recording for Ss to listen and check their answers.
- Play the recording again with pauses for Ss to repeat either chorally or individually. Pay attention to Ss' intonation.

Answer Key

/s/: eats, walks, gets up, helps

/z/: tidies, reads, does, enjoys, has, plays, goes

/ɪz/: watches, finishes

3 To practise the *present simple* (affirmative)

Give Ss time to complete the gaps in the text with the correct verbs and then check Ss' answers by asking various Ss to read out the completed text.

Answer Key

- | | | |
|-----------|------------|-----------|
| 1 gets up | 4 finishes | 7 watches |
| 2 starts | 5 walks | 8 reads |
| 3 helps | 6 has | |

4 To present and practise the *present simple* (negative & interrogative)

- Ss close their books. Write on the board: *I don't like Mondays. She doesn't like Mondays.* Underline *I don't* in the first sentence and *She doesn't* in the second sentence. Explain that we use *I/you/we/they do not/don't* and *he/she/it does not/doesn't* to form the negative of the present simple. Point out that the main verb is the same for all persons.
- Then write on the board: *Do I like Mondays? Yes, I do./No, I don't. Does she like Mondays? Yes, she does./No, she doesn't.* Explain that we use *Do I/you/we/they* and *Does he/she/it* to form questions in the present simple. Focus Ss' attention on the position of *do/does* (before the personal pronoun). We answer in the short form with *Yes/No, I/you/we/they do/don't* and *he/she/it does/doesn't*.
- Ask Ss questions to check their understanding.
T: Do you like sports?
S1: Yes, I do./No, I don't.
T: Does your mum work?
S2: Yes, she does./No, she doesn't. etc

- Ss open their books and read the table.
- Explain the task and read out the example.
- Give Ss time to complete the task
- Check Ss' answers.

Answer Key

- 2 Jake does not/doesn't walk to school.
3 Amy does not/doesn't live in a big house.
4 Meg and Nat do not/don't play tennis every Monday.
5 Eric and I do not/don't watch a DVD on Saturdays.

5 To practise the *present simple* (negative & interrogative) and revise the prepositions of time

- Draw Ss' attention to the **Note** box and explain the use of the prepositions of time.
- Check Ss' understanding by saying different times and eliciting the correct prepositions from Ss around the class.

| T: night | S1: at night | T: July | S1: in July, etc |

- Explain the task and read out the example.
- Ss work in pairs and ask and answer questions using the prompts.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Answer Key

- 2 A: Does Kevin play tennis?
B: No, he doesn't. He plays football.
3 A: Does Kevin watch TV in the morning?
B: No, he doesn't. He watches TV in the evening.
4 A: Does Kevin get up at 7:00?
B: No, he doesn't. He gets up at 8:00.
5 A: Does Kevin speak French?
B: No, he doesn't. He speaks Italian.
6 A: Does Kevin go sailing on Sundays?
B: No, he doesn't. He goes swimming on Sundays.

OR

- A: Does Kevin play tennis or football?
B: He plays football. He doesn't play tennis.
A: Does Kevin watch TV in the morning or in the evening?
B: He watches TV in the evening. He doesn't watch TV in the morning. etc

Weekend activities

- Explain the task.
- Ss work in pairs.
- Allow Ss some time to complete the task.
- Ask different Ss around the class to share their answers.

Suggested Answer Key

Lena doesn't go fishing at the weekend, but she usually eats out with her family. She always listens to music on Saturday and she often watches a DVD with her sister on Sunday.

1c

1 a) To present vocabulary for school subjects

- Explain the task.
- Ask Ss to say their favourite subject.
- Draw Ss' attention to the **Note** box on p. 23.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 I	4 G	7 F	10 C
2 B	5 D	8 J	
3 A	6 E	9 H	

Suggested Answer Key

My favourite school subject is Design and Technology.

b) To personalise the topic

Give Ss some time to formulate their answers and then elicit a variety of answers from Ss around the class.

Suggested Answer Key

I do English and Maths 5 times a week.
 I do PE and Music 2 times/twice a week.
 I do Science, History and Geography 4 times a week.
 I do Design and Technology, and ICT once a week.
 I don't do Art.

2 To predict the content of a text and listen for confirmation

- Elicit Ss' guesses as to what subjects the students do there.
- Read through the options and elicit answers from around the class.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Suggested Answer Key

I think students do English, Maths, PE, Science and Music.

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

3 To read for specific information

- Explain/Elicit the meanings of the words in the **Check these words** box.
- Allow Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

Name: *The Flying Fruit Fly Circus School*

Where: *Australia*

Subjects: *English, Maths, Science, Drama, Music and Visual Arts classes*

School day: starts *9:00 am*
 ends *3:15 pm*

Breaks: *2*

Special events: *put on a show*

4 To compare two schools

- Explain the task and read out the example.
- Ss work in pairs to formulate their answer.
- Monitor the activity around the class and then ask some pairs to share their descriptions with the class.

Suggested Answer Key

In my school, we start at 8:30 am. We don't start at nine.
 In my school, we have got three breaks. We haven't got two.

In my school, we have a carnival every year. We don't put on a show.

5 To listen for specific information

- Explain the task.
- Play the recording. Ss listen and circle the correct answer.
- Check Ss' answers around the class.

Answer Key

1 C	2 B	3 A	4 B	5 C
-----	-----	-----	-----	-----

6 Portfolio To write a text about your school

- Explain the task.
- Suggest to Ss that they can use their response in Ex. 4 and the text in Ex. 2 as a model.
- Allow Ss some time to formulate an answer.
- Select various Ss to share their answer in front of the class.

Module 1

Suggested Answer Key

My school

My school is **great**. We learn **Maths, Science, Music, English, Art, History and Geography**. A typical day at my school starts **at 8:30 am** and **finishes at 3 pm**. We've got **three breaks** at my school and **organise a carnival every year**.

1d

1 To present **adverbs of frequency**

- Explain the task and read out the examples.
- Elicit where in the sentence the adverbs of frequency appear (*before the main verb, but after the verb 'to be'*).
- Read the theory box.

2 To practise using **adverbs of frequency**

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

Answer Key

- | | |
|----------------|-----------------|
| 2 often does | 5 always drinks |
| 3 never watch | 6 usually plays |
| 4 am sometimes | |

3 To practise using **adverbs of frequency** and **sentence structure**

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

Answer Key

- 2 Lyn sometimes reads books at night.
- 3 Jenny always studies for tests.
- 4 Harry usually watches TV in the morning.
- 5 Tom and I often work on Saturdays.

4 To practise using **adverbs of frequency** using **personal examples**

- Explain the task.
- Give Ss time to respond to the questions.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 I never watch silly programmes on TV.
- 2 I often listen to music.
- 3 I sometimes eat out.

- 4 I often go to the park.
- 5 I always help with the housework.
- 6 I usually surf the Net.

A message to a friend

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

Suggested Answer Key

Hi, Tom! How about going to the cinema today? The film starts at 7:30 pm. We can meet outside the cinema at 7. Do come.

5 a) To present **question words**

- Ss close their books. Write all the question words on the board. Give an example for each question word and explain when each word is used.
Who is that man? He's Mr Jones. (person)
What is it? It's a pencil. (thing)
Where are my keys? They're here. (place)
How are you? I'm fine. (manner)
How old are you? I'm 10 years old. (age)
When is your birthday? In June. (time)
Whose notebook is this? (possession)
- Ss open their books and read the theory box and the **Note** box.

b) To practise using **question words**

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

Answer Key

- | | | |
|-----------|---------|--------|
| 1 Who | 3 Where | 5 What |
| 2 How old | 4 When | 6 How |

6 To practise writing questions

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

Answer Key

- | | |
|-------------------------|------------------------|
| 2 Who's Bob? | 5 How old are you? |
| 3 When's your birthday? | 6 What's your address? |
| 4 Where's Paul from? | |

7 To practise speaking about yourself

- Ask Ss to look at the questions.
- Ask a pair of Ss to read the example aloud.

Module 1

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

Suggested Answer Key

A: *What's your name?*

B: *My name is Pedro. What's your name?*

A: *My name is Marta. How old are you?*

B: *I'm twelve. How old are you?*

A: *I'm eleven. What's your favourite subject?*

B: *My favourite subject is Maths. What's your favourite subject?*

A: *My favourite subject is Art. Where are you from?*

B: *I'm from Portugal. Where are you from?*

A: *I'm from Spain.*

1e

1 a) To present the situational language of free-time activities

- Play the recording. Ss listen and repeat either chorally or individually.
- Focus Ss' attention on the stressed words/syllables. Check Ss' pronunciation and intonation.

b) To recognise situational language and identify the context of a dialogue

Play the recording while Ss listen and follow the dialogue in their books and then elicit what it is about.

Answer Key

It's about free-time activities.

2 To read for specific information

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

Answer Key

1 *He goes swimming with his friends.*

2 *No, he doesn't.*

3 *She likes painting.*

3 To take roles and act out a dialogue

- Ss work in pairs and act out the dialogue.
- Monitor the activity around the classroom, checking correct pronunciation and intonation.

- Ask different pairs to act out the dialogue in front of the class.

4 To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

Call me. = *Give me a ring.*

That's true! = *I know!*

Oh, I don't know. = *Oh, I'm not sure.*

5 To pronounce

- Draw Ss' attention to the **Study Skills** box.
- Play the recording with pauses for Ss to repeat either chorally or individually. Pay attention to Ss' intonation.

1f

1 To listen and read for specific information

- Direct Ss' attention to the pictures and ask Ss if they know anything about these games. Ask them what information they would like to know about them. (*e.g. What time of the year do football matches take place? Who plays football? What is patintero? Where do you play it?*)
- Play the recording. Ss listen and follow the texts in their books and see if they can answer their questions.

Suggested Answer Key

Football matches take place all through the year.

Boys and girls play football.

Patintero is a team game.

You play patintero in the street.

2 To read for specific information

- Explain/Elicit what the words in the **Check the words** box mean.
- Explain the task.
- Give Ss time to read the text again and do the activity.
- Check Ss' answers.

Answer Key

1 *F*

2 *T*

3 *T*

4 *F*

Module 1

3 To collect information and present it as a text

- Explain the task.
- Allow Ss time to research the topic and write a short text and create a class album.
- Ask various Ss around the class to read out their texts to the rest of the class.

Suggested Answer Key

Football is one of the most popular sport in Romania and most of my classmates are crazy about it. Our school has its own football team and most of the classmates are in it. There are two teams of eleven players and a match lasts 90 minutes with a break in the middle. The aim is to kick the ball into the opposing team's net to score a goal. The team with the most goals wins. My best friend George is the team captain and his dream is to become a professional football player and play for our country.

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

Fun Time 1

1 To consolidate vocabulary learnt in the module

- Read out the sentences one at a time and elicit answers from the class, or ask Ss to do them individually.
- Check Ss' answers.

Answer Key

<i>breakfast</i>	<i>lessons</i>	<i>sports</i>
<i>catch</i>	<i>homework</i>	

Mark watches TV in his free time.

2 Game

- Split the class in groups.
- Ss play the game as described in the Ss' book.
- The team with the highest score wins.

(Ss' own answers)

3 To test and consolidate information learnt in the module

- Give Ss time to read the quiz and think of the answers. Tell Ss they may look back through the module for the information if necessary.
- Check Ss' answers around the class.

Answer Key

- 1 *It's Sunday.*
- 2 *She usually cooks a traditional Sunday lunch.*
- 3 *It's in Australia.*
- 4 *It's football.*
- 5 *It's a popular street game in the Philippines.*

4 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to complete the task.
- Ss can exchange their quiz with another pair, do it and report back to the class.

Answer Key

- 1 *What sport does Mary play? (football)*
- 2 *What does the Flying Fruit Fly Circus train children to do? (perform in a circus)*
- 3 *Who do the circus students perform for? (people of all ages)*
- 4 *When do UK children play football matches? (at the weekend)*
- 5 *What do the losers do in Patintero? (carry the winners on their backs)*

5 To listen for specific information

- Play the song. Ss listen to the song and say which school subjects the singer mentions.
- Check Ss' answers.

Answer Key

Science, Art, Geography, English, Maths, History

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

6 To sing a song

Play the recording. Ss listen and try to sing the song while using toy instruments.

Revision & Evaluation 1

1 To consolidate vocabulary learnt in the module

- Give Ss time to look at the pictures and complete the crossword.
- Then, check Ss' answers.

Module 1

Answer Key

DOWN

- 1 MATHS 5 SCIENCE

ACROSS

- | | | | |
|---|---------|---|---------|
| 2 | MUSIC | 6 | ICT |
| 3 | ART | 7 | ENGLISH |
| 4 | HISTORY | 8 | PE |

2 To consolidate vocabulary learnt in the module

- Explain the task.
- Give Ss some time to complete the exercise, then check their answers.

Answer Key

- 1 do 3 catch 5 go
2 have 4 play 6 watch

3 **Aim** To practise using the *present simple*

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

Answer Key

- | | |
|---------------------|---------------------------|
| 1 lives | 4 does not/doesn't get up |
| 2 do not/don't play | 5 Do you read |
| 3 Does Pat watch | |

4 To practise making sentences using adverbs of frequency

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

Answer Key

- 2 You do not/don't often read magazines.
3 Does she sometimes surf the Net?
4 They never watch TV.
5 Does he usually do his homework at school?

5 To consolidate question words

- Direct Ss to look at the words listed.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 How old 3 What 5 Where
2 Who 4 When

6 To complete a dialogue

- Explain the task.
- Direct Ss to look at the missing parts of the exchanges.
- Give Ss time to finish the task, and then check their answers.

Answer Key

- 1 I usually go swimming with my mum.
2 Do you like painting?
3 What about you?
4 I like playing video games.

Check your progress

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

Places around us

Topic

In this module Ss will explore the topic of places in a city.

Module page

31

Lesson objectives: To get an overview of the module

Vocabulary: places in a city (*bakery, florist's, chemist's, sports shop, optician's, post office, bookshop, bank, newsagent's, jeweller's, music shop, clothes shop and supermarket*)

2a Reading

32-33

Lesson objectives: To listen and read for specific information, to talk about shops & products, to listen for specific information, to write a short paragraph describing a town/city

Vocabulary: noun (*café*); phrases (*tall buildings, city wall*); shops & products (*café, music shop, newsagent's, clothes shop, baker's, florist's, supermarket, jeweller's, chemist's, tissues, aisle, a bunch of roses, shirt, aspirin, paper, necklace, a loaf of bread*); cardinal directions (*north/east/south/west*)

2b Grammar

34-35

Lesson objectives: To learn about countable/uncountable nouns & quantifiers, to learn about *some/any*, to learn about the partitives, to write a shopping list

2c Skills

36-37

Lesson objectives: To listen and read for gist, to read for specific information, to listen for specific information, to write an email about your house and neighbourhood

Vocabulary: nouns (*block of flats, view, balcony, neighbourhood*); adjective (*five-storey*); adverb (*nearby*); ordinal numbers

2d Grammar

38-39

Lesson objectives: To learn the *present continuous* (affirmative, negative & interrogative)

2e Everyday English

40

Lesson objectives: To act out dialogues practising buying clothes

2f Across Cultures

41

Lesson objectives: To predict content, to listen and read for gist, to practise saying three-syllable words, to write about a popular market or shopping centre

Vocabulary: nouns (*courtyard, fountain, selection, herb, curry powder*)

Fun Time 2

42

Lesson objectives: To consolidate vocabulary attained throughout the module; to do a quiz, to write a quiz, to listen and read a song for specific information

Revision & Evaluation 2

43

Monstertrackers! 1

44-45

What's in this module?

Read the title of the module *Places around us* and ask Ss to suggest what they think it means. Go through the *What's in this module?* list and stimulate a discussion to prompt Ss' interest in the module.



Find the page numbers for

- Explain/Elicit the meaning of any unknown words and then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a street map (p. 31)

What information does a street map include? Do you use a street map to find your places in a town city? How useful do you think they are?

a shopping basket (p. 35)

What is a shopping basket used for? Have you ever used one? Do you do the supermarket shopping?

an email (p. 36, 39)

What is an email? Do you write or receive emails? Are they a good way to communicate with people?

Vocabulary



1 To present places in a city

- Draw Ss' attention to the street map and the names of the shops in it.
- Play the recording. Ss listen and repeat chorally or individually.



2 To read a map and identify locations

Look at the map. Ask Ss to ask and answer questions about locations on the map. Use *there is* and *there are* in the questions and answers and the words from the word list. Continue until all words have been used.

Suggested Answer Key

A: Is there a bank?

B: Yes, there is. Is there a bookshop?

A: Yes, there is. Is there a bakery?

B: Yes, there is. Is there a park?

A: No, there isn't. Is there a circus?

B: No, there isn't. Are there houses?

A: No, there aren't. Are there trees?

B: Yes, there are.

2a



1 To predict the content of the text

- Direct Ss' attention to the pictures (A & B) and the title. Elicit what Ss think the text is about.
- Play the recording. Ss listen and follow the text in their books and check.

Suggested Answer Key

It's about two different cities.



2 To read for specific information

- Explain/Elicit the meaning of the words in the **Check these words** box.
- Allow Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

1 B 2 A 3 B 4 A



3 To read for specific information

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

Answer Key

1 ... pretty houses with big gardens.

2 ... going swimming and going ice-skating.

3 ... ancient city walls, bridges and palaces.

