

Limba modernă 1 – limba engleză

Jenny Dooley

Clasa a VIII-a

Teacher's Book



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Introduction to the Teacher

This course is a modular course for learners studying English for Grade 8, L1 Advanced. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

The course consists of six modules. Each module consists of six lessons plus CLIL sections, Project Time, Presentation Skills & Values.

Course Components

Student's Book

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

Teacher's Book

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

Class Audio CDs

The **Class Audio CDs** contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and Reading sections as well as the Pronunciation/Intonation section and Songs section in the Student's Book.

Digital Book

The **Digital Book** contains all the material in the Student's Book, Teacher's Book and Class Audio CDs and aims to facilitate lessons in the classroom. It also contains grammar presentation of all the grammar structures in the Student's Book as well as **videos** tightly linked to the texts in the course and activities for Ss to further practise their English and expand their knowledge.

ELEMENTS OF THE COURSEBOOK

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

Each module contains the following sections:

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 Ss use everyday English correctly.

Reading

Each module contains reading texts, such as articles, blog entries, emails, etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce Ss' understanding and mastery of each item.

Listening

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

Speaking

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

Everyday English

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

Pronunciation

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

Intonation

Intonation activities help Ss to recognise and learn how words/phrases are pronounced in the English language, with regards to how the voice rises and falls in natural speech.

Writing

There are writing activities throughout the modules, based on realistic types and styles of writing, such as emails, blog entries, reports, etc. This progress from short sentences to paragraphs and finally to full texts, allows Ss to gradually build up their writing skills.

Across Cultures/CLIL

Each module is accompanied by an **Across Cultures/CLIL** section.

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

Revision & Evaluation

This section appears at the end of each module, and reinforces Ss' understanding of the topics, vocabulary and structures that have been presented in the module. A *Self evaluation* and *Observation grid* at the end of every Revision & Evaluation section allows Ss to evaluate their own progress and identify their strengths and weaknesses.

World Tales

This section contains short illustrated literature extracts. Ss are given the chance to take part in dialogues and comprehend key information.

American-British English Guide

An **American-British English Guide** outlines and highlights differences between the two main international varieties of English.

Presentation Skills

This section helps learners develop their public speaking skills. It contains age-appropriate models and effective techniques to help Ss develop and organise their presentations as well as useful tips to support and guide them.

Fun Time & Songs

This section reviews the module in a fun way. It includes board games that revise information presented in the module. It also has songs that are connected to the themes of the modules. Listening to lively, high quality songs is a humanistic activity which lowers the Ss' affective filters and allows them to absorb language more easily.

Going Green

In this section Ss get the chance to discuss and analyse information about green activities. At the end of every double-page spread, Ss have the opportunity to do a project on the theme they have worked on.

Evaluations

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

Irregular Verbs

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

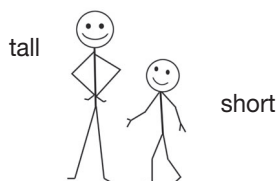
Suggested teaching techniques

A Presenting new vocabulary

Much of the new vocabulary in the course is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 14, Ex. 1.*)

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

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



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

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



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

B Choral & individual repetition

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

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

C Listening & Reading

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

- **Listening for detail.** Ss listen for specific information. (See *Student's Book, Module 2, p. 41, Ex. 6*)
- **Listening and reading for gist.** Ss read or listen to get the gist of the dialogue or text being dealt with. (See *Student's Book, Module 1, p. 16, Ex. 1. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail.** Ss read for specific information. (See *Student's Book, Module 2, p. 32, Ex. 3. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

Note: VIDEOS

Main texts in the *Student's Book* are accompanied by videos that are included in the Digi material. The videos can be watched after Ss have read the text. Activities that accompany the videos can be done in class or assigned as HW.

D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (See *Student's Book, Module 1, p. 21, Ex. 3* where Ss use the same structures to act out a dialogue.)

- Ss are led to free speaking activities. (*See Student's Book, Module 3, p. 47 Ex. 2 where Ss are provided with the necessary lexical items and structures.*)

E Writing

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

- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task so that Ss are fully aware of **why** they are writing and **who** they are writing to. (*See Student's Book, Module 1, p. 25, Ex. 7. Ss are asked to write an email to their English-speaking friend.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Assigning homework

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

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

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

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

Reading Aloud – Assisted by the Digital Book, Ss practise at home in preparation for reading aloud in class;

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

G Correcting students' work

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

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

- **Oral fluency work:**

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

- **Written work:**

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

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

H Class organisation

- **Open pairs**

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (*See Student's Book, Module 1, p. 20, Ex. 4.*)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (*See Student's Book, Module 2, p. 37, Ex. 4.*)

- **Stages of pairwork**

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

- **Group work**

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

- **Rolling questions**

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

I Using L1 in class

Use L1 in moderation and only when necessary.

Abbreviations

Abbreviations used in the Student's/Teacher's Books

T	Teacher	p(p).	page(s)
S(s)	Student(s)	e.g.	for example
HW	Homework	i.e.	that is
L1	Students' native language	etc	et cetera
		sb	somebody
Ex./Exs	Exercise/Exercise(s)	sth	something

Key to symbols used in the Student's/Teacher's Books

 listening

 pairwork

 groupwork

 words to be explained using the context each appears in

Note!  grammar explanations or vocabulary items

 ICT – research

 sections to help Ss develop critical thinking skills

Game! games

 presentations

 **video** animation/video

 short texts to familiarise Ss with the culture of English-speaking countries, and develop cross-cultural awareness

 **VALUES** sections to help Ss develop critical thinking skills & values

CLIL sections that link the themes of the module to a subject from the school curriculum

Welcome back

(pp. 8-9)

1 **Aim** To practise vocabulary for physical appearance

- Ask Ss to look at the pictures and read the texts and then choose the correct items.
- Check Ss' answers.

Answer Key

1 slim	7 in her	12 young
2 glasses	mid-thirties	13 fair
3 short	8 straight	14 curly
4 old	9 long	15 early
5 medium	10 slim	16 dark
6 chubby	11 bald	

2 **Aim** To practise subject/object questions

- Explain that subject questions ask about the person or thing that did the action whereas object questions ask about the receiver of the action.
- Ask Ss to read the sentences and write the questions.
- Elicit answers from various Ss around the class.

Answer Key

- 2 What did Mr Evans buy?
- 3 Who does Mrs Smith go shopping with quite often?
- 4 What does Mr Walker make?
- 5 Who does Julie visit every summer?
- 6 How much did Karim spend on a camera?

3 **Aim** To practise vocabulary for clothes and accessories

- Ask Ss to look at the pictures and fill in the gaps in the descriptions with the words in the list.
- Check Ss' answers by asking various Ss to read the completed descriptions aloud.

Answer Key

1 suit	8 bag	16 shorts
2 shirt	9 hat	17 sandals
3 tie	10 scarf	18 jeans
4 dress	11 gloves	19 jacket
5 belt	12 skirt	20 T-shirt
6 high-heeled shoes	13 tights	21 trainers
7 coat	14 boots	
	15 sunglasses	

4 **Aim** To practise prepositions of time

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

Answer Key

1 during	3 between	5 at
2 in	4 at	6 on

(pp. 10-11)

5 **Aim** To practise vocabulary for daily routines

- Ask Ss to look at the pictures and fill in the gaps with the words in the list.
- Then give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

1 help	5 eat	9 walk
2 send	6 do	10 play
3 catch	7 cook	
4 have	8 surf	

6 **Aim** To practise countable/uncountable nouns - plurals

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

Answer Key

1 C roses	5 C tomatoes	9 C maps
2 U	6 C people	10 C loaves
3 U	7 U	11 C sheep
4 C strawberries	8 U	12 U

7 **Aim** To practise quantifiers - partitives

- Ask Ss to read the dialogues and choose the correct quantifiers or partitives.
- Check Ss' answers.

Answer Key

1 some	5 kilo	9 jar
2 many	6 bottle	10 little
3 few	7 some	11 bar
4 bag	8 much	12 much

8 **Aim** To practise prepositions of place

- Ask Ss to look at the picture and then read the exchanges and fill in the correct prepositions.
- Check Ss' answers.

Welcome back

- As an extension you can ask Ss to act out similar dialogues using the map in Ex. 8.

Answer Key

- | | | |
|----------------------|-------------------|-----------------|
| 1 <i>between</i> | 3 <i>opposite</i> | 5 <i>behind</i> |
| 2 <i>in front of</i> | 4 <i>next to</i> | |

9 To practise question words

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

Answer Key

- | | | |
|------------------|--------------------|---------------|
| 1 <i>How old</i> | 3 <i>How often</i> | 5 <i>What</i> |
| 2 <i>Where</i> | 4 <i>When</i> | 6 <i>Who</i> |

(pp. 12-13)

10 To practise vocabulary for sports & activities

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

Answer Key

- | | |
|----------------------|-----------------------|
| 1 <i>ATHLETICS</i> | 6 <i>ICE SKATING</i> |
| 2 <i>DARTS</i> | 7 <i>WATER POLO</i> |
| 3 <i>SNORKELLING</i> | 8 <i>BADMINTON</i> |
| 4 <i>HIKING</i> | 9 <i>SNOWBOARDING</i> |
| 5 <i>ICE HOCKEY</i> | |

More sports and activities: football, cricket, scuba diving, tennis, etc.

11 To practise pronouns

- Have Ss read the sentences and choose the correct items.
- Then elicit which are subject/object/possessive pronouns or possessive adjectives.
- Check Ss' answers around the class.

Answer Key

- my – possessive adjective*
- He – subject pronoun*
- his – possessive adjective*
- my – possessive adjective*
- They – subject pronoun*
- His – possessive adjective*
- him – object pronoun*
- She – subject pronoun*
- his – possessive pronoun*
- They – subject pronoun*

12 To practise possessive case

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

Answer Key

- Sally's hat*
- the boys' coats*
- the roof of the house*
- Tony's and Mary's bicycles*
- the cover of the book*
- Ben and Steve's room*
- the teacher's book*
- the women's bags*
- the top of the mountain*
- my parents' car*

13 To practise prepositions of movement

- Ask Ss to look at the pictures and then fill in the gaps with the correct prepositions of movement.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|-----------------|---------------|
| 1 <i>into</i> | 4 <i>across</i> | 7 <i>up</i> |
| 2 <i>down</i> | 5 <i>along</i> | 8 <i>over</i> |
| 3 <i>under</i> | 6 <i>out of</i> | |

14 To narrate an experience

- Ask Ss to use the pictures in Ex. 13 to narrate Bob's experience to the class. Remind Ss to use 1st person narrative.
- Elicit answers from various students.

Suggested Answer Key

On Thursday morning, I got into my kayak and drifted down the Istiam River. I saw turtles swimming under the water. I went across the lake to Ometepe Island. I paddled along the coast of the island to see the two volcanoes. Then I stopped and got out of my kayak to talk to some villagers on one of the beaches. They took me on a hike up a volcano. On the way back a pelican flew over my kayak and I took an amazing photo of it.

My community Module 1

Topic

In this module, Ss will explore the topics of types of markets, shapes & types of buildings, and shops & services.

Module page

14-15

Lesson Objectives: To get an overview of the module, to learn vocabulary for markets, to talk about markets

Vocabulary: Markets (*flea market, plant and flower market, seafood market, antiques market, farmers' market, car boot sale*)

1a Reading

16-17

Lesson Objectives: To listen and read for gist, to read for key information (multiple matching), to learn vocabulary for types of buildings, to learn prepositions, to talk and write about a famous building in your country

Vocabulary: Types of buildings (*lighthouse, palace, bank, factory, skyscraper, aquarium*); Verbs (*experiment, stand*); Phrasal verb (*make up*); Nouns (*surprise, trunk, tusk, inspiration*); Adjective (*giant*); Adverb (*definitely*)

1b Grammar

18-19

Lesson Objectives: To present/practise the present simple, the present continuous, adverbs of frequency, stative verbs

1c Vocabulary

20

Lesson Objectives: To learn about shops & services, to act out a dialogue in a shop

Vocabulary: Shops & Services (*baker's, bookshop, butcher's, chemist's, department store, florist's, greengrocer's, jeweller's, newsagent's, post office, supermarket, travel agent's, fishmonger's, hairdresser's, restaurant*)

1d Everyday English

21

Lesson Objectives: To read for gist, to complete a dialogue, to role-play a dialogue asking for/giving directions, to practise pronounced and silent *h*

1e Grammar

22-23

Lesson Objectives: To present/practise the present perfect, the present perfect continuous, to revise the present tenses (sequence of tenses)

1f Across Cultures

24-25

Lesson Objectives: To listen and read for gist, to read for detail (answer questions), to match words to their definitions, to learn phrasal verbs with *get*, to listen for specific information (gap-fill), to present an open-air market, to write an email about an open-air market, to write about a famous market in your country

Vocabulary: Verb (*recommend*); Phrasal verb (*get off*); Nouns (*stall, stuff, bracelet*); Adjective (*handmade*); Phrases (*on sale, be worth*)

1 CLIL (Citizenship)

26

Lesson Objectives: To talk about free-time activities and facilities in a town, to listen and read for specific information

Vocabulary: Verbs (*encourage, create, develop, reduce, improve*); Nouns (*community, town council*); Adjective (*local*); Phrase (*shape your character*)

Project 1

27

Lesson Objectives: To do a quiz, to create a leaflet with dos and don'ts of being a good neighbour, to give a presentation on being a good neighbour, to talk about the value of community responsibility

Revision & Evaluation 1

28-29

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module, to practise prepositions and phrasal verbs, to listen for specific information, to read for detail, to write an email, to practise everyday English

Module 1

What's in this module?

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

1 To present vocabulary for markets

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Then ask Ss to look at the pictures and match the words to them.
- Give Ss time to match them and then check their answers.

Answer Key

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

- Play the video for Ss and elicit their comments.

2 To personalise the topic

Ask various Ss to tell the rest of the class about the types of markets that are in their area and the products they usually buy there.

Suggested Answer Key

In my neighbourhood, there is a farmers' market every Saturday. I usually buy fruit and vegetables there.

1a Reading

1 To listen and read for gist

- Ask Ss to look at the buildings in the pictures and elicit what they look like and what shapes Ss can see. Read out the **Note** box to provide Ss with the relevant vocabulary. Then elicit Ss' guesses as to what they are used for.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers around the class.

Suggested Answer Key

The building on the left looks like a robot. The building on the right looks like an elephant. In the Robot Building I can see two circular windows and lots of rectangular windows. In the Elephant Building I can see a circular window, lots of square windows, a rectangular 'ear' and a rectangular 'tusk'.

Inside the Robot Building is a bank and a dining and meeting room. Inside the Elephant Building are apartments, offices and a shopping mall.

2 To read for key information

- Ask Ss to read the questions.
- Then give Ss time to read the text again and answer the questions.

Answer Key

1 E 2 R 3 R 4 E

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

3 Think To express an opinion

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

Suggested Answer Key

The Elephant Building is more impressive to me because I think it was far more difficult to build. Also, I'm impressed by the extra features it has, such as the tusk, which really makes it look like an elephant.

4 To present vocabulary for types of buildings

- Ask Ss to look at the pictures. Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to read the definitions (1-6).
- Give Ss time to match the buildings to their definitions and then check Ss' answers around the class.

Answer Key

- 2 C *People keep their money in a bank.*
3 A *There is a light to guide ships at sea in a lighthouse.*
4 E *People work in offices or live in flats in a skyscraper.*
5 D *People make goods with machines in a factory.*
6 F *There are tropical fish in an aquarium.*

5 To practise prepositions

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

Answer Key

1 with 2 in 3 on 4 with

- Ask Ss to start a **Prepositions section** in their notebook and list all words that go with prepositions in alphabetical order. Ss can also write an example sentence. Ss add items as they go through this book. Ask Ss to revise regularly.

6 **Aim** To give a presentation on a famous building in one's country

- Ask Ss to research online in groups and collect information about a famous building in their country and make notes under the headings.
- Give Ss time to prepare a presentation using their notes.
- Then ask various Ss to present their building to the class.
- Alternatively, assign the task as HW and ask Ss to present their buildings in the next lesson.

Suggested Answer Key

A famous building in Romania is the Palace of Parliament building in Bucharest. It is a government building; it is 84 m tall and it has got 12 floors and 1,100 rooms. Inside is the headquarters of the government and the Contemporary Art Museum. It is the heaviest building in the world.

Design your own building

- Ask Ss to work in small groups and design a building following the examples in the text.
- Tell Ss to include all the points listed.
- Give Ss time to complete the task and ask Ss to present their building to the class.

Suggested Answer Key

Our building is in the centre of Bucharest. It is a tall skyscraper in the shape of a dog sitting up. The top part of the building looks like a dog's face with pointed ears. It is the headquarters of an animal charity. Inside there are offices and shops.

1b Grammar

1 **Aim** To present/practise the present simple and the present continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses in bold and their uses (*Are you going*: present continuous for a fixed future arrangement – *'m not*: short answer to present continuous question – *play*: present simple for a habit/routine). Elicit the forms of each tense and other uses.

- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Also draw Ss' attention to the **Note** box. Ask them to give examples using the adverbs of frequency.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

Answer Key

- 1 *is working* (happening around the time of speaking)
- 2 *don't get up* (habit/routine)
- 3 *Does your mum buy* (habit/routine)
- 4 *are always playing* (to express annoyance)
- 5 *moves* (law of nature)
- 6 *Are the girls getting* (currently changing and developing situation)

2 **Aim** To practise the present simple, the present continuous and adverbs of frequency

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

Answer Key

- 2 *Does your dad drive, is taking*
- 3 *am not going, am studying, are watching*
- 4 *are you waiting, are visiting*
- 5 *does Jill leave, always leaves*

3 **Aim** To present/practise stative verbs with the present simple and the present continuous

- Go through the theory with Ss.
- Ask two students to read the cartoon aloud.
- Explain that stative verbs (*i.e. verbs that describe a state not an action*) don't usually have continuous forms (*e.g. I love ice cream. NOT: ~~I'm loving ice cream~~*). Also draw Ss' attention to the **Note** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 *a smell* (have a nice smell)
b is smelling (is sniffing)
- 2 *a is having* (have fun – phrase)
b have (own)
- 3 *a is seeing* (is meeting)
b see (understand)
- 4 *a are you thinking* (are you considering)
b thinks (believes)

Module 1

4 **Aim** To practise the present simple and the present continuous

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

Answer Key

2 rains	9 are working
3 don't mind	10 are looking
4 start	11 are also having
5 finish	12 are putting
6 have	13 are having
7 am enjoying	14 are going
8 am learning	

Use the time expressions in sentences of your own. Write in your notebook.

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

Suggested Answer Key

I'm writing sentences now.
I get up at 7 every Monday morning.
I'm learning to play the piano at the moment.
I'm not going out tonight.
My friends are planning a trip these days.
I always do my homework in the afternoon.
We go to the beach every summer.
I don't go to school at the weekend.
I wear a coat in winter.
I usually watch TV in the evening.

1c Vocabulary

1 **Aim** To present vocabulary for shops & services

- Play the recording. Ss listen and repeat chorally and/or individually. Explain/Elicit each place's meaning in Ss' mother tongue, or by asking for examples describing what you can buy/do at each place.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

A chemist's	E butcher's
B greengrocer's	F florist's
C supermarket	G travel agent's
D hairdresser's	H bookshop

2 a) **Aim** To practise vocabulary for shops & services

- Read the list of items aloud. Ss repeat chorally and/or individually.
- Explain/Elicit the meaning of any unknown vocabulary.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

You can buy a book at a bookshop.
You can buy a pair of trousers at a department store.
You can buy a ring at a jeweller's.
You can buy roses at a florist's.
You can buy a bottle of perfume at a chemist's/department store.
You can buy meat at a butcher's/supermarket.
You can buy stamps at a post office.
You can buy a jacket at a department store.
You can buy a magazine at a newsagent's.
You can buy olive oil at a supermarket.
You can buy bread rolls at a baker's/supermarket.
You can buy medicine at a chemist's.
You can buy salmon at the fishmonger's/supermarket.

b) **Aim** To match activities to services

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

Answer Key

You can book tickets at a travel agent's.
You can have a haircut at a hairdresser's.
You can post a letter at a post office.
You can send flowers at a florist's.

3 **Aim** To personalise the topic

Ask various Ss to tell the rest of the class about shops/services that are in their area.

Suggested Answer Key

In my area there are lots of shops including a baker's, a butcher's, a greengrocer's and a chemist's.

4 **Aim** To practise new vocabulary with short dialogues

- Explain the task and ask two Ss to read out the example.
- Give Ss time to complete the task in pairs.
- Ask various pairs to tell the class.

Suggested Answer Key

A: *I'd like some oranges, please.*

B: *Certainly. How many would you like?*

A: *Eight oranges, please.*

A: *Could I have some milk?*

B: *Yes, of course.*

A: *Thank you.*

A: *Do you have any sausages?*

B: *I'm afraid we haven't got any left.*

A: *That's a pity.*

A: *Do you have any flour?*

B: *Sorry, no.*

A: *Alright. Thanks.*

A: *Can I have a loaf of bread?*

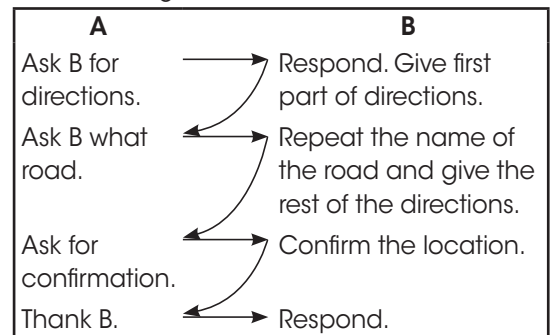
B: *I'm afraid we haven't got any left.*

A: *Thank you.*

- Pay attention to Ss' pronunciation and intonation.

3 **Aim** To role-play a dialogue asking for/giving directions

- Explain the situation.
- Read out the phrases in the **Note** box and tell Ss that they can use them to complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write the diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

Suggested Answer Key

The hospital to the post office

A: *Excuse me. Could you tell me how to get to the post office?*

B: *Yes, certainly. Go up Eaton Road and turn right onto Marple Crescent.*

A: *I'm sorry, what road?*

B: *Marple Crescent. The post office is behind the square.*

A: *Behind the square?*

B: *Yes. It's on the corner of Green Road.*

A: *OK. Thank you very much.*

B: *You're welcome.*

The park to the café

A: *Excuse me. How do I get to the café?*

B: *Turn right onto Eaton Road.*

A: *I'm sorry, what road?*

B: *Eaton Road. Then take the second road on the right.*

A: *The second road on the right?*

B: *Yes. The café is opposite the fast food restaurant.*

1d Everyday English

1 a) **Aim** To read for gist

- Read out the rubric.
- Ss read the dialogue to find out where David wants to go.

Answer Key

David wants to go to the hospital.

b) **Aim** To complete a dialogue; to listen for confirmation

- Ask Ss to read the dialogue again and then complete the gaps with the sentences (A-E).
- Play the recording for Ss to listen and check their answers.

Answer Key

1 C 2 A 3 E 4 B 5 D

2 **Aim** To act out a dialogue

- Give Ss time to take roles and act out the dialogue in closed pairs.

Module 1

- A: OK. Thank you very much.
B: You're welcome.

The car park to the library

- A: Excuse me. Where's the library?
B: Go across Kingswell Street and onto Green Road.
A: I'm sorry, what road?
B: Green Road. The library is behind the square in Marple Crescent.
A: Behind the square?
B: Yes, that's right.
A: OK. Thank you very much.
B: You're welcome.

The police station to the café

- A: Excuse me. Could you tell me how to get to the café?
B: Yes, certainly. Go up Eaton Road and turn right onto Kingswell Street.
A: I'm sorry, what road?
B: Kingswell Street. The café is on the corner of Green Road.
A: On the corner of Green Road?
B: Yes, that's right. It's opposite the fast food restaurant.
A: OK. Thank you very much.
B: You're welcome.

Pronunciation



To practise pronounced and silent h

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit the words in which *h* is silent.

Answer Key

honest, hour, what, exhausted, right

1e Grammar



1 To present/practise the present perfect and the present perfect continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses in bold and their uses (*have you finished*: present perfect for an action which happened at an unstated time in the past – *haven't*: present perfect short answer – *'ve been working*: present perfect continuous for an action which started in the

past and continues up to the present). Elicit the forms of each tense and other uses.

- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Also draw Ss' attention to the **Note** box. Ask them to give examples using the time expressions in the box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

Answer Key

- 1 *have been doing* (an action which started in the past and continues up to the present)
- 2 *hasn't flown* (experience)
- 3 *has bought* (an action which happened at an unstated time in the past)
- 4 *Have you been wearing* (anger, irritation, annoyance)
- 5 *'ve lost* (an action which has recently finished and its result is visible in the present)



2 To practise the present perfect and the present perfect continuous

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

Answer Key

- 1 *Have you spoken, haven't talked*
- 2 *have you had, 've been looking*
- 3 *has been travelling, has just left*
- 4 *has Laura been making, has already sold*



3 To practise the present perfect, the present perfect continuous and time expressions

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

Answer Key

- 1 *Have you bought, yet*
- 2 *has tried, once*
- 3 *have been walking, for*
- 4 *Has Ryan been playing, all morning*
- 5 *hasn't visited, before*
- 6 *hasn't done, since*
- 7 *haven't finished, yet*
- 8 *haven't seen, today*

Game!

Aim To practise time expressions with the present perfect and the present perfect continuous

- Explain the task.
- Divide the class into two teams. Ss take turns to make sentences using the time expressions in the box.

Suggested Answer Key

Team A S1: I have just finished my homework.

Team B S1: I haven't written my essay yet.

Team A S2: Our group has already handed our project in.

Team B S2: I haven't sent an email since last week.

Team A S3: My best friend hasn't eaten any chocolate for a month.

Team B S3: Have you ever been abroad?

Team A S4: I have never had any dance lessons.

4 **Aim** To present/practise have been/have gone

- Draw Ss' attention to the **Note** box.
- Explain/Elicit the difference between *have been/have gone*.
- Ask Ss to give more examples using them.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|------------|----------------|-------------|
| 1 has gone | 3 have been | 5 have gone |
| 2 has been | 4 haven't been | |

5 a) **Aim** To present sequence of tenses; to practise present tenses

- Draw Ss' attention to the **Note** box. Read out the example. Ask Ss to give more examples using the sequence of tenses.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|---------------------|---------------------|
| 2 am having | 8 haven't explored |
| 3 have already seen | 9 knows |
| 4 are visiting | 10 Have you arrived |
| 5 are meeting | 11 are you still |
| 6 works | travelling |
| 7 has been living | |

b) **Aim** To act out a telephone conversation using present tenses

Explain the task. Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Hi Sam. How are you?

B: Hi Mel. I'm fine. How are you?

A: Great, thanks. I'm in New York right now. I'm having a great time.

B: Wow. Good for you. Tell me all about it.

A: Well, we've seen the Flatiron building already. Tomorrow we are seeing the Statue of Liberty. I can't wait! We're also meeting my Uncle Alfie tomorrow. He lives here and he knows some really nice places to visit. But that's enough about me. How are you? Where are you?

B: I have just arrived back home from my trip and I'm very tired. When you get back, we can show each other our photos.

A: Good idea. See you in a few days.

B: OK. Bye. Have fun!

WHAT'S NEW?

Aim To write a letter giving news

- Assign the task as HW and ask Ss to imagine they are on holiday visiting a friend/relative. Ss write a letter to their English penfriend giving news.
- Ask some Ss to read their letters to the class in the next lesson.
- Tell Ss to include their letters in their collections under the correct topic suggested on the class blog.