4 ... in the fashionable boutiques.



4 To personalise the topic and express your opinion.

Allow Ss a few minutes to formulate their answers and then ask various Ss to read out their sentences to the class.

Suggested Answer Key

I want to visit **Verona, Wisconsin, USA**, because I can go **ice-skating**. / I want to visit **Verona, Italy**, because **it has got ancient city walls, bridges and palaces**.

Months & Seasons! box



To revise the months and seasons

- Allow Ss a few minutes to complete the box.
- Check Ss' answers.

Module 2

Answer Key

winter: December, January, February

spring: March, April, May

summer: June, July, August

autumn: September, October, November

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

5 To read for gist

- Explain the task and allow Ss some time to read the sentences and match them to the shops.
- Check Ss' answers.

Answer Key

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

Advert collection

- Explain the task and assign it for homework.
- Ss can present their works in the class.

(Ss' own answers)

6 a) To identify places

Ask Ss to identify the places in the photographs.

Answer Key

A supermarket C chemist's
B clothes shop

b) To listen for specific information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

Dialogue 1: B Dialogue 2: C Dialogue 3: A

Guess the place

- Read through the box and explain the task.
- Check Ss' answers.

Suggested Answer Key

A: Would you like sugar with your coffee, sir?

B: No, thank you.

C: You are at a café. etc.

7 Portfolio To write about your town

- Explain the task and brainstorm with Ss for ideas to help them complete the task.
- Draw Ss' attention to the compass and the directions.
- Ss complete the paragraph. Check Ss' answers.

Suggested Answer Key

Timișoara is a **big city** in the **west** of **Romania**. There **are many shops, museums and restaurants in Romania**. There are also **lots of places you can visit**. It's a great place to live in.

2b

1 To present and practise countable/ uncountable nouns & quantifiers

- Ss' books closed. Explain that some nouns can be counted (e.g. eggs, cars, apples, etc) and these are *countable nouns* and some nouns can't be counted (e.g. milk, water, coffee, etc). These are *uncountable nouns*. Explain that we use *a/an* with countable nouns and some with uncountable nouns.
- Ss' books open. Go through the table with Ss.
- Draw Ss' attention to the **Note** box. Explain the difference between *a few/few* and *a little/little*. Write the following sentences on the board: *I've got **a few eggs** to make an omelette.* (Explain that *a few* here means *not many but enough* to make an omelette.) *There were **few people** at the seminar. The room was almost empty.* (*few* here means *not enough people, almost no one*) *I've got **a little time**; we can have a coffee.* (*a little* here means *not much but enough*) *I've got **little time**; I can't come with you.* (*little* here means *not enough, almost no time*)
- Read through the second **Note** box and explain that some nouns are plural in English and they are followed by a plural verb (e.g. *Your new glasses are really nice.*), and some other nouns are always singular and they are followed by a singular verb (e.g. *There isn't any milk left.*).
- Explain the task and read out the example.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

2 some, U 6 an, C 10 some, U
3 some, U 7 some, U 11 some, U
4 some, C 8 an, C 12 a, C
5 some, U 9 some, U

2 To practise using quantifiers

- Explain the task.
- Allow Ss some time to complete the task and then check Ss' answers around the class.

Answer Key

- | | | |
|------------|------------|------------|
| 1 a few | 3 Not many | 5 a little |
| 2 How many | 4 little | 6 How much |

3 To present and practise *some/any*

- Read the first two example sentences aloud and explain that we use *some* in affirmative sentences for plural nouns.
- Then read the third example sentence with *some* and explain that we also use *some* in questions when we want to make an offer/request.
- Read the final two examples with *any*. Explain that we use *any* in negative plural sentences and interrogative plural sentences.
- Ss open their books and read the theory.
- Explain the task and give Ss time to complete it.
- Ss do the task in closed pairs. Check Ss' answers.

Answer Key

- | | | | |
|-----------|---------|---------|--------|
| 1 1) some | 2) some | 3) some | 4) any |
| 2 1) some | 2) any | | |
| 3 1) any | 2) any | 3) some | |

4 To present and revise partitives

- Explain the task and read out the partitives in the list.
- Ss do the task.
- Check Ss' answers.

Answer Key

- | | | | |
|-------|----------|-------|----------|
| 1 box | 3 carton | 5 jar | 7 loaf |
| 2 bag | 4 bottle | 6 can | 8 packet |

5 To practise using partitives

- Explain the task.
- Give them time to write a list then choose some Ss to read their list out.

Suggested Answer Key

- | | |
|--------------------------|-------------------|
| Two bags of sugar | Four cans of cola |
| Two packets of spaghetti | Two jars of jam |
| Two bottles of milk | One loaf of bread |

2c

1 a) To predict the content of the text

- Draw Ss' attention to the **Check these words** box as well as the **Study Skills** box and the picture. Elicit suggestions from Ss around the class.
- Ss do the task in closed pairs.

Suggested Answer Key

It's about a flat.

b) To listen and read for gist

Play the recording. Ss listen and follow the text in their books to see what the email is about.

2 To read for specific information

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

Answer Key

- | | |
|---------|----------------------|
| 1 third | 3 baker's, florist's |
| 2 park | 4 10-minute |

3 To describe an imaginary scene

- Ss think about the scene and use their imagination to describe it to their partners. Monitor the activity around the classroom.
- Then ask various Ss to describe the scene and their feelings to the class.

Suggested Answer Key

The view from the third floor is amazing. I can see the whole neighbourhood. It is nice and quiet and has got a few shops. Next to our building there's a baker's on one side and a florist's on the other. There is also a supermarket and a café.

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

4 To listen for specific information

- Explain the task and direct Ss' attention to the table.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Module 2

Answer Key

	Karen	Patrick
Where?	in a house outside London	in a flat in Rome
How many rooms?	seven/7	five/5
Favourite room?	her bedroom	kitchen

Note box – Ordinal numbers

Read through the box with Ss and elicit answers from Ss around the class.

Answer Key

27 = twenty-seventh

30 = thirtieth

42 = forty-second

56 = fifty-sixth

64 = sixty-fourth

5 To consolidate ordinal numbers

- Explain the task.
- Give Ss time to write the correct ordinal number corresponding to the numbers in brackets.
- Check Ss' answers.

Answer Key

1 first 2 eighth 3 twentieth 4 fourth

- Give Ss time to answer the question for themselves.

Suggested Answer Key

I live on the second floor.

6 To use a brainstorming session to write about your neighbourhood

- Explain the task and allow Ss some time to complete the sentences with ideas from their brainstorming session.
- Check Ss' answers.

Suggested Answer Key

1 small and quiet.

2 house with a garden.

3 big and beautiful.

4 six rooms.

5 cafés and restaurants nearby.

6 a cinema.

7 the music shop.

8 are friendly.

7 Portfolio To write an email about your neighbourhood

- Allow Ss time to complete the task in class. Remind Ss to use their answers in Ex. 6 to help them. Ask various Ss to read out their emails to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Maria,

How are you? I hope you are OK. I'm writing to tell you about my house and neighbourhood. I live in a house with a garden. It is in a small, quiet neighbourhood. My house is big and beautiful. There are cafes and restaurants nearby. There isn't a cinema, though. I really like the music shop and go there almost every week.

Anyway, I've got to go now.

Talk to you later,

Mark

8 ICT To prepare a poster about typical houses

- Explain the task and assign for homework.
- Give Ss time to research online and find pictures showing typical houses.
- Ss show their posters to the class in the next lesson.

(Ss' own answers)

2d

1 To present and practise the present continuous (affirmative)

- Ss close their books. Say: *I am reading now.* Write it on the board. Underline *I am reading*. Explain that this is the *present continuous* tense. Explain that we use the verb *to be* and the main verb + *-ing* to form the affirmative. Explain that we use the *present continuous* to talk about actions which are happening now.
- Ss open their books. Ask Ss to read the table and say how we form the *present continuous*.
- Draw Ss' attention to the spelling rules and elicit further examples.
- Explain the task.
- Ss complete the task. Ask various Ss to read out their sentences to check their answers.

Answer Key

- | | |
|------------------|-----------------|
| 1 are playing | 3 are/'re lying |
| 2 are/'re having | 4 is/'s wearing |

2 To practise using *present continuous*

- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answer.

Answer Key

- | | |
|--------------------|------------------|
| 2 are/'re having | 5 is/'s eating |
| 3 am/'m sitting | 6 is/'s shopping |
| 4 are/'re drinking | 7 is/'s buying |

3 To present and practise using *present continuous* (negative & interrogative)

- Ss close their books. Say, then write on the board: *I am not sleeping now*. Explain that this is the negative form of the *present continuous*. Give examples for all persons and explain that we form the negative form of the *present continuous* with subject pronoun/noun + *am/is/are* + *not* + main verb + *-ing*.
- Say then write on the board: *Am I sleeping now?* Explain that this is the interrogative form of the *present continuous*. Tell Ss that we answer in short form with *Yes/No, I am/am not*.
- Ss open their books. Go through the table with Ss and elicit how we form the *present continuous* negative and interrogative.
- Read out the **Note** box.
- Explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 They are not/aren't watching TV.
- 2 She is not/isn't having breakfast.
- 3 I am/'m not sitting in the garden.
- 4 The sun is not/isn't shining.

4 To form questions and practise the *present continuous*

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

Answer Key

- 2 Are Lucy and Liam watching TV?
No, they aren't. They're drawing.
- 3 Is Tom listening to music?
No, he isn't. He's surfing the Net.
- 4 Is the dog sleeping?
No, it isn't. It's eating the newspaper.
- 5 Is Jane surfing the Net?
No, she isn't. She's doing the washing-up.

5 To practise the *present simple* and *present continuous*

- Ss close their books. Write on the board: *I watch TV in the evening. I am watching TV now*. Elicit the tense of each sentence (*watch*: *present simple*, *am watching*: *present continuous*) and which sentence describes a habit or routine (*first*) and which one describes an action happening now (*second*).
- Ss open their books.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-------------------|------------------------|
| 1 am/'m writing | 6 am/'m having |
| 2 am/'m having | 7 does not/doesn't eat |
| 3 am/'m sitting | 8 is/'s having |
| 4 are/'re waiting | 9 is/'s bringing |
| 5 usually have | |

6 To practise the *present continuous* and *present simple*

- Explain the task and refer Ss to the Word List.
- Allow Ss time to complete the task. Then check Ss' answers.

Suggested Answer Key

We are having an English lesson **now**.
I walk to school **every day**.
We are studying hard **these days**.
She **usually** walks to school.
I **sometimes** eat fish for dinner.
He plays football **on Mondays**.
I'm reading a book **at the moment**.
They **never** eat fish.

Module 2

2e

- 1  To present situational language and memorise sentences
 - Read out the **Note** box.
 - Play the recording with pauses for Ss to repeat chorally or individually.
 - Repeat until memorised.

- 2  To listen and read for specific information
 - Play the recording.
 - Allow Ss time to read the dialogue again and answer the questions in the rubric.

Answer Key

Andy wants to buy a (blue) shirt.
It costs £25.

- 3  To practise role-playing and act out dialogues buying clothes
 - Divide the class into pairs and ask them to take roles and read out the dialogue.
 - Monitor the activity around the class and ask some pairs to act out their dialogue in front of the class.
 - Pay attention to Ss' intonation.

Suggested Answer Key

Salesperson: Hello. How can I help you?

Customer: Hi. I'd like that brown pair of boots in the window.

Salesperson: Great choice! What size are you?

Customer: I'm a size 7.

Salesperson: You're in luck! This is the last size 7. Would you like to try them on?

Customer: Yes, thank you.

.....

Customer: They're great. How much do they cost?

Salesperson: They're £90.

Customer: Great! Here you are.

Salesperson: And here's your change and receipt.

- 4  **ICT** To identify signs in shops
 - Explain the task and assign for homework either individually or in pairs.
 - Check Ss' answers in the next lesson and ask some Ss to present their work in class.

(Ss' own answers)

2f

- 1 a)  To introduce the topic

Elicit an answer to the question in the rubric from various Ss around the class.

Suggested Answer Key

Yes, there is. You can buy fruit, vegetables and flowers there.

- b)  To predict the context of a text
 - Direct Ss' attention to the pictures and ask Ss around the class to describe them.
 - Read out the words in the list. Explain/Elicit the meanings of any unknown words and then elicit which of them Ss think may be found in each market.
 - Play the recording. Ss listen and follow the text in their books and check.

Suggested Answer Key

The market on the left has got a fountain and lots of space. I can see fresh fruit and vegetables for sale. The market on the right has lots of nuts and dried fruit. It seems quite exotic.

Answer Key

The English Market: vegetables, meat, fish, fresh fruit

The Spice Market: red pepper, curry powder, sweets, tea

- Explain/Elicit what the words in the **Check these words** box mean.

- 2  To learn word stress (three-syllable words)

- Allow Ss time to complete the task and check Ss' answers.
- Play the recording. Ss listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary.

Answer Key

- tropical • souvenirs • vegetables • popular • balconies
- tradition • together • exciting • expensive • selection

- 3  **ICT** To personalise the topic and write about a local market

- Explain the task. Refer Ss to the Internet, encyclopedias or other reference books to find information about a local market and complete the task.

- Ask various Ss to present their market to the class.

Answer Key

Obor Market is in Bucharest and it is one of Romania's biggest and oldest street markets. It is a very colourful market. It sells a wide range of fruit and vegetables, fresh meat, spices, wine and fish, as well as street food. It also has flowers and plants, clothes and shoes and home accessories. Prices are reasonable and the quality is excellent. It is open seven days a week from 7 am to 8 pm.

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

Fun Time 2

1 To consolidate vocabulary learnt in the module

- Give Ss time to read the clues and complete the puzzle.
- Check Ss' answers.

Answer Key

- | | |
|---------------|---------------|
| 1 BANK | 4 CHEMIST'S |
| 2 NEWSAGENT'S | 5 SUPERMARKET |
| 3 BOOKSHOP | 6 MUSIC SHOP |

Keyword: BAKER'S

2 To test knowledge learnt in this module / to do a quiz

Explain the task. Allow Ss some time to complete the task. Then, check Ss' answers.

Answer Key

- 1 F 2 T 3 F 4 T 5 F

3 To consolidate vocabulary learnt in this module/to write a quiz

- Explain the task and allow Ss some time to think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. *The Spice Market is in Ireland. (F)*)
- Ss can swap their quiz with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 Wisconsin is in the USA. (T)
- 2 The Spice Market is a very old market in Turkey. (T)
- 3 The English Market in Cork only sells fish. (F)

4 Game

- Split the class in groups.
- Ss play the game as described in the Ss' book.
- The team with the most points wins.

(Ss' own answers)

5 To listen and read for gist

- Play the song. Ss listen and follow the song in their books.
- Elicit answers from Ss around the class.

Answer Key

All the goods are on display, Fresh fruit or herbs and spices, See the colours everywhere

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

6 To give an imaginary description

- Ss work in pairs. Allow Ss some time to write down their dialogues.
- Ask various Ss around the class to read out their dialogues.

Suggested Answer Key

A: Good morning, Sir. How can I help you?
 B: Good morning. I would like to buy one kilo of apples.
 A: Here are you. Would you like anything else?
 B: No, thank you. How much does it cost?
 A: It's £3.5.
 B: Here you are.
 A: Thank you very much. Have a nice day.

Revision & Evaluation 2

1 To consolidate vocabulary learnt in this module

- Give Ss some time to look at the pictures and complete the crossword.
- Then check Ss' answers.

Answer Key

- | | |
|------------------|---------------|
| 1 NEWSAGENT'S | 6 BOOKSHOP |
| 2 FLORIST'S | 7 SUPERMARKET |
| 3 CHEMIST'S | 8 JEWELLER'S |
| 4 BAKER'S/BAKERY | |
| 5 OPTICIAN'S | |

Module 2

2 To consolidate *some/any*

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

Answer Key

- | | | | |
|---------|--------|------------|--------|
| 1 much | 3 any | 5 much | 7 many |
| 2 a few | 4 some | 6 a lot of | 8 any |

3 To consolidate the *present continuous*

- Explain the task. Allow Ss some time to read the sentences and complete the task.
- Check Ss' answers.

Answer Key

- | | |
|------------------------|------------------|
| 1 is/'s working | 4 Is Sam eating |
| 2 Is he sleeping | 5 is/'s studying |
| 3 is not/isn't cooking | |

4 To consolidate using the *present simple* and the *present continuous*

- Explain the task. Allow Ss some time to fill in with the correct tense.
- Check Ss' answers.

Answer Key

- | | |
|-------------------------|------------------------|
| 1 does not/doesn't live | 3 Do the shops open |
| 2 are/'re going | 4 is not/isn't wearing |

5 To practise responding correctly

- Allow Ss some time to read the sentences and choose the correct response.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 b | 3 a | 4 a |
|-----|-----|-----|-----|

Check your progress

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

Monstertrackers! 1

1 To read for gist

Explain the task. Draw Ss attention to the pictures on pp. 44-45 and elicit the answer from various Ss around the class.

Answer Key

The story is about a dinosaur bird, the Ropen, which lives in New Guinea.

2 To read for specific information

- Allow Ss some time to answer complete the task.
- Then, check Ss' answers.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 T | 2 F | 3 T | 4 F | 5 F | 6 T |
|-----|-----|-----|-----|-----|-----|

3 To consolidate using new vocabulary

- Explain the task and allow Ss some time to complete the task.
- Then, check Ss' answers.