Suggested Answer Key

Dear Anna,

Greetings from Toronto, Canada! I'm staying with my Uncle Darius. I've only been here for three days, but he's already taken me to a lot of places. We have climbed the CN Tower and seen the amazing view. We've also visited St Lawrence Market for some delicious food. Tomorrow, we're going to the beach. I know Toronto isn't by the sea, but it's next to Lake Ontario and we can go swimming there. I hope the water isn't too cold!

What are you doing this summer? Write back and tell me,

Mark

Module 1

1f • Across Cultures

1 To listen and read for gist

- Ask Ss to look at the pictures and guess what they can find in each market.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

You can find vintage clothing, old furniture and restaurants with food from different countries and a vegan café at Camden Market. You can find lots of antiques, handmade jewellery, cakes, snacks and meals at Greenwich Market.

2 To read for detail

- Ask Ss to read the text again and then answer the questions.
- Check Ss' answers.

Answer Key

- 1 He has been going to Camden Market for four years.
- 2 He buys vintage clothing.
- 3 He likes to eat at the vegan café.
- 4 Christina's favourite stalls sell handmade jewellery.
- 5 You can get to Greenwich Market by bus, train or underground.

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

3 To consolidate new vocabulary

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

Answer Key

vintage = in a classic style from the past

vegan = not eating/using animal products

stallholders = people selling things at a market

drop by = go to a place for a short time

unique = one of a kind

4 To practise phrasal verbs with get

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 through
- 2 on
- 3 away

5 To listen for specific information

- Explain the task and give Ss time to read the gapped advertisement.
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers.

Answer Key

- 1 storage
- 2 Blu-ray
- 3 wireless
- 4 199

6 To talk about an open-air market in your country

- Give Ss time to think of an open-air market in their country, collect information about it in pairs, and make notes under the headings provided.
- Then ask various pairs to present the market to the class.
- The class evaluates each pair's performance.

Suggested Answer Key

Name: Târgul Vitan-Barzesti

Location: Splaiul Unirii 450, Bucharest

What to buy: antique jewellery, second-hand books, new and old household items, furniture, musical instruments, postcards, and much more

Opening times: Sunday 8 am – 4 pm

How to get there: Bus 123 from Piata Unirii

Târgul Vitan-Barzesti is a large open-air market at Splaiul Unirii 450, in Bucharest. It is the largest open-air market in the city. It takes place every Sunday from 8 am until 4 pm. You can buy all sorts of things there including antique jewellery, second-hand books, new and old household items, furniture, musical instruments, postcards, and much more. You can get there by taking the bus number 123 from Piata Unirii. Get there early to get a bargain!

7 To write an email

- Explain the task and give Ss time to write an email about an open-air market in their country using their answers in Ex.6 and including all the points mentioned.
- Ask various Ss to read their emails to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

- Tell Ss to include their email in their collection under the correct topic suggested on the class blog.

Suggested Answer Key

Hi John,

How are you? Thanks for your email. You asked me about an open-air market in my country. Well, Târgul Vitan-Barzesti is a large open-air market at Splaiul Unirii 450, in Bucharest. It is the largest open-air market in the city. It takes place every Sunday from 8 am until 4 pm. You can buy all sorts of things there including antique jewellery, second-hand books, new and old household items, furniture, musical instruments, postcards, and much more. It is very popular with local people and tourists because there is a lot to see and you can often get a bargain.

I hope this helps with your project.

Write back soon.

Mihal



Think Which of the markets in Ex. 1 would you like to visit? Why? Tell the class.

- Ask various Ss to tell the rest of the class which of the markets in Ex. 1 they would like to visit.
- Remind Ss to justify their answers.

Suggested Answer Key

I would like to visit Greenwich Market because I like buying handmade jewellery, too. I would also like to try food from other countries like Ethiopia.

Culture Spot

Read out the box and then give Ss time to research online and collect information about a famous market in their country.

Suggested Answer Key

Piata Obor is a famous market in Bucharest. It is also one of the oldest markets in the country. These days, you can buy anything there, from wild berries and mushrooms from Romania's mountains, to honey, cheese and meat products from market stalls and small shops.

1 • CLIL (Citizenship)

1 a) To present new vocabulary

- Read the list of public facilities aloud and explain/ elicit their meanings.

- Elicit which ones Ss' towns/cities have.

Suggested Answer Key

My town has parks, a stadium, a library and a sports centre.

- Then draw Ss' attention to the pictures and elicit which facilities they show.

Answer Key

- | | |
|-----------------|-----------|
| 1 playground | 4 library |
| 2 skate park | 5 park |
| 3 swimming pool | |

b) To personalise the topic

Ask various Ss around the class to tell the class what their free-time activities are and which public facilities they use to do them.

Suggested Answer Key

I like skateboarding, so I go to the skate park every weekend.

I like reading, so I go to the library every week.

I like running, so I go to the park every afternoon.

2 a) To introduce and discuss the topic

Read the rubric aloud and elicit a variety of answers from Ss around the class. Write the two best suggestions on the board.

Suggested Answer Key

Leisure and sport facilities can improve a town or city for the local community because they create jobs. They are also places where people can learn new skills – at sporting facilities like a football or tennis club, for example – or gain new knowledge – for instance, at a library.

b) To listen and read for specific information

- Play the recording. Ss follow along in their books.
- Elicit from various Ss whether the text mentioned their ideas from Ex. 2a.

Suggested Answer Key

Yes, the text mentions some of my ideas.

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

Module 1

3 **Aim** To personalise information in a text

Read the rubric aloud and elicit a variety of answers from Ss around the class referring to the text as necessary.

Answer Key

- 1 They can encourage people to do sports and create places where they can play.
- 2 They can use sports centres to create job opportunities and reduce unemployment.
- 3 They can use sport to reduce crime.

1 • Project

1 a) **Aim** To read for cohesion

- Give Ss time to read the words in the list and explain/elicite the meanings of any unknown words.
- Then give Ss time to read the quiz and complete the gaps.
- Check Ss' answers.

Answer Key

- | | | |
|---------|--------|------------|
| 1 play | 4 drop | 7 hang out |
| 2 know | 5 help | 8 clean |
| 3 greet | 6 lend | |

b) **Aim** To do a quiz

- Give Ss time to read the quiz again and tick (✓) the statements that are true for them and see how they did and compare with a partner.
- Ask various Ss around the class to tell the rest of the class if they are a good neighbour.

(Ss' own answers)

2 **Aim** To create a leaflet with dos and don'ts of being a good neighbour

- Ask Ss to work in small groups and give them time to research online and find out more information about being a good neighbour and prepare a leaflet with dos and don'ts.
- Tell Ss to add drawings or photos to illustrate their leaflet and then ask various groups to present their leaflet to the class.

Suggested Answer Key

The Dos and Don'ts of Being a Good Neighbour

- Keep the outside of your home, including the garden and the entrance, clean and tidy.
- Invite your neighbours to your parties.
- Have a regular neighbourhood barbecue, garden party or other gathering.
- Ask for advice about home improvements, gardening or cooking.
- Return anything you have borrowed on time.

Don'ts

- Spy on your neighbours through the curtains.
- Leave decorations on your house way past the event.
- Let your pet roam around the neighbourhood by itself.

3 **Aim** To give a presentation on being a good neighbour

- Explain the task and ask Ss to use the quiz from Ex. 1 and their research from Ex. 2 to prepare a presentation on being a good neighbour.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Good morning, everyone. Are you on good terms with your neighbours? Well, hopefully, you are. If not, today, I am going to talk about some of the dos and don'ts of being a good neighbour. We all know most of the basic ways we can be a good neighbour like keeping the noise down and being friendly, but what about the other ways you can build a good relationship with the people who live near you? Well, here are some tips. You should keep the outside of your home, including the garden and the entrance, clean and tidy. This gives a good impression. You should also invite your neighbours to your parties. Why not have a regular neighbourhood barbecue, garden party or other gathering, too? This will help people to get to know each other and build relationships. Also, you can ask for advice about home improvements, gardening or cooking. Finally, you should return anything you have borrowed on time.

Now onto the things that you shouldn't do if you want to be a good neighbour. Don't spy on your neighbours through the curtains. Nobody likes a nosey neighbour. Don't be lazy and leave decorations on your house way past the event. Also, be responsible and don't let your pet roam around the neighbourhood by itself. If you follow these tips, you will be a good neighbour and life in your neighbourhood will be nicer. Thanks for listening. Are there any questions?

4 To present the value of community responsibility

- Give Ss time to read the quotation and discuss it in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think the quotation means that before we blame someone else for something or complain about someone, we should look at our own actions.

5 To discuss ways of making our communities better

Ask Ss to discuss the question in pairs using the prompts and their own ideas and then ask various Ss to share their answers with the class.

Suggested Answer Key

- A: *To make our communities better places to live in, we can be good neighbours and respect other people.*
- B: *Yes, and we can buy from local businesses to help local shopkeepers.*
- A: *Right. We should all follow laws.*
- B: *That's right. We can also volunteer to clean up places or help other people to make our communities better.*
- A: *Yes, we can.*

Revision & Evaluation 1

- | | |
|----------------|------------------|
| 1 1 jeweller's | 6 aquarium |
| 2 flower | 7 antiques |
| 3 skyscraper | 8 farmer's |
| 4 chemist's | 9 travel agent's |
| 5 car boot | 10 palace |

- 2 1 on 2 in 3 with 4 through 5 on

- 3 1 Does Sam work 4 Are you going
2 smells 5 are having
3 don't usually open

- 4 1 have you been waiting 4 haven't been
2 has been using 5 have known
3 Has she gone

- 5 1 17 3 drive 5 800
2 memory 4 webcam

- 6 1 on your left
2 and the department store
3 Could you tell me how
4 Turn left at the traffic lights
5 what road

- 7 1 They usually buy clothes, shoes and furniture from the city.
2 It's opening this Saturday.
3 It doesn't cost anything - it is free.
4 It closes at 8 pm.
5 They have to spend over £100 to get a free gift.

- 8 Hi Mark,
How are you? How was your weekend? I like going shopping at the weekend. I usually go to the Unirea shopping mall in the centre of Bucharest. It has lots of shops. There are clothes shops, shoe shops, furniture shops, bookshops, toyshops and much more. There is also a gym, a health centre and a chemist's. There are lots of restaurants and cafés, too. It is a popular place because there is everything you need in one place. Where do you go shopping?
Write soon,
Katya

Self-evaluation - Observation grid - My top favourite activity

Ask Ss to assess themselves and their performance in the module for each of the activities and statements listed. Then, ask them to choose their favourite activity in the module from the ones provided and share with the class. Ask Ss to provide reasons for their choices.

Module 2 Long ago

Topic

In this module, Ss will explore the topics of wonders of the ancient world, artefacts, famous people & jobs, and museums.

Module page

30-31

Lesson Objectives: To get an overview of the module, to learn vocabulary for wonders of the ancient world, to research online for wonders of the ancient world

Vocabulary: Wonders of the ancient world (*Temple, Gardens, Lighthouse, Statue, Pyramid*)

2a Reading

32-33

Lesson Objectives: To listen and read for gist, to read for key information (matching headings) and detail (R/W/DS), to learn vocabulary for artefacts, to learn prepositions, to listen for specific information (multiple choice), to talk and write about the Minoan civilisation

Vocabulary: Artefacts (*jewellery, pottery, figurine, sword, fresco, armour*); Verbs (*invade, influence*), Phrasal verb (*take over*); Nouns (*craftsman, artefact, eruption, trade route*); Adjectives (*advanced, skilled*)

2b Grammar

34-35

Lesson Objectives: To present/practise the past simple and the past continuous, to compare the past simple and the present perfect, to present/practise *used to - would*

2c Vocabulary

36

Lesson Objectives: To present and practise vocabulary for jobs, to match famous people to statements, to listen for confirmation, to prepare a poster

Vocabulary: Famous people (*Amelia Earhart, Claude Monet, Marie Curie, Carl Sagan, Eugene Ionesco, Charles Darwin, Maria Callas, Alexander Graham Bell*); Jobs (*scientist, pilot, naturalist, astronomer, painter, inventor, playwright, singer*)

2d Everyday English

37

Lesson Objectives: To complete a dialogue, to role-play a dialogue about a famous person, to learn the pronunciation of /s/, /f/

2e Grammar

38-39

Lesson Objectives: To present/practise the past perfect and the past perfect continuous, to compare the past continuous and the past perfect continuous

2f Across Cultures

40-41

Lesson Objectives: To listen and read for gist, to read for specific information (multiple choice), to learn vocabulary for museums, to learn phrasal verbs with *go*, to listen for specific information (gap-fill), to give a presentation, to write a blog entry about a museum

Vocabulary: Nouns (*tool, terracotta, soldier, emperor, pit, feature, chariot*); Adjectives (*solar-powered, life-sized*)

2 CLIL (History)

42

Lesson Objectives: To listen and read for gist, to read for detail (R/W/DS), to talk and write about ancient Egypt

Project 2

43

Lesson Objectives: To develop research skills, to create a map, to give a presentation about an ancient civilisation, to discuss the value of what history teaches us

Revision & Evaluation 2

44-45

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module, to practise prepositions and phrasal verbs, to listen for specific information, to read for detail, to write an email, to practise everyday English

What's in this module?

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

1 **Aim** To present vocabulary for wonders of the ancient world; to read for cohesion and coherence

- Ask Ss to look at the pictures and read the list of words.
- Give Ss time to read the texts and fill in the words from the list.
- Check Ss' answers.

Answer Key

- 1 Temple 3 Lighthouse 5 Pyramid
2 Statue 4 Gardens

2 **Aim** To express an opinion

- Play the recording for Ss to listen and read the texts.
- Read out the questions. Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

I was impressed by the Hanging Gardens of Babylon because I guess it was hard to build gardens in such a dry and hot place. I think they built them to make the place beautiful for the royal family.

3 **Aim** To develop research skills

- Give Ss time to research online and collect information about the other two wonders of the ancient world. Ask them to make notes under the headings provided.
- Then give Ss time to use their notes to write a short text about them.
- Ask various Ss to read their texts to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Name: the Mausoleum at Halicarnassus

Location: Bodrum, Turkey

When they built it: 351 BCE

Interesting facts: 42 metres high, tomb, destroyed by an earthquake

Name: the Colossus of Rhodes

Location: Rhodes, Greece

When they built it: 292-280 BCE

Interesting facts: 33 metres high, destroyed by an earthquake, made of stone, iron and bronze

The Mausoleum at Halicarnassus was in Bodrum, Turkey. They built it in 351 BCE. It was a tomb that was 42 metres high. An earthquake destroyed it. The Colossus of Rhodes was in Rhodes, Greece. They built it between 292 and 280 BCE. It was 33 metres high and made of stone, iron and bronze. An earthquake destroyed it.

2a Reading

1 **Aim** To listen and read for gist

- Tell Ss to look at the picture and ask them if they recognise the ancient site. Also ask them if they know where it is and who lived there.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

The picture shows Knossos, an ancient Minoan palace city in Crete, Greece. Minoans lived there.

2 **Aim** To read for key information

- Ask Ss to read the text and match the paragraphs (1-4) to the headings (A-D).
- Check Ss' answers.

Answer Key

- 1 D 2 A 3 C 4 B

3 **Aim** To read for detail

- Ask Ss to read the sentences and then read the text again.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 2 W 3 DS 4 DS 5 W 6 R

- Then elicit explanations for the words in bold from Ss around the class.

Suggested Answer Key

powerful (adj) = having a lot of power/strength

discovered (v) = found

probably (adv) = almost certainly

trading (v) = buying and selling goods

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struck (v) = hit

ended (v) = finished; came to an end

interest (v) = to make people want to know more about sth

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

4 **Aim** To present vocabulary for artefacts

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to use the words to complete the sentences.
- Check Ss' answers.

Answer Key

- | | | |
|------------|-------------|-----------|
| 1 armour | 3 jewellery | 5 pottery |
| 2 figurine | 4 sword | 6 fresco |

5 **Aim** To practise prepositions

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

Answer Key

- | | | | |
|------|------|--------|------|
| 1 on | 2 in | 3 from | 4 in |
|------|------|--------|------|

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences.
- Play the recording twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------------|------------|-----------|
| 1 archaeologist | 3 dancing | 5 goddess |
| 2 society | 4 frescoes | |

7 **Aim** To write a text about the Minoan civilization

- Give Ss time to research online and collect information about the Minoan civilisation. Ask them to make notes under the headings provided.
- Then give Ss time to use their notes to write a short text about it.
- Ask various Ss to read their texts to the class.

- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

period: 2000-1400 BCE

location: Crete

interesting facts: there were four large palace cities – Knossos, Phaistos, Malia, and Zakros, trade, religion, politics, art, dancing, pottery, own writing system, very successful civilisation, traded with Egypt and Cyprus

how it ended: probably a war or a natural disaster caused the end of the Minoan civilisation

The Minoan civilisation existed between 2000 and 1400 BCE in Crete. There were four large palace cities – Knossos, Phaistos, Malia, and Zakros. Each one was a centre for trade, religion and politics. The Minoan civilisation was a very successful civilisation with art forms including dancing and pottery as well as its own writing system. They traded with Egypt and Cyprus. Probably a war or a natural disaster caused the end of the Minoan civilisation.

Imagine you were a Minoan. Describe a typical day in your life. Tell the class.

- Explain the task and give Ss time to consider their answers.
- Elicit answers from various Ss around the class.

Suggested Answer Key

I would get up in the morning, have breakfast and then go to my farm and take care of my crops. In my spare time I would carve a figurine. Then at noon I would bring back the food I got from the fields and take it to the ships for trading with other places in the Mediterranean. After that I would have lunch and continue painting a fresco with dolphins on the palace walls. In the evening I would have dinner and talk to my family.

2b Grammar

1 **Aim** To present/practise the past simple and the past continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses in bold and their uses (*were you doing*, *was watching*: past continuous – actions in progress at a specific time in the past; *started*: past simple – action that happened at

a stated time in the past). Elicit the forms of each tense and other uses.

- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Also draw Ss' attention to the **Note** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

Answer Key

- 1 *lived (an action that happened at an implied time in the past)*
- 2 *hit (an action that happened at a stated time in the past)*
- 3 *was walking, when (a past action was in progress when another action interrupted it)*
- 4 *jumped (actions that happened one after the other in the past)*
- 5 *was watching, was sleeping (two actions in progress at the same time in the past)*

2 **Aim** To practise the past simple and the past continuous

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

Answer Key

- | | | |
|---------------------|------------------|----------------------|
| 1 <i>happened</i> | 5 <i>ordered</i> | 9 <i>was eating</i> |
| 2 <i>was buying</i> | 6 <i>sat</i> | 10 <i>was</i> |
| 3 <i>felt</i> | 7 <i>brought</i> | 11 <i>didn't pay</i> |
| 4 <i>went</i> | 8 <i>asked</i> | 12 <i>appeared</i> |

3 **Aim** To compare the past simple and the present perfect

- Go through the **Note** box with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

Answer Key

- 1 *didn't talk (past action at a stated time)*
- 2 *have eaten (past action at an unstated time)*
- 3 *Did Ian visit (past action at a stated time)*
- 4 *has seen (past action at an unstated time)*

4 **Aim** To compare the past simple and the present perfect

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

Answer Key

- | | |
|-------------------------|------------------------|
| 1 <i>haven't spoken</i> | 5 <i>Have you been</i> |
| 2 <i>have just come</i> | 6 <i>Did you have</i> |
| 3 <i>did you go</i> | 7 <i>was</i> |
| 4 <i>went</i> | 8 <i>tried</i> |

5 **Aim** To present/practise *used to/would*

- Present *used to* – *would*. Explain that we use *used to/would* + bare infinitive for actions that happened in the past, but don't happen anymore.
- Ask Ss to read the theory and the cartoon. Ask Ss if they could replace *used to* with *would* in the cartoon. (Yes, because *play* expresses an action not a state.)
- Give Ss time to complete the sentences and then check their answers.

Answer Key

- 1 *used to work*
- 2 *Did you use to live*
- 3 *didn't use to/wouldn't wake up*
- 4 *used to be*

6 **Aim** To practise *used to/would*

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and tell each other about the Aztecs' past habits using the prompts and following the example.
- Monitor the activity around the class and then ask some pairs to tell the rest of the class.

Answer Key

The Aztecs didn't use to grow rice. They used to grow cotton.
The Aztecs didn't use to keep cows and sheep. They used to keep turkeys and ducks.
The Aztecs didn't use to trade wood. They used to trade gold.
The Aztecs didn't use to make ships. They used to make pottery.
The Aztecs didn't use to build blocks of flats. They used to build pyramids.

What did you use to do when you were 10 years old? Tell the class.

- Explain the task and give Ss time to consider their answers.
- Elicit answers from various Ss around the class.

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Suggested Answer Key

I used to ride my bike in the street when I was 10 years old. I used to swim in the sea when I was 10 years old. I didn't use to live in the city when I was 10 years old. etc.

2c • Vocabulary

1 **Aim** To present vocabulary for jobs

- Play the recording. Ss listen and repeat chorally and/or individually.
- Explain/Elicit any unknown words.

2 **Aim** To practise vocabulary for jobs

- Ask Ss to look at the pictures. Explain/Elicit that the pictures show famous people. Elicit if Ss are familiar with these people.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|--------------|------------|
| 1 pilot | 4 astronomer | 7 singer |
| 2 painter | 5 playwright | 8 inventor |
| 3 scientist | 6 naturalist | |

3 a) **Aim** To match famous people to statements

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

Answer Key

- | | |
|----------------|------------------|
| 1 Marie Curie | 4 Eugene Ionesco |
| 2 Carl Sagan | 5 Charles Darwin |
| 3 Maria Callas | |

b) **Aim** To listen for confirmation

Play the recording for Ss to listen and check their answers.

4 **Aim** To prepare a poster

- Give Ss time to research online and collect more information about the famous people in Ex. 2.
- Then give Ss time to use their notes to prepare a 'Did you know?' poster about these famous people.

- Ask various Ss to present their posters to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Did you know?

- *Amelia Earhart learnt to fly from Neta Snook and bought her first plane six months later.*
- *Claude Monet was the father of French Impressionism.*
- *Marie Curie won two Nobel Prizes; one for Physics and one for Chemistry.*
- *Carl Sagan published over 600 scientific papers.*
- *Eugene Ionesco started off writing poetry.*
- *Charles Darwin had ten children.*
- *Maria Callas's nickname was La Divina.*
- *Alexander Graham Bell's mother and wife were both deaf.*

Hall of Fame! Who are some famous people from Romania? Collect information and prepare a class book.

- Give Ss time to research online and collect information about some famous people from Romania.
- Then give Ss time to use their notes to prepare a class book.
- Ask Ss to present the book to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

2d Everyday English

1 **Aim** To complete a dialogue

- Ask Ss to read the dialogue and fill in the gaps (1-5) with the sentences (A-F).
- Remind Ss that there is one sentence they do not need.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 D | 2 F | 3 A | 4 C | 5 E |
|-----|-----|-----|-----|-----|

2 **Aim** To listen for confirmation

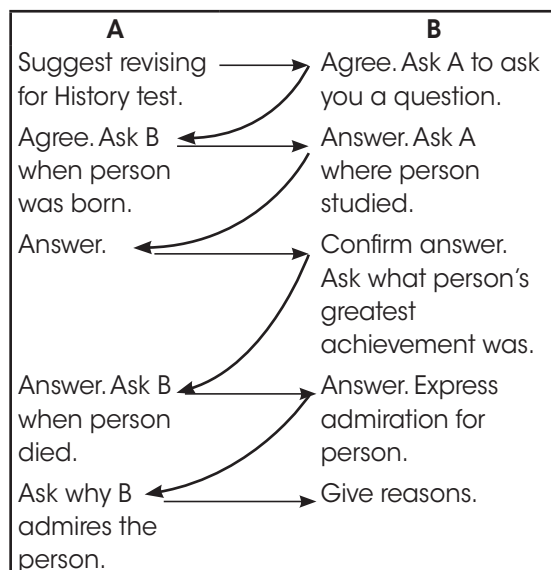
Play the recording for Ss to listen and check their answers.

3 **Aim** To act out a dialogue

- Give Ss time to take roles and act out the dialogue in closed pairs.
- Pay attention to Ss' pronunciation and intonation.

4 **Aim** To role-play a dialogue talking about a famous person

- Explain the situation.
- Read out the fact file and tell Ss that they can use it to complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write the diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Let's revise for the History test now.
 B: OK. I remember quite a lot from the lesson. Ask me a question.
 A: Alright. When was Isaac Newton born?
 B: On 25th December, 1642 in England. Your turn. Where did he study?
 A: At Cambridge University.
 B: Right. What was his greatest achievement?
 A: Mathematical Principles of Natural Philosophy. He published it in 1687 and it is one of the most important books in the history of science. When did he die?

B: On 20th March, 1727 in England. I admire Newton a lot.

A: Really? Why?

B: He made great discoveries in mathematics, optics and physics.

Pronunciation

Aim To practise pronouncing /s/, /ʃ/

- Play the recording for Ss to listen and tick the correct sound.
- Check Ss' answers.

Answer Key

	/s/	/ʃ/
shake		✓
salt	✓	
soup	✓	

	/s/	/ʃ/
share		✓
show		✓
small	✓	

- Play the recording again with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit more words with the same sounds.

Suggested Answer Key

/s/ super, see, snail

/ʃ/ sugar, shimmer, shoe

2e Grammar

1 **Aim** To present/practise the past perfect

- Say, then write on the board: *I had travelled by plane.* Underline *had travelled* and explain that this verb is in the past perfect. Point to a S and say: *You had travelled by plane.* Then write it on the board. Point to a male S and say: *He had travelled by plane.* Then write it on the board. Present the other persons in the same way.
- Explain that we form the past perfect in the affirmative with *had* and the past participle of the main verb. Present the negative, interrogative and short answers too.
- Also explain the uses of the tense.
- Ask Ss to read the theory and the cartoon.
- Then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-------------------|---------------------|
| 1 hadn't finished | 4 had just returned |
| 2 Had Ian bought | 5 Had you met |
| 3 had forgotten | |

Module 2

2 **Aim** To practise the past perfect

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

Answer Key

- 2 They hadn't installed the windows.
- 3 They had painted the doors.
- 4 They hadn't put up shelves.
- 5 They had tiled the roof.
- 6 They hadn't planted flowers.

Ask and answer questions using the prompts in Ex. 2, as in the example.

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

Answer Key

- A: Had they installed the windows?
B: No, they hadn't. Had they painted the doors?
A: Yes, they had. Had they put up shelves?
B: No, they hadn't. Had they tiled the roof?
A: Yes, they had. Had they planted flowers?
B: No, they hadn't.

3 **Aim** To present/practise the past perfect continuous

- Say, then write on the board: *I had been working in the garden for two hours.* Underline *had been working* and explain that this verb is in the past perfect continuous. Point to a S and say: *You had been working in the garden for two hours.* Then write it on the board. Point to a male S and say: *He had been working in the garden for two hours.* Then write it on the board. Present the other persons in the same way.
- Explain that we form the past perfect continuous in the affirmative with *had been + main verb -ing*. Present the negative, interrogative and short answers too.
- Also, explain the uses of the tense.
- Ask Ss to read the theory and the cartoon.
- Then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 2 Matt's clothes were dirty because he had been working in the garden all morning.
- 3 Kate was sunburnt because she had been standing in the sun all afternoon.

- 4 Tim had a headache because he had been working on his computer all day.
- 5 Lily was bored because she had been waiting for the train for two hours.

4 **Aim** To practise the past perfect continuous

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

Answer Key

- 2 had only been sitting
- 3 had been revising
- 4 had been reading
- 5 had been studying
- 6 had been expecting

5 **Aim** To compare the past continuous and the past perfect continuous

- Go through the **Note** box with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 had been working
- 2 wasn't sleeping, was studying
- 3 had been crying
- 4 were sitting
- 5 had Mary been waiting
- 6 Had you been digging
- 7 Were they working
- 8 had been tidying

Story!

Continue the story. Use past tenses. Write in your notebook.

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

Suggested Answer Key

... he fell asleep at his desk. He was snoring when his mother came into the room. She had been working late and came in to check on him before she went to bed. She woke him up and told him to get into bed. He was sleeping so soundly, she had to shake him to wake him up. Tom got scared but when he realised what had happened he turned off his laptop and went to bed.

2f Across Cultures

1 To listen and read for gist

- Tell Ss to look at the pictures and read out the question.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

In the British Museum, you can see 8 million artefacts.

In the Terracotta Army Museum, you can see 8,000 clay soldiers, bronze chariots, horses and 10,000 weapons.

2 To read for specific information

- Explain the task and ask Ss to read the questions and answer choices.
- Give Ss time to read the article again and complete the task.
- Check Ss' answers.

Answer Key

1 B 2 A 3 B 4 A

- Then elicit explanations for the words in bold from Ss around the class.

Suggested Answer Key

announced (v) = told people sth officially

explore (v) = to discover; to search

enter (v) = to get in a particular place

ordered (v) = asked for sth to be done

reach (v) = to get to a particular level

wonder (n) = a feeling of great surprise or admiration

site (n) = a place where sth is

runs (v) = is in control of sth

sights (n) = interesting places for sb to see

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

3 To express an opinion

- Ask various Ss to tell the rest of the class which of the museums in Ex. 1 they would like to visit.
- Remind Ss to justify their answers.

Suggested Answer Key

I would like to visit the British Museum because there is so much to see and it's free to enter./

I would like to see the Terracotta Army Museum

because I think the clay soldiers would be interesting to see.

4 To present vocabulary for museums

- Ask Ss to read the words. Explain/Elicit the meaning of any unknown words.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 fee 3 display 5 oil
2 tour 4 cloakroom 6 gift

5 To practise phrasal verbs with go

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 on 2 off 3 after

6 To listen for specific information

- Explain the task and give Ss time to read the information about the Victoria and Albert Museum.
- Play the recording. Ss listen and complete the missing information.
- Check Ss' answers.

Answer Key

1 Cromwell Road 4 café
2 1899 5 free
3 furniture

7 To give a presentation

- Give Ss time to use the information in Ex. 6 to prepare a presentation on the Victoria and Albert Museum.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

The Victoria and Albert Museum is also called the V&A. It is on Cromwell Road in London. Queen Victoria laid the first stone in 1899. There are 2.3 million artefacts inside including furniture, clothing, jewellery, art and books. There is a free guided tour and backpacks for children. You can have a bite to eat at the museum café. Entrance is free.

Module 2

8 To write a blog entry

- Give Ss time to research online and collect information about a famous museum in their country. Ask them to make notes under the headings provided.
- Then give Ss time to use their notes to write a blog entry about it for the class blog.
- Ask various Ss to read their blog entries to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

name: The National Museum of Art of Romania

location: Royal Palace, Revolution Square, Bucharest

what visitors can see & do: see collections of medieval and modern Romanian art including paintings, embroideries, manuscripts, silverware and woodcarvings, visitors can also see collections of international art

tickets: around 30 lei (adults)

Hi, everyone!

Are you a history fan? If you ever find yourself in Bucharest, you should visit the National Museum of Art of Romania. You can find it in the Royal Palace in Revolution Square. You can see collections of medieval and modern Romanian art including paintings, embroideries, manuscripts, silverware and woodcarvings. You can also see collections of international art. Entry is around 30 lei for adults but it is worth it to see one of the best art collections in Romania.

Culture Spot

Read out the box and then give Ss time to research online and find a similar museum in their country. Ask Ss to present it to the class.

Suggested Answer Key

The Museum of Natural History in Bucharest is in Victory Square in Bucharest. Its exhibits include dinosaurs found in Romanian territory to modern species of plants and animals. There is an exhibition of Black Sea treasures and an exhibition of living butterflies. Entry is 20 lei for adults.

2 CLIL (History)

1 To listen and read for gist

- Elicit what, if anything, Ss know about when the Egyptian civilisation started and ended and what jobs people in ancient Egypt had.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers.

Answer Key

The ancient Egyptian civilisation started around 3100 BCE and ended around 30 BCE. People in ancient Egypt were farmers and traders as well as carpenters, weavers and potters.

2 To read for detail

- Ask Ss to read the sentences and then read the text again.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 W 2 R 3 W 4 R 5 DS

- Then elicit explanations for the words in bold from Ss around the class.

Suggested Answer Key

desert (n) = an area covered in sand

skilled (adj) = having the abilities and experience needed for an activity or a particular job

advanced (adj) = highly developed

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

3 To write a summary

- Ask Ss to read the text again and make notes under the headings provided.
- Then give Ss time to use their notes to write a short summary about ancient Egypt.
- Remind Ss to include three mistakes in their summary.
- Ask various Ss to read their summaries to the class.
- The class corrects the mistakes.

Suggested Answer Key

agriculture: soil near the River Nile was good for farming, crops were wheat, flax, papyrus, garlic, onions, cucumbers, also caught fish

jobs: farmers, traders, carpenters, weavers, potters
education: boys went to school, had lessons in Maths and hieroglyphics

In ancient Egypt, the ~~water~~ soil near the River Nile was good for farming. The crops were wheat, flax, ~~paper~~ papyrus, garlic, onions and cucumbers. The ancient Egyptians also caught fish. People worked as farmers, traders, carpenters, weavers and potters. ~~Girls~~ Boys went to school. They had lessons in Maths and hieroglyphics.

What did the ancient Egyptians invent? Collect information, then prepare a quiz for your classmates.

- Give Ss time to research online and collect information about the inventions of the ancient Egyptians.
- Then give Ss time to use their notes to prepare a quiz.
- Ask Ss to present the quiz to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

What Egyptian invention is like paper? (Papyrus)

What writing system did the ancient Egyptians invent? (Hieroglyphics)

What did they use to write with? (Black ink)

What 3 inventions did the ancient Egyptians invent to make farming easier? (The plough, the sickle and irrigation systems)

What did they invent to measure time? (Calendar, sun clock and water clock)

etc.

2 Project

1 To research an ancient European or Asian civilisation

- Ask Ss to work in small groups and research online and collect information about an ancient European or Asian civilisation.
- Tell Ss to list the information under the headings in their notebooks.

Name	Period	Location	Interesting facts	How it ended
Indus Valley civilisation	Bronze Age	modern Pakistan, Afghanistan, north-west India	grew crops for food, didn't know about iron, had writing system with pictures	declined from 1900 BCE, but no one knows why

2 To create a map

- Ask Ss to research online to find the locations of various ruins/artefacts of the civilisation they chose in Ex. 1.
- Tell Ss to work in groups to create a map showing the locations of the ruins/artefacts of their chosen civilisation.
- Each group discusses reasons to visit the places on the map.
- Groups present their maps to the class and share their reasons to visit each place.
- Display the maps around the classroom.

(Ss' own answers)

3 To give a presentation about an ancient civilisation

- Give Ss time to use their notes in Ex.1 to prepare a presentation.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Good morning, everyone. Today I'm going to talk to you about an interesting ancient civilisation. Do you enjoy solving puzzles? Following the clues and cracking the code is fun, but it's also an important job! A lot of what we know about ancient civilisations comes from written records, but there are still some ancient writing systems that we don't understand. One of these comes from the Indus Valley.

The Indus Valley Civilisation is one of the oldest civilisations in the world. It existed in the Bronze Age and was most powerful between 3300 and 1900 BCE. There were thousands of cities spread over nearly 650,000 km² in modern Pakistan, Afghanistan and north-west India and the population was about 5 million people.

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The cities were very well planned and had brick houses and a system for supplying clean water and removing dirty water. The people in the cities were traders and skilled craftspeople. They made pottery, jewellery and metal goods from copper, bronze and tin, but they didn't know about iron. There were also lots of farmers who grew crops for food such as wheat, barley, rice and beans. They used cattle to help them farm the land.

Now that we have explained that the main job in this society was farming, let's move on to why the Indus Valley Civilisation was advanced. We spoke about the fact that they didn't use iron, but they had a writing system. This system used pictures. Between 400 and 600 Indus symbols have been found on tablets, pots and other materials, including a sign that once hung over a gate in the city of Dholavira. However, no one alive today can read it.

The Indus Valley Civilisation slowly declined from 1900 BCE, but no one knows why for sure. Some archaeologists think that the gradual drying of the region's soil may have reduced the water supply so much that farming became more difficult and eventually the people moved eastward. However, it remains a very interesting civilisation which we are still learning about as archaeologists only discovered it existed about 200 years ago. Thank you for listening. Are there any questions?

4 **Think** To discuss what history teaches us

- Give Ss time to read the quotations and discuss them in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think the quotation by Confucius means that as history often repeats itself, we can learn about the future from the past.

I think the quotation by Marcus Garvey means that our past history is what makes us feel connected to our culture, society and country.

Revision & Evaluation 2

- 1 pottery 3 naturalist 5 inventor
2 painter 4 fresco
- 1 on 3 on 5 after
2 in 4 in
- 1 use 4 use
2 were watching 5 Would you go
3 would read
- 1 had already left 3 was taking
2 had Sam been 4 hadn't visited
working 5 had been looking
- 1 Birmingham 3 sword 5 8/8.00
2 1068 4 armour
- 1 b 2 d 3 e 4 a 5 c
- 1 W 2 DS 3 R 4 R 5 W
- 8 Hi, everyone!

Are you a history fan? If you ever find yourself in Warwick in England, you should visit Warwick Castle. You can find it just south-east of Birmingham. You can watch an archery show and explore the castle by walking along the walls and climbing the towers. You can also take part in a sword-fighting workshop. You can see the collections of furniture and armour and then finish your trip with a visit to the castle's dungeons! Entry is £8 for students if you go as part of a school trip and it's worth every penny!

Self-evaluation - Observation grid - My top favourite activity

Ask Ss to assess themselves and their performance in the module for each of the activities and statements listed. Then, ask them to choose their favourite activity in the module from the ones provided and share with the class. Ask Ss to provide reasons for their choices.

Topic

In this module, Ss will explore the topics of types of media, types of literature, and TV programmes & films.

Module page

46-47

Lesson Objectives: To get an overview of the module, to learn vocabulary for types of media, to express preference in types of media

Vocabulary: Types of media (*magazines, newspapers, TV, books, the Internet, radio, mobile media devices, films*)

3a Reading

48-49

Lesson Objectives: To listen and read for gist, to read for specific information (complete sentences), to classify books, to learn prepositional phrases, to talk and write about a special character, to create a mythical world

Vocabulary: Types of literature (*action & adventure, fairytales, science fiction, biographies, mystery & suspense, horror, fables, legends*); Verbs (*escape, fight*); Nouns (*setting, knight, sword, soldier, army, general, enemy*); Adjectives (*best-selling, wise, furry*); Phrase (*loyal follower*)

3b Grammar

50-51

Lesson Objectives: To learn the future simple, *be going to*, the present simple and present continuous (with future meaning), the future in the past

3c Vocabulary

52

Lesson Objectives: To learn about TV programmes & films, to express opinions (likes/dislikes)

Vocabulary: TV programmes & films (*documentary, sitcom, science fiction, soap opera, cookery show, animated film/cartoon, game show, thriller, horror film, chat show, comedy, action & adventure, nature programme, romance, fantasy, drama, reality show, the news, sports show*)

3d Everyday English

53

Lesson Objectives: To listen and read for gist, to role-play a dialogue inviting, accepting/rejecting and proposing/suggesting, to learn the pronunciation of /e/, /æ/

3e Grammar

54-55

Lesson Objectives: To learn conditionals (Types 1, 2, 3)

3f Across Cultures

56-57

Lesson Objectives: To read for key information (multiple matching), to learn phrasal verbs with *keep*, to listen for key information (multiple matching), to discuss survey results and a pie chart to conduct a survey, to write a survey report about popular magazines with teenagers

Vocabulary: Verbs (*care, lead, include*); Phrasal verb (*grow up*); Noun (*beauty*); Phrase (*player rating*)

3 CLIL (Music)

58

Lesson Objectives: To identify musical instruments, to read for cohesion and coherence, to listen for confirmation, to ask and answer comprehension questions, to present famous types of music in one's country, to present an audio-visual creation

Vocabulary: Verb (*hum*); Nouns (*element, verse, chorus, formula, beat, lyrics*); Adjective (*tried-and-tested*)

Project 3

59

Lesson Objectives: To talk about my favourite magazine, to give a presentation on my favourite magazine, to talk about the value of music

Revision & Evaluation 3

60-61

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module, to practise prepositions and phrasal verbs, to listen for key information, to read for specific information, to write a letter, to practise everyday English

Module 3

What's in this module?

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

1 To present vocabulary for types of media

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

2 To express preference in types of media

- Explain the task and read out the example.
- Ss talk in pairs and express preferences following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

A: ... prefer mobile media devices.

3a Reading

1 a) To present new vocabulary through pictures

- Ask Ss to look at the pictures and read out the list of creatures.
- Elicit which picture shows which creature.

Answer Key

A a mouse C a wolf E a lion
B a minotaur D a centaur

b) To listen and read for gist

Play the recording. Ss listen and read and then find out what is special about the creatures in the pictures.

Suggested Answer Key

Aslan, the great lion, is the creator and king of Narnia. He has magical powers and he is wise, kind and dangerous.

Reepicheep is a talking mouse. He's one of Aslan's followers. He's small, furry and cute, but he is brave and he can fight very well with a sword.

Centaur is half-man and half-horse. They run quickly and are very clever.

Minotaurs have the body of a human and the head of a bull. They are quite frightening and strong.

Maugrim is a talking wolf who is extremely dangerous and leads the wolves against Aslan.

2 To read for specific information

- Ask Ss to read the sentence stems (1-6) and then read the text.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 C.S. Lewis	4 fly
2 Aslan the great lion	5 they are half-man and half-horse
3 talk and fight very well with a sword	6 the White Witch

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

3 To present Narnia

- Explain the task and ask Ss to copy the headings into their notebooks and then give them time to make notes under them.
- Ask various Ss to use their notes to present Narnia to the class.

Answer Key

What Narnia is: magical world, land of mythical creatures and talking animals

Talking animals: King Aslan – a lion;

Reepicheep – the talking mouse – he is a brave knight and can fight with a sword; Maugrim – the talking wolf, leader of the wolves, very dangerous

Mythical creatures: Centaurs – half-man, half-horse, can run quickly, very clever; Minotaurs – enemies of Aslan, body of a man, head of a bull, frightening and very strong

Narnia is a magical world with talking animals. Its talking animals include Aslan the lion, the king of Narnia, and Reepicheep, the talking mouse. He is loyal to Aslan and can fight very well with a sword. There is also a talking wolf called Maugrim. He is the leader of the wolves and is very dangerous.

The mythical creatures in Narnia include centaurs and minotaurs. Centaurs are half-man and half-horse. They are very clever and can run quickly. Minotaurs are enemies of Aslan. They have the body of a man and head of a bull. They are frightening and very strong.

4 **Aim** To present vocabulary for types of literature

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Then elicit which types of literature are fiction/non-fiction from Ss around the class.

Answer Key

Fiction: fairytales, science fiction, mystery and suspense, horror, fables, legends

Non-fiction: biographies

5 **Aim** To practise prepositions

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

Answer Key

1 in 2 of 3 of 4 with

6 **Aim** To create a special character

- Ask Ss to think of a special character that appears in a novel they are writing.
- Ss describe his/her appearance, character and abilities.
- Ask various Ss to present their character to the class. The class votes for the best character.

Suggested Answer Key

My character is a fairy. She is small and beautiful and she has got blue wings. She is wise and kind and she can fly.

7 **Aim** To create a mythical world

- Divide the class into small groups and have Ss think of ideas for a mythical world and make notes under the headings and then create an advertisement.
- Ask various groups to present their advertisement to the class.
- Ss evaluate their classmates' presentations.

Suggested Answer Key

Our world is Fogworld. It is at the top of the tallest mountain in Europe and it only appears when it's foggy. All the animals you usually find up a mountain are there – wolves, bears, goats and so on – but they can all talk. There are also fairies, elves and dwarves. The king of the mountain is a great bear called Ursus and his enemy is the leader of the wolves, Lucas. They can use swords when they fight.

Take the roles of C.S. Lewis and one of the characters from Narnia. Ask the author questions about your character and explain what you like about it. Write the interview.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

Suggested Answer Key

A: Who am I?

B: You are Aslan, the great lion and king and creator of Narnia.

A: Do I have any powers?

B: Yes, you have magical powers.

A: What am I like?

B: You are wise and kind and dangerous. What do you like about your character?

A: I like that I am wise and kind because I want to use my magical powers to help other people.

Drama Club

Think of your favourite novel. Choose a chapter and dramatise it for the school drama club.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

(Ss' own answers)

3b Grammar

1 **Aim** To present/practise the future – be going to

- Ss' books closed. Say, then write on board: *I'll visit grandma later. Will you come? No, I won't.* Elicit the forms *will* + bare infinitive (affirmative), *will not/won't* + bare infinitive (negative) and *will* + personal pronoun + bare infinitive (interrogative). Draw Ss' attention to the short forms *will* = 'I'll and *will not* = *won't*. Drill Ss in all persons. Then write on board: *I'm going to visit Paris in the summer.* Elicit the form *be going to* + bare infinitive. Drill Ss in all persons.
- Say, then write on board: *I think the new action film will be great.* and *We don't need these lights on. I'll switch them off.* Elicit the use of *will*. (To make predictions about the future based on what we think and to make on-the-spot decisions). Then, write on board: *We're going to join a book club.* and *Look out! You're going to drop those boxes.* Elicit the use of *be going to*. (To talk about plans and intentions in the future)

Module 3

and to make predictions based on what we can see).

- Ss' books open.
- Ask Ss to read the theory and the cartoon.
- Then explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 'm going to buy (plans and intentions)
- 2 'll tell (warning)
- 3 isn't going to run (predictions based on what we see or know)
- 4 will attend (predictions based on what we think)
- 5 'll call (on-the-spot decisions)

2 **Aim** To practise the future simple – be going to

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

Answer Key

- 1 's/is going to visit, 's/is going to re-open
- 2 'll/will have
- 3 's/is going to put on, 'll/will come
- 4 'm/am not going to watch
- 5 will do, won't/will not come
- 6 'll/will go, 'll/will come
- 7 're/are going to drop, 'll/will have

Summer Plans

- Explain the task.
- Give Ss time to complete the task in pairs.
- Elicit answers from various pairs around the class.

Suggested Answer Key

- A: Will you go to the Tower of London?
 B: Of course I will!
 A: Will you take a map with you?
 B: No, I won't. I will probably use an app on my phone to find the way.
 A: Where are you going to stay?
 B: I'm going to stay at a hotel in the city centre.
 A: Will you go to Buckingham Palace?
 B: Yes, I think I will.
 A: Are you going to buy lots of souvenirs?
 B: Yes, I am. I'm saving up my pocket money.

3 **Aim** To practise the present simple/present continuous (with future meaning)

- Explain that we can use the present simple for timetables and schedules and the present continuous for fixed arrangements.
- Read out the **Note** box and the examples.
- Give Ss time to complete the task and then check their answers.

Answer Key

- 1 is flying, leaves
- 2 are going, are meeting
- 3 are visiting, arrives

4 **Aim** To practise the future simple, be going to, the present simple/present continuous (with future meaning)

- Give Ss time to complete the sentences with the correct form of the verbs.
- Check Ss' answers.

Answer Key

- | | |
|--------------------------|--------------------------|
| 1 will give | 4 'll/will become |
| 2 'm/am chatting | 5 'll/will send |
| 3 are going to take part | 6 does the concert begin |

5 **Aim** To practise the future simple, be going to or the present continuous with personal examples

Give Ss time to complete the task in pairs and then check their answers around the class.

Suggested Answer Key

- 1 I am going to the park
- 2 people will have flying cars
- 3 am going to visit Spain
- 4 am meeting my friends
- 5 it won't rain tomorrow
- 6 I will try harder at school this year

6 **Aim** To present/practise the future in the past

- Ask Ss to read the **Note** box and the examples.
- Then explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|----------------|---------------------|
| 1 would be | 4 Were you going to |
| 2 was going to | 5 wasn't going to |
| 3 wouldn't | |

Tech Weekend

In groups, suggest ways to organise a tech weekend at your school. Use future tenses. Present your ideas to the class. The class votes for the best suggestions.

- Explain the task.
- Give Ss time to complete the task in groups.
- Elicit answers from various groups around the class.

(Ss' own answers)

3c Vocabulary

1 **Aim** To present vocabulary for TV programmes & films

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Then ask Ss to look at the pictures and say which TV programmes/films they can see.

Answer Key

- 1 the news
- 2 a cookery show
- 3 an animated film
- 4 a nature programme/documentary
- 5 a science fiction programme/film
- 6 a fantasy film

2 **Aim** To express opinions (likes/dislikes)

- Explain the task. Read through the list of adjectives and explain/ elicit their meanings.
- Read out the example dialogue and then ask Ss to discuss TV programmes and films in pairs using the adjectives and following the example.
- Monitor the activity around the class.

Suggested Answer Key

A: What do you think of sitcoms?

B: I find them silly. I prefer documentaries. What do you like watching?

A: I love fantasy films. I think they are fantastic.

Watch a TV programme. Complete a fact file about it. Tell the class.

- Explain the task and assign it as HW.
- Check Ss' answers in the next lesson.

(Ss' own answers)

3d Everyday English

1 **Aim** To listen and read for gist

- Read out the rubric.
- Play the recording. Ss listen and read to find out what programme John and Lucy decide to watch.

Answer Key

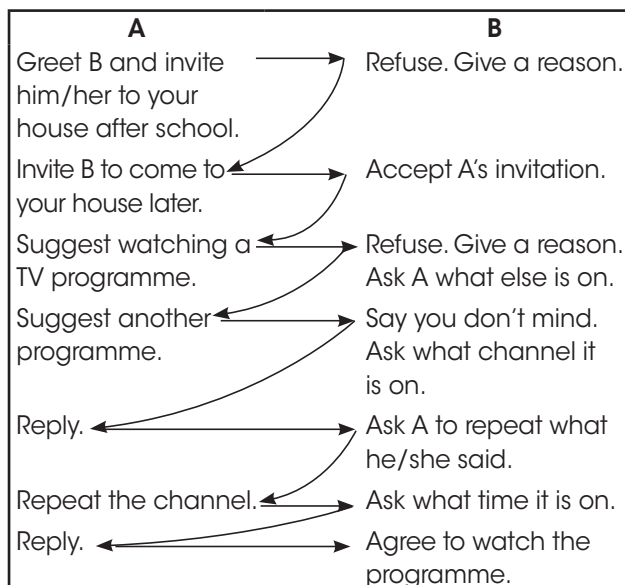
They decide to watch a documentary about Madagascar.

2 **Aim** To act out a dialogue

- Play the recording again.
- Then ask Ss to take roles and act out the dialogue in closed pairs.
- Then ask some pairs to act out the dialogue in front of the class.
- Correct their pronunciation and intonation if/ when necessary.

3 **Aim** To role-play a dialogue inviting, accepting/ rejecting and proposing/suggesting

- Explain the situation and ask Ss to take roles in pairs and act out a similar dialogue to the one in Ex. 1.
- Tell Ss to use the TV guide and the **Note** boxes to help them complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write the diagram on the board for Ss to follow.



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- Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Hi, Kurt! Would you like to come to my house after school?

B: Sorry, I can't. I've got a guitar lesson.

A: How about coming over after that?

B: Sure, I'd love to.

A: There's a nature programme about Madagascar on TV at 7:05. Do you want to watch it?

B: Not really. I don't like nature programmes. What else is on?

A: Well, there's a quiz show called The Chase.

B: Sounds good. What channel is it on?

A: Channel 4.

B: Sorry. Which channel did you say?

A: It's on Channel 4.

B: What time is it on?

A: 7:05.

B: OK. Let's watch that.

Pronunciation

To practise pronouncing /e/, /æ/

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit more words with the same sounds.

Suggested Answer Key

/e/ let, head, led

/æ/ mat, bat, sat

3e Grammar

1 To present conditionals types 1, 2, 3 and practise conditional type 1

- Say, then write on board: *If I study hard, I will pass my exams.* Ask Ss to identify the *if*-clause (*If I study hard*) and which tense we use (present simple). Ask Ss to identify the main clause (*I will pass my exams*) and the structure used (*will* + infinitive without *to*). Explain that this is a type 1 conditional and we use it to talk about things that are likely to happen in the future. Tell Ss that we put a comma after the *if*-clause only when it is before the main clause. Also tell Ss that we can use *unless* = *if not* in this

type of conditional sentences by altering the given example: *Unless I study hard, I won't pass my exams.*

- Say, then write on board: *If I had more money, I would buy a new car.* Ask Ss to identify the *if*-clause (*If I had more money*) and which tense we use (past simple). Ask Ss to identify the main clause (*I would buy a new car*) and the tense used (*would* + infinitive without *to*). Explain that this is a type 2 conditional and we use it to talk about situations that are not real in the present/future, and give advice.
- Say, then write on board: *If you had woken up earlier, you wouldn't have missed the train.* Ask Ss to identify the *if*-clause (*If you had woken up earlier*) and which tense we use (past perfect). Ask Ss to identify the main clause (*you wouldn't have missed the train*) and the structure used (*would/could/might have* + past participle). Explain that this is a type 3 conditional and we use it to talk about situations that were not real in the past.
- Ask Ss to read the theory and the cartoon.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|----------------------------|---------------------|
| 1 advertise, will increase | 4 will come, let |
| 2 will explain, ask | 5 see, will tell |
| 3 won't lend, aren't | 6 comes, will order |

2 To practise unless/if

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

Answer Key

- | | | |
|----------|----------|----------|
| 1 Unless | 3 unless | 5 Unless |
| 2 If | 4 if | |

Game!

To practise conditional type 1

- Divide the class into two teams. Team A says a capital city and Team B completes the sentence.
- Remind Ss to use the correct type of conditional.
- The team with the most points wins.

Suggested Answer Key

Team A2: *If you go to Athens ...*

Team BS2: ... you will see the Parthenon.
 Team AS3: If you go to Paris ...
 Team BS3: ... you'll see the Eiffel Tower. etc.

3 To practise conditional type 2

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

Answer Key

1 had 3 were 5 were
 2 would hang 4 learnt

Game!

To practise conditional type 2

- Ss take turns to continue the story.
- Remind Ss to use the correct type of conditional.

Suggested Answer Key

... he would buy a big house. If he bought a big house, he would hire a housekeeper. If he hired a housekeeper, he wouldn't do all the housework. etc.

4 To practise conditional type 3

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

Answer Key

1 had had 4 would have come
 2 wouldn't have been 5 hadn't asked
 3 had booked

5 To practise conditionals types 1, 2, 3

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

Answer Key

2 Unless you leave now, you won't be there on time.
 3 If you hadn't stayed up late last night, you would have woken up early.
 4 If Natalie didn't have the time, she wouldn't visit her cousins.
 5 Unless we do our homework, our parents won't let us go to the party.
 6 If he had saved money, he would have bought that smartphone.

6 To practise/identify conditionals types 1, 2, 3

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

Answer Key

1 If I were you, I would volunteer abroad. (type 2)
 2 If I don't wake up on time, I will get a taxi to work. (type 1)
 3 will stay (type 1)
 4 had got up (type 3)
 5 start (type 1)
 6 won't have (type 1)
 7 If I had seen them cut down the tree, I would have stopped them. (type 3)
 8 won (type 2)

7 To practise/identify conditionals types 1, 2, 3

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

Answer Key

1 would be (type 2)
 2 wouldn't have happened (type 3)
 3 will your boss say (type 1)
 4 will buy (type 1)
 5 will you get (type 1)

Think To practise conditionals types 1, 2, 3 with personal examples

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

Suggested Answer Key

1 I will go to the cinema tonight.
 2 I would have got a better grade.
 3 I would hand it in to the police.
 4 if I had known you were going.
 5 if I hadn't left my phone at home.
 6 I will meet my friends.