Answer Key

- | | | |
|---------|------------|---------|
| 1 bat | 3 light up | 5 paint |
| 2 wings | 4 flies | |

4 To consolidate new vocabulary

- Explain the task and allow Ss some time to complete the summary of the story.
- Then, check Ss' answers.

Answer Key

- | | | |
|-------------|---------|---------|
| 1 are going | 3 comes | 5 looks |
| 2 lives | 4 flies | |

5 To continue a story

- Explain the task and allow some time for Ss to complete it.
- Ask various Ss to read out their answer to the class.

Suggested Answer Key

The Monstertrackers fall on the ground and Jacob invites them all to spend the night at his uncle's house.

Fact or Fiction

Answer Key

- The Ropen hasn't got any feathers. **Fact**
- It eats fish. **Fact**
- It lives in caves. **Fiction**
- Play the video for the Ss and elicit their comments at the end.

Sports & Chores

Topic

In this module Ss will explore the topic of chores and sports

Module page

47

Lesson objectives: To get an overview of the module.

Vocabulary: chores (*clean the windows, do the laundry, cook dinner, walk the dog, take out the rubbish, dust the furniture, lay the table, do the washing-up, tidy my room, make my bed, wash the car, iron my clothes, do the shopping, vacuum the carpet, mop the floor*)

3a Reading

48-49

Lesson objectives: To predict information, to listen and read for specific information, to learn new vocabulary about sports, to practise making invitations & accepting/refusing invitations

Vocabulary: verb & phrase (*attend, raise money*); nouns (*distance, charity, supply*); adjective (*ordinary*); sports (*football, basketball, tennis, ice hockey, badminton, athletics, swimming, rugby, water polo, volleyball, gymnastics, cricket*)

3b Grammar

50-51

Lesson objectives: To learn about the plural form of nouns (regular & irregular nouns), to learn about *can/may*

3c Skills

52-53

Lesson objectives: To listen and read for gist, to read for specific information, to match sentences with pictures, to listen for specific information, to talk about road signs, to join sentences, to research safety

Vocabulary: verb (*protect*); nouns (*helmet, reflector, brake, chain, tyre, headphones, knee pad*)

3d Grammar

54-55

Lesson objectives: learn imperative/Let's, to learn about the genitive ('s)

3e Everyday English

56

Lesson objectives: To listen, read and act out a dialogue asking for information

3f Across Cultures

57

Lesson objectives: To predict content, to listen and read for specific information, to practise pronouncing linking sounds

Vocabulary: verbs (*chew, dye*); phrasal verb (*switch off*); adjective (*tough*)

Fun Time 3

58

Lesson objectives: To consolidate vocabulary attained throughout the module; to do a quiz, to write a quiz, to listen and read a song for specific information

Revision & Evaluation 3

59

Module 3

What's in this module?

Read the title of the module *Sports & Chores* and ask Ss to suggest what they think it means. Go through the *What's in this module?* list and stimulate a discussion to prompt Ss' interest in the module.



Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

road signs (p. 53, 59)

Do you think it's important to know what road signs mean? Do you have road signs like these in your country?

tips to cycle safely (p. 52)

Do you cycle? Do you think it's important to know the tips on how to cycle safely? Do you know any tips?

sports (p. 49)

Which sports are popular in your country? Do you play any sports? Why (not)?

Vocabulary



1 To present vocabulary for chores

- Draw Ss' attention to the pictures and ask various Ss to read out the chore each one shows.
- Play the recording with pauses. Ss listen and repeat chorally or individually.



2 To activate new vocabulary and revise adverbs of frequency

- Revise adverbs of frequency, then ask Ss to tell their partners how often they do the chores.
- Choose various Ss from around the class to tell the rest of the class how often they do the chores.

Suggested Answer Key

I never lay the table.

I sometimes do the washing-up.

I often wash the car.

I usually walk the dog.

I always make my bed.

3a



1 To introduce the topic and to make predictions about a text

- Direct Ss' attention to the pictures and the title and elicit what the child is doing. Elicit a variety of answers as to why he is doing this (*for a competition, charity, etc*).
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

He is walking because he wants to help people.



2 To read for specific information

- Explain/Elicit the meaning of the words in the **Check these words** box.
- Allow Ss some time to read the text again and answer the questions.
- Check Ss' answers.

Answer Key

1 No, he isn't.

2 He's twelve (12) years old.

3 He walks long distances across the USA.

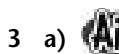
4 It's Red Little Wagon.

5 He stops along the way to plant gardens, visit children, give them schoolbags and play with them.

6 He gives them schoolbags with food and supplies.

7 No, he hasn't.

8 He goes to the Florida Virtual Academy.



3 a) To read for specific information

- Explain the task.
- Give Ss some time to read the text again and fill in the table.
- Check Ss' answers.

Answer Key

NAME	Zach Bonner
AGE	12
NATIONALITY	American
CHARITY	Little Red Wagon
ACTIVITIES	Charity, lessons, homework
SCHOOL	Florida Virtual Academy

b) To think of an alternative title

- Elicit other titles for the text from Ss around the class.

Suggested Answer Key

Children helping children

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

Present Zach

- Allow Ss time to collect the information needed from the text in order to prepare a presentation about Zach.
- Ask various Ss to present Zach to the class.

Suggested Answer Key

This is Zach Bonner, he is only 12 years old and he's from America. He loves helping people in need, that's why he is part of a charity that helps children.

The name of the charity is "Little Red Wagon". Zach has to walk long distances to raise money for is charity. During these walks he stops and visits children who haven't got homes and gives them food and supplies. He even plays with them.

However, Zach always makes time to have his online lessons and do his homework. He attends the Florida Virtual Academy, which is an online school. I hope more children can become like Zach and learn that it's important to help each other.

4 To present vocabulary for sports

Play the recording with pauses, Ss listen and repeat chorally or individually.

5 To practise the use of *do*, *play* and *go* with sports

- Explain the task and refer Ss to their dictionaries to look up the meaning of any unknown words. Allow Ss time to fill in their answers.
- Play the recording for Ss to check their answers.
- Select various Ss to tell the class which sports they enjoy the most.

Answer Key

1 go	3 do	5 play	7 go	9 play
2 go	4 go	6 do	8 do	

6 a) To present the language for making/ accepting/refusing invitations

- Explain the task and ask two pairs of Ss to read the example exchanges aloud.
- Elicit answers to the questions in the rubric.

Answer Key

I'd love to. and That would be great. accept an invitation.

I'd rather not. and I'm sorry but I can't. refuse an invitation.

b) To practise making/accepting/refusing invitations

- Explain the task and choose two Ss to read out the example exchange. Ss make, accept and refuse invitations in closed pairs.
- Monitor the activity around the class and ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *Would you like to go swimming with me?*

B: *I'd love to.*

A: *Would you like to go skateboarding with me?*

B: *I'm sorry, but I can't. I have to study for my History test tomorrow.*

Game

- Explain the task and ask Ss to work in teams miming a sport until a student/some students name it.
- Each correct answer earns a point. The team with the most points wins.

3b

1 To present and practise the plurals

- Read through the theory and the **Note** box.
- Then write on the board: *carpet, mouse, bus, glass, box, toy, family, wife, child*
- Point to different Ss and elicit the plural forms of the nouns (*carpet* → *carpets*, *mouse* → *mice*, *bus* → *buses*, *glass* → *glasses*, *box* → *boxes*, *toy* → *toys*, *family* → *families*, *wife* → *wives*, *child* → *children*).
- Ask Ss to identify the irregular nouns in the list. (*mouse, child*)
- Explain the task and allow one minute for Ss to memorise the pictures.
- Then Ss' close their books.

Module 3

- Ask various Ss to say which pictures they remember and then open their books.

Answer Key

three buses, three paint brushes, two boxes, three leaves, five tomatoes and three mice

2 To practise the plurals

- Explain the task and allow time for Ss to complete it.
- Play the recording for Ss to check their answers.
- Play the recording again for Ss to repeat either chorally or individually.

Answer Key

2 children	9 toys	16 dresses
3 babies	10 lives	17 rooms
4 tables	11 boxes	18 people
5 leaves	12 animals	19 wishes
6 watches	13 cars	20 women
7 carpets	14 feet	
8 mice	15 floors	

3 To practise the plurals

- Explain the task and allow time for Ss to complete.
- Check Ss' answers.

Answer Key

1 people	3 leaves	5 children
2 Babies, hours	4 games	

4 a) To present can/may

- Ask various Ss around the class to read out an example in the theory box.
- Draw Ss' attention to the **Note** box and read the examples.

b) To practise using can/may

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

Answer Key

2 can	4 May	6 May
3 May	5 Can/May	

5 To practise using can/may

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

Answer Key

- May I use the phone, please?
- Can Ann borrow your coat?
- May I go out now?
- Can I watch TV?
- You can play outside with your friends.

6 To practise making polite requests using can/may

- Explain the task and read out the example.
- Allow Ss some time to complete the task in pairs.
- Monitor the activity around the class.
- Then ask various pairs and check Ss answers.

Answer Key

- A: Can I have a glass of water, Mum?
B: Yes, you can.
- A: May I use the school computer?
B: No, you can't/may not.
- A: Can I use your camera?
B: No, you can't.

3c

1 To introduce the topic

Elicit answers to the questions in the rubric from various Ss.

Suggested Answer Key

- Yes, I have./No, I haven't.
- Yes, I do./No, I don't.
- Because it's fun./Because it's hard.

2 To predict the content of the text

- Direct Ss' attention to the pictures and elicit what they know about safe cycling. Draw Ss' attention to the tip in the **Study Skills** box.
- Play the recording. Ss listen and follow the text in their books and check.

Suggested Answer Key

To cycle safely you must wear a helmet, gloves, kneepads, and bright colours. You must respect road signs. You must look after your bike and check it regularly and you mustn't listen to music while cycling.

3 To read for specific information

- Explain/Elicit what the words in the **Check these words** box mean.
- Explain the task.
- Allow Ss some time to read the text again and find the answers to the sentences.
- Check Ss' answers.

Answer Key

- 1 tips
- 2 breaks, chains and tyres
- 3 regularly
- 4 a helmet, gloves and knee pads

4 To read for specific information

- Explain the task.
- Allow Ss some time to read the text again and mark the sentences.
- Check Ss' answers around the class.

Answer Key

- 1 F
- 2 F
- 3 T
- 4 T
- 5 F

5 To match the pictures to sentences in the text

- Explain the task and allow Ss some time to match the sentences to the pictures.
- Check Ss' answers.

Answer Key

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

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

Who cycles safely? Why?

Draw Ss attention to the pictures and elicit answers from around the class.

Answer Key

B, because she is cycling in the countryside, not on the highway.

6 To listen for specific information

- Explain the task. Ask Ss to read the questions and the possible answers to familiarise themselves with the content of the recording.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

- 1 black
- 2 Bingley
- 3 £100
- 4 helmet

Act out a dialogue

- Play the recording again to better memorise the dialogue.
- Ss act out the dialogue in pairs.

7 To practise the negative form of the imperative

- Draw Ss' attention to the signs and elicit where we can see these signs (*in cafés/restaurants, in the underground, on the streets, etc.*).
- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-------------------|-------------------|
| Don't park here. | Don't drive fast. |
| Don't cycle here. | Don't turn left. |
| Do not enter. | |

8 To present road signs

- Explain the task and assign for homework.
- Check Ss' work in the next lesson.

Suggested Answer Key



This sign means 'Don't eat or drink here'.
We can see this sign in museums, libraries or the metro.

9 To practise using connectors

- Direct Ss to the **Note** box and read the theory about connectors to the class.
- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- 1 Ice hockey is fun, **but** sometimes you can get hurt.
- 2 We spend Saturday morning playing football **or** going cycling.
- 3 I can't swim well, **but** I love it.
- 4 He loves playing basketball **because** it helps him stay fit.
- 5 We enjoy going sailing **and** fishing.

Module 3

10 **ICT** To create a leaflet and practise using the imperative

- Explain the task and assign for homework.
- Encourage Ss to use the *How to cycle safely* tips, on p. 52 in their books, as a sample.
- Check Ss' work in the next lesson.

Suggested Answer Key

How to be a safe pedestrian

Walking down the street is something we all do without thinking, but if we are not careful it can be dangerous.

Here are a few tips for pedestrians to keep safe:

- *Look both ways before crossing the street.*
- *Don't cross the street when the red light for pedestrians is on.*
- *Don't wear headphones.*
- *Don't walk in the dark.*
- *Don't use your cell phone for calls and texting.*

11 **Portfolio** To write a short paragraph about how to walk safely

- Allow Ss time to complete the task in class.
- Remind Ss to use the information in Ex. 10 to help them. Ask various Ss to read out their paragraphs to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

(Ss' own answers)

3d

1 To present the imperative/Let's

- Draw Ss' attention to the theory and elicit how the imperative is formed (with the verb but without the subject, the negative imperative is formed with *Do not/Don't* and the verb).
- Write the following on the board to explain the use of the imperative.
Close your books. (instruction)
Be quiet! (order)
Have a biscuit. (offer)
Open the window, please. (request)
- Write *Let's make dinner.* on the board and explain that we use *Let's* to make suggestions.

2 To practise using the imperative

- Explain the task.

- Allow Ss some time to complete the task. Select Ss from the class to read out their answers.

Answer Key

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

Give instructions on how to be safe at the beach

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

Answer key

Be safe at the beach

- *Put on sunscreen.*
- *Don't eat too much before swimming.*
- *Drink lots of water.*
- *Don't litter the beach.*
- *Wear a hat.*
- *Don't throw sand at people.*

3 To practise using the imperative

- Explain the task.
- Allow Ss some time to rewrite the sentences.
- Check Ss' answers.

Answer Key

- 1 *Don't have glass bottles in your bag.*
- 2 *Respect the others.*
- 3 *Don't move during the match.*
- 4 *Don't be rude.*
- 5 *Be on time.*

4 To present the genitive

- Ss close their books. To present the genitive ('s) point to a student's book and say: *This book is Paula's.* Write it on the board. Indicate some desks in the classroom and say: *These are the students' desks.* Write it on the board. Say then write: *I'm Bob and Ann's teacher.* Point to the legs of the chair. Say and write: *These are the legs of the chair.*
- Ss open their books. Ask them to read the theory box, as well as the **Note** box, and match the examples you have written on the board with the examples in the theory. Elicit answers round the class.

5 To practise the genitive

- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|---------------------|--------------|
| 1 boy's | 4 children's |
| 2 men's | 5 lady's |
| 3 roof of the house | 6 women's |

6 To practise the genitive

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

Answer Key

- | | |
|------------------------|------------------------------|
| 1 Alice's car | 4 colour of the dress |
| 2 windows of the house | 5 boys' bikes |
| 3 door of the room | 6 the taste of the chocolate |

7 To practise the genitive and who/whose

- Explain the task and allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|------------------|
| 1 Whose, Tony's | 4 Whose, Mary's |
| 2 Who, girls' | 5 Who, brother's |
| 3 Who, boys' | |

3e

1 a) To practise pronunciation of situational language

Play the recording with pauses. Ss listen and repeat chorally or individually.

b) To listen for specific information

- Ss listen and follow the text in their books and answer the questions.
- Check Ss' answers.

Suggested Answer Key

Jake wants to ask about what time he must be at the camp and what he can bring with him.
Because people must know when they must arrive and what they can or cannot bring to the camp.

2 To read for specific information

- Ss listen and follow the text in their books and answer the questions.
- Check Ss' answers.

Answer Key

- 1 He must arrive at the camp before 4 pm on Sunday.
- 2 He wants to take his mobile phone and his pet spider.
- 3 No, they don't.

3 To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss.

Answer Key

- 1 OK! = **All right!**
- 2 What's your name please? = **Can I have your name please?**
- 3 What can I do for you? = **How can I help you?**

4 To act out a dialogue and consolidate situational language.

- Ask Ss to work in pairs and listen to the dialogue again.
- Monitor the activity around the classroom and ask some groups to act out the dialogue in front of the class.

3f

1 To introduce the topic and predict the content of a text

- Initiate a class discussion about classroom rules and elicit Ss' opinions about other rules around the world.
- Play the recording. Ss listen and follow the text in their books and check.
- Elicit Ss' answers as to what rules they have got in their school.

Suggested Answer Key

In my school we are not allowed to eat, drink, or chew gum in class. I don't think that the rules are the same in schools all around the world.

2 To read for specific information

- Explain/Elicit what the words in the **Check these words** box mean.
- Explain the task.
- Allow time for Ss to complete.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 F | 2 T | 3 T | 4 F |
|-----|-----|-----|-----|

Module 3

3 To pronounce linking sounds

- Allow Ss time to do the task. Then play the recording with pauses for Ss to listen and repeat chorally or individually.
- Check Ss' answers. Play the recording again if necessary.

Suggested Answer Key

- 1 *Can I have an apple?*
- 2 *I am always late for school.*
- 3 *I hope it's OK for Anna to come with us.*
- 4 *How about eight o'clock?*

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

Rules at your school

- Explain the task and give Ss time to complete it.
- Ask various Ss to read out their comments in the class.