If I were a president!

Tell the class what you would do. The class votes for the best plan.

- Ask various Ss to tell the class what they would do if they were a president.
- Remind Ss to use conditional type 2.
- Then ask the class to vote for the best plan.

(Ss' own answers)

Module 3

3f Across Cultures

1 **Aim** To introduce the topic

Elicit popular teen magazines from Ss' country and what type they are.

(Ss' own answers)

2 **Aim** To read for key information

- Ask Ss to read the descriptions (1-5) and underline the key words.
- Then give Ss time to read the magazine descriptions (A-G) and decide which magazine is best for each teenager.
- Check Ss' answers.

Suggested Answer Key

Key words:

- 1 Rachel, work of people from her own age group, enjoys writing, cares ... for animals and nature
- 2 Paul, keen sportsman, supports Arsenal, what favourite players ... doing or saying
- 3 Sue, issues young people are facing, human body, crosswords
- 4 Katy, clothes, famous people, tips, look pretty
- 5 Adam, science, takes photographs, night sky

Answer Key

1 F 2 G 3 A 4 D 5 E

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

3 **Aim** To practise phrasal verbs with keep

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 on 2 up with 3 off

4 **Aim** To listen for key information

- Explain the task and ask Ss to read the sentences.
- Play the recording twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 C 2 E 3 A 4 F 5 B

5 a) **Aim** To understand survey results in a pie chart

- Ask Ss to read the questions and look at the pie chart and answer them.
- Ask various Ss to tell the class.

Answer Key

- 1 The most popular type of magazine is the comic book. The least popular is short story magazines.
- 2 Sports magazines and celebrities and gossip magazines have a similar percentage of readers.
- 3 10% of teenagers read sports magazines.

b) **Aim** To understand survey results in a pie chart

- Ask Ss to read the sentences and look at the pie chart and complete them.
- Ask various Ss to tell the class.

Answer Key

- 1 comic books
- 2 read music/film magazines. ... read general interest/hobbies magazines
- 3 read celebrities and gossip magazines
- 4 read sports magazines
- 5 read lifestyle magazines ... read short story magazines

6 **Aim** To conduct a survey; to write a survey report

- Give Ss time to conduct a class survey of the types of magazines each person likes most/least.
- Ss may compile the results into a pie chart if they want.
- Then give Ss time to write a survey report with sentences similar to those in Ex. 5b.
- Check Ss' answers.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Teenagers enjoy reading magazines in their free time. These cover all kinds of subjects, from sports to film.

The most popular magazine is the comic book, with 32% of students reading one. Next come music and film magazines, which 18% read. Close

behind are general interest/hobby magazines, at 15%. Slightly fewer teens read sports magazines (10%) than read celebrities and gossip magazines (11%). The least popular magazines are lifestyle, at 8%, and short story magazines, at 6%.

It seems that, even though teens spend a lot of time in front of screens these days, magazines continue to be popular.

Culture Spot

Read out the box and then give Ss time to research online and find a public broadcaster in their country. Ask Ss to present it to the class.

Suggested Answer Key

Televiziunea Romana is the public television broadcaster in Romania. People call it TVR. It has four television channels and six regional television studios. It offers a wide range of services including webcasts and international viewing.

3 CLIL (Music)

1 **Aim** To present vocabulary for musical instruments

- Elicit the musical instruments by asking for descriptions or asking Ss to draw pictures on the board.
- Tell Ss they are going to hear different pieces of music played by these instruments.
- Play the recording twice if necessary. Ss listen and number the musical instruments in the order they hear them.

Answer Key

1 trumpet	4 flute	7 saxophone
2 guitar	5 piano	8 drums
3 banjo	6 harp	9 violin

2 **Aim** To identify rhythm and tempo

- Explain the task.
- Play the recording and then elicit the answers to the questions.

Answer Key

1 quiet and slow	2 loud and fast
------------------	-----------------

3 a) **Aim** To read for cohesion and coherence

Give Ss time to read the text and fill in the gaps with the appropriate quantifiers from the list.

Answer Key

1 lot	3 much	5 some
2 Many	4 few	6 any

b) **Aim** To listen for confirmation

- Play the recording for Ss to check their answers.
- Then give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

4 **Aim** To consolidate new vocabulary and comprehension of a text

- Give Ss time to look up the meanings of the words in bold and elicit explanations from Ss around the class.

Suggested Answer Key

notes (n) = single tones of certain pitches

chords (n) = groups of three or more notes played together

speeds (n) = how fast some things are

tempo (n) = how fast a piece of music is

- Then have Ss ask and answer comprehension questions about the text in pairs. Monitor the activity around the class.

Suggested Answer Key

A: How many main elements do many great pop hits contain?

B: Two. What are they?

A: A verse-chorus formula, and the use of changing dynamics. What are dynamics?

B: How loud or quiet a piece of music is. How is harmony related to notes and chords?

A: It is how they sound together. What is rhythm?

B: Musical time. What is the rhythm in rock music?

A: One strong beat followed by three weaker ones. What is the speed of the music called?

B: The tempo. What is the melody?

A: It's the tune of a piece of music.

5 **Aim** To present famous types of music in one's country

- Assign the task as HW. Ask Ss to research online and collect information about two famous types of music in their country. Ask them to make notes under the headings provided.

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- Then tell Ss to use their notes to write a short text about the two types of music.
- Ask Ss to find short extracts of music pieces for both types if possible.
- Ask various Ss to present their texts and music extracts to the class in the next lesson.

Suggested Answer Key

Folk music

melody: from sad, to happy dance music

rhythm: can be fast or slow depending on the type of song

lyrics: about folk stories, historical events, the strength of the Romanian people

musical instruments: violin, also guitar, clarinet, flute, drums, accordion

Classical music

melody: beautiful tunes that move up and down gradually

rhythm: often slow, but can be fast in certain pieces, or parts of pieces, of music

lyrics: none

musical instruments: whole orchestras, but also only for violin and piano

Folk music in Romania has many influences, for example from the music of the Romani people, Central Europe and the Balkans. There are many types of folk music from different areas of the country.

The melody is very important in Romanian folk music. It can be sad or happy dance music. The rhythm can also be fast or slow, depending on the type of song. The lyrics are about folk stories, historical events, and the strength of the Romanian people. The main instrument in Romanian folk music is the violin, but you can also hear the guitar, clarinet, flute, drums and accordion. Now, let's listen to [name of song], a [type of song].

As with folk music, there are many different types of classical music that come from Romania. Famous composers like George Enescu and Dinu Lipatti used influences from Romanian folk music and European classical music in their pieces. The melody is often a beautiful tune that moves up and down gradually. The rhythm is often slow, but it can be fast in certain pieces, or

parts of pieces, of music. There are no lyrics in classical music, although some composers like Enescu also wrote operas. The classical music of Romania uses whole orchestras, but composers also wrote pieces only for the violin or piano. Now, let's hear one of George Enescu's pieces for the orchestra, [name of composition]..

MUSIC TIME!

To match audio and visual elements

- Assign the task as HW and ask Ss to draw a picture of anything they want and then write or find a piece of music to match it.
- Tell Ss to record the piece of music and then ask Ss to present their drawing and the piece of music to the class in the next lesson.

(Ss' own answers)

3 Project

1 To talk about your favourite magazine

- Give Ss time to think about their favourite magazine and what it is about.
- Elicit answers from Ss around the class.

Suggested Answer Key

My favourite magazine is National Geographic magazine. It is about geography, history, science and culture around the world.

2 To research online

- Ask Ss to work in small groups and research online and collect information about their favourite magazines.
- Tell Ss to list the information under the headings in their notebooks.

Suggested Answer Key

Name: Aquila

Type of publication: magazine for young people

Content: articles on geography, history, science and culture

Price: around £70 per year in UK, around £100 per year in rest of Europe

Printed: monthly

Electronically: now available

3 **Aim** To give a presentation about your favourite magazine

- Give Ss time to use their notes in Ex. 2 to prepare a presentation.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Good morning, everyone. Who likes reading magazines? Quite a few of you I see. Well, I know I do and my favourite magazine is 'Aquila'.

'Aquila' is a magazine for young people and it contains articles on geography, history, science and culture. It costs around £70 per year in the UK, and around £100 per year in the rest of Europe. It is printed monthly, but it is also available electronically. If this sounds like something you may be interested in reading, you should sign up for a subscription. You can visit the website to see samples of the magazine and buy old issues. I hope you like it as much as I do. Happy reading. Thanks for listening. Are there any questions?

4 **Aim** To discuss the benefits of music

- Give Ss time to read the list of statements and consider their answers.
- Then ask Ss to discuss their opinions with their partners.
- Elicit answers from Ss around the class.

Suggested Answer Key

A: I agree with statements 2, 3, 4 and 5. I disagree with statements 1 and 6.

B: Me too. I love music and I think it has many positive benefits such as the ones in the statements 2-5.

A: That's right. Music has other positive benefits too such as helping you to relax.

B: I agree. etc.

NEWS!

Collect information about this week's breaking news and top stories. What are they about?

- Explain the task and give Ss time to complete it.
- Elicit answers from various groups around the class.

(Ss' own answers)

Revision & Evaluation 3

- | | | |
|---|---------------|-------------|
| 1 | 1 devices | 4 biography |
| | 2 childish | 5 Reality |
| | 3 educational | |

- 2 1 of 2 of 3 on 4 off 5 for

- | | | |
|---|--------------------|-------------|
| 3 | 1 am going to read | 4 are going |
| | 2 opens | 5 would |
| | 3 'll finish | |

- | | | |
|---|-----------------|--------------|
| 4 | 1 would buy | 4 becomes |
| | 2 won't come | 5 would have |
| | 3 wouldn't have | passed |
| | watched | |

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

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

- 7 1 South Florida
2 play and explore materials with their hands
3 have talent in the arts
4 unlimited visits for a year and other discounts
5 volunteer at the museum

- 8 Hi, Lewis!
Great to hear from you! Hope you are OK.
My favourite magazine is about football. It's called 'Goal!' and it's for anyone who is crazy about football. My favourite section is the one about Romanian teams and players, especially my team, Dinamo Bucuresti. But what I really like about it is that it includes articles about football in many different countries.
Do you go to football matches at all? I'm going to one on Sunday!
All the best,
Peter

Self-evaluation - Observation grid - My top favourite activity

Ask Ss to assess themselves and their performance in the module for each of the activities and statements listed. Then, ask them to choose their favourite activity in the module from the ones provided and share with the class. Ask Ss to provide reasons for their choices.

Module 4 Tech world

Topic

In this module, Ss will explore the topics of electronic devices, technology, and computers.

Module page

62-63

Lesson Objectives: To get an overview of the module, to learn vocabulary for electronic devices, to talk about electronic devices

Vocabulary: Electronic devices (*transparent TV, e-reader, smartwatch, 3D printer, solar backpack, Pepper the robot*)

4a Reading

64-65

Lesson Objectives: To listen and read for gist, to read for detail (R/W/DS), to present and consolidate vocabulary for technology, to learn prepositions, to describe an AR app

Vocabulary: Technology (*pinch, spread, swipe, tap, touch and hold*); Verbs (*aim, boost, insist, hunt, train, perform*); Phrasal verbs (*deal with, try on*); Nouns (*virtual reality, operation*)

4b Grammar

66-67

Lesson Objectives: To learn/revise modals

4c Vocabulary

68

Lesson Objectives: To learn about computers and computer language

Vocabulary: Computers (*webcam, screen, tower, printer, scanner, mouse, router, external hard drive, speakers, keyboard, USB stick, earphones*); Computer language (*upload, download, click on, scan, save, delete, connect, install, stream, print*)

4d Everyday English

69

Lesson Objectives: To complete a dialogue, to role-play a dialogue complaining about damaged goods, to practise intonation in questions

4e Grammar

70-71

Lesson Objectives: To revise/practise the comparative and superlative

4f Across Cultures

72-73

Lesson Objectives: To listen and read for gist, to read for detail (R/W/DS), to practise phrasal verbs with *bring*, to listen for specific information (gap-fill), to talk about a device, to write about a device/gadget

Vocabulary: Adjective (*paralysed*); Phrases (*go hand in hand, affect the brain, personal experience*)

4 CLIL (PSHE)

74

Lesson Objectives: To listen and read for gist, to read for detail (answer questions), to consolidate comprehension of the text, to prepare a leaflet

Vocabulary: Verbs (*respond, block*); Phrasal verb (*pick on*); Nouns (*victim, device*); Phrases (*get into trouble, think twice*)

Project 4

75

Lesson Objectives: To prepare a podcast about the dos and don'ts of using smartphones, to give a presentation on smartphone etiquette, to talk about the value of respect, to prepare a digital presentation

Revision & Evaluation 4

76-77

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module, to practise prepositions and phrasal verbs, to listen for specific information, to practise everyday English, to write an email, to read for detail

What's in this module?

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

1 To present vocabulary for electronic devices

- Ask Ss to look at the pictures (A-F) and read the sentences (1-6).
- Give Ss time to match them and then check their answers.

Answer Key

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

- Play the video for Ss and elicit their comments.

2 To talk about electronic devices

- Read out the **Note** box. Explain the task and ask two Ss to read out the example dialogue.
- Ask Ss to talk in pairs and express a desire for an electronic device giving reasons.
- Ask various Ss to tell the class.

Suggested Answer Key

A: I would like to have a smartwatch because I would be able to make calls, send text messages and go online anytime.

B: Really? I would like to have a 3D printer because it would help me print all sorts of objects.

4a Reading

1 To listen and read for gist

- Ask Ss what they think augmented reality is and how it can be used in everyday life.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

Augmented reality is a combination of virtual reality and real life. It can be used in everyday life to try on clothes, get directions, get a virtual tour, play games and help surgeons to perform operations.

2 To read for detail

- Explain the task and ask Ss to read the statements.

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

Answer Key

1 DS 3 W 5 DS
2 R 4 W 6 R

- Then elicit explanations for the words in bold from Ss around the class.

Suggested Answer Key

hang out (phr. v) = to spend a lot of time in a place or with someone

combining (v) = joining things together to make a single group of things

checking out (phr. v) = examining sth based on what it looks like

loads (n) = a lot of

catching on (phr. v) = becoming popular

instant (adj) = happening immediately

popped up (phr. v) = appeared unexpectedly

brought it all to life (phrase) = made sth look real

wandering (v) = walking around without a purpose

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

3 a) To present vocabulary for technology

- Ask Ss to look at the pictures and read out the list of verbs.
- Elicit which picture shows which action.

Answer Key

1 tap 4 spread
2 touch and hold 5 swipe
3 pinch

b) To consolidate vocabulary for technology

- Ask Ss to read the sentences and complete them with the verbs from Ex. 3a.
- Check Ss' answers.

Answer Key

1 Spread 4 Touch and hold
2 Pinch 5 Swipe
3 Tap

Module 4

4 To revise vocabulary related to technology

- Go through the list of verbs and ask Ss to think of nouns that go with these verbs in relation to smartphones/tablets.
 - download/upload** files, videos, films, images etc.
 - send** texts/messages etc.
 - use** the Internet
 - share** files
 - listen to** music/songs etc.
 - play** (online) (free) games
 - chat** with friends/family/relatives
 - watch** a film/video etc.
- If anyone in the class does not have a smartphone/tablet, or access to one, just ask them what they use the Internet for.
- Allow Ss some time to prepare their answers. Invite various Ss to tell the class.

Suggested Answer Key

I have a smartphone/tablet. I use it to download apps, upload photos to social media, send texts, use the Internet, share memes, listen to music, play games, chat with friends and watch films and videos.

5 To learn prepositions

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

Answer Key

1 on 2 at 3 by 4 under 5 out of

6 To develop critical thinking skills; to describe an AR app

- Explain the task and ask Ss to work in groups to create their app. Tell them to use the prompts to write a short description.
- Give Ss time to complete the task and then ask various groups to describe their app to the rest of the class. The class evaluates the presentations.

Suggested Answer Key

the name of the app: AR Drawing

what it does: it projects an image onto a blank piece of paper so you can sketch it

why people would buy it: to learn to become better at drawing and develop their artistic skills

Good morning! Do you enjoy drawing? Do you wish you could practise without paying for expensive lessons or searching for videos online? Well, now you can! With AR Drawing, our new augmented reality app, you can practise your skills anytime and anywhere. This handy app projects an image of your choice onto a blank piece of paper so that you can sketch it. There's no better way to develop your artistic skills and become a better artist!

Think To create an invention

- Ask Ss to come up with ideas for an invention that makes communication easier.
- Ss present their invention to the class and explain why it is worth using.

(Ss' own answers)

4b Grammar

1 To present/practise modals

- Ask Ss to read the theory and the cartoon.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 need to 3 might 5 don't have to
2 must 4 should 6 don't need to

2 To practise modals

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

Answer Key

1 have to 3 has to 5 must
2 must 4 have to

3 To practise modals

- Remind Ss to use the theory as a point of reference.
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

2 You have to do your homework every day.
3 This tablet may not be available in shops now.

- 4 The computer should be ready by Friday.
5 You don't have to go.

Look at the picture. Make sentences using appropriate modals.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

Suggested Answer Key

He must stop texting while driving.

He has to stop the car.

He could/may/might cause an accident.

He has to put his phone away and concentrate on the road.

He should be arrested.

He has to obey the law.

4 **Aim** To revise/practise modals

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

Answer Key

- 1 could 3 can 5 Can
2 weren't able to 4 Might

5 **Aim** To practise modals

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

Answer Key

- 1 Could 6 could
2 can 7 May
3 're allowed to 8 don't have to
4 wasn't able to 9 should
5 Can

6 **Aim** To practise modals using personal examples

- Remind Ss to use the theory as a point of reference.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Suggested Answer Key

- 1 ... be home by 4:15 pm.
2 ... get an early night.
3 ... wash the dishes after dinner.
4 ... buy some batteries.
5 ... study for my English exams.

- 6 ... go to Tom's party.
7 ... meet my mum at the supermarket after school.
8 ... ride a bike without safety wheels when I was five.
9 ... finish my homework by the end of the day.
10 ... go to the cinema later.

Create a class code that explains your needs, rules and responsibilities.

- Explain the task and give Ss time to complete it.
- Elicit answers from various groups around the class.

(Ss' own answers)

4c Vocabulary

1 **Aim** To present vocabulary for computers

- Ask Ss to look at the pictures and match them to the words in the list.
- Play the recording for Ss to check their answers.

Answer Key

- 1 speakers 7 keyboard
2 external hard drive 8 mouse
3 webcam 9 scanner
4 screen 10 tower
5 USB stick 11 router
6 printer 12 earphones

2 **Aim** To present/practise computer language

- Explain the task. Read through the list of words and explain/ elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 connect 4 print 7 install, delete
2 click on 5 save 8 scan
3 stream 6 upload 9 download

4d • Everyday English

1 **Aim** To predict the content of a dialogue

Ask Ss to read the first exchange and guess what is wrong with the tablet.

Answer Key

It arrived damaged. Maybe the screen is cracked or it doesn't turn on.

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2 **Aim** To complete a dialogue

- Give Ss time to read the dialogue and complete the gaps.
- Play the recording. Ss check their answers.

Answer Key

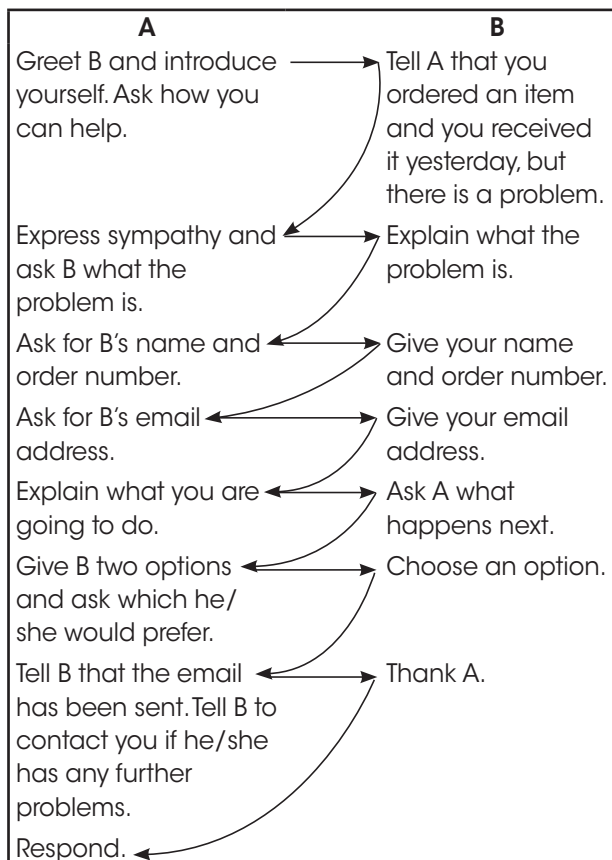
1 from 3 for 5 for
2 across 4 with

3 **Aim** To act out a dialogue

- Explain the task and give Ss time to read the dialogue in pairs.
- Ask a pair to read out the dialogue to the class.
- Write David's email address on the board (david_finch2001@rapidnet.com) and go through how he says it again.

4 **Aim** To role-play a dialogue complaining about damaged goods

- Explain the situation.
- Tell Ss to use the dialogue in Ex. 2 as a model.
- Write the diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Good morning. Customer Service. Betty speaking. How can I help you?
B: Hi. It's about a smartphone I ordered from you last week. It arrived yesterday, but it won't charge.
A: OK. We can sort that out for you sir. Can I have your name and order number, please?
B: Yeah. It's John Smith. The order number is 025896.
A: Can I have your email address as well?
B: Yes, it's j-o-h-n-s-m-i-t-h ninety-nine at acenet dot com.
A: Got it. What I'm going to do, sir, is email you a return slip. Print it out and send the smartphone back to us with the return slip.
B: OK. What happens then?
A: We can either exchange it for another one or give you a full refund. Which would you prefer?
B: Another smartphone, please.
A: OK then. The email has been sent, sir. If you have any further problems, just call us again.
B: Thank you so much. You've been a great help.
A: My pleasure.

Intonation

Aim To practise intonation in questions

- Read out the **Note** box and explain when we use rising/falling intonation.
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation.

4e Grammar

1 **Aim** To revise and practise the comparative

- Ss' books closed. Explain that we use the comparative form to compare two people, things, places, etc. We usually use *than* with comparative adjectives (e.g. *Julie is shorter than John.*).
- Explain that with one-syllable and some two-syllable adjectives, we form the comparative by adding *-er* (*clean - cleaner*). Tell Ss that with adjectives of more than two syllables, we

form the comparative with *more* (*exciting – more exciting*). 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. *gentle – gentler* or *gentle – more gentle*).

- Explain that with one-syllable adjectives ending in *-e*, we add *-r* in the comparative form (e.g. *nice – nicer*).
- Explain that with one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-er*. (e.g. *hot – hotter*).
- Explain that with two-syllable adjectives ending in *-y* or *-ly*, we change the *-y* to *-i* and add *-er*. (e.g. *friendly – friendlier*).
- Explain that we use (*not*) *as* + adjective + *as* to compare two people/things. (e.g. *This house is as big as hers. He isn't as rich as his cousin*).
- Ss' books open. Go through the theory with Ss and drill Ss around the class by giving them adjectives and asking for the comparative form.
- Then ask Ss to read the cartoon.
- Give Ss time to write the comparative forms and then check their answers.

Answer Key

- | | |
|-------------------|-----------------|
| 2 more attractive | 8 easier |
| 3 larger | 9 worse |
| 4 thinner | 10 better |
| 5 smaller | 11 less |
| 6 heavier | 12 more careful |
| 7 more beautiful | |

2 To practise the comparative

- Explain the task, read out the example and give Ss time to complete it.
- Then check their answers.

Answer Key

- 2 An external hard drive is larger than a USB stick.
- 3 Tablets are bigger than e-readers.
- 4 A computer tower is heavier than a tablet.
- 5 These earphones are cheaper than these speakers.

3 To practise the comparative

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

Answer Key

- | | | |
|-----------|----------|----------|
| 1 simpler | 3 as | 5 enough |
| 2 enough | 4 busier | 6 too |

4 Think To practise the comparative with personal examples

- Explain the task, read out the example and give Ss time to complete it.
- Then check their answers.

Suggested Answer Key

Laptops are as useful as tablets.
 Tablets are usually less expensive than laptops.
 Most laptops aren't as cheap as tablets.
 Tablets aren't so advanced as laptops.
 Tablets are more popular than laptops.
 Tablets are easier to use than laptops.
 Laptops are as necessary as tablets these days.
 Laptops are too complicated for some people.

5 To revise and practise the superlative

- Ss' books closed. Explain that we use the superlative form to compare one person, thing, etc. with an entire group (e.g. *Derek is the shortest boy in the class.*).
- Explain that with one-syllable and some two-syllable adjectives, we form the superlative by adding *-est* (e.g. *clean – the cleanest*). Tell Ss that with adjectives of more than two syllables, we form the superlative with *the most*. (e.g. *exciting – the most exciting*).
- Explain that with some two-syllable adjectives, such as *clever, narrow, gentle, friendly* etc, we form the superlative either with *-est* or with *the most* (e.g. *gentle – gentlest* or *the most gentle*).
- Explain that with one-syllable adjectives ending in *-e*, we add *-st* in the superlative form (e.g. *nice – the nicest*).
- Explain that with one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-est*. (e.g. *hot – the hottest*).
- Explain that with two-syllable adjectives ending in *-y* or *-ly*, we change the *-y* to *-i* and add *-est*. (e.g. *friendly – the friendliest*).
- Ss' books open. Go through the table with Ss and drill Ss around the class by giving them adjectives and asking for the superlative form.
- Then ask Ss to read the cartoon.

Module 4

- Give Ss time to write the superlative forms following the example and then check their answers.

Answer Key

2 the most	8 the busiest
3 the best	9 the worst
4 the most interesting	10 the coldest
5 the hottest	11 the most famous
6 the noisiest	12 the saddest
7 the cheapest	

6 **Aim** To practise the superlative

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

Answer Key

1 the most impressive	5 the smallest
2 the most exciting	6 the most popular
3 the longest	7 the driest
4 the biggest	8 the most dangerous

7 **Aim** To practise the superlative with personal examples

- Explain the task, read out the example and give Ss time to complete it.
- Then check their answers.

Suggested Answer Key

The biggest park in Bucharest is Herăstrău Park. The best place to hang out in Bucharest is in Lipscani District. The most crowded area in Bucharest is probably Lipscani Street – the main shopping street in the city. The busiest shop in Bucharest is probably (...) because lots of tourists go there for souvenirs. The most expensive place to eat in Bucharest is probably a restaurant called (...).

4f Across Cultures

1 **Aim** To introduce the topic; to listen and read for gist

- Read out the question and elicit a variety of answers from Ss around the class.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

An invention is great if it saves time and money and makes something easier or helps people. The Talk helps people who are paralysed and the special sock helps people with Alzheimer's disease.

2 **Aim** To read for detail

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

Answer Key

1 R	3 W	5 R
2 DS	4 W	6 R

- Then elicit explanations for the words in bold from Ss around the class.

Suggested Answer Key

master (v) = to learn how to do sth well

communicate (v) = to give messages by speech or signals

less (determiner) = a smaller amount

forget (v) = to be unable to remember sth

steps (v) = when sb puts his/her foot on a surface

stay up (phr. v) = to go to bed later than usual

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

3 **Aim** To read for detail

- Ask Ss to read the text again and then answer the questions.
- Check Ss' answers.

Answer Key

- 1 Arsh uses Morse Code in his invention.
- 2 A device called the Talk to help paralysed people.
- 3 They blow onto a sensor with their breath.
- 4 Mostly older people get it.
- 5 They could wear his invention when they are at home in bed.

- Play the video for Ss and elicit their comments.

4 To practise phrasal verbs with *bring*

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 out 2 up 3 about

5 To listen for specific information

- Explain the task and ask Ss to read the gapped table.
- Play the recording, twice if necessary. Ss listen and complete the table in their notebooks.
- Check Ss' answers.

Answer Key

Name of person	Ann Makosinski
Age	15
Where from	Canada
Name of device	Hollow Flashlight
Who for	people without (access to) electricity
How it charges	from the heat of the (holder's) hand

6 To talk about a device

- Ask Ss to talk about the device in pairs using their answers in Ex. 5.
- Monitor the activity around the class and then ask some pairs to tell the class about the device.

Suggested Answer Key

Ann Makosinski, a 15-year-old from Canada, invented the Hollow Flashlight. It helps people without access to electricity. It charges from the heat of the holder's hand.

7 To write a text about a new device/gadget

- Explain the task and give Ss time to consider their answers.
- Then give Ss time to write a short text about a new gadget/device.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

My device is a smartphone app that connects the doorbell of your house to your smartphone. It is for deaf people who can't hear their doorbell ringing. When someone presses their doorbell, the person's smartphone vibrates and lights up to let them know. Then, they can answer the door.

Culture Spot

Read out the box and then give Ss time to research online and collect information about a famous scientist from their country.

Suggested Answer Key

George Constantinescu was a Romanian scientist, engineer and inventor. In his life, he registered over 130 inventions. He is most famous for his Theory of Sonics and this is used in hydraulic systems today.

4 CLIL (PSHE)

1 a) To introduce the topic; to listen and read for gist

- Read out the questions and ask students to discuss them in groups.
- Play the recording. Ss listen and read the text.

Suggested Answer Key

A: Cyberbullying is bullying that takes place online through social media or via text messages.

B: Yes, people say nasty things or make threats to others.

C: We can try to avoid it by only communicating online with people we know in real life.

A: We can also block anyone who tries to cyberbully us. etc.

b) To recall information in a text/ listening script

Ask various groups if any of their ideas were mentioned in the text.

Suggested Answer Key

The text mentions blocking someone from contacting you.

Module 4

2 To read for detail

- Ask Ss to read the text again and then answer the questions.
- Check Ss' answers.

Answer Key

- 1 They use email, text, instant messages and social media.
 - 2 59%
 - 3 You can block them.
 - 4 A cyberbully can lose their place on a sports team, have to leave school or get into trouble with the police.
- Then elicit explanations for the words in bold from Ss around the class.

Suggested Answer Key

take place (phr) = to happen

instant messages (n) = electronic messages that sb sends/receives straight away

embarrass (v) = to make sb feel ashamed

experienced (v) = went through the process of a feeling or event

unkind (adj) = being mean, cruel

anxious (adj) = worried

suffer (v) = to experience sth bad

miserable (adj) = very unhappy

reply (v) = to answer back

share (v) = to give out information about yourself to others

trust (v) = to have faith in sb/sth

immediately (adv) = straight away

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

3 Think To consolidate comprehension of a text

- Explain the task and give Ss time to consider their answers.
- Elicit answers from various students around the class.

Suggested Answer Key

I learnt that 59% of American teens felt they had experienced cyberbullying, that cyberbullying includes sharing photos without asking, that cyberbullies can get in trouble with the police and that cyberbullying is becoming more common.

I think the information in the text can help me because it tells me what to do and how to deal with cyberbullies if I need to.

4 Think To prepare a leaflet

- Ask Ss to work in groups and give them time to research online for information about what we can do to protect ourselves from cyberbullies. Ss prepare a leaflet.
- Ask various Ss to present their leaflets to the class.

Suggested Answer Key

What to do if you are being cyberbullied

- First, remember it is not your fault.
- Second, remember the bully is a sad person who attacks others to escape their own problems.
- The best way to deal with a cyberbully is to ignore them, block them and delete them from your contacts and social media accounts. This can prevent them from contacting you again.
- If the cyberbully threatens you in any way you should tell the police. Take screenshots of the bullying to show them. You can also report the cyberbully to their Internet service provider or to the admin of the social media site they are using.
- You should get support from your family and friends. Talk to a parent, a trusted friend, a teacher or other adult to get help.
- You should also take a break from social media and technology for a while to escape a cyberbully. Go out with your friends in real life and have some fun!

Prepare a poster to celebrate Anti-cyberbullying Day at your school.

- Ask Ss to work in groups and give them time to prepare a poster to celebrate Anti-cyberbullying Day at school.
- Ask various Ss to present their posters to the class.

(Ss' own answers)

4 Project

1 **Aim** To talk about smartphone etiquette; to personalise the topic

- Ask Ss to read the sentences and think about which ones apply to them and decide what this shows about how they use their smartphones.
- Elicit answers from various Ss around the class.

Suggested Answer Key

Sentences 1, 2, 4, 6 and 7 apply to me. Sentences 3, 5, 8 and 9 don't apply to me. Sentence 10 applies to me sometimes – I think I probably send too many updates! I think this shows I am quite a responsible smartphone user, but maybe I use my phone too much.

2 **Aim** To create a podcast about the dos and don'ts of using smartphones

- Give Ss time to prepare a podcast using their answers to Ex. 1.
- Ask various Ss to present their podcasts to the class. The class evaluates them.

(Ss' own answers)

3 **Aim** To give a presentation about the dos and don'ts of using smartphones

- Give Ss time to research online for more information about smartphone etiquette and prepare a presentation.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Hello, I'm Luca. Our smartphones are very useful and we all spend time on them every day. But it's important to remember a few rules of smartphone etiquette.

First, we should respond to texts and messages as soon as we read them. Second, before we send a message, we should read it. There can be spelling errors or other mistakes that can confuse the person we're sending it to! Also, we should always put our smartphones on silent mode when we are in restaurants and cafés.

We shouldn't send texts or messages late at night. Some people sleep with their phones in their

bedrooms because they use the alarm clock, and texting late at night can wake them up! We also shouldn't put loud or annoying sounds on our smartphones – not everyone wants to know when we get a message! Finally, we shouldn't use our smartphones in the library, in classrooms or during meals, as it distracts us and other people, and it is rude.

All in all, smartphones are a great invention, as long as we use them wisely.

Thank you for listening.

4 **Aim** To complete sentences about the value of respect for yourself and others when online

- Give Ss time to read the sentences and complete them with the verbs in the list.
- Elicit answers from Ss around the class.

Answer Key

- | | |
|------------|--------|
| 1 download | 3 keep |
| 2 post | 4 be |

5 **Aim** To prepare a presentation on what we should/shouldn't do online

- Give Ss time to research for more information about what we should/shouldn't do online and prepare a presentation.
- Ask various Ss to give their presentation to the class.

(Ss' own answers)

Revision & Evaluation 4

- | | | |
|------------|------------|----------|
| 1 1 tapped | 3 mouse | 5 screen |
| 2 swiped | 4 e-reader | |

- | | | | | |
|-----------|-------|------|------|------|
| 2 1 under | 2 out | 3 by | 4 on | 5 up |
|-----------|-------|------|------|------|

- | | |
|-----------------|----------|
| 3 1 have to | 4 should |
| 2 had to | 5 might |
| 3 don't need to | |

- | | |
|------------------|--------------------|
| 4 1 quieter than | 4 heavy |
| 2 fast as | 5 the most popular |
| 3 the least | |

Module 4

5 1 11 3 pollution 5 500
2 problems 4 printer

6 1 e 2 a 3 c 4 b 5 d

7 Hi John,
I hope you're OK. You asked me about what gadgets I have and what I use them for. Well, here goes. I have a smartphone and I use it to make calls, send text messages and go online. I also use it to take photos and upload them on social media. I use it every day for a few hours. I also have a computer at home and I use it to help me with my homework. Sometimes I use it to play computer games, too. How about you? What gadgets do you have?
Write back soon.
James

8 1 R 2 DS 3 R 4 W 5 DS

Self-evaluation - Observation grid - My top favourite activity

Ask Ss to assess themselves and their performance in the module for each of the activities and statements listed. Then, ask them to choose their favourite activity in the module from the ones provided and share with the class. Ask Ss to provide reasons for their choices.

Mother Earth **Module 5**

Topic

In this module, Ss will explore the topics of global issues & solutions, the environment, and our natural world.

Module page

78-79

Lesson Objectives: To get an overview of the module, to talk about global issues & solutions

Vocabulary: Global issues & solutions (*poverty, famine, nuclear waste, air pollution, resource depletion (over-consumption), water pollution, climate change, soil contamination, deforestation, endangered species, plant new trees, create new jobs, use public transport, recycle, put filters on factory chimneys, dispose of waste properly, use solar or wind energy, turn off unused electrical appliances, create conservation programmes, donate funds not just food*)

5a Reading

80-81

Lesson Objectives: To listen and read for gist, to read for detail (R/W/DS), to learn vocabulary for talking about the environment, to learn prepositions, to talk about green landmarks, to design a green building, to write a short article about a green building in your country

Vocabulary: The environment (*affect, rising, become, damages, face, poisoning, preserve, melting*); Verbs (*install, dim, estimate, treat*); Noun (*challenge*); Adjectives (*constant, sustainable, geothermal*)

5b Grammar

82-83

Lesson Objectives: To learn relative pronouns/defining relative clauses

5c Vocabulary

84

Lesson Objectives: To learn about our natural world, to talk about geographical features, to learn idioms

Vocabulary: Our natural world (*mountain, lake, coast, river, sea, ocean, valley, canyon, island, waterfall, desert, forest, beach, bay, park*); Idioms (*a drop in the ocean, not the only pebble on the beach*)

5d Everyday English

85

Lesson Objectives: To listen and read for context, to role-play a dialogue buying something in a shop, to learn intonation in exclamations

5e Grammar

86-87

Lesson Objectives: To learn the passive, to change from active to passive

5f Across Cultures

88-89

Lesson Objectives: To read for gist, to read and complete an email (gap-fill), to act out a telephone conversation asking for and giving information, to learn phrasal verbs with *look*, to listen for specific information (multiple choice), to write an email asking for information

Vocabulary: Verbs (*conserve, excavate, monitor*); Nouns (*nest, hatchling, fundraising, enrolment, pack*); Phrase (*participation fee*)

5 CLIL (Geography)

90

Lesson Objectives: To read for gist, to read and complete a text (gap-fill), to prepare a presentation on coral reefs

Vocabulary: Verb (*infect*); Nouns (*substance, temperature, algae*); Adjective (*shallow*); Adverb (*globally*)

Project 5

91

Lesson Objectives: To prepare a poster and a podcast advertising Environment Day at school, to give a presentation on what we can do to protect the environment, to explain quotations relating to the value of environmentalism, to draw a tree and write about environmentalism

Revision & Evaluation 5

92-93

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module, to practise prepositions and phrasal verbs, to listen for specific information, to practise everyday English, to write an email, to read for detail

Module 5

What's in this module?

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

1 **Aim** To present vocabulary for global issues

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

2 **Aim** To talk about global issues & solutions

- Explain the task and read out the example.
- Ss make sentences following the example.
- Check Ss' answers.

Suggested Answer Key

We can create new jobs to help solve the problem of poverty.

We can use public transport to help solve the problem of air pollution.

We can recycle to help solve the problem of resource depletion.

We can put filters on factory chimneys to help solve the problem of air pollution.

We can dispose of waste properly to help solve the problems of water pollution and soil contamination.

We can use solar or wind energy to help solve the problem of nuclear waste.

We can turn off unused electrical appliances to help solve the problem of resource depletion.

We can create conservation programmes to help solve the problem of endangered species.

We can donate funds not just food to help solve the problem of famine.

5a Reading

1 a) **Aim** To introduce the topic

- Ask Ss to look at the pictures. Elicit what Ss know about these buildings.
- Ask Ss to tell their partner and then ask Ss to tell the class.

Suggested Answer Key

The first picture shows the Empire State Building. It is very tall and it is one of the most famous buildings in New York. I do not recognise the

building in the second picture but it looks like a modern glass building.

b) **Aim** To predict the content of a text; to listen and read for gist

- Ask Ss to read the title and then elicit how it relates to the buildings.
- Play the recording. Ss listen to and read the text to find out.

Suggested Answer Key

I think the title relates to the buildings because both of the buildings do not harm the environment. If something is 'green' it does not harm the environment and a landmark is a building which you can recognise easily.

2 **Aim** To read for detail

- Ask Ss to read the sentences and then read the text again.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 R 2 W 3 DS 4 R 5 W

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

3 **Aim** To consolidate new vocabulary

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

Answer Key

1 become 4 melting 7 face
2 rising 5 affect 8 preserve
3 poisoning 6 damages

4 **Aim** To learn prepositions

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

Answer Key

1 of 2 of 3 about 4 to

5 **Think To talk about green landmarks**

- Ask Ss to talk in pairs about the green landmarks in Ex. 1 and tell each other what impressed them about each one.
- Then ask various Ss to tell the class.

Suggested Answer Key

I was impressed by the cost of the Empire State Building's makeover and the energy that the makeover will save. I was impressed by the Crystal because it is able to produce everything it needs without damaging the environment and because it collects, treats and recycles rainwater and black water in order to meet all its water needs.

6 **Think To design a green building**

- Ask Ss to come up with ideas for a green building.
- Give Ss time to design a green building and then ask Ss to present it to the class.

Suggested Answer Key

My green building stands in the middle of a forest. It has got a lot of glass windows, so it is bright and warm during the day. It uses solar power to produce electricity for lights and heating at night. Its roof is the shape of an upside-down umbrella, so it can catch rainwater to use for drinking water. If everyone lives in these forest houses, the future will be very green!

7 **To write a short article about a green building in your country**

- Read out the **Note** box and explain the task.
- Give Ss time to write their article following the plan.
- Check Ss' answers.
- Alternatively, assign the task as HW and check their answers in the next lesson.

Suggested Answer Key

The Globalworth Tower is a green building in Bucharest. It has 30 levels and covers 55,000 m². It was built in 2016 by Globalworth Real Estate as an office block. The building contains the offices of many well-known companies. There is also a supermarket, a

canteen, a coffee shop, restaurants and a flower shop in the building. There are 638 parking spaces below ground level.

The Globalworth Tower is a great example of a green building.

5b Grammar

1 **To present and practise relative pronouns/defining relative clauses**

- Ss close their books. Say, then write on board: *Linda is the woman **who/that** owns the florist's. The shop **which/that** is on the corner is the bakery. That's the man **whose** son works at the cinema.* Explain that the words in bold are relative pronouns and we use them to identify the noun in the main clause. Explain that we use *who/that* to refer to people, *which/that* to refer to objects or animals and *whose* to show possession.
- Explain that a defining relative clause is essential to the meaning of the sentence and cannot be omitted.
- Drill Ss around the class. Ss open their books and read the theory and the cartoon.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 who	3 whose	5 which
2 which	4 that	6 that

2 **To practise relative pronouns/defining relative clauses**

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

Answer Key

1 which/that	4 who/that
2 which/that	5 which/that
3 whose	6 who/that

3 **To practise relative pronouns/defining relative clauses**

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

Module 5

Answer Key

- | | |
|--------------|--------------|
| 1 which/that | 5 which/that |
| 2 who/that | 6 whose |
| 3 which/that | 7 which/that |
| 4 whose | 8 who/that |

4 **Aim** To practise relative pronouns/defining relative clauses

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

Answer Key

- 2 That is the charity which helps endangered animals.
- 3 Last night, I met a girl whose mother is a well-known scientist.
- 4 The dog which has got big ears is my dog.
- 5 The girl who volunteers for our local charity is my cousin.
- 6 The charity event which took place in July was a huge success.

5 **Aim** To practise relative pronouns/defining relative clauses

- Remind Ss to use the theory as a point of reference.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Suggested Answer Key

- 1 The polar bear is an animal which/that lives in the Arctic.
- 2 Do you know anyone who/that works at the animal shelter?
- 3 A vet is someone who/that makes sick animals better.
- 4 This is the pet shop which/that I bought my dog from.
- 5 This is the boy whose gloves you found.

"We must close all animal shelters." Have a class debate.

- Explain the task and split the class into two teams - for and against.
- Give Ss time to discuss the statement and think of ideas.

- Ask Ss from each team to give their point of view with reasons. Encourage all Ss to participate.
- If the class is very large, split it into smaller groups and have two or three debates.

(Ss' own answers)

5c Vocabulary

1 **Aim** To present vocabulary for our natural world

- Ask Ss to read the words in the list and then look at the pictures and make a note of which ones they can see.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|----------|----------|
| 1 sea/ocean | 4 island | 7 lake |
| 2 river | 5 desert | 8 coast |
| 3 mountain | 6 valley | 9 canyon |

2 **Aim** To prepare a poster about geographical features

- Elicit which of the geographical features in Ex. 1 there are in Romania.
- Ask Ss to work in groups and give them time to research online and collect information about geographical features in Romania and prepare a poster including pictures.
- Ask various groups to share their posters with the class.
- You can display the posters around the classroom.

Suggested Answer Key

Geographical Features in Romania



Carpathian Mountains



The Danube River



Lake Razelm

Geographical features - idioms

- Read out the **Note** box.
- Elicit sentences using the idioms from Ss around the class and whether there are any similar idioms in Ss' L1.

Suggested Answer Key

One more person using public transport is a drop in the ocean, but if everyone does it, it can make a difference.

Don't be sad that we couldn't climb the mountain – it's not the only pebble on the beach in this beautiful country.

5d Everyday English

1 **Aim** To present situational language

- Play the recording. Ss listen and repeat chorally and/or individually.
- Correct their pronunciation and intonation if/when necessary.

2 **Aim** To listen and read for context

- Draw Ss' attention to the sentences in Ex. 1. Elicit what they think the dialogue is about, based on the sentences.
- Play the recording. Ss listen and read the dialogue to see if their guesses were correct.

Answer Key

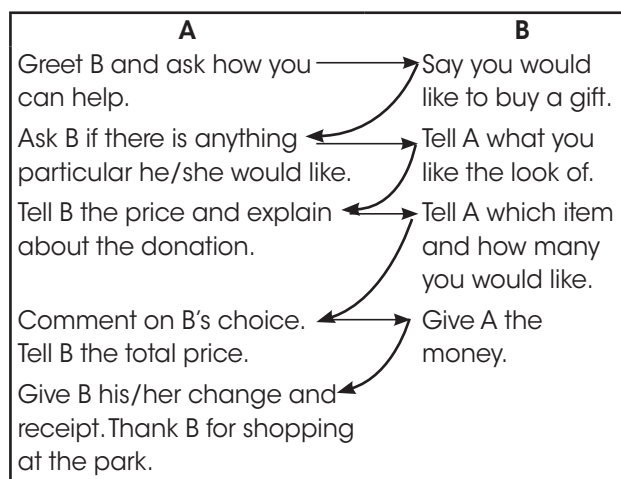
I think the dialogue takes place in a gift shop in San Martinez Safari Park. A shop assistant is helping a customer who wants to buy something from the shop.

3 **Aim** To act out a dialogue

- Ask Ss to take roles and act out the dialogue in closed pairs.
- Then ask some pairs to act out the dialogue in front of the class.
- Correct their pronunciation and intonation if/when necessary.

4 **Aim** To role-play a dialogue buying something in a shop

- Explain the situation and ask Ss to take roles in pairs and act out a similar dialogue to the one in Ex. 2.
- Tell Ss that they can use the pictures to help them complete the task.
- Tell Ss to use the dialogue in Ex. 2 as a model.
- Write the diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: *Hello, welcome to the San Martinez Safari Park. How can I help you?*

B: *Hi, I've just come from a safari tour of the park and I'd like to get something special for my son.*

A: *Is there anything in particular you would like?*

B: *I like the look of the animal T-shirts. How much are they?*

A: *They're £6 each and with every purchase you make, we donate half the proceeds to the San Martinez Wildlife Sanctuary to help care for sick or homeless animals.*

B: *That sounds like a great idea! I'll take two – one tiger T-shirt and one lion T-shirt, please.*

A: *What an excellent choice! That's £12 in total.*

B: *Here you are.*

A: *Here's your change and receipt. Thank you for shopping at San Martinez Safari Park.*

Intonation

Aim To practise intonation in exclamations

- Read out the **Note** box and explain how we use *so/such/what/how* in exclamations.
- Give Ss time to complete the sentences (1-6) and then check their answers.
- Then play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation.

Module 5

Answer Key

- | | | |
|-----------|----------|-------|
| 1 such a | 3 such a | 5 so |
| 2 What an | 4 What | 6 How |

5e Grammar

1 To present and practise the passive (present simple)

- Explain that a passive sentence gives emphasis to the action rather than the person who did it.
- Explain that to form the passive verb form we need the verb *to be* and the past participle of the main verb.
- Draw Ss' attention to the **Note** boxes.
- Ask Ss to read the theory and the cartoon.
- Explain the task and give Ss time to complete it.

Answer Key

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

2 To present and practise the passive (past simple)

- Remind Ss that to form the passive verb form we need the verb *to be* and the past participle of the main verb.
- Read out the theory and point out that in the past simple passive the verb *to be* is in the past simple.
- Give Ss time to complete the task and check their answers.

Answer Key

- | | |
|----------------|----------------|
| 1 was produced | 4 was released |
| 2 was directed | 5 was awarded |
| 3 was edited | |

3 To practise the passive

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

Answer Key

- 'Free Solo' was filmed in Yosemite National Park.
- The zoo was opened in 2015.
- Weather conditions are affected by global warming.
- The animals were taken to the shelter.
- Infectious diseases are caused by contaminated water.

4 To present and practise the passive (present continuous, past continuous, future simple, present perfect, past perfect, modal verbs) and changing from active to passive

- Remind Ss that to form the passive verb form we need the verb *to be* and the past participle of the main verb.
- Read out the theory and draw Ss' attention to the verb forms in bold. Elicit/Explain that these forms are in the passive. Elicit form (*to be* + past participle of the main verb).
- Write on the board: *The BBC makes fantastic wildlife documentaries.* (Active) Elicit which is the subject (*The BBC*), the verb (*makes*) and the object (*wildlife documentaries*). Show Ss how the sentence structure changes if we start the sentence with the object of the active sentence as the subject. *Fantastic wildlife documentaries are made by the BBC.*
- Explain that when we change an active sentence to a passive one, the object of the active sentence becomes the subject of the passive sentence and the subject of the active sentence becomes the agent of the passive sentence. Draw Ss' attention to the **Note** box and explain that we introduce the agent with *by* + person or *with* + instrument/material/ingredient. The active verb remains in the same tense, but changes into a passive form.
- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 have 2 can 3 will 4 had

5 To practise the agent or instrument/material/ingredient of the passive

- Reminds Ss to use the theory in the **Note** box as a point of reference.
- Explain the task and give Ss time to complete it.
- Then check Ss' answers.

Answer Key

- 1 with 2 by 3 with 4 by

6 **Aim** To practise the passive with news headlines

- Ask Ss to read the headlines.
- Then give Ss time to expand them into full sentences using the correct passive tense.
- Remind Ss to look for the time word that will help them decide on the correct tense.
- Check Ss' answers.

Answer Key

- 1 Thousands of homes were destroyed by a hurricane in India last month.
- 2 Free Solo was given great reviews by critics last week.
- 3 The reserve is visited by 200,000 people each year.
- 4 Clean-up days are organised every month.

Collect and present information.

- Give Ss time to research online and collect information about how paper is recycled or about an event.
- Ss prepare their presentations using the passive.
- Ask various groups to give their presentation to the class.
- Tell Ss that they can also create a podcast if they like.

Suggested Answer Key

Good morning. Today, I'm going to talk about how paper is recycled. We should all recycle, shouldn't we? It's so easy!

First of all, the paper is collected from recycling bins around the town or city and it is brought to the nearest recycling centre. Here it is sorted into types. Any paper that is very dirty with food or chemicals cannot be recycled and is thrown away. Then the paper is sent to the paper mill. It is chopped up into small pieces and put into large vats filled with water and chemicals. Then a large machine forces the mushy paper called pulp through a screen to remove small pieces of dirt or glue. The pulp is spun and de-inked and then it is beaten. After that, the paper is bleached to remove any colour.

Then the pulp is mixed with water and sprayed onto a flat screen to make the fibers bond together into sheets of paper again. The sheets go through rollers and the water is squeezed out and then the sheets are dried by heated metal

rollers. When dry, the machine makes the giant sheets of paper into a roll.

That is how recycled paper is made. I hope you found it interesting. Thanks for listening and remember ... recycle!

Suggested Answer Key

Good morning. We all like having fun, don't we? But sometimes the environment pays the price. It doesn't have to be that way, however. Today, I'm going to talk about an event - the Pohoda Festival - and how it is organised in an eco-friendly way.

The Pohoda Festival is held every year in July in Trenčín, Slovakia. It's a music and arts festival that promises to take care of Planet Earth. It is attended by 30,000 visitors a day, which sounds like a lot, but for a music festival, it's actually not that many. Pohoda is kept small by the organisers to reduce the impact on the environment.

At Pohoda, solar energy is used to power the lights and there are electric charging stations for cars. People are careful not to waste energy; only 38% of the energy used at other European festivals is used at Pohoda. If you want to buy food or drink, that's eco-friendly too! The cups at Pohoda are reusable and the plates and dishes can be turned into compost.

It's no surprise that Pohoda was named Europe's most environmentally-friendly festival. It's a great place for lovers of music, art and the environment to hang out! Thank you for listening.

5f Across Cultures

1 **Aim** To read for gist

- Ask Ss to read the advert and then elicit where you could read it and what it is about.

Answer Key

You could read this advert on a website or in a travel/nature magazine. It is about volunteering opportunities at the Mediterranean Marine Life Center in Zakynthos, Greece.

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

Module 5

2 **Aim** To read and complete an email

- Ask Ss to read the phrases (A-E) and then give Ss time to read the text and choose the correct phrase for each gap.
- Play the recording. Ss listen for confirmation.
- Check Ss' answers.

Answer Key

1 C 2 E 3 B

3 **Aim** To match formal and informal sentences

- Explain the task and give Ss time to read the informal sentences and then read the email again and complete the task.
- Check Ss' answers.

Answer Key

- 1 I am writing with regard to your advertisement about...
- 2 I would appreciate it if you could send us further information.
- 3 Are there places available for these days?
- 4 We would also like to know what kind of accommodation you provide.
- 5 ... how much exactly will the accommodation fees be?
- 6 We are looking forward to your reply.
- 7 Yours faithfully,

4 **Aim** To act out a telephone conversation asking for and giving information

- Explain the task and ask Ss to work in pairs and act out a conversation following the instructions and continuing on from the example beginning.
- Monitor the activity around the class and then ask some pairs to act out their conversation in front of the class.

Suggested Answer Key

Secretary: Mediterranean Marine Life Center.
How may I help you?

Thomas: Hello, my name is Thomas and my friends and I are interested in volunteering at the Mediterranean Marine Life Center. I am calling to ask for some more information.

Secretary: Certainly. What would you like to know?

Thomas: We are four students and we are all 18 years old. We are interested in volunteering from 15th June to 15th July. What is the availability for these days?

Secretary: Let me see. Yes, we have enough places for you for those dates.

Thomas: Good. We would also like to know what kind of accommodation is provided. We would like to stay together.

Secretary: Accommodation is provided in flats which two people can share.

Thomas: And are there any kitchen facilities? We would like to cook our own meals.

Secretary: Yes, each flat has a kitchen and there are shops nearby.

Thomas: That's good. Lastly, regarding the accommodation, are there any special prices for students?

Secretary: No, I'm afraid not.

Thomas: Thank you very much. I will discuss this with my friends and we will contact you again shortly.

Secretary: You're welcome. Goodbye.

5 **Aim** To practise phrasal verbs with look

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 for 2 after 3 through

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the questions and answer choices and elicit what the dialogue is about.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

The dialogue is a conversation between Tom and Steve about environmental problems and what they can do to help.