(Ss' own answers)

Fun Time 3

1 To practise vocabulary learnt in this module

- Allow Ss some time to read the phrases and complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-------------------------------|----------------------------|
| • take out the rubbish | • clean the windows |
| • do the shopping | • lay the table |
| • cook dinner | • mop the floor |
| • vacuum the carpet | • iron the clothes |

2 To encourage Ss' imagination and creativity

- Explain the task and allow Ss time to choose a phrase and draw a picture of it.
- As Ss to present their drawings and decide on the funniest/cleverest etc.

(Ss' own answers)

3 To test knowledge learnt in this module

- Explain the task. Allow Ss time to read the sentences and mark them true or false.
- Check Ss' answers.

Answer Key

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

4 To consolidate knowledge acquired in the module

- Explain the task and allow Ss time to look through the module and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Give an example [e.g. *Zach Bonner is American. (T)*].
- As an extension, Ss may swap quizzes with their partners and then report back to the class on their partners' questions.

Answer Key

- 1 *Zach Bonner hasn't got a home. (F)*
- 2 *Zach helps people. (T)*
- 3 *You don't need lights on a bike. (F)*
- 4 *You must wear gloves, knee pads and a helmet when cycling. (T)*
- 5 *Students in the UK must use mobile phones in lessons. (F)*

Game

5 To personalise the subject

- Split Ss into teams.
- Explain the task and ask them to perform their mime in front of the class.

6 To listen for specific information

- Play the song. Ss listen and answer the question in the rubric.
- Check Ss' answers.

Suggested Answer Key

Rules are made to keep us safe, make our lives easier, keep us out of trouble and help us be good people.

7 To create an opinion

- Elicit answers from Ss around the class.

Answer Key

Yes, I do./No, I don't.

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

Revision & Evaluation 3

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|----------|--------|--------|
| 1 lay | 3 iron | 5 make |
| 2 vacuum | 4 take | |

2 To practise using can/may

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

Answer Key

- | | | |
|---------|-------|-------|
| 1 can't | 3 May | 5 Can |
| 2 Can | 4 can | |

3 To practise using the imperative form

- Direct Ss to look at the pictures and the verbs in brackets.
- Explain the task.
- Allow Ss some time to complete it and check Ss' answers.

Answer Key

- | | |
|--------------|---------------|
| 1 Stop | 4 Don't turn |
| 2 Don't park | 5 Don't cycle |

4 To practise the genitive

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

Answer Key

- Who's Tony? He's John and Mary's cousin.
- Sam is Laura's husband.
- Mark is Ann's teacher.
- Peter is the girl's uncle.
- These are the men's hats.

5 To practise completing exchanges

- Explain the task and allow Ss some time to complete.
- Check Ss' answers.

Answer Key

- How can I help you?
- I'm afraid not.
- Can I have
- I see
- Can I bring

Check your progress

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

Legends

Topic

In this module Ss will explore the topic of famous people; jobs and nationalities and mythical creatures

Module page

61

Lesson objectives: To get an overview of the module

Vocabulary: famous people (*painter, actor, footballer, singer, director, writer, actress*); nationalities (*Italian, Egyptian, Chinese, Hungarian, American, German, British*)

4a Reading

62-63

Lesson objectives: To listen and read for specific information, to recall information from the text, to compare information, to learn new vocabulary about mythical creatures; to do a project.

Vocabulary: nouns (*ashes, beast*); adjective (*golden*); phrase (*burst into flames*); mythical creatures (*hippogriff, unicorn, Cyclops, dragon, phoenix*); animal characteristics (*a thick mane, a single eye, a horn, a long tail, sharp claws, a beak, big wings, sharp teeth, long feathers*)

4b Grammar

64-65

Lesson objectives: To learn about the past form of the verb *to be (was/were)*, to pronounce strong and weak forms and to learn *there was/there were*

4c Skills

66-67

Lesson objectives: To listen and read for specific information, to practise talking about appearance and character, to listen for specific information, to write a short paragraph about yourself

Vocabulary: verbs (*join, fight*); nouns (*army, sword, emperor, hometown*); appearance (*Hair: curly, straight, long, dark, fair, Lips: thin, full, Face: round, thin, long, Nose: wide, long, big, small, Height: tall, medium-height, short, Age: old, middle-aged, young, Weight: plump, overweight, well-built, slim, thin*); character (*patient ≠ impatient, serious ≠ funny, stupid ≠ clever, hardworking ≠ lazy, cowardly ≠ brave, honest ≠ dishonest*)

4d Grammar

68-69

Lesson objectives: To learn about *could* (ability in the past), to learn about the *past simple* (regular verbs, affirmative)

4e Everyday English

70

Lesson objectives: To listen, read and act out a dialogue describing a film

4f Across Cultures

71

Lesson objectives: To listen for specific information, to present a famous person

Vocabulary: nouns (*series, copy, merchant*); adverb (*worldwide*); phrase (*fantasy story*)

Fun Time 4

72

Lesson objectives: To consolidate vocabulary attained throughout the module; to do a quiz, to write a quiz, to listen and read for specific information

Revision & Evaluation 4

73

Monstertrackers! 2

74-75

What's in this module?

Read the title of the module *Legends* and ask Ss to suggest what they think it means. Go through the *What's in this module?* list and stimulate a discussion to prompt Ss' interest in the module.



Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

mythical creatures (p. 62, 63)

Do you know what a mythical creature is? Can you name any? Are there any mythical creatures from your country?

an actor's biography (p. 71)

Do you know anything about an actor's life?

Vocabulary



1 To identify famous people, jobs and nationalities

- Draw Ss' attention to the pictures and ask various Ss to read out the names, countries and dates for each person.
- Explain/Elicit the meanings of any unknown words and read out the example, then Ss match the people to what they were.

Suggested Answer Key

Wolfgang Petersen was a German director.

Leonardo da Vinci was an Italian painter.

Omar Sharif was an Egyptian actor.

Miklós Fehér was a Hungarian footballer.

Elvis Presley was an American singer.

Elizabeth Taylor was an English actress.

Bruce Lee was a Chinese actor.



2 To talk about famous people, jobs and nationalities

- Draw Ss' attention to the **Study Skills** box on p. 61
- Explain that we read years before 2000 by splitting them into two numbers (e.g. 1450 = fourteen fifty, 1899 = eighteen ninety-nine).
- Ask two Ss to read out the example exchange then Ss ask and answer in pairs. Monitor the activity around the class.
- Explain that, when a date is BC, we count down to zero to go forwards in time.

Suggested Answer Key

2 A: *When was Wolfgang Petersen born?*

B: *In 1941. When did he die?*

A: *In 2022. Where was he from?*

B: *Germany.*

3 A: *When was Leonardo da Vinci born?*

B: *In 1452. When did he die?*

A: *In 1519. Where was he from?*

B: *Italy.*

4 A: *When was Omar Sharif born?*

B: *In 1932. When did he die?*

A: *In 2015. Where was he from?*

B: *Egypt.*

5 A: *When was Miklós Fehér born?*

B: *In 1979. When did he die?*

A: *In 2004. Where was he from?*

B: *Hungary.*

6 A: *When was Elvis Presley born?*

B: *In 1935. When did he die?*

A: *In 1977. Where was he from?*

B: *The USA.*

7 A: *When was Elizabeth Taylor born?*

B: *In 1932. When did she die?*

A: *In 2011. Where was she from?*

B: *The UK.*

8 A: *When was Bruce Lee born?*

B: *In 1941. When did he die?*

A: *In 1973. Where was he from?*

B: *China.*

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



3 ICT To make a collage

- Explain the task and assign for homework.
- Ss present their collages in the class in the next lesson.

(Ss' own answers)

4a



1 To introduce the topic and stimulate interest in the text

- Draw Ss' attention to the two pictures and answer the questions.
- Ask various Ss around the class for their answers.
- Play the recording. Ss listen and follow the text in their books and find out the answers to the questions in the rubric.

Module 4

Answer Key

half human and half horse: the centaur

human head: the centaur

long tail and sharp beak: the phoenix

2 To read for specific information

- Read out the **Study Skills** box.
- Explain/Elicit what the words in the **Check these words** box mean.
- Allow Ss some time to read the text carefully and answer the questions.
- Check Ss' answers.

Answer Key

1 F 2 T 3 T 4 F 5 T

3 To recall information

- Direct Ss to close their books.
- Ask different Ss from the class to recall two things they remember from each text.

Answer Key

Centaurs were half human and half horse.

Chiron was an astronomer and a teacher of medicine.

The phoenix was from India and Egypt.

The phoenix could be born again from its ashes.

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

4 To consolidate information from a text

- Allow Ss a couple of minutes to review the text in Ex. 1.
- Read out the short text about the Harry Potter books and the **Note** box.
- Then ask various Ss around the class to tell the differences between the creatures in the Harry Potter books and the same creatures in mythology.

Answer Key

The centaurs in mythology were wild dangerous beasts. The centaurs in the Harry Potter books were intelligent and could see the future. Both types of centaurs lived in the forest and both had one special centaur who was a teacher. The phoenix in mythology and the phoenix in the 'Harry Potter' books were not different at all. They could burst into flames and be born again from the ashes.

Background Information

J.K. Rowling was born Joanne Rowling on 31st July 1965 in England. She is an author and the creator of the Harry Potter series of books about a boy wizard. The books are very popular and have also been made into films.

5 To introduce vocabulary of mythical creatures

- Draw Ss' attention to the pictures and ask various Ss to read out the name of each creature.
- Play the recording with pauses. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from Ss around the class.

6 a) To present vocabulary of animal characteristics

- Go through the characteristics in the list and explain/elicite the meanings of any unknown words.
- Play the recording with pauses. Ss listen and repeat chorally or individually and point to each characteristic as it is mentioned.

Answer Key

a thick mane: unicorn, hippogriff

a single eye: Cyclops

a horn: unicorn, dragon

a long tail: unicorn, phoenix, dragon, hippogriff

sharp claws: hippogriff, phoenix, dragon

a beak: hippogriff, phoenix

big wings: dragon, hippogriff

sharp teeth: dragon

long feathers: hippogriff, phoenix

b) To consolidate vocabulary through description

Elicit which beasts look like the animals in the list.

Answer Key

a horse: unicorn, hippogriff

a huge snake: dragon

a giant: Cyclops

an eagle: phoenix, hippogriff

7 To prepare a short presentation on mythical creatures

- Explain the task and read out the example to the class.

- Ask Ss to use the Internet or reference books to collect information for their presentation. Encourage Ss to use pictures to illustrate their project.
- Assign the task for HW and check Ss' answers in the next lesson by asking various Ss to present their projects to the class.

Suggested Answer Key

Unicorns were very strong and beautiful creatures. They could run very fast and no one could catch them.

8 To prepare a project

- Explain the task and assign for homework.
- Check Ss' answers in the next lesson.

(Ss' own answers)

4b

1 To present the *past simple* of the verb 'to be' – *was/were* (affirmative & negative)

Explain that *was/were* is the past simple form of the verb *to be*. Go through the table and the **Note** box with Ss and read out all the persons. Ss fill the gaps and then elicit when we use *was/were*.

Answer Key

1 was 2 were 3 weren't

2 To practise the *past simple* of the verb 'to be' – *was/were* (affirmative)

Ss fill in the correct word. Check Ss' answers.

Answer Key

1 were 3 were 5 was
2 was 4 was

3 To practise the *past simple* of the verb *to be* – *was/were* (negative)

- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Ask various Ss to read their answers out to the class.

Answer Key

2 Centaurs were not/weren't friendly.
3 Cyclops were not/weren't small.
4 Dragons were not/weren't evil.
5 Unicorns were not/weren't dangerous.
6 The hippogriff was not/wasn't a snake.

4 To practise the pronunciation of strong & weak forms

- Explain the task.
- Instruct Ss to read the table. When they have finished, read the table out to them and ask Ss to repeat chorally or individually.
- Check Ss' answers.

Answer Key

weak form: John *was* at school yesterday.

The books *were* on the floor.

strong form: Was the film good?

Were they at the gym?

5 To present and practise the *past simple* of the verb *to be* – *was/were* (interrogative & short answers)

- Go through the table with Ss and read out all the persons.
- Explain the task and read out the example.
- Ss complete the task. Check Ss' answers.

Answer Key

2 Were centaurs half human and half horse? Yes, they were.
3 Was the Cyclops beautiful? No, it wasn't. It was ugly.
4 Was the phoenix a bird? Yes, it was.
5 Were centaurs wild? Yes, they were.

6 a) To present and practise *there was/there were*

- Point out that *there was/there were* is the *past simple* of *there is/there are* and that the same rules apply.
- Read out the **Note** box.
- Direct Ss to look at the pictures.
- Read out the example and allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

2 Was there a phoenix in the green box? No, there wasn't. There was a book in the green box.
3 Was there a centaur in the blue box? No, there wasn't. There was a hippogriff in the blue box.
4 Were there three horses in the purple box? No, there weren't. There were three unicorns in the purple box.

Module 4

b) To practise using *there was/there were*

- Explain the task.
- Allow Ss time to complete the task.
- Ask Ss from around the class to read out their answers.

Suggested Answer Key

There was a park in my neighbourhood 50 years ago, but there weren't any restaurants. There weren't many blocks of flats in my neighbourhood 50 years ago, but there were houses.

4c

1 a) To introduce the topic and stimulate interest in the text

- Direct Ss' attention to the picture and ask if they know anything about this person.
- Write any information on the board.

Suggested Answer Key

I know that Hua Mulan was a Chinese woman.

b) To stimulate interest in the text and to listen and read for specific information

- Elicit a variety of questions from the class and write three of them on the board.
- Play the recording. Ss listen and follow the text in their books and check if the questions were answered.

Suggested Answer Key

When was she born? In the fifth century.

Where was she born? In China.

What could she do? She could fight with a sword.

2 To read for specific information

- Explain/Elicit what the words in the **Check these words** box mean.
- Allow Ss some time to read the texts and mark the sentences.
- Check Ss' answers.

Answer Key

- 1 T
- 2 F (*She was born in the fifth century.*)
- 3 F (*Her father was too old.*)
- 4 T
- 5 T
- 6 F (*There is a statue of her in her hometown.*)

3 a) To make verb/noun phrases

- Ss match the verb phrases to the noun phrases.
- Then Ss translate into L1 equivalent.
- Check Ss' answers.

Answer Key

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

b) To summarise a text

- Allow Ss time to make a summary of the text using examples from the previous exercise.
- Ask various Ss around the class to present their summary.

Suggested Answer Key

Hua Mulan was born in the fifth century. She could fight with a sword. She was in the army for ten years. She returned home on a horse which was a present from the emperor. At home, her friends from the army were surprised to see Mulan was a woman. There is a statue of her in her hometown.

c) **ICT** To create and present a collage

- Explain the task and assign for homework.
- Ss' present their work in the next lesson.

(Ss' own answers)

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

4 a) To present vocabulary to describe appearance

- Read the table and explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

Hair: wide

Height: slim

Lips: fair

Age: small

Face: green

Weight: wavy

Nose: tall

b) To use vocabulary to describe a picture

- Read the **Note** box out loud. Then, direct Ss to look at the picture of Hua Mulan on page 66.
- Allow Ss time to complete the task and then ask some Ss to present their answers.

Suggested Answer Key

Hua Mulan has got straight dark hair. She has got full lips and a long nose. She is young and slim.

5 To present vocabulary to describe character

- Read out the **Study Skills** box.
- Explain the task and explain/ elicit the meaning of the adjectives in bold. Ss complete the sentences.
- Check Ss' answers.

Answer Key

1 impatient	3 clever	5 brave
2 funny	4 lazy	6 honest

6 To listen for specific information

- Explain the task and play the recording.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 Dave	3 Bill	5 Ann
2 Helen	4 Jim	

7 Portfolio To personalise the topic and use vocabulary in context to describe yourself

- Explain the task.
- Allow Ss some time to complete then ask different Ss to read out their paragraph to the rest of the class.

Suggested Answer Key

I'm Joe and I'm from England. When I was six years old, I was slim and my hair was long. I was very brave and clever.

Describe family members

- Explain the task and ask Ss to work in pairs.
- Give Ss time to complete the task and ask various pairs to read out their answers in front of the class.

Suggested Answer Key

A: What does your dad look like?
 B: He's tall and slim.
 A: What is he like?
 B: He is serious and brave.

4d

1 To present could (ability)

Ss read the table and the **Note** box. Check Ss' comprehension by asking various Ss to give example

sentences of things they could do when they were young (e.g. *I could ride a bike when I was six.*) and then expand on this to cover all forms (e.g. *Could you ride a bike when you were five? No, I couldn't. Could you ride a bike when you were seven? Yes, I could.* etc).

2 To practise could (ability)

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 could	3 could	5 couldn't
2 couldn't	4 couldn't	

3 To talk about past abilities

- Direct Ss to split into pairs.
- Explain the task and read out the example.
- Monitor the class and then ask various Ss to read their answers out in front of the class.

Suggested Answer Key

A: *Could you swim at the age of five?*
 B: *Yes, I could./No, I couldn't.*

A: *Could you run fast at the age of five?*
 B: *Yes, I could./No, I couldn't.*

A: *Could you ride a bicycle at the age of five?*
 B: *Yes, I could./No, I couldn't.*

A: *Could you play football at the age of five?*
 B: *Yes, I could./No, I couldn't.*

A: *Could you cook at the age of five?*
 B: *Yes, I could./No, I couldn't.*

A: *Could you draw at the age of five?*
 B: *Yes, I could./No, I couldn't.*

A: *Could you read at the age of five?*
 B: *Yes, I could./No, I couldn't.*

4 To personalise the topic

- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Suggested Answer Key

When I was six years old, I could swim and draw, but I couldn't read or cook.