1 C 2 B 3 A

7 **Aim** To write an email asking for information

- Explain the task and give Ss time to write an email asking for information about the clean-up day in the advert.
- Tell Ss to follow the plan and use the ideas in Ex. 6 to help them.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Sir/Madam,

I am writing with regard to your advertisement about the clean-up day on Saturday 20th May. I would appreciate it if you could answer some questions.

First, is there an age limit for participation?

Second, I would also like to know which entrance of the park the meeting place is closest to. Finally, I would appreciate it if you could tell me if we have to pay for the refreshments and snacks.

Thank you for your attention. I am looking forward to your reply.

Yours faithfully,

Samantha Beck

Culture Spot

Read out the box and then give Ss time to research online and find an animal welfare charity in their country. Ask Ss to present it to the class.

Suggested Answer Key

A similar charity to the RSPCA is the RAR in Romania. It rescues homeless cats and dogs. It looks after them, gives them medical care and tries to find new owners for them. It also provides veterinary training for vets and education for the public.

5 CLIL (Geography)

1 **Aim** To introduce the topic and read for gist

- Elicit what, if anything, Ss know about coral reefs and why they are called 'underwater Amazons'.
- Then give Ss time to read the text and find out.
- Check Ss' answers.

Suggested Answer Key

Coral reefs are called 'underwater Amazons' because they are full of life and very important to our planet.

2 **Aim** To read and complete a text

- Ask Ss to read the text again and think of an appropriate word for each gap and write them in their notebooks.
- Draw Ss' attention to the underlined words/phrases in the text. Elicit Ss' explanation using L1 when necessary.
- Check Ss' answers.

Answer Key

1 by	6 from	11 which/that
2 types	7 more	12 it
3 and	8 there	13 do
4 are	9 makes	14 too
5 ago	10 second	15 not

Suggested Answer Key

stone-like (adj) = used to refer to sth that looks like stone

sea creatures (n) = any living things in the ocean/sea

variety (n) = many different types of things

formed (v) = came together and made a particular shape

molluscs (n) = animals that have a soft body (they usually live in water)

crustaceans (n) = various types of animals that live in water and have a hard shell

undiscovered species (phr) = living organisms that aren't found yet

delicate balance (phr) = easily disturbed state of things existing in relation to each other

encouraging (v) = making it easy for sth to happen

steals sunlight from (phr) = takes the light from the sun from (another organism)

natural cleaners (phr) = species in nature which clean up the environment in which they exist

everyone benefits (phr) = everyone learns and is helped in some way

dying out altogether (phr) = not existing any more

Module 5

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

3 **Aim** To consolidate new vocabulary and comprehension of a text

- Play the recording. Ss listen and take notes and then, in pairs, they discuss the importance of coral reefs, the threats to them and how we can help.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

A: Coral reefs are huge 'buildings' in tropical seas. They are made by tiny creatures called polyps.

B: That's right. These create a stone-like material called coral, and lots of it together makes a reef.

A: Yes. These reefs are very important because they are home to so much sea life. And there are probably new species there that we haven't discovered yet.

B: Unfortunately, rising ocean temperatures and water pollution are destroying the reefs.

A: Yes, but people can join a reef conservation organisation to help save coral reefs from dying out.

4 **Aim** To prepare a presentation on coral reefs

- Explain the task and give Ss time to research online and collect more information about coral reefs and prepare a presentation.
- Ask various groups to give their presentation to the class.

Suggested Answer Key

Imagine a block of flats with a million people living in it who are constantly making it bigger. That's like a coral reef. Coral reefs are huge 'buildings' in tropical seas. They are made by tiny creatures called polyps that create a stone-like material called coral. Lots of it together makes a reef.

These reefs are very important because they are home to so much sea life. There are probably new species there that we haven't discovered yet. They are also very beautiful, and many divers visit them every year.

Sadly, rising ocean temperatures and water pollution are destroying the reefs. This is because

the polyps depend on a warm, sunlit environment, and even small changes can have a great effect. But we can help. Firstly, if you visit a reef, don't touch the coral! You'll kill it! Those who want to help a bit more can join a reef conservation organisation. It's not too late to save our coral reefs! Let's do something today!

5 Project

1 **Aim** To introduce the topic

- Ask Ss to look at the picture and think about what it means.
- Elicit answers from various Ss around the class.

Suggested Answer Key

I think the picture refers to global warming, and the fact that climate change is drying our planet. It tells us to stop causing this problem.

2 **Aim** To talk about protecting the environment

Explain the task and then ask various Ss to tell the class their ideas for protecting the places in the list.

Suggested Answer Key

Rivers need protection from waste from factories or from our towns and cities and from fertilisers and pesticides that go on crops and end up in rivers. We should stop water from factories going into rivers and we should stop farmers from using harmful chemicals. We should also clean up any pollution from rivers to allow animals and plants to live there again.

Our oceans are rising due to the melting ice caps and they are getting warmer because of global warming. The only way to stop this is for all countries to reduce their use of fossil fuels like oil and gas and switch to renewables like solar and wind energy.

3 **Aim** To prepare a poster and a podcast about Environment Day at your school

- Give Ss time to prepare a poster advertising Environment Day at their school including ideas of how to celebrate it. Then Ss can also prepare a podcast to advertise the event.
- Ask various Ss to present their posters/ podcasts to the class.

Suggested Answer Key

ENVIRONMENT DAY

5th JUNE At High School #1

Come and have fun while helping to protect the environment!

Get tips on green living

Attend workshops by local wildlife groups

Watch a presentation on climate change

Guest speaker Professor Green

Plus lots more

Food & drinks available

All proceeds will go to wildlife charities

Starts at 3 pm

Don't miss it!

(Ss' own answers)

4 **Aim** To give a presentation on what we can do to protect the environment

- Ask Ss to work in groups and give them time to research online for more information about what we can do to protect the environment and prepare a presentation.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Good morning. Today, I want to talk about all the ways we can protect the environment.

At home, we can use less water by having showers instead of baths or turning off the tap when we brush our teeth. To save electricity, we can turn off the lights when we leave a room, and switch off all electrical devices that are on standby. We shouldn't waste food, either. We should only buy as much as we need, and use fruit and vegetable peelings to make compost.

In town, we should walk or ride our bikes instead of driving everywhere. We could also organise special events to plant trees and pick up litter. At school, we can use energy-efficient light bulbs and grow our own fruit and vegetables in a school greenhouse. So, there you are. There are so many ways for us to protect the environment. The good news is that we can start right here, right now. OK. Are there any questions? [...] Thanks for listening.

5 **Aim** To explain quotations relating to the value of environmentalism

- Give Ss time to read the quotations and think about what they mean.
- Then ask various Ss to share their ideas with the class.

Suggested Answer Key

The quote by Albert Einstein asks us to search for answers in nature. This is important, because sometimes nature is seen as an enemy to beat. The quote by Gerard De Nerval asks us to treasure every flower just as we treasure our own souls. That's how important even little plants are.

6 **Aim** To draw a tree and write about the environment

- Give Ss time to draw a tree and write a few words about the environment on its leaves and branches. Ss may use quotations if they want.
- Display the trees around the classroom.



Find videos related to Environment Day celebrations. Prepare your video clip for the class blog.

- Ask Ss to work in groups and give them time to research online for videos related to Environment Day celebrations.
- Then Ss prepare a video clip for the class blog.

(Ss' own answers)

Module 5

Revision & Evaluation 5

- 1 1 deforestation 4 endangered
2 bay species
3 resource depletion 5 desert
- 2 1 of 3 about 5 to
2 for 4 after
- 3 1 whose 3 who 5 which
2 that 4 whose
- 4 1 The building was designed by a famous architect.
2 The forest is visited by millions of people every year.
3 The doors of the zoo were opened at 9 am.
4 'The Beekeeper and his Son' was directed by Diedie Weng.
5 Thousands of trees are cut down every week.
- 5 1 C 2 A 3 C 4 B 5 B
- 6 1 d 2 c 3 b 4 e 5 a
- 7 Dear Sir/Madam,
I am writing with regard to your advertisement for volunteers in Thailand to help the elephants there. I am interested in participating, but I would appreciate it if you could answer some questions. First, could you tell me what accommodation there is for volunteers? Also, does the organisation provide all the food? Finally, I would like to know if volunteers can choose which two weeks they will visit Thailand.
Thank you for your attention. I am looking forward to your reply.
Yours faithfully,
Lee Breck
- 8 1 W 2 DS 3 R 4 DS 5 R

Self-evaluation - Observation grid - My top favourite activity

Ask Ss to assess themselves and their performance in the module for each of the activities and statements listed. Then, ask them to choose their favourite activity in the module from the ones provided and share with the class. Ask Ss to provide reasons for their choices.

Travel the world **Module 6**

Topic

In this module, Ss will explore the topics of weather, holiday accommodation, and means of transport.

Module page

94-95

Lesson Objectives: To get an overview of the module, to read for cohesion and coherence, to present places with extreme weather

Vocabulary: Weather (*blow, shine, pour, drop, freeze, rain, reach*)

6a Reading

96-97

Lesson Objectives: To listen and read for gist, to read for specific information (multiple choice), to learn prepositions, to talk about a holiday destination, to present a holiday destination

Vocabulary: Holiday accommodation (*hotel, cabin, youth hostel, campsite, half board, full board, self-catering, all-inclusive*); Verbs (*cheat, lasso*); Nouns (*freebie, publicity, ranch, the Wild West, teepee, archery, cactus, canyon, rodeo*); Phrases (*on horseback, trick riding, be a piece of cake*)

6b Grammar

98-99

Lesson Objectives: To present/practise reported speech

6c Vocabulary

100

Lesson Objectives: To learn means of transport and places related to means of transport, to compare means of transport

Vocabulary: Means of transport (*bus, taxi, car, lorry, scooter, motorbike, bicycle, plane, train, tram, helicopter, ferry*); Places related to means of transport (*motorway, train station, bus station, port, airport*)

6d Everyday English

101

Lesson Objectives: To listen and read for specific information, to role-play a dialogue buying a bus ticket, to learn the intonation in question tags

6e Grammar

102-103

Lesson Objectives: To present/practise reported questions/commands

6f Across Cultures

104-105

Lesson Objectives: To listen and read for gist, to read for key information (multiple matching), to learn phrasal verbs with *work*, to listen for specific information (gap-fill), to talk about car-free destinations, to write an email about a holiday experience

Vocabulary: Verbs (*wander, ban*); Phrasal verb (*work sth out*); Nouns (*alleyway, islander, regret*)

6 CLIL (Literature)

106

Lesson Objectives: To read for specific information, to listen and read for cohesion and coherence, to describe an imaginary situation, to write a summary of a novel

Vocabulary: Verbs (*chase, race*); Nouns (*desert island, footprint, shelter*); Past participle (*shipwrecked*)

Project 6

107

Lesson Objectives: To create a brochure of a place of natural beauty in your country, to give a presentation on a place of natural beauty in your country, to talk about the value of responsibility, to prepare a video about being a responsible traveller

Revision & Evaluation 6

108-109

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module, to practise prepositions and phrasal verbs, to listen for specific information, to practise everyday English, to write an email, to read for detail

Module 6

What's in this module?

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

1 **Aim** To present vocabulary for weather; to read for cohesion and coherence

- Elicit what the webpage is about. (*weather conditions in America*)
- Ask Ss to read the texts and complete the gaps with the words in the list.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-----------|----------|----------|
| 1 dropped | 4 rained | 7 poured |
| 2 froze | 5 shines | |
| 3 reached | 6 blew | |

- Play the video for Ss and elicit their comments.

2 **Aim** To understand words related to weather; to classify words

- Ask Ss to write the headings *good weather conditions* and *bad weather conditions* in their notebooks and then give Ss time to read the texts again and classify all the words relating to weather under the headings.
- Check Ss' answers on the board.

Suggested Answer Key

Good weather conditions: *hottest temperature, hot, sunniest, sun shines 90% of the time, dry, sunshine every day, gentle breeze*

Bad weather conditions: *lowest temperatures, dropped to -62.1° C, breath froze, below zero, reached a roasting 54° C, rained, 84 mm of rainfall, rain, fluffy cloud, wind blow at 372 km/h, hurricane, violent strong winds, wettest state, wettest place, average rainfall of 10,272 mm, poured with rain, wet*

3 **Aim** To develop research skills; to present places with extreme weather

- Ask Ss to work in pairs or small groups and give them time to research online and find out information about places with extreme weather and prepare a presentation.

- Ask various Ss to present the places to the class.

Suggested Answer Key

Prospect Creek Camp

On 23rd January 1971, the temperature at Prospect Creek Camp in Alaska, USA dropped to -62.2°C! This was the coldest temperature ever recorded in the USA.

Cherrapunji

Between 1st August, 1860 and 31st July, 1861, Cherrapunji in India received the heaviest amount of rain ever recorded in a 12-month period. Amazingly, it got 1,041.8 inches of rainfall.

6a Reading

1 **Aim** To introduce the topic and listen and read for gist

- Ask Ss to read the title and look at the pictures.
- Then elicit their guesses as to what activities visitors can do in such a place.
- Play the recording. Ss listen and read to find out.

Answer Key

Visitors can camp in a tepee, do archery, go on horseback, and watch a rodeo at this place. They can also have a go on a mechanical bull.

2 **Aim** To read for specific information

- Explain the task and have Ss read the questions and answer choices.
- Give Ss time to read the text again and complete the task. Point out that the last question is answered by considering the text as a whole.
- Check Ss' answers.

Answer Key

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

- Then elicit explanations for the words in bold from Ss around the class.

Suggested Answer Key

mention (v) = to speak/write about sth briefly

fan (n) = an admirer

glamorous (adj) = attractive because it is decorative

luxury (adj) = giving a lot of comfort

loads (pl n) = lots

managed (v) = did sth difficult

skills (pl n) = abilities

lasted (v) = continued for a certain length of time

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

3 **Think** To develop critical thinking skills; to express an opinion

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

Suggested Answer Key

I think that people go on holidays like this one because they want to enjoy activities that they wouldn't get a chance to do in their everyday lives.

4 To present vocabulary for holiday accommodation

- Ask Ss to read the webpage and fill in the gaps (1-8) with the words in the list.
- Explain/Elicit the meanings of any unknown words and give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|-----------------|
| 1 campsite | 5 all-inclusive |
| 2 cabin | 6 youth hostel |
| 3 self-catering | 7 half board |
| 4 hotel | 8 full board |

5 To learn prepositions

- Ask Ss to read the sentences and choose the correct prepositions. Check Ss' answers around the class.
- Then have Ss answer the questions about themselves.

Answer Key

- | | | |
|------|------|------|
| 1 by | 3 in | 5 of |
| 2 on | 4 of | 6 on |

Suggested Answer Key

- 1 Yes, I do.
- 2 I usually go to Crete, Greece.
- 3 Yes, I have.
- 4 No, I'm not.

5 The highlight of my last holiday was swimming with dolphins.

6 Yes, I have.

6 To talk about holiday accommodation; to express a preference

- Explain the task and ask two Ss to read out the example.
- Explain/Elicit the meanings of any unknown adjectives.
- Then ask Ss to discuss the holiday accommodation in pairs and express a preference following the example and using the useful language in the box.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

Suggested Answer Key

A: Which do you prefer, a hostel or a B&B?

B: I'd rather stay in a B&B because I think it would be more relaxing. What about you?

A: I'd like to stay in a hostel because it would be more fun.

7 To present a holiday destination in one's country

- Explain the task and ask Ss to work in small groups and make notes about a holiday destination in their country under the headings provided.
- Give Ss time to complete the task and then ask various Ss to present their holiday destination to the class.

Suggested Answer Key

place: Prahova Valley

location: at the foot of the Bucegi Mountains

accommodation: hotels, cabins

activities: hiking, walking, biking, skiing,

off-roading, ride a cable car, visit Dracula's Castle, visit Peles Castle

cost: around £400 per person for one week

A famous holiday destination in my country is Prahova Valley at the foot of the Bucegi Mountains. It's very popular with tourists from Romania and abroad. There are lots of hotels to stay in as well as cabins. You can go hiking,

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walking, biking, skiing, mountain climbing and off-roading. You can also ride a cable car. History lovers can visit Dracula's Castle and Peles Castle. Prahova Valley is a cheap destination, too. A week's accommodation there for one person would cost around £400 per person.

Aim Think To summarise a text through pictures

- Explain the task and ask Ss to work in small groups and present the main features of the blog entry on p. 96 in a picture album entitled *At the Ranch*.
- Give Ss time to complete the task and then ask various Ss to present their picture album to the class.

Suggested Answer Key

At the Ranch



Stay in a luxury tepee with a king-size bed.



Go horse riding.



Try archery.



Watch cowboys and cowgirls show off their rodeo skills.

6b Grammar

1 **Aim** To present/practise reported speech

- Ss' books closed. Say then write on board: "I'm very tired," John said. Explain that direct speech is the exact words someone says and they are written in quotation marks. Say then write on board: John said (that) he was tired. Explain that reported speech is the exact meaning of what someone says but not the exact words and we do not use quotation marks. Explain that we can use the word *that* to introduce reported speech or we can omit it.
- Explain that when we report statements, we use *say* or *tell*. We use *say* in direct and reported speech without *to* when it is not followed by the person being spoken to (e.g. Tom said, "I need help." → Tom said [that] he needed help.) and with *to* when it is followed

by the person being spoken to as well (e.g. Tom said to me, "I need help." → Tom said to me [that] he needed help.).

- Explain that the pronouns, possessive adjectives and tenses change according to the meaning ("I'm hungry," she said. → She said [that] she was hungry.).
- Explain that certain words and time expressions change too (e.g. tonight → that night, today → that day, last night → the night before/the previous night, yesterday → the day before, this, that → these, those, etc.).
- Ask Ss to read the theory and the cartoon. Ask Ss to say the reported sentence in bold in direct speech. ("I'm going to the library," she said.).
- Draw Ss' attention to the **Note** boxes and give them time to complete the task.
- Check Ss' answers.

Answer Key

1 said 2 told 3 said 4 told

2 **Aim** To practise personal/possessive pronouns, possessive adjectives, time words and other expressions in reported speech

- Explain the task and give Ss time to complete it. Ss' can work in closed pairs if you like.
- Check Ss' answers.

Answer Key

1 her, then
2 he, his, previous weekend/weekend before
3 we, that night
4 their, their, their, there

3 **Aim** To practise tenses in reported speech

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

Answer Key

1 had had 4 'd been looking
2 wanted 5 would do
3 was having 6 was going

4 **Aim** To practise reported speech

- Explain the task.
- Give Ss time to complete the task.

- Check Ss' answers.

Answer Key

- 1 Mr Smith said (that) he hadn't had any problems during his stay the week before/the previous week.
- 2 The Jones Family said (that) they always stayed there, and they had never had a bad experience.
- 3 Sue said (that) she would not stay there again because the service was terrible.
- 4 Jack said (that) he and his friends were definitely booking a room there again the summer after/the following summer.
- 5 Miss Green said (that) she and her family had been staying there since it had opened and their experience had always been great.
- 6 Bill said (that) it wasn't one of the best hotels he had ever stayed in because the other hotel guests had been making noise all day long.

5 **Aim** To practise reported speech

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

Answer Key

- 2 Jill said (that) she didn't know the name of that hotel.
- 3 Kevin said (that) he would go camping with me/us the next/following weekend.
- 4 They said (that) they hadn't booked their accommodation yet.
- 5 Tom said (that) he had planned his route the night before/the previous night.
- 6 She said (that) she had never been there before.

6c Vocabulary

1 **Aim** To present vocabulary for means of transport

- Ask Ss to read the words in the list and then look at the pictures and match them.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|------|
| 1 C | 4 K | 7 L | 10 G |
| 2 I | 5 H | 8 A | 11 E |
| 3 D | 6 F | 9 B | 12 J |

2 **Aim** To identify means of transport

- Ask Ss which means of transport they can see in the pictures.
- Read out the **Note** box and explain when we use each preposition. Tell Ss that *motorway* is an exception and we use *on* with it.

Suggested Answer Key

- 1 I can see two cars on the motorway.
- 2 I can see a train at the train station.
- 3 I can see a bus at the bus station.
- 4 I can see a ferry at the port.
- 5 I can see a plane at the airport.

3 **Aim** To compare means of transport

- Read out the adjectives in the list and explain/ elicit their meanings.
- Explain the task and read out the example.
- Give Ss time to complete the task
- Check Ss' answers around the class.

Suggested Answer Key

Planes are more expensive than trains.
 Motorbikes are more dangerous than cars.
 Trains are cheaper than planes.
 Travelling by bus is more tiring than travelling by taxi.
 Taxis are more comfortable than bikes.
 Trams are safer than motorbikes.
 Taxis are more convenient than buses.

6d Everyday English

1 **Aim** To listen and read for specific information

- Play the recording. Ss listen and read the dialogue.
- Elicit where Susan is going and how much the tickets are.

Answer Key

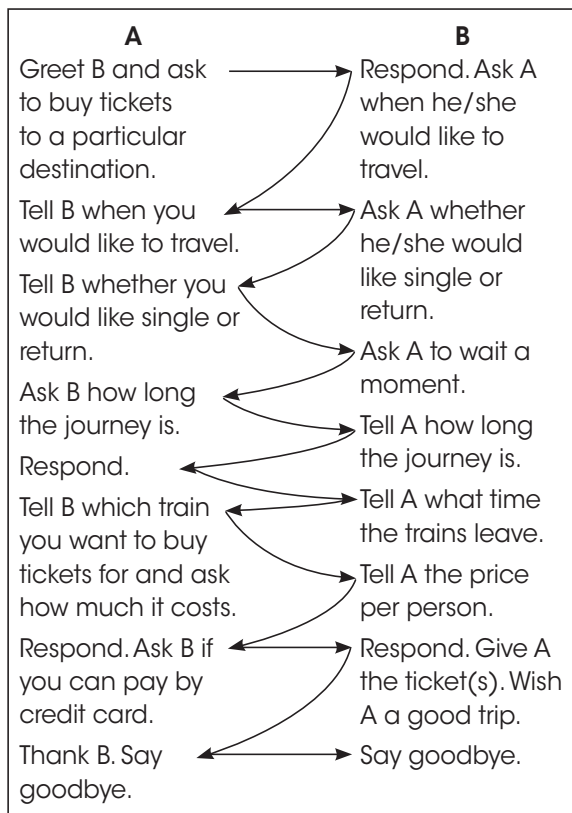
Susan is going to Bath. The tickets cost £10.

2 **Aim** To role-play a dialogue buying a bus ticket

- Explain the situation and ask Ss to take roles in pairs and act out a similar dialogue to the one in Ex. 1.

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- Tell Ss that they can use the information in the table to help them complete the task.
- Tell Ss to use the dialogue in Ex. 1 as a model.
- Write the diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello, I'd like to buy two tickets to York, please.
 B: Certainly. When do you want to travel?
 A: On Tuesday morning.
 B: Right. Will that be single or return?
 A: Single, please.
 B: OK. Could you please wait a moment?
 A: How long is the journey?
 B: It's about 1 hour and 50 minutes.
 A: That's not too bad!
 B: OK. Here we are. There are trains leaving at 9:00, 12:00, 13:15 and 16:30.
 A: I'll take the 16:30. How much is it?
 B: It costs £30 for each person.
 A: Great. Can I pay by credit card?

B: Of course. Here are your tickets. Have a good trip.

A: Thank you. Goodbye.

B: Goodbye.

Intonation



To practise intonation in question tags

- Explain that question tags are short questions at the end of statements to confirm sth or to find out if sth is true. We form question tags with the auxiliary or modal verb of the main sentence and the correct subject pronoun.
- Explain that when the verb of the sentence is in the present simple, we form the question tag with *do/does* and the subject pronoun, and when the verb of the sentence is in the past simple, we form the question tag with *did* and the correct subject pronoun.
- Explain that when the sentence is positive, the question tag is negative and vice versa. Explain that when the question tag contains a word with a negative meaning (*never, hardly, seldom, etc.*), then the question tag is positive.
- Explain that when we aren't sure of the answer, we use a rising intonation in the question tag and when we are sure of the answer, we use a falling intonation in the question tag.
- Ask Ss to read the **Note** box and the examples.
- Explain the task and give Ss time to fill in the correct question tags.
- Play the recording.
- Ss listen and check their answers and choose whether they hear a rising or falling intonation.

Answer Key

- | | |
|---------------|----------------|
| 1 isn't he, B | 4 will they, B |
| 2 were you, A | 5 has she, A |
| 3 had it, A | |

6e Grammar



1 To present/practise reported questions

- Explain that we usually introduce reported questions with *ask, inquire, wonder* or the expression *want to know* and we do not use a question mark. The verb is in the affirmative and the tenses, pronouns and time expressions change as in reported statements.

- Explain that when the direct question begins with a question word (e.g. *who, where, what, why, when, etc.*) then we use the same question word in the reported question, but when the direct question begins with an auxiliary verb (*be, do, have, etc.*) or a modal verb (*can, may, etc.*) then we use *if/whether* in the reported question.
- Ask Ss to read the theory, then the cartoon. Ask Ss to say the reported question in bold in direct speech (*"Do you want to come with us to football practice?" I asked him.*)
- Then give Ss time to rewrite the direct questions as reported questions.
- Check Ss' answers.

Answer Key

- 1 Zach asked him *if/whether* he had charged the tablet.
- 2 Olivia asked *if/whether* I/we had seen her holiday photos.
- 3 Dylan asked me *if/whether* he could use my laptop that night.
- 4 Finn asked me *where* his digital camera was.
- 5 Emma wondered *when* the file would finish downloading.
- 6 I asked him *if/whether* that smartphone had a big memory.

2 To practise reported questions

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

Answer Key

- 2 Nia asked Joe *what* he wanted to know.
- 3 Joe wondered *if/whether* Nia remembered his cousin Sam.
- 4 Nia inquired *why* Sam/she had been asking Joe/him about glamping.
- 5 Nia wanted to know *when* Sam/she was planning to go.
- 6 Joe wondered *if/whether* Nia thought he would like it.

3 To present/practise reported commands

- Explain that we usually use the verb *tell* + sb + (not) *to*-infinitive in reported commands.

- Go through the theory with Ss. Focus Ss' attention on how we form reported affirmative/negative commands.
- Ask Ss to read the cartoon and say the reported command in bold in direct speech (*"Be home early," my mum said to me.*)
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 He told me *to click on the download icon.*
- 2 Mary told them *to turn down their music.*
- 3 Mum told me *not to leave my tablet on the sofa.*
- 4 He told her *to change the batteries in that remote control.*
- 5 Frank told Alice *not to delete that file.*
- 6 She told me *to call her on her mobile the next/following day.*
- 7 Ms Green told Jack *not to forget to pick up his dad's ticket from the travel agency before he went home that evening.*
- 8 David told his sister *to ask the receptionist when they could check in.*

4 To revise reported statements/questions/commands

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

Answer Key

- 1 John asked the man *if/whether* he could buy a ticket on the bus.
- 2 The hotel manager told me *to fill out the form then because it was urgent.*
- 3 The man asked us *if/whether* we had visited that ranch before.
- 4 Fiona wondered *how long* it would take them to get to the port.
- 5 Ben told Ann *to book two tickets for the next/following day.*
- 6 Julie's brother asked *if/whether* Kim was meeting them later that day.
- 7 The journalist said (that) they had written reviews of those hotels on their website the month before/the previous month.

Module 6

- 8 Mum told them not to waste time online and to finish their homework.

6f Across Cultures

1 **Aim** To introduce the topic of a text through pictures

Ask Ss to look at the picture. Elicit what the picture shows.

Answer Key

The picture shows a gondola.

2 **Aim** To listen and read for gist

- Play the recording. Ss listen to and read the text.
- Elicit what means of transport people use in these places.

Answer Key

People walk and use donkeys in Fes Old Town.
People use gondolas and vaporetti in Venice.
People use horses and bicycles on Mackinac Island.