Module 4

5 To present the *past simple* – regular verbs (affirmative)

- Ss close their books. Present the past simple. Say then write on the board: *I worked hard yesterday*. Underline *worked* and explain that this verb is in the past simple. Point to a S and say: *You worked hard yesterday*. Then write it on the board. Point to a male S and say: *He worked hard 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* add *-ied*), *travel – travelled* (verbs ending in vowel + *l, p, k, b*, etc double the consonant and add *-ed*).
- Ss open their books. Read out the theory.

6 To practise the *past simple* affirmative

- Explain the task and read out the *Study Skills* box and the example.
- Allow Ss some time to complete the task.
- Choose different Ss to read out their answers then as a class read all the verbs out chorally.

Answer Key

-d	-ed	-ied
<i>loved, arrived, used</i>	<i>wanted, stayed, asked, grabbed</i>	<i>cried, buried, copied, carried</i>

7 To practise the *past simple* – regular verbs (affirmative)

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers by reading the text aloud and eliciting the missing verb forms from various Ss around the class. Check correct spelling on the board.

Answer Key

1 <i>discovered</i>	5 <i>stayed</i>	9 <i>died</i>
2 <i>started</i>	6 <i>returned</i>	10 <i>buried</i>
3 <i>sailed</i>	7 <i>treated</i>	
4 <i>reached</i>	8 <i>rewarded</i>	

4e

1 a) To identify the context of a dialogue and practise pronunciation

- Explain the task.
- Play the recording.
- Ss say/repeat the sentences and say what they think the dialogue is about.

Answer Key

It's about a film.

b) To listen for gist

- Play the recording.
- Ss listen and follow the text in their books.

2 To read for specific information

Allow Ss time to read the dialogue again and complete the task. Then check their answers.

Answer Key

1 F 2 T 3 F 4 T

Background Information

Timothée Hal Chalamet was born on December 27th 1995 in New York. He is an American and French actor nominated for an Academy Award, three Golden Globe Awards, and three BAFTA Film Awards. Chalamet began his career as a teenager in television, appearing in the drama series *Homeland* in 2012.

Hugh Grant was born on September 9th, 1960, in Hammersmith, London, United Kingdom. He is a British actor who started as a charming romantic man and ended up a more dramatic character actor. In the past, he received a British Academy Film Award, a Golden Globe Award, and an Honorary César. He first appeared in a student film, *Privileged*, in 1982.

3 To learn synonymous phrases

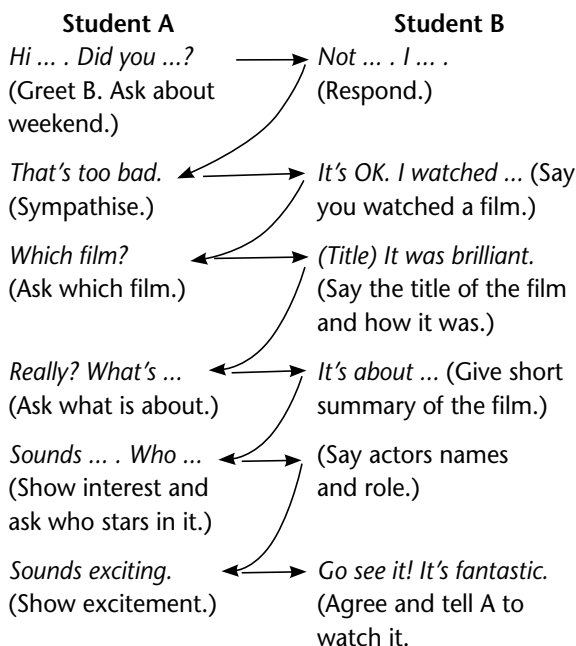
- Read out the phrases.
- Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

- How was your weekend?*
- I'm sorry about that.*
- Sounds exciting.*
- Who stars in it?*

4 To practise role-playing

- Explain the task.
- Remind Ss that they can use the dialogue in Ex. 2 as a model, and their ideas to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board.



Suggested Answer Key

A: Hi Chris. Did you enjoy your weekend?
 B: Not really. I had a lot of homework.
 A: That's too bad.
 B: It's OK. I watched a really good film.
 A: Which film?
 B: Elemental. It was brilliant.
 A: Really? What's it about?
 B: It's about two elements water and fire that fall in love.
 A: Sounds really good. Who stars in it?
 B: Leah Lewis who plays Ember and Mamoudou Athie who plays Wade.
 A: It sounds exciting
 B: Go see it! It's fantastic.

Watch promo videos of films and tell a short summary

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

(Ss' own answers)

4f

1 To introduce the topic

- Draw Ss' attention to the **Note** box. Then, read and explain the task.
- Allow Ss one minute to write down as many professions as they can think of.
- Ss check their lists with their partners' and then ask different Ss to read out their lists to the class. Elicit which, if any, are related to the Arts.

Suggested Answer Key

artist, doctor, pilot, nurse, footballer, hairdresser, photographer, vet, etc.

2 To predict the content of a text

- Direct Ss' attention to the pictures and elicit what they know about the people in them. Read the questions in the rubric aloud and elicit answers or guesses from Ss around the class.
- Play the recording. Ss listen and follow the text in their books and check if their answers or guesses were correct.

Suggested Answer Key

J.K. Rowling is English. She wrote the Harry Potter books.
 Omar Sharif was Egyptian. He was an actor.
 J.K. Rowling was born in England.
 Omar Sharif was born in Egypt.
 Omar Sharif was an actor.
 J.K. Rowling is a writer.
 Omar Sharif's most famous role was Doctor Zhivago.
 J.K. Rowling's most famous work is Harry Potter.

- Explain/Elicit what the words in the **Check these words** box mean.
- Read out the **Did you know?** box.

3 To write a short article about an actor or writer in your country or another country

- Explain the task and tell Ss they can use the Internet or reference books to find the information they need.
- Assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Sebastian Stan is a famous Romanian-American actor. He was born in Constata, Romania on 13th August 1982. His most famous films and series he started in are The Covenant, Captain America and Once Upon a Time. He also plays the piano and loves astronomy.

Module 4

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

Fun Time 4

1 To practise *past simple* structures and consolidate information learnt in this module

- Explain the task.
- Allow Ss time to write down the sentences.
- Check Ss' answers.

Answer Key

- 1 I was born in Florence, Italy.
- 2 The Last Supper is one of my favourite paintings.
- 3 I was also a very talented musician.
- 4 I invented a lot of things, including a type of helicopter!
- 5 I could paint with one hand and write with the other!

2 To test knowledge learnt in this module

- Explain the task. Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

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

3 To consolidate vocabulary learnt in the module

- Explain the task and allow Ss time to look through the module and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. [*Hua Mulan wasn't from China. (F)*]
- As an extension, Ss may swap quizzes with their partners and then report back to the class on their partners' questions.

Suggested Answer Key

- 1 Elvis Presley was American. (T)
- 2 Omar Sharif was a painter. (F)
- 3 Centaurs were half human and half unicorn. (F)
- 4 Hua Mulan was in the army. (T)
- 5 J.K. Rowling writes fantasy books. (T)

4 To prepare a project

- Explain the task and assign for homework.
- Check Ss' projects in the next lesson.

(Ss' own answers)

5 a) To read for cohesion and coherence

- Go through the list of words.
- Explain/Elicit their meaning.
- Ss complete the gaps.
- Play the song. Ss listen and check their answers.

Answer Key

1 changes	5 paint	9 ignore
2 come	6 invent	10 find
3 remember	7 grow	
4 fulfil	8 take	

b) To read for specific information

- Allow Ss time to read the song again and find the answer.
- Ask various Ss to read their answers out to the class.

Suggested Answer Key

According to the singer, someone can be a part of history by being an artist, a scientist or an inventor and by following your dreams.

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

Revision & Evaluation 4

1 To consolidate vocabulary learnt in the module

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 impatient	4 stupid	7 thin
2 dishonest	5 serious	8 short
3 lazy	6 cowardly	9 young

2 To practise making verb/noun phrases

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

Answer Key

1 b 2 e 3 a 4 c 5 d

3 To practise using *was/wasn't, were/weren't*

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Module 4

Answer Key

- | | | |
|----------|--------|-----------|
| 1 wasn't | 3 was | 5 weren't |
| 2 was | 4 were | |

4 To practise using *could*

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|------------|---------|------------|
| 1 Could | 3 could | 5 couldn't |
| 2 couldn't | 4 Could | 6 could |

5 To practise using the *past simple*

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-------------|---------|
| 1 watched | 3 listened | 5 baked |
| 2 played | 4 travelled | |

6 To complete exchanges

- Explain the task.
- Allow Ss time to complete.
- Check Ss' answers.

Answer Key

- 1 It was brilliant.
- 2 Go see it! It's fantastic.
- 3 How was your weekend?
- 4 Who stars in it?
- 5 What did you watch?

Check your progress

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

Monstertrackers! 2

1 To predict content and listen for gist

- Explain the task. Ss look at the pictures and answer.
- Check Ss' answers.
- Then play the recording.

Answer Key

It's about giant spiders.

2 To read for specific information

- Explain the task.
- Allow time for Ss to answer the questions.
- Check Ss' answers.

Answer Key

- 1 She's from Venezuela.
- 2 There are giant spiders in the Amazon forest.
- 3 Because he hates spiders.
- 4 A huge spider's web.
- 5 Very big.

3 To match pictures with words

- Explain the task. Ss look at the pictures and do the task.
- Check Ss' answers.

Answer Key

- | | | |
|------------|----------|-----------|
| 1 spider | 4 forest | 7 hammock |
| 2 curtains | 5 hate | 8 web |
| 3 hut | 6 jungle | |

4 To complete a summary

- Explain the task. Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|------------|----------|
| 1 forest | 4 hammock | 7 jungle |
| 2 hut | 5 curtains | 8 hates |
| 3 spiders | 6 web | |

Fact or Fiction

Answer Key

*There are really giant spiders in Venezuela. They eat birds, snakes and rats. **Fact***

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

Let's have fun

Topic

In this module Ss will explore the topic of UK/USA festivals/celebrations, party time, holiday greetings a wishes and music.

Module page

77

Lesson objectives: To get an overview of the module

Vocabulary: UK/USA festivals/celebrations (*eat a traditional meal, wear masks and costumes, watch a street parade, children hunt for eggs, open presents, give chocolates, paint their faces and wear green clothes, light a fire and watch a fireworks display*)

5a Reading

78-79

Lesson objectives: To predict the content of the text, to listen and read for specific information, to talk about the main idea of the text, to learn new vocabulary about party time, to write an email

Vocabulary: nouns (*icing, bean*); adjectives (*colourful, oval*); party time (*[let off] fireworks, [make] a birthday cake, [hire] a band, [bring] presents, [put up] balloons/banners, [light] candles, [throw] streamers, [wear] hats, [hire] a juggler, [watch] a clown, [buy] pizzas/sweets, [make] burgers/sandwiches*)

5b Grammar

80-81

Lesson objectives: To learn about the *past simple* – irregular verbs (affirmative), to learn about the *past simple* – regular/irregular verbs (negative)

5c Skills

82-83

Lesson objectives: To listen and read for gist, to read for specific information, to identify types of texts, to practise saying holiday greetings and wishes, to listen for specific information, to practise using SMS language

Vocabulary: verbs (*invite, join, forget*); adjective (*annual*)

5d Grammar

84-85

Lesson objectives: To learn about the *past simple* regular/irregular verbs (*interrogative & short answers*)

5e Everyday English

86

Lesson objectives: To listen, read and act out a dialogue describing a music event, to describe a past event, to practise using intonation

5f Across Cultures

87

Lesson objectives: To predict content, to listen and read for specific information, to write about spring festivals

Vocabulary: verb (*match*); nouns (*sunshine, scarecrow, float, mural, map*); adverb (*outdoors*); phrase (*clue sheet*)

Fun Time 5

88

Lesson objectives: To consolidate vocabulary attained throughout the module; to do a quiz, to write a quiz, to listen and read a song for specific information

Revision & Evaluation 5

89

What's in this module?

Read out the title of the module *Let's have fun* and ask Ss to suggest what they think it means. Go through the *What's in this module?* list and stimulate a discussion to prompt Ss' interest in the module.



Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask some questions to check Ss' understanding.

Answer Key

an email (pp. 79, 82, 85)

Do you write emails? How often? Who to? Why (not)?

a Spring Festival (p. 87)

What do you do at a Spring Festival?

an invitation card (p. 82, 83)

Do you send invitation cards? Why (not)? What for? Who to?

Vocabulary

1 To practise using the UK/USA festivals/celebrations vocabulary

Explain the task and read out the example. Elicit the remaining answers from Ss around the class.

Suggested Answer Key

They wear masks and costumes.

They watch a street parade.

They hunt for eggs.

They open presents.

They give chocolates.

They paint their faces and wear green clothes.

They light a fire.

They watch a fireworks display.

2 To prepare and present a poster

- Explain the task and assign for homework.
- Various Ss present their projects in the class in the next lesson.

(Ss' own answers)

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

5a

1 a) To predict the content of the text

- Direct Ss' attention to the title and the picture.
- Allow them two minutes to read the introduction and the first sentence in the text.
- Check Ss' answers.

Answer Key

It's about the Mardi Gras Festival in New Orleans.

b) To formulate a question

- Ask Ss to think of a question about Mardi Gras that they would like to answer.
- Play the recording. Ss listen and follow the text in their books and check if their questions were answered.

Suggested Answer Key

What do people do at Mardi Gras? They have parades, wear colourful costumes and carnival masks and dance in the streets to music. They also eat King Cake.

Background Information

New Orleans is a large multicultural city in the state of Louisiana, USA. It is famous for its Mardi Gras Festival every year. It is one of the oldest cities in the USA. It gets its name from Phillippe II, Regent of France, Duc d'Orleans and has strong French connections.

2 a) To read for specific information

- Explain/Elicit what the words in the **Check these words** box mean.
- Read out the **Did you know?** box.
- Allow Ss some time to read the text again and answer the questions.
- Check Ss' answers.

Answer Key

1 *They celebrate it in New Orleans.*

2 *It's in February.*

3 *She danced and tried the King Cake.*

4 *He/She buys the cake the next time.*

b) To identify the main idea of a text

Ask different Ss' their answer.

Answer Key

To talk about Mardi Gras.

Module 5

c) To recognise past forms

- Explain the task. Ss go through the text again and circle all the past forms.
- Elicit answers from Ss.

Answer Key

enjoyed, was, were, were, was, danced, tried, were

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

3 To introduce party time vocabulary

- Draw Ss' attention to the pictures.
- Play the recording with pauses. Ss listen and repeat chorally or individually.

4 To talk about party time

- Explain the task and ask Ss to use the party time activities in Ex. 3.
- Read out the example.
- Allow Ss some time to complete the task.
- Ask various Ss to read their answers out to the class.

Suggested Answer Key

We usually put up balloons.

We usually buy pizzas.

We usually hire a band.

We usually light candles.

5 Portfolio To write an email about a birthday party

- Explain the task.
- Inform Ss they can use the party time activities in Ex. 3.
- Allow some time to complete the task.
- Check Ss' answers.

Suggested Answer Key

Hi Jason,

I had a great time at my birthday party. It was fun. I had burgers and a birthday cake. I also had a juggler. I was very excited.

Write soon,

Amanda

Fancy dress party poster

- Explain the task and assign it for homework.
- Ss show their posters in the class in the next lesson.

(Ss' own answers)

5b

1 To present the past simple – irregular verbs (affirmative)

- Explain that irregular verbs don't take -ed in the past simple, but they have their own past forms, which Ss must learn. Refer Ss to the irregular verbs list at the back of their books and advise them to study it and learn the irregular forms.
- Read out the theory.

Answer Key

No, we don't.

2 To practise the past simple – irregular verbs (affirmative)

- Explain the task.
- Allow Ss some time to complete the task.
- Refer Ss to the irregular verbs list at the end of their books.
- Check Ss' answers.

Answer Key

1 d	5 b	9 g	13 k
2 h	6 n	10 o	14 e
3 m	7 c	11 j	15 f
4 p	8 l	12 a	16 i

3 To practise the past simple – irregular verbs (affirmative)

- Explain the task.
- Draw Ss' attention to the verbs in brackets.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 went, I	5 climbed	9 listened
2 prepared	6 pulled	10 had, I
3 put, I	7 took, I	
4 were, I	8 saw, I	

4 To present the past simple – regular/irregular verbs (negative)

- Ss close their books. Say, then write on the board: *I did not/didn't work yesterday. She did not/didn't work yesterday.* Underline *I did not/didn't* in the first sentence and *She did not/didn't* in the second sentence. Explain that we use *did not/didn't* in all persons to form the negative of the past simple. Point out that the verb is the same in all persons.

- Ss open their books, read out and complete the theory.
- Check Ss' answers.

Answer Key

did not/didn't

5 To practise the *past simple* – regular/irregular verbs (negative)

- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 2 They did not/didn't wear jeans. They wore costumes.
- 3 The boys did not/didn't play tennis. They played a game.
- 4 The girls did not/didn't watch TV. They danced.
- 5 They did not/didn't eat sandwiches. They ate pizza.
- 6 They did not/didn't drink coffee. They drank cola.

6 To practise the *past simple* – regular/irregular verbs

- Explain the task.
- Draw Ss' attention to the verbs in brackets.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------|------------------------|
| 1 went, I | 6 did not/didn't take |
| 2 had, I | 7 did not/didn't bring |
| 3 were, I | 8 let off, I |
| 4 danced | 9 enjoyed |
| 5 sang, I | |

7 To practise using the *past simple* – regular/irregular verbs (affirmative & negative)

- Explain the task.
- Allow Ss some time to complete the task.
- Select various Ss to read their answers out to the class.

Suggested Answer Key

I went to school. I didn't go to the park.
I did my homework. I didn't do the washing-up.
I had lunch. I didn't read a book.

5c

1 a) To predict the content of the text

- Direct Ss' attention to the title and the texts.
- Explain the task and give Ss time to complete it.
- Play the recording. Ss listen and follow the text in their books and check their answers.

Suggested Answer Key

I think the texts are about different kinds of parties that people are organising. They are inviting their friends.

b) To identify text types

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

Answer Key

Text 1 is a card. Text 3 is an email.
Text 2 is a poster. Text 4 is a text message.

2 To read for specific information

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

Answer Key

1 F 2 T 3 F 4 T 5 T

3 To read for specific information

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

Answer Key

Laura's birthday party is on 13th May, at 8 pm, at the Rainbow Room Café.

4 To practise using holiday greetings & wishes

- Explain the task and allow Ss some time to match the greetings to the wishes.
- Check Ss' answers.

Answer Key

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

5 To listen for specific information

- Play the recording. Ss listen and complete the invitation card.
- Check Ss' answers.

Module 5

Answer Key

- | | |
|---------------|-------------------------|
| 1 fancy dress | 4 (fun) games (to play) |
| 2 Saturday | 5 07905446 7384 |
| 3 House | |

6 a) To practise using SMS language

- Draw Ss attention to the **SMS language** box. Read it out and explain the task.
- Allow some time for Ss to complete it.
- Check Ss' answers.

Suggested Answer Key

Hey Sue,
How R U? I want 2 thank U 4 the BBQ. We all had a GR8 time at UR place. CU at school.

b) Portfolio To practise writing an invitation

- Explain the task and allow Ss some time to complete it.
- Refer Ss to text 1 (an invitation) in Ex. 1, p. 82.
- Check Ss' answers.

Suggested Answer Key

You're invited!
Come and celebrate Silvio's 14th birthday!
When: Sunday, 16th September
Time: 9 pm
Where: at my house
Activities: dancing, games, food, and drink
RSVP to Silvio by text message by Thursday, 13th September

c) To practise writing an SMS message

- Explain the task and advise Ss to use text 4 (text message) in Ex.1 as a sample.
- Allow Ss some time to complete it.
- Check Ss' answers.

Suggested Answer Key

Hey Silvio,
How are you? I want to thank you for inviting me to your party! We all had a great time! It was so much fun! See you at school. 😊

5d

1 To present the *past simple* – regular/irregular verbs (interrogative & short answers)

- Ss close their books. Say, then write on the board:
Did I play tennis yesterday? No, I didn't. Did you play tennis yesterday? No, you didn't. Explain that we use *Did + personal pronoun + base form of the 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 open their books. Read out the table. Then, read out the **Note** box.
- Explain the task.
- Draw Ss' attention to the table.
- Explain the rule and allow time for Ss to complete the table.
- Check Ss' answers.

Answer Key

- | | | | |
|----------|----------|----------|--------|
| 1 Did | 3 did | 5 didn't | 7 they |
| 2 didn't | 4 didn't | 6 they | |

2 To practise the *past simple* – regular/irregular verbs (interrogative & short answers)

- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- Did she dance at the party? Yes, she did.
- Did she wear a costume at the party? Yes, she did.
- Did she paint her face at the party? Yes, she did.
- Did she eat burgers at the party? No, she didn't.
- Did she play board games at the party? No, she didn't.

Birthday celebration

To practise the *past simple*

- Direct Ss to make pairs.
- In pairs, they ask and answer questions about their last birthday party.
- Monitor the activity around the class and ask some pairs to present their dialogues in front of the class.

(Ss' own answers)

3 To practise the *past simple*

- Direct Ss to the verbs in brackets.
- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|----------|---------------|---------------|
| 1 went | 5 didn't have | 9 had |
| 2 tried | 6 spent | 10 was |
| 3 took | 7 watched | 11 Did you do |
| 4 wanted | 8 listened | |

4 To practise the *past simple*

- Instruct Ss to read the text in Ex. 3 again.
- Explain the task.
- Allow Ss some time to complete the task.
- Ask various Ss to read their answers out to the class.

Answer Key

- Did Melanie want to buy a mask? No, she didn't. She wanted to get her face painted.
- Did they watch a football match? No, they didn't. They watched a fireworks display.
- Did they dance to live music? No, they didn't. They listened to live music.
- Did they have a terrible time? No, they didn't. They had a great time.

5 To practise using the *past simple* – regular/irregular verbs (interrogative & short answers)

- Direct Ss to make pairs.
- In pairs, they ask and answer questions about what they did yesterday afternoon.
- Monitor the activity around the class and ask some pairs to present their dialogues in front of the class.

Suggested Answer Key

- A: Did you watch TV yesterday afternoon?
 B: Yes, I did. Did you play computer games yesterday afternoon?
 A: No, I didn't. I went to the library yesterday afternoon. Did you study English?
 B: Yes, I did. etc

6 To write an email

- Explain the task.
- Allow Ss some time to complete the task.
- Choose various Ss to read their answers out to the class.

Suggested Answer Key

Hi Mary,
 How are you? I went to a music festival with Ann last Saturday. We **spent the** whole day there. In the morning, we **listened to live music**. In the afternoon, we **danced to the music**. I **enjoyed it** very much. It **was** fun! How **was your weekend**? Did you **do anything**?
 Write soon,
 Lara

5e

1 To present situational language

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

2 To identify the context of a dialogue

- Explain the task. Ss read the sentences again. Then ask them to say what they think the dialogue is about.
- Play the recording. Ss listen and follow the text in their books and find out.
- Check Ss' answer.

Suggested Answer Key

It's about describing a music event.

3 To act out a dialogue about a music event

- Divide the class into pairs and ask them to take roles and read out the dialogue.
- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.
- Pay attention to Ss' intonation.

Suggested Answer Key

- A: Hi John. How was your week?
 B: Hi Mark. It was fantastic. I went with Peter to a music competition at Hanford Hall.
 A: Really? When was it?
 B: Last Wednesday 3rd March at 6:00 pm.
 A: Oh, I didn't know about it. What exactly happened?
 B: Well, there were 8 bands from various cities.
 A: Did your band take part?
 B: Yes, I played the guitar, Peter played the drums and Mary sang.
 A: Wow! Did you have a nice time?

Module 5

- B: Oh, yes. And guess who won!
 A: Don't tell me!
 B: Us! I still cannot believe it.
 A: I'm so glad for you.

4 To learn the intonation for expressing disbelief and great surprise

- Read out the **Study Skills** box and explain that in English we express surprise or disbelief by raising our voice to a higher pitch and using a rising intonation.
- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay special attention to Ss' pronunciation and intonation and correct as necessary.

Do you play any of these instruments?

- Direct Ss' attention to the instruments.
- Elicit answers from Ss' around the class.

(Ss' own answers)

5f

1 To predict the subject of a text

- Explain the task and draw Ss' attention to the title and introduction of the text.
- Ask various Ss for their opinion as to what the piece is about.
- Play the recording and check.
- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

I think the text is about spring festivals in the UK and Portugal.

2 To read for specific information

- Allow Ss time to read the text again and mark the sentences.
- Check Ss' answers.
- As an extension, you can ask Ss to correct the false statements.

Suggested Answer Key

1 T 2 F 3 F 4 T 5 T

3 To complete a table with information from the text

- Allow Ss time to read the text again.
- Explain the task and direct them to write their answers in the table.
- Select different Ss to read their answers to the class.

Answer Key

Name: The Madeira Flower Festival
Place: Madeira, Portugal
Month: April
Activities: be in a parade, make a flower mural, sing, dance

Name: The Scarecrow Festival
Place: Urchfont, Wiltshire, UK
Month: May
Activities: find scarecrows, eat, listen to a band

4 **ICT** To write a short article about a spring festival in your country (Romania)

- Explain the task and tell Ss they can use the Internet or reference books to find the information they need.
- Assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Martisor Festival takes place once a year in March. People welcome spring during this festival and they like to buy and give a martigus. A martigus is a red and white pendant or a bracelet that serves as an amulet to attract good luck.

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

Fun Time 5

1 To practise the grammar learnt in this module

- Explain the task and allow Ss time to complete the crossword.
- Check Ss' answers.

Answer Key

Across

1 had 6 came 9 took
 4 made 8 wore 10 gave

Down

2 drank 3 went 5 ate 7 bought

2 To test knowledge learnt in this module

- Explain the task. Allow Ss some time to read the sentences and decide on the answer.
- Alternatively, you may allow Ss to review the module and find the relevant information to do the quiz correctly. Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 F 5 T

3 To consolidate knowledge learnt in the module

- Explain the task and allow Ss time to look through the module and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Give an example (*The King Cake hasn't got icing.* (F))
- As an extension, Ss may swap quizzes with their partners and then report back to the class on their partners' questions.

Suggested Answer Key

- 1 There are floats at the Madeira Flower Festival. T
- 2 The Monkey Festival is held in Scotland. F
- 3 At the Hogmanay street party they let off fireworks. T
- 4 You use a clue sheet to find scarecrows at the scarecrow festival. T
- 5 A loch is an Irish lake. F

Game

4 To stimulate Ss' imagination

- Direct Ss to stand in a row.
- The first S starts the story and then the next person says one line.
- Continue as long as needed.

Suggested Answer Key

A Holiday to Remember

- S1: Last Summer, we travelled to Australia.
- S2: We wanted to see kangaroos and koalas.
- S3: We went to Queensland and stayed on the Gold Coast.
- S4: I went surfing.
- S5: We went to some great theme parks like Wet and Wild and Warner Brothers Movie World. etc

5 To express personal opinion

- Play the recording. Ss listen and follow the song in their books.
- Allow Ss some time to think about the question and then allow three minutes for Ss to write down their thoughts.
- Ask various Ss to read out their sentences to the rest of the class.

Suggested Answer Key

Traditions are important because they bring us together, they make us proud of our past and they help us to keep our culture alive.

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

Revision & Evaluation 5

1 To consolidate vocabulary learnt in the module

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|---------------|-------------|---------|
| 1 celebration | 4 hired | 7 float |
| 2 hats | 5 icing | |
| 3 travelled | 6 colourful | |

2 To practise the past simple

- Draw Ss' attention to the verbs in brackets.
- Explain the task and allow time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-----------------------|
| 1 had | 6 Did your mum make |
| 2 did you wear | 7 went |
| 3 tried | 8 listened |
| 4 did not/didn't buy | 9 did not/didn't give |
| 5 did the circus come | 10 took |

3 To practise the past simple sentence structure

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Module 5

Answer Key

- 1 *Did you visit a museum last week?*
- 2 *Steve did not/didn't dance at the party last night.*
- 3 *Did your friends have fun at the festival?*
- 4 *Did he leave the party at 11 pm?*
- 5 *The boys did not/didn't play basketball on Saturday.*
- 6 *Bill bought a mask at the festival.*

4 To complete an exchange

- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

- 1 *How was your weekend?*
- 2 *When was it?*
- 3 *Did you take part?*
- 4 *I'm so glad for you!*

Check your progress

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

Out and about

Topic

In this module Ss will explore the topic of types of holidays and holiday activities, means of transport and the weather

Module page

91

Lesson objectives: To get an overview of the module

Vocabulary: types of holidays (*skiing holiday, walking holiday, sightseeing holiday, safari, cruise, beach holiday*); holiday activities (*take photographs, swim in the sea, send postcards, sit by the pool, buy souvenirs, go skiing, go sightseeing, play in the snow, eat local dishes*)

6a Reading

92-93

Lesson objectives: To predict the content of the text, to listen and read for specific information, to learn new vocabulary about means of transport, to write a postcard

Vocabulary: nouns (*sight, ceremony, accommodation*); adjective (*dull*); means of transport (*bus, van, bike, helicopter, car, boat, ship, plane, lorry, motorbike, tram, train*); adjectives for means of transport (*comfortable, safe, fast, expensive, slow, cheap, boring*)

6b Grammar

94-95

Lesson objectives: To learn about comparative form of adjectives, to learn about *too* and *very*

6c Skills

96-97

Lesson objectives: To listen and read for gist, to read for specific information, to listen for specific information, to practise talking and writing about a place

Vocabulary: verb (*freeze*); adjectives (*extreme, average*); phrase (*jets of stream*); weather (*cloudy, foggy, rainy, snowy, sunny, windy*); temperature (*warm ≠ cold, hot ≠ freezing*)

6d Grammar

98-99

Lesson objectives: To learn about prepositions of movement and prepositions of place, to learn how to give directions

6e Everyday English

100

Lesson objectives: To listen, read and practise acting out a dialogue buying a train ticket

6f Across Cultures

101

Lesson objectives: To predict content, to listen and read for specific information, to write about a natural wonder, to practise pronunciation

Vocabulary: verb (*lie*); nouns (*nature, east, sight*); adjective (*freshwater*)

Fun Time 6

102

Lesson objectives: To consolidate vocabulary attained throughout the module; to do a quiz, to write a quiz, to listen and read a song for specific information

Revision 6 & Evaluation

103

Monstertrackers! 3

104-105

Module 6

What's in this module?

Read the title of the module *Out and about* and ask Ss to suggest what they think it means. Go through the *What's in this module?* list and stimulate a discussion to prompt Ss' interests in the module.



Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a joke (p. 103)

Do you know any jokes? Do you know any English jokes? Do you like telling jokes? Why (not)?

train tickets (p. 100)

Do you use the train? Why (not)? Where can you buy train tickets from?

weather symbols (p. 96, 97)

Do you use these weather symbols in your country? Are they useful in telling the weather? Why (not)?

Vocabulary



1 To present new vocabulary about types of holidays and talk about holiday activities

- Draw Ss' attention to the pictures.
- Play the recording with pauses.
- Ss listen and repeat chorally or individually.
- Elicit answers to the question from various Ss around the class.

Suggested Answer Key

In our country, we can go on a skiing holiday, a walking holiday, a sightseeing holiday and a beach holiday.



2 To talk about holiday activities

- Read out the holiday activities and explain the task.
- Allow Ss time to complete the task.
- Elicit answers from various Ss around the class.

Suggested Answer Key

I love sending postcards and buying souvenirs.

I don't like sightseeing at all.

I love swimming in the sea and taking photographs.

I hate sitting by the pool.

I like going skiing and playing in the snow.

I don't like eating local dishes at all.

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

6a



1 To stimulate interest in the text and read for confirmation

- Brainstorm with the class for questions about London and write three of them on the board.
- Ss read the text.
- Explain/Elicit the meaning of the words in the **Check these words** box.
- Check if their questions were answered.

Suggested Answer Key

1 What can you see there? (You can see famous landmarks such as Big Ben and Westminster Abbey).

2 How many people live there? (The text doesn't say).

3 How many shops does London have? (There are over 40,000 in London).



2 To read for comprehension

- Explain the task.
- Allow Ss some time to read the text and complete the gaps. Explain that Ss should read the whole paragraph before they decide on the best heading to complete each gap.
- Check Ss' answers.

Answer Key

1 Sights and Attractions 4 Getting around

2 Shopping 5 Accommodation

3 Eating



3 To read for specific information

- Explain the task and play the recording for Ss to listen and follow the text in their books.
- Allow some time for Ss to read the text again and mark the sentences.
- Check Ss' answers.

Answer Key

1 F 2 T 3 F 4 T 5 F

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

4 a) To present means of transport

- Play the recording with pauses. Ss listen and repeat chorally or individually.
- Read out the **Note** box.

b) To recognise the sounds of various means of transport

Play the recording. Ss listen and identify the means of transport they hear.

Answer Key

car, helicopter, train, plane, ship

5 To present adjectives related to travel; to talk about travelling likes and dislikes

- Direct Ss' attention to the word list to look up the meanings of the adjectives in the list.
- Explain the task and ask Ss to talk in pairs about how they like/don't like to travel and why.
- Monitor the activity around the classroom and then ask some pairs to report back to the rest of the class.

Suggested Answer Key

I like travelling by plane because it's really fast. I don't like travelling by train because it's slow.

6 **Portfolio** To write a postcard about a holiday

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers by asking various Ss to read out their completed postcards.

Suggested Answer Key

Hi Josh!

Greetings from London,

It's a beautiful city and the weather is cold, but it's not raining as usual. There are lots of things to see and do here. You can visit Big Ben, the Houses of Parliament, and Westminster Abbey. You can also go to the National Gallery and the British Museum. Yesterday, we went to Buckingham Palace and watched the famous ceremony of 'Changing of the Guard'.

At the moment, I am walking along Oxford Street because I want to buy some souvenirs.

See you soon,

Marco

A day in London!

- Explain the task and assign for homework.
- Ss present their answers to the class.