- Elicit explanations of the highlighted words from Ss around the class.
- Then give Ss time to look up the meanings of the words in the **Check these words** box.

Suggested Answer Key

fear (n) = an unpleasant feeling of danger

lively (adj) = active; full of life

maze (n) = a network of paths

get in the way (phr) = to be an obstacle

highlights (n) = the best parts

hire (v) = to pay to use sth for a while

cycle route (n) = a path for bicycles

3 **Aim** To read for key information

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

Answer Key

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

- Play the video for Ss and elicit their comments.

4 **Aim** **Think** To consolidate information in a text; to express a personal opinion

- Give Ss time to formulate their answers and tell their partners.
- Then ask various Ss to tell the class.

Suggested Answer Key

There are no cars in Fes Old Town because there are lots of narrow streets and tiny alleyways. There are no cars in Venice because there are canals instead of roads. There are no cars on Mackinac Island because they are banned.

The benefits of banning cars are no pollution and less stress.

5 **Aim** To practise phrasal verbs with work

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 out 2 off 3 up

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the gapped text and think about what information is missing.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 Hydra 3 food 5 100
2 Greece 4 Port 6 bike

7 **Aim** To make notes and talk about car-free destinations; to persuade

- Ask Ss to copy the headings into their notebooks and make notes under them referring to the text.
- Then have Ss discuss one of the places in pairs and try to persuade their partner to visit it.
- Monitor the activity around the class.

Suggested Answer Key

city: Venice

country: Italy

means of transport: gondola

I really think you should spend your summer holidays in Venice. It's a really beautiful city in Italy. This city has lots of canals so you can either walk or get around by boat. A lot of tourists take a trip in a gondola. It's an unforgettable experience.

8 To write an email about a holiday experience

- Explain the task and give Ss time to write an email about one of the places in the text as if they are there.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi, Bill!

Greetings from Venice, Italy! I'm here on holiday with my parents and we're all having a great time.

This city has lots of canals, so the only ways you can get around are on foot and by boat! Yesterday, we went on a gondola ride. These are small traditional boats which are very popular with tourists. We also used vaporetti – they are bigger boats like buses which are more popular with the locals.

Anyway, I've got to go now. Talk to you soon.

Lisa

Which place would you like to visit? Why?

- Ask various Ss to tell the rest of the class which of the places in Ex. 2 they would like to visit.
- Remind Ss to justify their answers.

(Ss' own answers)

Culture Spot

Read out the box and then give Ss time to research online and find out about a transport system in the capital city of their country. Ask Ss to present it to the class.

Suggested Answer Key

The Bucharest Metro is a rail system with four lines and over 60 stations. More than 720,000 people use this system each weekday. People in Bucharest use the metro because it is a cheap, reliable and quick way to get around the city.

6 CLIL (Literature)

1 To identify the genre of a novel

Ask Ss to read the biography and the introduction to the extract. Then elicit what type of novel the extract is from Ss around the class.

Answer Key

It is from an adventure novel.

2 To read for specific information

Ask Ss to read the extract and then elicit various answers to the question from Ss around the class.

Answer Key

He felt amazed/surprised when he saw the footprint.

3 To listen and read for cohesion and coherence

- Give Ss time to read the text again and think of an appropriate word to complete each gap. Ask Ss to pay attention to the words before/after each gap as they will help them do the task.
- Play the recording.
- Ss listen and check their answers.

Answer Key

1 of	4 from	7 whether	10 on
2 or	5 no	8 so	
3 but	6 what	9 no	

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

4 To develop empathy; to describe an imaginary situation

- Explain the situation and give Ss time to talk in small groups and consider their answers.

Module 6

- Ask various Ss around the class to tell the class.

Suggested Answer Key

If I found a footprint after spending years alone on a desert island, I would feel really happy. I would try to find the person who left the footprint, so that I could have some company and not feel so lonely.

5 Aim To develop research skills; to write a summary of a novel

- Give Ss time to research online and find out what happened in the remainder of the novel. Then ask them to write a short summary of the novel.
- Ask various Ss to read their summaries to the class.
- Alternatively, assign the task as HW and ask Ss to read their summaries in the next lesson.

Suggested Answer Key

We never find out who left the footprint, but Robinson discovers that a tribe of cannibals visits the island to kill and eat prisoners. When one of them escapes, Crusoe helps him and calls him Friday. When more cannibals arrive on the island, Crusoe and Friday kill most of them and rescue Friday's father and a Spanish man. The Spanish man returns to the mainland to bring help, but before he returns, an English ship appears. A mutiny has occurred on the ship, but Crusoe helps the ship's captain to get it back under control. Eventually, Crusoe leaves the island on this ship and returns to England.

6 Aim Think To develop critical thinking skills; to compare fiction to modern life

Read out the question and ask Ss to discuss in pairs or small groups and then ask various Ss to share their answers with the class.

Suggested Answer Key

If someone became shipwrecked nowadays it would be very different from the events in 'Robinson Crusoe'. Firstly, there are so few places in the world which are uninhabited nowadays, so it's unlikely that the person would be alone. Also, because of the technology that we have today,

such as mobile phones and GPS devices, I think rescuers would find the person quite quickly.

Text of the month!

Present the plot of a novel you have read to the class.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

6 Project

1 Aim To create a brochure of a place of natural beauty in your country

- Ask Ss to work in small groups and research online and collect information about places of natural beauty in their country that tourists should visit.
- Give Ss time to prepare a brochure.
- Ask various Ss to present their brochures to the class.

Suggested Answer Key

The Fagaras Mountains are at the heart of Romania, both geographically and culturally as they are in central Romania. The area is a place of great natural beauty. You can go hiking, trekking and skiing there and enjoy the beauty of the natural surroundings.



Work in pairs. Write a letter inviting your English friend to come visit the place in Ex.1. Your partner writes back accepting/refusing the invitation.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.
- Tell Ss to include their letter (and reply) in their collection under the correct topic suggested on the class blog.

(Ss' own answers)

2 **Aim** To give a presentation on a place of natural beauty in your country

- Give Ss time to use their answers in Ex.1 to prepare a presentation.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Imagine you are standing on the top of a mountain. All around you are jagged peaks and above you is a clear blue sky. There are colourful wild flowers in the valleys below, dark green trees on the slopes, and snow on the tops of the mountains. You're in the Fagaras Mountains, home of the highest peaks in Romania.

There are lots of activities you can do there – you can go hiking or cycling. You can visit Poienari Fortress that dates from the 13th century. You can also go skiing or snowboarding. However, you don't have to do any specific activities. You can just enjoy the natural beauty of the place. You can drive along the Transfagarasan Road which is 92 km long and enjoy amazing views and see beautiful lakes and waterfalls. The largest is Bălea Lake which is 360 m long.

The Fagaras Mountains are special for many reasons. For example, there are large areas of primary forest not disturbed by humans. Also, the area is home to an amazing variety of flora and fauna. They don't call the Fagaras Mountains the Romanian Alps for nothing.

The American author Elizabeth Kostova described Romania as, "Mountains of savage beauty, ancient castles, werewolves, and witches – a land of magical obscurity." So, what are you waiting for? Visit the Fagaras Mountains and experience some of the magic of Romania for yourself! Thank you for listening.

3 **Aim** To do a quiz relating to the value of being a responsible traveller

- Draw Ss' attention to the quotation and elicit what they think it means.
- Give Ss time to read the statements and do the quiz and then check their results.
- Then ask various Ss to share their results with the class.

Suggested Answer Key

I think the quotation means we should leave everything exactly how we found it when we visit a place.

(Ss' own answers)

4 **Aim** To prepare a video about being a responsible traveller

- Give Ss time to prepare their video using the ideas in the quiz and their own ideas.
- Ask Ss to upload it to the school website and then watch some of the videos in the next lesson.

(Ss' own answers)

Revision & Evaluation 6

- 1 1 drops 3 blows 5 underground
2 ferry 4 full board

- 2 1 on 2 of 3 out 4 off 5 by

- 3 1 Jon said (that) they had gone to the festival the year before/the previous year.
2 Mr Green said to Beth (that) her sister was booking tickets online then.
3 Ann said (that) he would give her the keys the next/following day.
4 Frank said to me (that) he had been taking photos of the city all day that day.
5 David said to Sue (that) he and his dad were travelling to Paris at 7 the previous evening/the evening before.

- 4 1 He told us to turn off our phones.
2 Bill asked me if/whether I had ever been to Vienna.
3 Alice wondered how long the journey lasted.
4 Gary told us not to drive there.
5 Polly asked me what time my flight was the day before/the previous day.

- 5 1 two 3 diving 5 1,250
2 Seaside 4 buildings

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

Module 6

7 Hi, Peter!

It's great that you are going on holiday to Romania! I'm writing to you to recommend some places for you to visit.

First, I think that you should visit Romania's capital city, Bucharest, in the south of the country. It's a great place to go shopping, especially in Lipscani Street. I love the crowded streets - there is always something happening!

Another place you should go is Constanta on the east coast. It's a great place to go sightseeing. For example, you can visit the Museum of National History and the Genoese Lighthouse. It's special because it's Romania's oldest city and it has so much history.

Have a great time in Romania!

*Best wishes,
Natalia*

- 8 1 Sibiu 3 Sibiu 5 Jurilovca
 2 Jurilovca 4 Sibiu

Self-evaluation - Observation grid - My top favourite activity

Ask Ss to assess themselves and their performance in the module for each of the activities and statements listed. Then, ask them to choose their favourite activity in the module from the ones provided and share with the class. Ask Ss to provide reasons for their choices.

(pp. 110-111)

1 **Aim** To introduce the topic; to read for gist

- Ask Ss to look at the picture of Jules Verne and elicit what, if anything, Ss know about him.
- Then ask Ss to read the biography to find out.

Suggested Answer Key

Jules Verne wrote 'Twenty Thousand Leagues Under the Sea', 'Around the World in Eighty Days', and 'Journey to the Centre of the Earth'. People call him the father of science fiction because he wrote about things that didn't exist yet, like submarines and spaceships.

2 **Aim** To identify what pictures show

- Ask Ss to look at the pictures A-E and read through the descriptions 1-5.
- Give Ss time to match them and check their answers.

Answer Key

1 B 2 C 3 E 4 D 5 A

3 **Aim** To listen for order of events

- Play the recording. Ss listen and order the pictures.
- Check Ss' answers.

Suggested Answer Key

1 E 2 C 3 A 4 B 5 D

4 **Aim** To listen and read for specific information

- Ask Ss to read the stems of the sentences (1-4).
- Play the recording. Ss listen to and read the extract and complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 Red Sea
- 2 the deep mysterious Atlantic Ocean
- 3 temples
- 4 knew for sure

5 **Aim** To identify a narrative type

- Read out the **Note** box and explain the difference between a first-person and a third-person narrative.

- Elicit what type of narrative the text is and who narrates it.

Answer Key

It is a first-person narrative narrated by Professor Aronnax.

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

6 **Aim Think** To predict what happens next in a story; to give an opinion

- Ask Ss to discuss the questions in small groups.
- Monitor the activity around the class and then elicit answers from various groups.

Suggested Answer Key

A: I think they will go on many adventures with Captain Nemo in the 'Nautilus', but they will not be allowed to leave.

B: I think you're right. Maybe they will travel all around the world.

C: I think the men will eventually escape in a small boat, but not for some time. etc.

7 **Aim** To research a story

- Ask Ss to research the story online.
- Play the video for Ss and elicit their comments.
- Elicit who guessed correctly.

(Ss' own answers)

8 **Aim** To research Atlantis and write a short article

- Explain the task and give Ss time to research online and find information about Atlantis. Tell Ss to make notes under the headings.
- Then give Ss time to use their notes to write a short article.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Where it was: In the Atlantic Ocean

Who lived there: Atlanteans (kings with great power), advanced people

What people did: lived in luxury, temples and palaces, sailed the seas with a great navy

How it disappeared: sunk by an earthquake

Atlantis is a mythical city that may have been in the Atlantic Ocean. The Atlanteans lived there. They were kings with great power and an advanced people. They lived in luxury and had temples and palaces. They sailed the seas with a great navy. People think the island of Atlantis was sunk by an earthquake.

(pp. 112-113)

1 To read for gist

Ask Ss to read the biography and elicit an answer to the question.

Suggested Answer Key

Melville worked on a whaling ship and this inspired him to write *Moby-Dick*.

2 a) To introduce the topic

Elicit what animal is in the picture and elicit other sea mammals from around the class.

Suggested Answer Key

The animal is a whale. It looks like a sperm whale. They eat squid. Other marine mammals include dolphins, orcas, seals and walruses.

b) To introduce the topic

Elicit answers to the questions from Ss around the class.

Suggested Answer Key

Whaling is illegal in many countries these days because whales are endangered, but in the past whales were hunted for their meat and bones.

3 To listen and read for gist

- Read out the question.
- Play the recording. Ss listen and read the text to find out the answer.

Suggested Answer Key

He is not sure why he decided to go whaling. He wanted to be a sailor and get paid while exploring the sea. He usually went to sea on merchant ships, but he was excited by the idea of the great whale.

4 a) To read for detail

- Give Ss time to read the text again and read the sentences and then mark them as right or wrong.
- Check Ss' answers.

Answer Key

1 R 2 R 3 W 4 W 5 R

b) To consolidate new vocabulary

- Direct Ss to the words in bold in the text and then give them time to match them to the definitions in the list.
- Check Ss' answers.

Answer Key

explore = to travel to discover new places

trapped = not able to escape

desire = a strong wish

winds = the natural movement of air

reflects = to show something

wholesome = healthy

deliberate = intentional

fate = destiny

- Then ask Ss to use their dictionaries to find synonyms for the highlighted words.
- Check Ss' answers around the class.

Answer Key

escape (v) = flee

stare (v) = gaze

harsh (adj) = severe

distant (adj) = far away

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

5 To express an opinion

- Ask Ss to discuss the questions in pairs.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

A: I think he is running away from his problems because he says it is his way of fighting sadness, boredom and trapped anger. He also says it puts order in his life.

B: I agree. He also says the sea reflects the desire for change, so it sounds like he wants his life to be different.

6 To listen for key points and make notes; to write a summary

- Play the recording. Ss listen and make notes of the key points.
- Ask Ss to use their notes to write a short summary.
- Ask various Ss around the class to read their summary aloud.

Suggested Answer Key

A few years ago, Ishmael had no money and was bored of life on the land. He decided to explore the sea to fight his sadness, boredom and trapped anger.

Manhattan island is full of businesses and shipping and every road takes you to the ocean. He said the people are drawn to the water's edge to escape from their homes and offices. He wanted to be paid as a member of a ship's crew. He doesn't mind obeying orders and working in the harsh weather.

He usually went to sea on merchant ships but this time he decided to go on a whaling ship. He can't explain why exactly. The idea of the great whale excited him. He dreamed of whales.

7 To predict what will happen in a story

- Ask Ss to predict what will happen when the crew come across Moby-Dick.
- Play the video for Ss and elicit their comments.

Suggested Answer Key

I think when the crew come across Moby-Dick, either the whale will attack the boat and turn it over or they will kill Moby-Dick and take him back to port.

8 To draw a picture

- Explain the task and give Ss time to complete it.
- Display the pictures on the classroom walls.

(Ss' own answers)

9 Think To imagine a character

- Explain the task and ask Ss to work in small groups.
- Ask Ss to discuss the questions and then ask various groups to present their modern Ishmael to the class.

Suggested Answer Key

A: I think Ishmael has a boring job in a shop or an office and he wants adventure.

B: I think he earns a low wage and he is fed up with his life and that's why he decides to go exploring.

C: Yes. I think he goes for a job as a crew member on a sailing boat or a fishing boat.

A: Yes, the work is hard, but he doesn't mind because he can see some of the world. etc.

Presentation Skills Key

1 Present how to be a good neighbour

1 Suggested Answer

I would choose quotation A because it is about neighbours being good to each other in a relationship that is good for both of them. Quotation B seems to talk only about the benefits a good neighbour can give and doesn't promote being a good neighbour yourself.

2 The speaker has expanded on the main idea in extract A.

A – First of all, Then

B – First of all, Also, Finally

3 1 c 2 a 3 b

1 First of all, be helpful.

2 Also, be trustworthy.

3 Finally, be respectful.

4 Suggested Answer

Harry S. Truman said, "In order to have good neighbours, we must also be good neighbours." But the question is: how can someone be a good neighbour?

Well, we all know most of the basic ways we can be a good neighbour like keeping the noise down and being friendly, but what about the other ways you can build a good relationship with the people who live near you? Well, here are some tips. You should keep the outside of your home including the garden and the entrance looking nice. This gives a good impression. You should also invite your neighbours to your parties and why not have a regular neighbourhood barbecue, garden party or other gathering? This will help people to get to know each other and build relationships. Also, you can ask for advice about home improvements, gardening or cooking. Finally, you should return anything you have borrowed on time and with thanks.

Now onto the things that you shouldn't do if you want to be a good neighbour. Don't spy on your neighbours through the curtains. Nobody likes a nosey neighbour. Don't be lazy and leave decorations on your house way past the event. Also, be responsible and don't let your pet roam around the neighbourhood by itself.

If you follow these tips, you will be a good neighbour and life in your neighbourhood will be nicer. After all, as the saying goes, "To be a good neighbour is one of life's richest joys." Thanks for listening. Are there any questions?

2 Present an ancient European or Asian civilisation

1 Name: F

Period: D

Location: A

Interesting facts: B, E

How it ended: C

2 B, C

3 As I mentioned before, ..., Now that we have explained ..., We spoke about the fact that ...

4 Suggested Answer

Good morning, everyone. Today I'm going to talk to you about an interesting ancient civilisation. Do you enjoy solving puzzles? Following the clues and cracking the code is fun, but it's also an important job! A lot of what we know about ancient civilisations comes from written records, but there are still some ancient writing systems that we don't understand. One of these comes from the Indus Valley.

The Indus Valley Civilisation is one of the oldest civilisations in the world. It existed in the Bronze Age and was most powerful between 3300 and 1900 BCE. There were thousands of cities spread over nearly 650,000 km² in modern Pakistan, Afghanistan and north-west India and the population was about 5 million people.

The cities were very well planned and had brick houses and a system for supplying clean water and removing dirty water. The people in the cities were traders and skilled craftspeople. They made pottery, jewellery and metal goods from copper, bronze and tin, but they didn't know about iron. There were also lots of farmers who grew crops for food such as wheat, barley, rice and beans. They used cattle to help them farm the land.

Now that we have explained that the main job in this society was farming, let's move on to why the Indus Valley Civilisation was advanced. We spoke

about the fact that they didn't use iron, but what they did have was a writing system. This system used pictures. Between 400 and 600 Indus symbols have been found on tablets, pots and other materials, including a sign that once hung over a gate in the city of Dholavira. However, no one alive today can read it.

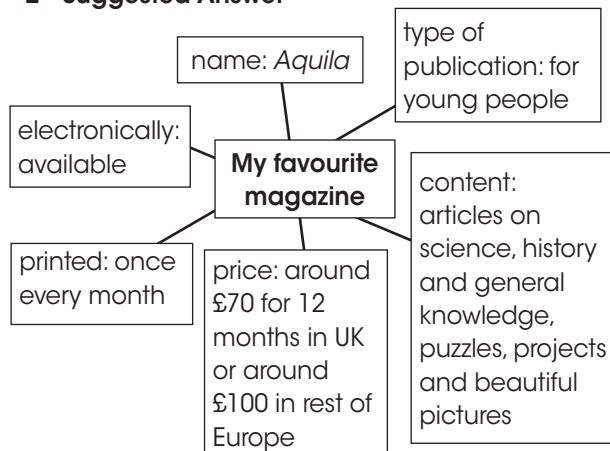
The Indus Valley Civilisation slowly declined from 1900 BCE, but no one knows why for sure. Some archaeologists think that the gradual drying of the region's soil may have reduced the water supply so much that farming became more difficult and eventually the people moved eastward. The Indus Valley Civilisation is fascinating, don't you think? It's amazing what some ancient societies accomplished, and exciting that we still have so much to learn about them. Are there any questions? ...Thank you for your time.

3 Present a magazine

1 Suggested Answer

Plan 2 is more interesting because it engages the audience more fully and it gives more information about the magazine as well as more visuals.

2 Suggested Answer



3 Suggested Answer

A is more effective because it uses notes to act as prompts and not the whole paragraph.

4 Suggested Answer

- 1 • name: *Aquila*
• type: magazine for young people
- 2 • articles: science, history, general knowledge
• puzzles
• projects
• beautiful pictures
- 3 • one issue every month
• 12 months around £70 in UK, around £100 rest of Europe
- 4 • available electronically
• website
– see sample of magazine
– buy old issues

Good morning, everyone. Who likes reading magazines? Quite a few of you I see. Well, I know I do and my favourite magazine is *Aquila*. Here is a picture of the latest issue.

Aquila is a magazine for young people and it contains articles on geography, history, science and culture. It costs around £70 per year in the UK, and around £100 per year in the rest of Europe. It is printed monthly and it is also available electronically.

If this sounds like something you may be interested in reading, you should sign up for a subscription. You can visit the website to see samples of the magazine and buy old issues. I hope you like it as much as I do. Happy reading. Thanks for listening. Are there any questions?

4 Present smartphone etiquette

- 1 The purpose of the presentation is to inform the audience about something they may not know (smartphone etiquette) and persuade them to do something (follow the dos and don'ts of using smartphones).

2 Suggested Answer

2, 3

A: I think item 2 is most appropriate for a key phrase to help me research online for more information.

B: Yes, I agree. Item 3 is also a good key phrase.

Presentation Skills Key

3 1 c 2 a 3 d 4 b

4 Suggested Answer

Hello, I'm Luca. Have you ever been in a public place where somebody was talking loudly on their smartphone? Annoying, isn't it? Today, I'm going to talk about smartphone etiquette. First, we should respond to texts and messages as soon as we read them. Second, before we send a message, we should read it. There can be spelling errors or other mistakes that can confuse the person we're sending it to! Also, we should always put our smartphones on silent mode when we are in restaurants and cafés. We shouldn't send texts or messages late at night. Some people sleep with their phones in their bedrooms because they use the alarm clock, and texting late at night can wake them up! We also shouldn't put loud or annoying sounds on our smartphones – not everyone wants to know when we get a message! Finally, we shouldn't use our smartphones in the library, in classrooms or during meals, as it distracts us and other people, and it is rude. All in all, smartphones are a great invention, as long as we use them wisely. Thank you for listening.

5 Present how to protect the environment

1 Suggested Answer

home: turn off tap when we brush teeth, turn off lights/devices when leaving a room, make compost, use energy-efficient light bulbs, print paper on both sides, grow vegetables in garden/ school greenhouse, recycle or reuse things, use a bucket to wash your car/bike, have showers not baths

outside the home: plant trees, use public transport, cycle or walk to work/school

school: organise special days to pick up litter from parks/beaches, use energy-efficient light bulbs, print paper on both sides, grow vegetables in garden/school greenhouse, recycle or reuse things

2 Suggested Answer

Slide A is more effective because the Earth looks like a sad person and the pollution is visible. Whereas in Slide B, it is just a picture of the Earth which does not seem polluted at all.

3 Suggested Answer

Slide A is more appropriate because the main heading is bold and clearer and the main points are summarised in bullet points. It is clearer and easier to understand.

- 4 A – a *what-if* question
B – a powerful statement

5 Suggested Answer

Good morning. Today, I want to talk about all the ways we can protect the environment. At home, we can use less water by having showers or turning off the tap when we brush our teeth. To save electricity, we can turn off the lights when we leave a room, and switch off all electrical devices that are on standby. We shouldn't waste food, either. We should only buy as much as we need, and use fruit and vegetable peelings to make compost. In town, we should walk or ride our bikes instead of driving everywhere. We could also organise special events to plant trees and pick up litter. At school, we can use energy-efficient light bulbs and grow our own fruit and vegetables in a school greenhouse. So, there you are. There are so many ways for us to protect the environment. The good news is that we can start right here, right now. We should all help. After all, good planets are hard to find. Are there any questions? ... Thanks for listening.

6 Present a place of natural beauty

- 1 Beginnings: B, C
Endings: A, D

A c B a C d D b

2 **name:** Fagaras Mountains

location: central Romania, southern Carpathian Mountains

what to see/do: go hiking or cycling, visit Poienari Fortress from 13th century, drive along Transfagarasan Road (92 km long), go skiing, stay in Curtea de Arges, Pitesti or Sibiu, see lakes (largest Balea Lake 360 m long) and waterfalls

why it is special: home to an amazing variety of flora and fauna, also called 'the Romanian Alps', home of highest mountains in Romania, has large areas of primary forest not disturbed by humans

The American author Elizabeth Kostova described Romania as, "Mountains of savage beauty, ancient castles, werewolves, and witches – a land of magical obscurity." So, what are you waiting for? Visit the Fagaras Mountains and experience some of the magic of Romania for yourself! Thank you for listening.

3 **Suggested Answer**

name: Beusnita Waterfall

location: Nerei Gorge, Beusnita National Park, Caras-Severin County

what to see/do: walking, hiking, mountain biking, take photos, see wildlife

why it is special: one of the most beautiful and famous waterfalls in Romania

4 **Suggested Answer**

Imagine you are standing on the top of a mountain. All around you are jagged peaks and above you is a clear blue sky. There are colourful wild flowers in the valleys below, dark green trees on the slopes, and snow on the tops of the mountains. You're in the Fagaras Mountains home of the highest peaks in Romania.

There are lots of activities you can do there. You can go hiking or cycling. You can visit Poienari Fortress that dates from the 13th century. You can also go skiing or snowboarding. However, you don't have to do any specific activities. You can just enjoy the natural beauty of the place. You can drive along the Transfagarasan Road which is 92 km long and enjoy amazing views and see beautiful lakes and waterfalls. The largest is Balea Lake which is 360 m long.

The Fagaras Mountains are special for many reasons. For example, it has large areas of primary forest not disturbed by humans. Also, it is home to an amazing variety of flora and fauna. They don't call it the Romanian Alps for nothing.

Fun Time Key

Fun Time Welcome back (p. 122)

- 1 bald
- 2 mid-thirties
- 3 How often
- 4 behind
- 6 during
- 8 surf
- 9 catch
- 10 mine
- 11 some
- 12 do
- 13 athletics
- 14 your
- 16 the top of the mountain
- 17 many
- 18 in front of
- 20 shorts
- 21 Badminton
- 23 bottle
- 24 ice skating
- 25 Tim's and Katy's

Fun Time 1 (p. 123)

(horizontal, vertical)

- 1.1 lighthouse
- 1.2 are always losing
- 1.3 has been
- 1.4 is thinking
- 1.5 on
- 1.6 on
- 2.1 see
- 2.2 greengrocer's
- 2.3 car boot sale
- 2.4 on
- 2.5 with
- 2.6 butcher's
- 3.1 fishmonger's
- 3.2 haven't been living
- 3.3 Are you going
- 3.4 away
- 3.5 do
- 3.6 antiques
- 4.1 in
- 4.2 stadium
- 4.3 library
- 4.4 have you been going
- 4.5 seldom

- 4.6 never
- 5.1 inspiration
- 5.2 already
- 5.3 on
- 5.4 have
- 5.5 factory
- 5.6 at
- 6.1 has been training
- 6.2 since
- 6.3 leaves
- 6.4 are you tasting
- 6.5 takes
- 6.6 baker's

Fun Time 2 (p. 124)

- 1 enjoyed
- 2 had been waiting
- 3 impressive
- 4 inventor
- 5 was flying
- 6 used to
- 7 visited
- 8 on
- 9 armour
- 10 pottery
- 11 used to spend
- 12 had visited
- 13 after
- 14 went
- 15 sights
- 16 painter
- 17 had the archaeologists been searching
- 18 Statue
- 19 when
- 20 had been walking
- 21 swords
- 22 from
- 23 was walking
- 24 discovered
- 25 had stopped
- 26 off

Fun Time 3 (p. 125)

(from left to right & top to bottom)

- *will answer it.*
- *media devices.*
- *would carry it with me all the time.*
- *you watch TV for hours every day.*

- *will buy you a new magazine tomorrow.*
- *we wouldn't watch so many films online.*
- *will turn them into books one day.*
- biography.
- *won't work properly.*
- fairytales.
- *am going to watch a football match.*
- *will travel in flying cars.*
- up with.
- *are going to the cinema.*
- *will drink some water.*
- is going to rain.
- *will enjoy the new show on Channel 7.*
- *like to watch the documentary about dolphins on Channel 3.*
- *my computer hadn't broken down.*
- *are going to miss the film.*
- *cooking shows on TV.*
- *will pass his exams.*
- *you have the skills for it.*
- *had gone to the newsagent's earlier.*
- radio.