(Ss' own answers)

6b

1 To present and practise using the comparative form

- Ss close their books. Explain that we use the comparative form to compare two people, things, places etc. We usually use *than* with comparative adjectives (e.g. *Janet is taller than Paul.*)
- Explain that with one-syllable and two-syllable adjectives, we form the comparative by adding *-er* (e.g. *big – bigger*).
- Explain that with adjectives of more than two syllables, we form the comparative with *more* (e.g. *expensive – more expensive*).
- Explain that with some two-syllable adjectives, such as *clever, narrow, gentle, friendly* etc, we form the comparative either with *-er* or with *more* (e.g. *friendly – friendlier* or *friendly – more friendly*).
- Explain that with one-syllable adjectives ending in *-e*, we add *-r* in the comparative form (e.g. *simple – simpler*).
- Explain that with adjectives ending in a vowel + a consonant, we double the last consonant and add *-er* (e.g. *fat – fatter*).
- Explain that with two-syllable adjectives ending in *-ly* or *-y*, we change the *-y* to *-i* and add *-er* (e.g. *happy – happier*).
- Explain that we use *(not) as + adjective + as* to compare two people/things (e.g. *He's as quiet as a mouse. She isn't as fast as her friend.*).
- Ss open their books.
- Go through the theory with Ss and elicit if there are any similar structures in Ss' L1 from various Ss around the class.
- Explain the task and allow Ss some time to complete it.
- Check Ss' answers.

Answer Key

1 *more expensive*

2 *noisier*

3 *smaller*

4 *more crowded*

5 *quieter/more quiet*

6 *greener*

Module 6

2 To compare means of transport using comparatives

- Read out the **Note** box about adjective formation.
- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

*Planes are (much/a lot) more expensive than trains./
Trains aren't as expensive as planes.*

Planes are (much/a lot) noisier than trains./Trains aren't as noisy as planes.

*Trains are (much/a lot) more comfortable than planes./
Planes aren't as comfortable as trains.*

Planes are (much/a lot) safer than trains./Trains aren't as safe as planes.

3 a) To practise using comparatives

- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

2 *In my opinion, a bus is more comfortable than a car./A car isn't as comfortable as a bus.*

3 *In my opinion, football is more exciting than basketball./Basketball isn't as exciting as football.*

4 *In my opinion, snow is worse than rain./Rain isn't as bad as snow.*

5 *In my opinion, beaches are more beautiful than mountains./Mountains are not as beautiful as beaches.*

6 *In my opinion, pizza is tastier than burgers./Burgers aren't as tasty as pizza.*

b) To personalise the topic

- Direct Ss to stand up and walk around the class asking their peers if they agree with their sentences.
- Monitor the class.
- Ask Ss to write the names of the Ss they found next to the sentences.
- Ask various Ss to read out their sentences to the class.

4 To use comparatives to compare two places in your country

- Explain the task and read out the example.

- Allow Ss time to complete then select various Ss to read out their answers to the rest of the class.

Suggested Answer Key

Bucharest is much/a lot noisier than Timisoara.

Timisoara is much/a lot better than Bucharest.

Bucharest is much/a lot more crowded than Timisoara.

Bucharest is as exciting as Timisoara.

Bucharest is much/a lot more interesting than Timisoara.

Timisoara is much/a lot more beautiful than Bucharest.

Bucharest is much/a lot bigger than Timisoara.

5 To present and practise too and very

- Read the theory and the examples.
- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

1 too	3 very	5 very
2 very	4 too	

6c

1 To introduce the topic and predict the content of the text

- Direct Ss' attention to the pictures and elicit what, if anything, they know about these places.
- Elicit what 'extreme' means. Elicit Ss' answers to the questions in the rubric.
- Explain/Elicit the meaning of the words in the **Check these words** box.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

These places have extreme climates.

2 a) To read for specific information

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

Answer Key

1 *It's in Chile.*

2 *It got its name from the Atacama Indians.*

3 *It's in the Antarctic.*

4 *It's -50°C.*

b) To stimulate Ss' imagination

- Explain the task.
- Allow Ss time to complete then ask different Ss to read their titles to the class.

Suggested Answer Key

Hot and Cold, From Deserts to Volcanoes, Extreme Places, etc

3 To consolidate comprehension of a text and express your opinion

- Explain the task.
- Allow Ss some time to complete. Then check Ss' answers.

Answer Key

'It hardly ever rains...', 'It's very cold there.', 'average temperature'

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

4 To identify and understand new vocabulary

- Direct Ss' attention to the **Note** box and ask them what the weather is like today.
- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers by asking various Ss to share their answers with the class.

Suggested Answer Key

In the winter, it's cold, cloudy and rainy in my city.

In the spring, it's windy and sunny in my city.

In the summer, it is sunny and hot in my city.

In the autumn, it is rainy but hot in my city.

5 To listen for specific information (multiple choice)

- Explain the task and play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 A 5 C 6 A

6 To personalise the topic and talk about local places of natural beauty

- Ask Ss to think of two places of natural beauty they are familiar with in their own country.

- Allow Ss two or three minutes to make notes answering the questions.
- Ask various Ss to read out their answers.

Suggested Answer Key

1 **Name:** Busteni

2 **Activities:** hiking and skiing

3 **Best time to visit:** summer (for hiking), winter (for skiing)

1 **Name:** Constanta

2 **Activities:** see historic site, go to the beach, play football or handball

3 **Best time to visit:** spring and summer

7 To write a short text comparing two places

- Direct Ss' attention to Ex. 6.
- Explain the task and allow Ss time to complete it in class. Tell Ss they can use their answers to the questions in Ex. 6 to write their articles. Ask various Ss to read out their texts to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

There are so many beautiful places in my country. My two favourites are Busteni and Constanta. Busteni is perfect for summer and winter holidays. You can go skiing in the winter and hiking during the summer. Constanta is also a great place for a summer or a spring holiday. You can visit historic sites, go to the beach, or even play football or handball.

6d

1 To present prepositions of movement

- Go through the prepositions of movement in the pictures and read out the **Note** box.
- Explain/Elicit the meanings of the prepositions presented through translation into Ss' L1 or by demonstrating them with drawings on the board.

2 To practise the prepositions of movement

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

Answer Key

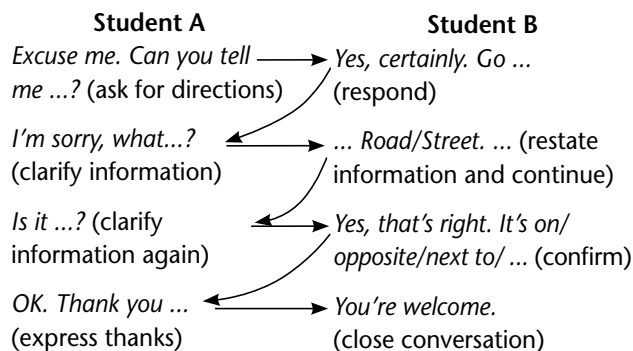
1 up 3 along 5 past
2 towards 4 down

He's on Kingswell Street.

Module 6

3 To practise role-playing and act out dialogues asking for and giving directions

- Ask Ss to work in pairs and act out dialogues.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas from the useful language boxes to help complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and ask some groups to act out their dialogues in front of the class.



Suggested Answer Key

From the hospital to the music shop

- A: Excuse me. Can you tell me how to get to the music shop?
- B: Yes, certainly. Go up Eaton Road towards Marple Street and turn right.
- A: I'm sorry, what street is that?
- B: Marple Street. The music shop is next to the optician's.
- A: Next to the optician's?
- B: Yes, that's right.
- A: OK. Thank you very much.
- B: You're welcome. etc

4 To present prepositions of place

- Go through the prepositions of place in the drawings and read out the **Note** box.
- Elicit/Explain the meanings of the prepositions presented through translation into Ss' L1 or by demonstrating them with objects in the classroom.

5 To practise using prepositions of place

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

Answer Key

- | | | |
|------------|----------|------------|
| 1 opposite | 3 behind | 5 opposite |
| 2 between | 4 near | |

6 To practise giving instructions

- Read out the theory and then, explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- 1 First, pick up the phone.
- 2 Then, put the money in.
- 3 Next, dial the number you want to call.
- 4 After that, wait for the connection.
- 5 Then, talk to the person.
- 6 Finally, put the phone down.

7 To explain how to use a metro card

- Explain the task. Ss can use Ex. 6 as a model.
- You can assign the task for HW and check in the next lesson.

Suggested Answer Key

- 1 First, go to a ticket machine.
- 2 Then, swipe your metro card.
- 3 Next, choose the type of ticket you want.
- 4 Put the money in.
- 5 Then, swipe your metro card before you get on the train.
- 6 Finally, swipe your metro card when you get off the train.

Game

Guess the place

- Explain the task and read the example.
- Ss work in pairs. Monitor the activity.

Suggested Answer Key

- A: It's next to the hospital.
- B: It's the police station.

Write directions to a party

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

(Ss' own answers)

6e

- 1 a) **Aim** To practise repeating situational language
- Play the recording with pauses for Ss to repeat chorally or individually.
 - Check Ss' pronunciation and intonation.
 - Allow Ss time to copy sentences into their notebook in order to memorise them.

- b) **Aim** To identify the context of a dialogue
- Elicit what Ss think the dialogue is about.
 - Play the recording.
 - Ss listen to and read the text, and check.

Suggested Answer Key

He wants to buy train tickets.

- 2 **Aim** To learn synonymous phrases
- Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss.
 - Also draw Ss' attention to the sentences box.
 - Allow Ss time to complete the task.
 - Check Ss' answers.

Answer Key

May I help you? = **Can I help you?**

The tickets cost £54. = **That's £54.**

Enjoy your day. = **Have a nice day.**

My pleasure. = **You're welcome.**

- 3 **Aim** To read for specific information
- Ss read the dialogue again.
 - Explain the task and allow Ss time to complete it.
 - Check Ss' answers.

Answer Key

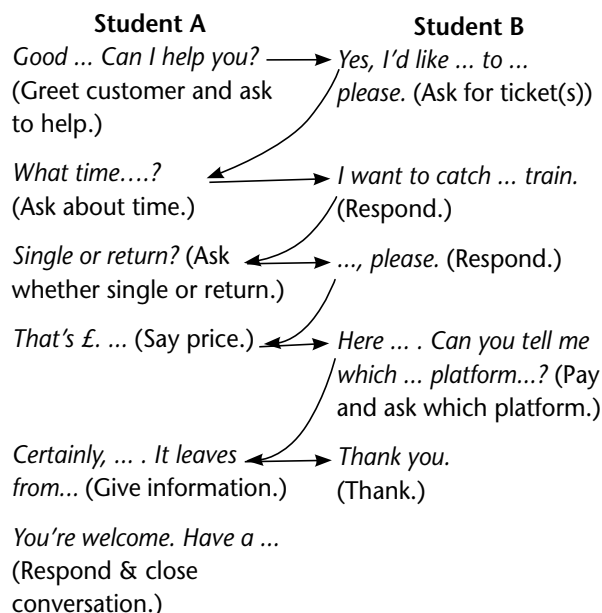
1 one 3 15:45 5 Brighton
2 4 4 £54

- 4 **Aim** To act out a dialogue and consolidate situational language

- Play the recording again. Then ask Ss to work in pairs, take roles and read out the dialogue.
- Monitor the activity around the classroom and ask some pairs to read out the dialogue in front of the class.

- 5 **Aim** To practise role-playing

- Explain the task.
- Remind Ss that they can use the dialogue in Ex. 1b as a model, and their ideas to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board.



Suggested Answer Key

A: Good Morning. Can I help you?

B: Yes, I'd like a student ticket to Cambridge, please.

A: What time would you like to leave?

B: I want to catch the 12:30 train.

A: Single or return?

B: Return, please.

A: That's £15, please.

B: Here you are. Can you tell me which platform the train leaves from?

A: Certainly, miss. It leaves from Platform 2.

B: Thank you.

A: You're welcome. Have a nice day.

6f

- 1 **Aim** To introduce the topic, stimulate interest and predict the context of a text

- Direct Ss' attention to the pictures and elicit what they know about them.
- Elicit questions Ss would like to know and write them on the board.

Module 6

- Play the recording. Ss listen and follow the text in their books and answer their questions.

Suggested Answer Key

I know that Niagara Falls is in North America.

I know Lake Baikal is in Russia.

Niagara Falls

Where is it? (It's between the US and Canada.)

Is it the largest waterfall in the world? (It is the second largest.)

Lake Baikal

Where is it? (Lake Baikal is in Siberia.)

Why is it called 'Baikal'? (Its name means 'nature' in Mongolian.)

2 To read for specific information

- Explain the task.
- Allow Ss time to read the text again and complete the task.
- Explain/Elicit the meaning of the words in the **Check these words** box.
- Check Ss' answers.

Suggested Answer Key

1 b, d

2 a, c

3 ICT To write a fact sheet

- Read out the **Did you know?** box.
- Explain the task.
- Ss collect information about a natural wonder and make a fact sheet with pictures.
- Assign for homework and check Ss' answers in the next lesson.

Suggested Answer Key

The Amazon River is in South America, but it's so long that it runs through Guyana, Ecuador, Venezuela, Bolivia, Brazil, Colombia and Peru. The Amazon River is the second longest river in the world, after the Nile River in Africa. There are no bridges across the Amazon River because the river flows through the Amazon Rainforest where there are very few cities and roads.

4 To practise pronouncing silent letters

- Explain the task and ask Ss to go through the list of words and try to guess which letters are silent.
- Play the recording. Ss listen and check.

- Play the recording again. Ss listen and repeat chorally or individually.

Answer Key

would	know	often	answer
two	castle	where	ticket
listen	whale	write	what
talk	walk	island	

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

Digital Presentation on natural comments of the world

- Explain the task and Ss can collect information online and complete the task.
- Assign for homework and check Ss' answers in the next lesson.

(Ss' own answers)

Fun Time 6

1 To consolidate vocabulary learnt in the module

- Explain the task. Ss work in pairs.
- Allow time for Ss to prepare.
- Allow various pairs to act out dialogues.

Suggested Answer Key

A: Hello, Mr Bennett. Thank you for making a reservation with our hotel. Could I ask you a few questions?

B: Of course.

A: Could you please spell your surname?

B: It's **B – E – N – N – E – T – T**. Bennett.

A: OK. And you are coming from Berlin, right?

B: That's right. From Berlin, Germany.

A: Germany. OK. And what is your Zip code?

B: It's 10589.

A: OK. And what is your phone number?

B: It's 069720595.

A: OK. And what are your arrival and departure dates?

B: My arrival date is 17 November and my departure date is 21 November. I'm staying for 4 nights.

A: And what time does your flight arrive on the 17th of November?

B: At 12:00.

A: And what time does your flight leave on the 21st of November?

B: It leaves at 3 pm.

A: OK, thank you for your time Mr Bennett. We hope you have a nice flight here. See you in two weeks' time.

2 To test knowledge learnt in this module

- Explain the task. Allow Ss some time to read the questions and mark the sentences *T* (true) or *F* (false).
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the statements correctly.
- Check Ss' answers.

Answer Key

1 T 2 F 3 T 4 T 5 T

3 To consolidate vocabulary learnt in this module; to write a quiz

- Explain the task and allow Ss some time to think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model.
- Offer an example (*e.g. Niagara falls is the largest waterfall in the world. (F)*)
- Ss can swap their quiz with another pair and do it and then report back to the class.

(Ss' own answers)

4 To listen for specific information

- Play the recording. Ss listen and answer the question in the rubric.
- Check Ss' answers.

Suggested Answer Key

According to the singer, our world is a 'world of wonders' because it's full of 'stunning scenes of nature'.

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

Revision & Evaluation 6

1 To consolidate vocabulary learnt in the module

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 skiing 5 bike 9 means
2 tour 6 freshwater 10 landmark
3 average 7 cruise
4 extremes 8 freezes

2 To consolidate vocabulary learnt in the module

- Explain the task.
- Draw Ss' attention to the words in bold.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 sight 3 luxurious 5 street
2 train 4 lakes

3 To practise the comparative form

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 more famous than 4 hotter
2 older than 5 deeper
3 larger

4 To practise prepositions of movement and place

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 along 3 opposite 5 past
2 in 4 in

5 To practise completing a dialogue

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 Can I have a student ticket to London, please?
2 Single or return?
3 Can I see your student card?
4 Which platform does it leave from?
5 What time does it leave?

Check your progress

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

Module 6

Monstertrackers! 3

- 1  To predict the content of a story
- Explain the task.
 - Allow Ss time to complete the task. Then play the recording for Ss to check their answers.

Answer Key

It's about the worm monster.

- 2  To read for specific information
- Explain the task.
 - Allow Ss time to complete the task.
 - Check Ss' answers.

Answer Key

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

- 3  To consolidate vocabulary learnt in the module
- Explain the task.
 - Allow Ss time to complete the task.
 - Check Ss' answers.

Answer Key

- | | | |
|-------------|---------|-------|
| 1 volcano | 4 worm | 7 fog |
| 2 camera | 5 shore | |
| 3 waterfall | 6 lake | |

- 4  To consolidate vocabulary learnt in the module

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|--------------|----------|---------|
| 1 lake | 4 cold | 7 fog |
| 2 volcanoes | 5 camera | 8 shore |
| 3 waterfalls | 6 dark | |

Fact or Fiction?

Answer Key

*The Worm Monster is longer than a football field (91 metres). **Fact***

*It can come out of the water onto the shore. **Fact***

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

Halloween (p. 107)

1 To listen and read for specific information

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 b 2 c 3 a

2 To spot words in a word search

- Make sure Ss are familiar with the meaning of the words in bold.
- Explain the task and allow some time for Ss to complete. Then, check Ss' answers.

Answer Key

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

3 To design a Halloween costume

- Explain the task and draw Ss' attention to the safety tips of the text.
- Allow some time for Ss to make their designs.
- Monitor the task and ask various Ss to show their designs to the class.

(Ss' own answers)

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

New Year's Eve (p. 108)

1 To listen and read for specific information

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 c 2 a 3 d 4 b

2 To make New Year's wishes

Explain the task and allow some time for Ss to complete.

Answer Key

HAU'OLI MAKAHIKI HOU

3 To make a poster

- Explain the task and assign for homework.
- Ss present their posters in the next lesson.

(Ss' own answers)

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

St Patrick's Day (p. 109)

1 To listen and read for specific information

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 b 2 c 3 a

2 To spot words in a word search

- Make sure Ss are familiar with the meaning of the words in bold.
- Explain the task and allow some time for Ss to complete. Then, check Ss' answers.

Answer Key

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

Festivities

3 To make a poster

- Explain the task and assign for homework.
- Ss present their posters in the next lesson.

(Ss' own answers)

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

Easter (p. 110)

1 To listen and read for specific information

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

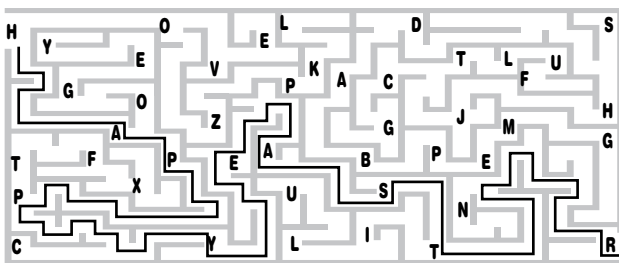
Answer Key

Americans eat a traditional Easter lunch, which includes glazed ham, baby potatoes, carrots and other vegetables. After lunch, they often eat hot cross buns with spices and dried food. Some people also like to eat devilled eggs. Kids like to eat chocolate eggs and bunnies, jelly beans and peeps.

2 To find your way through a maze

- Explain the task and allow some time for Ss to complete. Then, check Ss' answers.

Answer Key



The message is **HAPPY EASTER**.

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

An SMS to an English friend

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

(Ss' own answers)

Mother's Day (p. 111)

1 To fill in a gapped text

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 paint	3 ribbon	5 treat
2 crayons	4 picture	

2 To complete a crossword

- Explain the task.
- Allow some time for Ss to complete the task.
- Check Ss' answers

Answer Key

DOWN

1 PAINTED FLOWER POT
2 POEM
4 PHOTO FRAME

ACROSS

3 HANDMADE CARD
5 BREAKFAST IN BED

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

Make a gift for your mum

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

(Ss' own answers)

Evaluation Key

Evaluation (Modules 1-2)

Vocabulary

- 1** 1 gets 3 has 5 play
2 watch 4 catch 6 hangs
- 2** 1 ICT 4 Maths 7 English
2 Geography 5 Science 8 History
3 Art 6 Music
- 3** 1 florist's 5 music shop
2 chemist's 6 baker's/bakery
3 newsagent's 7 clothes shop
4 café 8 supermarket
- 4** 1 neighbourhood 4 five-storey
2 balcony 5 view
3 block 6 nearby

Grammar

- 5** 1 What 3 Who 5 When
2 Where 4 How old
- 6** 1 a few 4 a loaf 7 too much
2 many 5 lots of 8 cans
3 any 6 some
- 7** 1 is not/isn't using 5 likes
2 often eat 6 Is Tim travelling
3 are studying 7 always tidies
4 does the train leave 8 does not/doesn't have
- 8** 1 How can I help you?
2 What size are you?
3 Would you like to try it on?
4 How much does it cost?
5 And here's your change and receipt.

Evaluation (Modules 3-4)

Vocabulary

- 1** 1 takes 3 does 5 cleans
2 dusts 4 washes
- 2** do: karate, aerobics, athletics
go: skateboarding, windsurfing, waterskiing
play: football, ice hockey, cricket

- 3** 1 e 2 b 3 a 4 d 5 c
4 1 A 2 B 3 A 4 C 5 C

Grammar

- 5** 1 door of the house 4 girls' toys
2 children's 5 lady's
3 Harry's
- 6** 1 children 4 leaves 7 ladies
2 men 5 watches 8 teeth
3 boxes 6 boys
- 7** 1 Let's go cycling.
2 Tidy your room.
3 My I sit here, sir?
4 Let's take this road.
5 Don't put your rubbish here.
6 Mum can swim very fast.
7 Always wear a helmet.
- 8** 2 Mary could read and write.
3 Karl couldn't cook, but he could make his bed.
4 Sarah could play football and run fast.
- 9** 1 travelled 5 copied
2 was 6 asked
3 checked 7 played
4 arrived
- 10** 1 Can I have 3 I'm afraid not.
2 How can I help you? 4 I see.

Evaluation (Modules 5-6)

Vocabulary

- 1** 1 cloudy 3 snowy 5 rainy
2 foggy 4 windy
- 2** 1 mural 3 landmark 5 parade
2 transport 4 average 6 celebration
- 3** 1 c 2 a 3 d 4 e 5 f 6 b
- 4** 1 cruise 3 single 5 train
2 dishes 4 luxurious

Evaluation Key

Grammar

- 5

1

2

3

4

5

Did Anna come

went

bought

didn't win

had
- 6

1

2

3

4

5

6

7

8

9

10

Did Jack get on

made

didn't drive

let

Did you wear
- 6

1

2

3

4

Did the children have a terrible time?

No, they didn't. They had a great time.

Did you watch the street parade yesterday?

No, I didn't. I was sick.

Did John walk to school?

No, he didn't. He took the bus.

Did you throw streamers at the party?

No, I didn't. I put up banners at the party.
- 7

1

2

3

4

sunnier

taller

colder

more comfortable
- 5

1

2

3

4

5

6

7

8

hotter

faster

slower

longer
- 8

1

2

3

4

very

too

too

very
- 5

1

2

3

4

5

too

very

too

very
- 9

1

2

3

4

5

B

C

C

A

B
- 10

1

2

3

4

5

Can I help you?

Single or return?

What time would you like to leave?

Which platform does the train leave from?

You're welcome.

Games Key

(p. 118)

- | | | | |
|----|-------------|----|---------|
| 1 | play | 14 | honest |
| 2 | going | 15 | let off |
| 3 | newsagent's | 16 | put up |
| 4 | chemist's | 18 | Merry |
| 6 | does | 19 | foot |
| 8 | iron | 20 | safari |
| 9 | hockey | 21 | bought |
| 10 | curly | 23 | send |
| 11 | full | 24 | car |
| 13 | impatient | 25 | dust |

(p. 119)

- | | | | |
|----|----------|----|----------|
| 1 | Does | 14 | can |
| 2 | catches | 15 | Whose |
| 3 | is never | 16 | were |
| 5 | Where | 17 | tried |
| 6 | much | 19 | buy |
| 7 | some | 20 | talk |
| 9 | sitting | 22 | taller |
| 10 | want | 23 | as |
| 12 | watching | 24 | next |
| 13 | babies | 25 | potatoes |

Student's Book Audioscripts

Welcome back!

Exercise 4 (p. 9)

Hi! My name is Amy. I'm 11 years old. I'm from the UK. This is Emily. She's 13 years old. She's from France. We are cousins.

Exercise 20a (p. 15)

Jessica: Excuse me. Can I join the library, please?

Library Assistant: Of course. We just need some personal information. First of all, what is your name?

Jessica: Jessica Morley.

Library Assistant: How do you spell your surname?

Jessica: M-O-R-L-E-Y.

Library Assistant: OK. And what's your address?

Jessica: It's 14 Orchard Grove, Hulme.

Library Assistant: Is that H-U-M-E?

Jessica: No, it's H-U-L-M-E.

Library Assistant: OK. And what's your date of birth?

Jessica: It's the 14th of September.

Library Assistant: Now, finally, what's your phone number?

Jessica: It's 0-7-7-9-6-3-4-3-2-9-1.

Library Assistant: Could you say that again, please?

Jessica: Yes, it's 0-7-7-9-6-3-4-3-2-9-1.

Library Assistant: OK then, Miss Morley. Here's your library card. Your membership number is here. It's 34987.

Jessica: Thank you very much.

Module 1

Exercise 1c (p. 23)

David: Hi Jane!

Jane: Oh! Hi David! How are you?

David: I'm fine. How about you? How's your new school?

Jane: I'm OK. My new school is great! I love it there.

David: Really? Is it big?

Jane: Not really. It's quite small, but there's a huge yard at the front of the school.

David: That's nice. Do you start school at 9 o'clock in the morning?

David: No. Lessons start at 8:30, but I'm usually there by 8:15.

David: That's early. How many lessons are there during the day?

Jane: Let me see. We have got two lessons in the morning and three lessons in the afternoon. So we've got five lessons in the day.

David: Are there any special subjects like Visual Arts or Music?

Jane: Yes, there are. I am learning Drama.

David: Wow! You're so lucky!

Jane: I know. I love my new school!

Module 2

Exercise 6b (p. 33)

1 **A:** Do you like these?

B: Yes, I do. What size are they?

A: They're a medium.

B: Great. I'll take them.

2 **A:** Can I help you?

B: Yes, can you give me something for a headache?

A: Of course. How about these? They are aspirin.

B: Thank you! How much are they?

3 **A:** What can I do for you, Madam?

B: I'll take this and a large chicken, please.

A: Certainly! Anything else?

B: No, thank you.

Exercise 4 (p. 37)

Karen: I live in a house just outside London. It's about 30 years old. There are seven rooms in my house. We've got a living room, a dining room, a toilet and a kitchen downstairs. Upstairs there are two bedrooms and one bathroom. My favourite room is definitely my bedroom – it's got a great view of our garden as well as the park opposite our house.

Patrick: Our flat is in Rome. It's pretty small for a family. It's got five rooms. There are two bedrooms and a small living room. There's also a small kitchen and a bathroom. My favourite room is the kitchen. I love cooking, so I spend a lot of time there.

Module 3

Exercise 6 (p. 53)

Jane: Hi, Steve. Have you still got your BMX bike?

Steve: Yes, but I'm getting a new one for my birthday. A BX20!

Jane: What's it like? Is it silver, too?

Steve: No, it's black. There isn't a silver one.

Jane: Which shop is it in?

Steve: Bradford's bike shop, in Bingley.

Jane: Oh, yes, I know. I want to go and have a look. I'd like a new bike for my birthday, too.

Steve: The shop has a sale this month. The bike I like was £150, but now it's only £100.

Jane: That's good!

Steve: I know. Also, you get a £20 gift voucher, so I'm thinking of buying a new helmet since I have new gloves.

Jane: Good idea.

Student's Book Audioscripts

Module 4

Exercise 6 (p. 67)

Teacher: Can you describe your parents to me, Linda?

Linda: Sure. My dad's name is Jim. He's tall and well-built. He's got short straight dark hair and a big nose. He's hardworking. My mum's name is Helen. She's very beautiful. She's tall and thin. She's got long curly blonde hair, big eyes and full lips. She's very clever.

Teacher: Have you got any brothers or sisters?

Linda: Yes, I've got two brothers, Dave and Bill. Dave is tall and thin. He's got short curly brown hair, big blue eyes and a small nose. Bill is short and overweight. He's got short straight fair hair, big eyes and thin lips. He's very funny.

Teacher: Does anyone else live with you?

Linda: Yes, my grandma Ann lives with us. She's an old woman of medium height. She's got curly red hair, small eyes and thin lips. She's a very patient woman.

Module 5

Exercise 5 (p. 83)

A: Hi! It's Patrick! I'm not in at the moment, so leave a message after the beep!

B: Hi Patrick, it's David. I'm calling to invite you to my fancy dress party. It's on Saturday at 8 o'clock. It's at my house. I hope you can come. I'm planning lots of fun things to do. I've got lots of great music and fun games to play. Mum is also preparing different snacks and drinks for us. Call me back on 0790 5446 7284 before Friday to tell me if you can come. Talk to you later!

Module 6

Exercise 5 (p. 97)

- 1 What's the weather like today?

Girl: It's cold, isn't it?

Boy: Yes, but I don't mind snow. I'm just happy it's not raining like it was yesterday.

Girl: Me too. I think it's going to be sunny tomorrow.

Boy: Oh, that's great!

- 2 What's the temperature in Madrid today?

Man: So what's the weather like over there in Madrid?

Woman: It's quite cold actually, only 4°C.

Man: Did you say 14°C?

Woman: No, I said 4°C.

Man: Oh, OK. Because it's -4°C here. Now that's cold.

- 3 How does Jane travel to work?

Man: Do you go to work by car, Jane?

Jane: No, I haven't got a car. I go by bus, but it's very crowded in the mornings.

Man: Why don't you catch a train?

Jane: I'd like to, but the train station isn't near my house.

Man: Oh, that's a shame.

- 4 What's Kim's favourite season?

John: Do you like winter, Kim?

Kim: No, I don't. I hate it.

John: I do, too. I love summer, though.

Kim: Really? I prefer spring.

- 5 Where's the man from?

Woman: Are you from the USA or Canada?

Man: Actually, I was born in Chile.

Woman: Oh, really?

Man: Yes, but I live in Canada.

- 6 How far is Durston Park?

Boy: Do you want to go to Durston Park this afternoon?

Girl: Well, it's quite a long way away – about 9km I think.

Boy: Are you thinking of Cedar Park? That's about 9km away. Durston Park is only about 5km away. It's fifteen minutes on the number 4 bus.

Girl: Oh, OK. Let's go, then!

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
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Cumulative Evaluation

Student's Self Assessment Forms

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• talk about routines & activities	
• talk about weekend activities	
• talk about school subjects	
• compare my school to the Flying Fruit Fly Circus School	
• answer questions about myself	
• talk about free-time activities	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a blog about your typical weekend	
• write a text about my school	
• write a short text about sports	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

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 places in a city	
• talk about shops & products	
• talk about my house and my neighbourhood	
• buy clothes	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• complete a text about my town	
• write a shopping list	
• write an email about my new house & neighbourhood	
• write a paragraph about a market or shopping centre in my town/city	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• talk about chores	
• talk about sports	
• make/accept/refuse invitations	
• talk about signs	
• talk about the rules in my school	
• ask for information	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• make a leaflet about how to be a safe pedestrian	
• write a short blog about rules in my school	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about famous people, jobs & nationalities	
• describe people's appearance & character	
• talk about past abilities	
• describe a film	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short presentation on a mythical creature	
• write a short paragraph about myself	
• write a short paragraph about a famous actor or writer	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about UK/USA festivals/celebrations	
• talk about things I do at my birthday party	
• talk about things I did (didn't do) yesterday	
• exchange greetings and wishes	
• describe a music event	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• complete an email about my last birthday party	
• write about things I did (didn't do) yesterday	
• write an invitation	
• write an SMS	
• write a short email about what I did/didn't do last Saturday	
• write about a spring festival in my country	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

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 types of holidays & holiday activities	
• talk about means of transport	
• talk about the weather	
• buy a train ticket	
• act out a conversation	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a postcard	
• write a short text about my two favourite places in my country	
• write an email comparing two places	

Progress Report Cards

Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
talk about routines & activities			
talk about weekend activities			
talk about school subjects			
compare my school to the Flying Fruit Fly Circus School			
answer questions about myself			
talk about free-time activities			
write a blog about your typical weekend			
write a text about my school			
write a short text about sports			

Progress Report Card

..... (name) can:		Module 2	
	very well	OK	not very well
talk about places in a city			
talk about shops & products			
talk about my house and my neighbourhood			
buy clothes			
complete a text about my town			
write a shopping list			
write an email about my new house & neighbourhood			
write a paragraph about a market or shopping centre in my town/city			

Progress Report Card

..... (name) can:			Module 3
	very well	OK	not very well
talk about chores			
talk about sports			
make/accept/refuse invitations			
talk about the rules in my school			
ask for information			
make a leaflet about how to be a safe pedestrian			
write a short blog about rules in my school			

Progress Report Card

..... (name) can:			Module 4
	very well	OK	not very well
talk about famous people, jobs & nationalities			
describe people's appearance & character			
talk about people abilities			
describe a film			
write a short presentation on a mythical creature			
write a short paragraph about myself			
write a short paragraph about a famous actor			

Progress Report Card

..... (name) can:

Module 5

	very well	OK	not very well
talk about UK/USA festivals/celebrations			
talk about things I do at my birthday party			
talk about things I did (didn't do) yesterday			
exchange greetings & wishes			
describe a music event			
complete an email about my last birthday party			
write about things I did (didn't do) yesterday			
write an invitation			
write an SMS			
write a short email about what I did/didn't last Saturday			
write about a spring festival in my country			

Progress Report Card

..... (name) can:

Module 6

	very well	OK	not very well
talk about types of holidays & holiday activities			
talk about means of transport			
talk about the weather			
buy a train ticket			
act out a conversation			
write a postcard			
write a short text about my two favourite places in my country			
write an email comparing two places			

Limba modernă 2 – limba engleză

ISBN 978-1-3992-1591-6



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