Fun Time 4 (p. 126)

- 1 Spread
- 2 need to
- 3 tap
- 5 tower
- 6 better than
- 7 out
- 8 wasn't able to
- 9 3D printer
- 11 so/as easy
- 12 cheap
- 13 on
- 14 had to
- 16 appliances
- 17 should
- 18 out of
- 20 the least
- 21 Could
- 22 speakers
- 23 more crowded than
- 24 needn't

Fun Time 5 (p. 127)

(from START to FINISH following the orange line)

- mountain
- Who was *The 11th Hour* produced by? It/*The 11th Hour* was produced by Leonardo DiCaprio.
- for
- which
- with
- whose
- preserve
- that
- river
- be installed
- extinction
- The injured bird was found by Anna.
- who
- Who was acid rain discovered by? It/Acid rain was discovered by Robert Angus Smith.
- consumption
- The hotel guests were blamed for dropping litter in the forest.

(from START to FINISH following the blue line)

- canyon
- The homeless animals were given some food.
- that
- by
- to
- visited
- through
- of
- whose
- poisoning
- advised
- Where was the documentary filmed? It/The documentary was filmed in the Amazon Rainforest.
- desert
- The injured turtle has been saved.
- waste
- Who was the Crystal designed by? It/The Crystal was designed by Wilkinson Eyre Architects.

Fun Time 6 (p. 128)

- 1 Mum told the kids not to swim in the lake.
- 2 Tom asked me if/whether I had got the job I had applied for the previous month/the month before.

Fun Time Key

- 3 Mia asked where the bus left from.
- 5 Mr White asked Alice how long she had been staying there.
- 6 Tom said (that) the temperature had reached 43°C.
- 7 out
- 8 The man told us not to leave those suitcases there.
- 10 They said (that) a band was performing live at the hotel that night.
- 12 self-catering
- 13 He told us to meet him at the train station the next/following afternoon.
- 14 Lily said (that) they were going to Spain.
- 15 Jane wondered if/whether the beach was more crowded in the morning than in the afternoon.
- 16 Bob said to/told Jim that Lucy had already visited the museum.
- 18 Oscar told me/said (that) he would drive me to the airport.
- 19 port
- 20 Chloe told me/said (that) she had spent a fortune on the tickets.
- 21 Susan asked them why they and their friends were leaving early that night.
- 22 said
- 23 Amy said (that) she had never been abroad.
- 24 pouring
- 25 Leo asked me if/whether I wanted to join them.
- 26 of
- 27 The guide said (that) they ran tours every day.
- 28 by
- 29 Rachel said (that) she had been looking for flights all day.
- 30 campsite

Songs Key

Song 1 – Module 1 (p. 129)

1 The song's message is that we should share what we have with people who don't have enough money and food.

2 Suggested Answer

I agree. I think we should all help other people and try to make everyone's lives better.

Song 2 – Module 2 (p. 129)

1 1 fight 3 true 5 place
2 around 4 strong

2 Suggested Answer

The singer says that a hero is someone who stands up for what is right and helps and protects people. Heroes work hard to make the world a better place. I agree with the singer.

Song 3 – Module 3 (p. 130)

1 The song is about getting in touch with others online.

2 Suggested Answer

I send emails, texts and photos to my friends. I usually get in touch with them on my smartphone but sometimes I use my tablet.

Song 4 – Module 4 (p. 130)

1 1 phone 4 away 7 diary
2 text 5 know 8 play
3 online 6 too

2 Suggested Answer

The mobile phone is important to the singer because they can use it to phone and text people and also go on the Internet. It's also good for listening to music and playing games. In other words, the speaker never feels alone.

I chat with my friends on my phone and send them lots of photos. The best thing about my mobile phone is that I can keep in touch with my parents when I am out with my friends. That way, they never have to worry about me!

Song 5 – Module 5 (p. 131)

1 The song is about environmental problems and what we can do about them.

2 The first verse describes the first picture (fish are dying) and the third verse describes the second picture (air pollution).

Note: The song consists of three verses. The italicised part of the song is the chorus.

Song 6 – Module 6 (p. 131)

1 The song is about travelling the world using different means of transport.

2 Suggested Answer

By land, sea and sky

Going Green

Going Green A

1 To introduce the topic

Ask Ss to look at the title and the pictures. Explain the meaning of 'lean' (slim and healthy) if necessary. Elicit how the title can be related to the pictures.

Suggested Answer Key

The title refers to keeping in shape and the environment and it is related to the pictures of people exercising and doing outdoor activities.

2 To complete an open cloze text

- Draw Ss' attention to the gaps in the text. Remind Ss that they must read the text and use the context and the words before and after the gap to work out what the missing word is. Do the first item with Ss to model the task, then give Ss time to complete it.
- Check answers with the class. Then have Ss read out the completed text. Assign one paragraph to each S.

Answer Key

1 at	5 be	9 This/That
2 or/and	6 makes	10 when
3 When	7 less	11 to
4 than	8 too	12 if

3 To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.
- Play the video for Ss and elicit their comments.

Answer Key

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

4 To consolidate information in a text; to expand the topic

- Allow Ss two minutes to look over the text. Ss tell their partner how you can get fit and help the environment at the same time according to the text.
- Elicit answers from Ss around the class, then ask Ss to share further ideas of their own.

Suggested Answer Key

We can get fit and help the environment at the same time by walking and cycling instead of driving to places. We can use the stairs instead of the lift, hang our washing outside, and also do outdoor activities, like gardening, that help the environment and are good exercise. Another idea is to get involved in clean-up days and help clean up the environment while exercising.

5 To personalise the topic

- Explain the task and give Ss time to think about their answers.
- Elicit answers from Ss around the class.

Suggested Answer Key

My fitness programme is green because I play a lot of outdoor sports like football and basketball that don't use electricity. I also like to ride my bike in the park and I always walk to the gym.

6 **Think** To consolidate information in a text; to practise critical thinking skills

- Explain the task. Ss complete it in closed pairs. Monitor the activity around the class.
- Ask various Ss around the class to share their answers.

Suggested Answer Key

You should follow the Green Fitness Programme because you will help the environment and get fit as well. By riding your bike or walking, you exercise and reduce emissions from cars. Also, by exercising outside, you get fresh air and don't use electricity which produces CO₂ and causes global warming. Other activities, like gardening, are great ways to get exercise and help the environment at the same time.

7 a) To prepare a poster

Explain the task. Ss prepare their posters in groups and present them to the class.

(Ss' own answers)

b) To follow a Green Fitness Programme

Encourage Ss to follow the Green Fitness Programme on their poster for two weeks. At

the end of this time, have a class discussion about the effects of following their programmes.

(Ss' own answers)

Going Green B

1 **Aim** Think To introduce the topic; to practise critical thinking skills

Ask Ss to look at the quotation and think about what it means and how it can be related to the text about clothes and accessories. Have a class discussion on the subject.

Suggested Answer Key

If we only took what we needed there would be enough resources for everyone. It's our greed that causes problems in the environment. The quotation is related to the text in that people often buy far too many clothes that are not necessary and shop for no reason. This greed damages the environment.

2 **Aim** To personalise the topic

- Explain the task. Ss discuss the questions in pairs.
- Elicit answers to the questions from Ss around the class.

Suggested Answer Key

A: *I go shopping at least once a month. I give my old clothes to my little sister and my cousins.*

B: *I go shopping about once every three months, but I don't always buy something. I give my old clothes to an orphanage in our city.*

3 **Aim** To match headings to paragraphs

- Ss read the text and match the heading to the paragraphs.
- Check answers with the class.

Answer Key

1 D 2 A 3 B

4 **Aim** To complete an open cloze text

- Draw Ss' attention to the gaps in the text. Remind Ss that they must read the text and use the context and the words before and after the gap to work out what the missing

word is. Do the first item with Ss to model the task, then give Ss time to complete it.

- Check answers with the class. Then have Ss read out the completed text. Assign one paragraph to each S.

Answer Key

1 third/youngest	6 each/every/per
2 most	7 even/much/far
3 in/into	8 ways/how
4 These	9 have/need
5 about/with	10 way

5 **Aim** To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.
- Play the video for Ss and elicit their comments.

Answer Key

1 k	3 h	5 g	7 d	9 e	11 c
2 f	4 i	6 b	8 j	10 a	

6 **Aim** To consolidate information in a text

- Explain the task and give Ss time to scan the text and tell their partner how we can reuse clothes.
- Elicit answers from Ss around the class.

Suggested Answer Key

We can jazz up our old clothes by dyeing or embroidering them. We can also make handbags from the material of old clothing. We can buy vintage clothing instead of new clothes when we want to update our wardrobes.

7 **Aim** To tie-dye a T-shirt (experiential learning)

Read and explain the instructions. Ask Ss to bring an old T-shirt they no longer wear to class. Bring the other materials needed. Give out the materials to Ss. Ss tie-dye their T-shirts. When they are dry, make a display of the T-shirts, or encourage Ss to wear them to class for the next lesson.

Going Green

Going Green C

1 To describe a picture

- Focus Ss' attention on the picture.
- Ss, in pairs, discuss what they can see and what they think a green roof might be.
- Elicit answers from pairs around the class.

Suggested Answer key

The picture shows a block of flats with a garden on the roof. This is a green roof – the top of a building that is partly or totally covered in vegetation: grass, flowers, or any other kind of plant. Under the soil in which the vegetation grows are several layers which prevent water and roots from damaging the original roof.

2 Think To practise critical thinking skills

Elicit how green roofs help the environment.

Suggested Answer Key

Green roofs help the environment because they reduce the heating and cooling needs of buildings. Also, they give wildlife a natural habitat to live in.

3 To read for detail

- Explain the task. Ss read the text again and decide whether the statements are right or wrong.
- Check answers with the class.

Answer Key

1 W 2 R 3 R 4 R 5 R 6 W

4 a) To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.
- Play the video for Ss and elicit their comments.

Answer Key

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

b) Think To guess the meaning of a phrase from its context

Draw Ss' attention to the term 'concrete jungle' in the text. Elicit what Ss think it means.

Answer Key

A city or area that has a lot of modern buildings that is ugly or unpleasant.

5 Think To consolidate information in a text; to practise critical thinking skills

- Explain the task and give Ss time to scan the text and decide on two things that impressed them and why.
- Elicit answers from Ss around the class.

Suggested Answer Key

I was impressed with the fact that green roofs can be built in the middle of the city.

I liked the idea that roof gardens can save you money in heating costs, which means they are better for the environment.

6 To consolidate information in a text

- Explain the task and give Ss time to discuss the advantages of having a green roof in pairs.
- Elicit answers from Ss around the class

Suggested Answer Key

A: Green roofs look very nice and are a colourful change if you live in a drab and grey city.

B: True. And if you have a green roof, you can save money on heating costs.

A: Good point. They also encourage insects and birds to visit and live in the area.

7 To research online; to create a leaflet

- Explain the task and give Ss time to research green roofs online and make notes under the headings in the Ss book.
- In groups, Ss prepare a leaflet and present it to the class. Display the leaflets in the classroom.
- Alternatively, assign the task as HW and Ss present their leaflets in the next lesson.

(Ss' own answers)

Evaluations Key

Evaluation 1 (Modules 1-2)

- 1** 1 baker's 4 restaurant
2 jeweller's 5 newsagent's
3 fishmonger's 6 bank

- 2** 1 tour 3 sword 5 armour
2 cloakroom 4 display

- 3** 1 playwright 3 inventor 5 singer
2 scientist 4 painter

- 4** 1 Does Kevin work 4 always buys
2 am thinking 5 don't open
3 aren't going

- 5** 1 Have you been looking
2 haven't met
3 has been
4 Have you tried
5 have been waiting

- 6** 1 use
2 hasn't finished
3 Was Emma sleeping
4 gone
5 saw
6 would visit

- 7** 1 had visited
2 Did your parents explore
3 wasn't doing
4 were sketching
5 didn't meet
6 Had you been talking

- 8** 1 on 3 on 5 in
2 through 4 away

- 9** 1 C 2 D 3 A 4 E 5 B

Evaluation 2 (Modules 3-4)

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

- 2** 1 spread 3 tap 5 installed
2 stream 4 share 6 sends

- 3** 1 fairytale 4 earphones
2 biography 5 smartwatch
3 USB stick 6 keyboard

- 4** 1 will finish
2 are you going to go
3 won't break
4 are going to drop
5 aren't going to buy
6 Is Alice coming
7 does the ferry leave
8 won't watch

- 5** 1 would walk (type 2)
2 will feel (type 1)
3 would have started (type 3)
4 won't go (type 1)
5 would have passed (type 3)
6 wouldn't need (type 2)

- 6** 1 Am I supposed to 5 doesn't have to
2 might 6 must
3 wasn't able to 7 Might
4 shouldn't 8 need to

- 7** 1 more interesting 4 busier
2 cold 5 the worst
3 so/as good 6 the most famous

- 8** 1 on 3 about 5 out of
2 up with 4 in

- 9** 1 e 2 d 3 c 4 b 5 a

Evaluation 3 (Modules 5-6)

- 1** 1 solar 5 cabin
2 airport 6 poverty
3 beach 7 pollution
4 helicopter

- 2** 1 uses 4 contamination
2 filters 5 port
3 all-inclusive

- 3** 1 face 3 preserve 5 shine
2 reach 4 affect 6 damage

Evaluations Key

- 4** 1 who/that 4 who/that
 2 which/that 5 which/that
 3 whose 6 whose

- 5** 1 Is the wildlife park visited by many people?
 2 The dogs haven't been fed yet.
 3 The black rhino should be protected from hunters.
 4 Will the conservation centre be opened by a celebrity?
 5 The snow leopard wasn't adopted (by them) in the end.
 6 Our cat was being looked after by the neighbours while we were away.

- 6** 1 David said (that) he was filling out the volunteer form later that night.
 2 He said (that) Mark had been reading a book on the plane.
 3 She told me/said (that) she would call me the next/following day.
 4 They said (that) they hadn't booked tickets.
 5 Dad said (that) I/we didn't need a new camera.
 6 He said (that) he had been looking for cheap flights.

- 7** 1 She asked who had packed the passports.
 2 The man told Jon not to park there.
 3 Alice asked Ben if/whether he would take part in the tree-planting event that week.
 4 Liam told Sam to go to his house.
 5 Tom asked me how often my neighbourhood organised a clean-up day.
 6 Mum told us not to take off our seatbelts.

- 8** 1 by 5 the day before
 2 the week after 6 then
 3 with 7 with
 4 those 8 wondered

- 9** 1 through 3 in 5 on
 2 of 4 of

- 10** 1 C 2 E 3 A 4 D 5 B

Student's Book Audioscripts

Module 1 – My community

1f – Exercise 5 (p. 25)

This week only at Edward's Electronics the 'Super X' game console is on sale! The 'Super X' has 1 TB (terabyte) storage and Blu-ray technology for DVDs. The item comes with two wireless controllers. This can be yours for only a shocking 199 pounds. Limited supplies available. Sale ends Saturday.

Revision & Evaluation 1 – Exercise 5 (p. 28)

Don't miss the best sale of the year! This laptop has a 17 inch HD display and a 16 gigabyte memory system! It also includes a 2 terabyte hard drive. It has a built-in HD webcam and microphone! This laptop can be yours for only 800 pounds! This exclusive deal is only available this Monday, so hurry while stocks last!

Module 2 – Long ago

2a – Exercise 6 (p. 33)

Man: Hello and welcome to today's episode of *History Now!* We're on the island of Crete in the Mediterranean to find out about a fascinating ancient civilisation – the Minoans. Here's archaeologist Maria Hobbs to tell us more about Minoan society.

Woman: Hi, everyone. Well, the Minoans were an advanced civilisation. They caught fish and grew crops for food, made different types of cloth for clothes, and created beautiful art. In my opinion, however, it's their society that proves how advanced they really were.

Man: Why is that?

Woman: Well, first of all, the Minoans didn't just work, eat and sleep. They also created their own entertainment. We've found ruins of what we think were theatres, and Homer mentions that the Minoans were skilled dancers.

Man: Interesting. Did they also have sports for entertainment?

Woman: Yes. It seems they loved boxing, and another sport – bull-jumping.

Man: That sounds dangerous!

Woman: It was! A person stood in front of a bull, and as it ran towards them, they grabbed its horns and jumped over its back. There are lots of frescos here in Crete showing this sport, and they also show us something else about Minoan society: many of the bull-jumpers were women.

Man: Well, why not?

Woman: Of course, it sounds obvious to us – these days, we know men and women are equally good at sport. But in other Mediterranean societies at the time of the Minoans, women stayed inside the home. The fact that Minoan women played sports tells us their civilisation was very advanced.

Man: So Minoan men and women were equal?

Woman: It seems so. In fact, the Minoans built temples not for gods, but for a goddess. We don't know her name, but she appears in art. She's usually holding a snake in each hand.

Man: So there's still more to learn about the Minoans?

Woman: Oh, yes – lots more! Archaeologists discovered a lot of what we know right here at Knossos, and we think it's still got some secrets. Let me show you around.

2c – Exercise 3b (p. 36)

Male adult: Hello and welcome to *Blast from the Past*, the nation's favourite history game show! Today, we've got two students from Russell High School with us – Katie Evans and Paul Davies. Round one is science. Paul, you first. Who was the first woman to win a Nobel Prize?

Teenage boy: Marie Curie, for sure.

Male adult: That's right. She is also the only woman, so far, to win two Nobel Prizes – for Physics in 1903 and for Chemistry in 1911. Katie, your turn. In 1977, humans sent the Golden Record into space. It was a special message to show any alien life out there what Earth was like. It had 116 pictures on it, greetings in 55 languages and pieces of music, but who created it?

Teenage girl: That was Carl Sagan, the famous astronomer.

Male adult: That's correct! Two copies of the Golden Record are still travelling through space as we speak, aboard the spacecraft *Voyager 1* and *Voyager 2*. They're now over 22 billion kilometres from Earth! OK, now it's time for some questions on the arts. Paul, are you ready?

Teenage boy: Yes, I'm ready.

Male adult: OK! Which famous Greek opera singer was born in New York in 1923?

Teenage boy: I think that was Maria Callas.

Male adult: You're right! Now, Katie, not such an easy one for you. Do you know who wrote the play *The Chairs* in 1952?

Student's Book Audioscripts

Teenage girl: Yes, I studied it at school last year! It was Eugene Ionesco.

Male adult: Right! Now, it's the final question. You've both got two points, so this point goes to whoever gets the answer first. The question is: What was the name of the boat Charles Darwin sailed around the world on?

Teenage boy: Was it the *Mayflower*?

Male adult: I'm afraid not, Paul. Katie – do you know the answer?

Teenage girl: Erm ... was it the *HMS Beagle*?

Male adult: That's correct! Well done! You're the winner of Round 1. Now onto Round 2 ...

2f – Exercise 6 (p. 41)

Good morning, everyone, and welcome to Swift Tours of London. Today's tour starts at the Victoria and Albert Museum, which we Londoners call the V & A. It's close to your hotel – just five minutes' walk away on Cromwell Road. Queen Victoria laid the first stone of the building in 1899, so it's over 100 years old. There are 2.3 million artefacts inside, including furniture, clothing, jewellery, art and books. Some are up to 5,000 years old! You can explore the museum with a free guided tour, and backpacks are available for children. If you feel like a rest and a bite to eat, you can also visit the world's first museum café at the V&A. There's lots to see and do, and entry is free, but make sure you meet us back outside at noon, when the tour continues on to Hyde Park and Kensington Gardens.

Revision & Evaluation 2 – Exercise 5 (p. 44)

OK, everyone, the school trip to Warwick Castle is next Thursday. The castle is south-east of Birmingham and the coach trip there takes about an hour. The trip is very useful for your History class, as William the Conqueror built Warwick Castle in 1068, although of course it looks completely different today, as many people have added to it in the years since then. We arrive at the castle at 10 am when it opens, and we watch an archery show. Then, we explore the castle by walking along the walls and climbing the towers. After lunch, we have a sword-fighting workshop, and then we look at the collections inside the castle – it's like a museum, with furniture and armour on display. Then we finish our trip in the castle dungeon!

The price of the trip is sixteen pounds. This covers the coach journey and the special price of eight pounds for your ticket to enter the castle. Please give the money and the permission form from your parents to me by Tuesday morning.

Module 3 – Entertainment & mass media

3f – Exercise 4 (p. 57)

Speaker 1

I love music and I enjoy learning about new songs and albums, so I read *Popstar!* magazine. It usually has some information about my favourite bands. *Popstar!* was the first magazine with full colour and glossy paper. It now has pages on fashion and beauty, as well as games and competitions where you can win prizes. I also like the magazine because it comes with huge posters. I have Miley Cyrus and the Jonas Brothers on my bedroom wall, but I'm still waiting for Meyers!

Speaker 2

There's some great gossip in *J-14*. I love reading about celebrities that are my age, what they're saying, who they're dating. I like watching films and I'm looking forward to seeing the new interviews with the *Stranger Things* stars. Now they have a competition to see who can make the best Upside Down T-shirt.

Speaker 3

Teen Vogue is the magazine for me. I like celebrities, but my main interest is fashion and clothes. Every month there is a Teen Best Dressed section, which is very interesting. There are other sections that give me beauty tips. I can get up to date with information about entertainment and stories on current issues, so it's a really useful magazine for body and mind.

Speaker 4

I like reading, but I also enjoy writing. I buy *Youth Outlook* because I can read news which is written by people who are the same age as me. It gives me a chance to write articles and send them in. My favourite subjects are health, education, and anything I think is important in my country and our world.

Speaker 5

Twist is a girls' magazine that I read for all the latest on films, music and style. I like the Speak Up! part. Readers write in with questions and problems, and lots more write back with their own advice, opinions and stories. It's nice to feel we have a voice and somewhere to go to talk openly.

Revision & Evaluation 3 – Exercise 5 (p. 60)

Speaker 1

It's not one of those ones that really makes you scream, but it's still pretty scary. I'm glad my friend Toby was watching with me, making jokes so I laughed now and again. That's the only thing that stopped me from turning it off!

Speaker 2

It was about a scientist who discovers how to read people's minds. It wasn't one of those ones where you're laughing so hard you cry. But it was amusing, and it had the kind of humour I like. Clever, rather than silly, I mean.

Speaker 3

I didn't enjoy it much, though I usually like films about space and aliens and so on. But I thought the story was a bit old and none of the actors really seemed to try. The scenes of rockets arriving on Mars were amazing, however.

Speaker 4

It never stopped! From the first scene, where the hero rescues a woman from falling off a bridge, to the final fight – everything was fantastic! The car chases looked really dangerous and there were some really funny bits, too.

Speaker 5

Well, it's about this knight who wants to marry a princess, but the king won't let him. The usual thing. But instead of a dragon, he has to fight a huge terrifying wolf. And he can't kill it with a normal sword – he has to find a magic one first.

Module 4 – Tech world

4f – Exercise 5 (p. 73)

Good morning, everyone. My name is Danny Howard and I'm going to talk to you today about Ann Makosinski. Has anybody heard of her? No? OK, well, she was a teenager unlike any other! While most teens her age were out at the cinema or skate park, she was trying to make a difference to someone else's life. When the fifteen-year-old from Canada heard that a friend of hers in the Philippines didn't have enough light to read at night, she invented a special new type of torch called the Hollow Flashlight which doesn't need batteries or a power supply to work. This device can help millions of people around the world who don't have access to electricity and can't see or work once night falls. It works by taking the heat from the holder's hand, passing it through special tiles inside the torch and turning it into a beam of light. It can even light up for twenty minutes at a time. Ann Makosinski is my inspiration and I think she can teach us all an important lesson about hard work and creativity. As Ronald Reagan said, "We can't help everyone, but everyone can help someone." Does anyone have any questions? (pause) Well, thank you for listening. That's all I have time for today.

Revision & Evaluation 4 – Exercise 5 (p. 76)

Good morning, everybody, and thanks for tuning in to Talk Radio 98.5. This morning I want to tell you all about an exciting event happening in Patchway Town Centre at the Town Hall. It's called the Patchway Science Fair and it's this Sunday starting at 11 am. The event is in its fourth year and it promises to be bigger and better than ever before! The theme of this year's Science Fair is 'solving problems', so the judges are looking for any invention or idea that can make people's lives better. There are lots of problems out there in the world, from climate change to air pollution, and we want to hear how to solve them, so get your thinking caps on! If your idea is a good one, there are lots of exciting prizes for you to win. The first place prize is a 3D printer; can you believe it? Second place gets a cash prize of £500 and third place gets a smartwatch. There are lots of other goodies to win throughout the day, so make sure you get there early.

Student's Book Audioscripts

Module 5 – Mother Earth

5f – Exercise 6 (p. 89)

Steve: Hello?

Tom: Hi, Steve. It's Tom calling. How are you?

Steve: Oh, hi Tom. Fine thanks, and you?

Tom: Great. Guess what I'm doing this weekend!

Steve: What?

Tom: It's our town's annual Green Day. Experts will be there discussing environmental problems. People help clean up the parks and collect recyclable rubbish. I'm going to plant trees. Perhaps you're interested in helping out?

Steve: It sounds like a great idea. Will there be anything about endangered animals? Everyone is worried about global warming and saving the rainforest, but they often forget about the endangered animals.

Tom: You're right. Look, Bob and Peter are meeting me at my house at ten and then we are going down to the town centre. Do you want to join us?

Steve: Sure, why not.

Tom: Great! See you then.

Steve: OK, bye.

Revision & Evaluation 5 – Exercise 5 (p. 92)

Jane: Hi, William. I didn't see you at the youth club on Friday evening. Did you go away for the weekend?

William: Hi, Jane. Yes, I went to Bristol. I came back on Sunday evening. I had a great time there. On Saturday, I went to a hot-air balloon festival!

Jane: Really? That sounds exciting! Did your sister go too?

William: No, it was just me and my dad. Rachael and Mum went shopping in the city.

Jane: So, what did you see at the festival?

William: Well, there were lots of balloons of every size and colour from around the world. Some balloons looked like cartoon characters while others looked like film stars. It was really impressive. And there was a live music stage, too – and stalls with tasty snacks. The highlight for me, though, was when I went on a hot-air balloon ride.

Jane: Wow! That must have been really exciting!

William: Well, it was for me, but my dad was nervous the whole time! He kept worrying that something would go wrong! It certainly wasn't boring anyway!

Jane: And did you have to pay for anything during the festival?

William: Yes, it was £5 to enter the festival grounds, and then it cost another £10 for the balloon ride. So, it was a bit expensive, but definitely worth it!

Jane: Well, it sounds like you had a good time!

Module 6 – Travel the world

6f – Exercise 6 (p. 105)

Do you want to try somewhere different for your next holiday? Well, why not try the wonderful island of Hydra!

On this beautiful island in the south of Greece there's lots to see and do. You can walk in the countryside and see lovely beaches that are better than anywhere else in the world. There are also traditional restaurants where you can try tasty fresh food! Stay in the only town on the island and enjoy the relaxed way of life. It's simply called 'Hydra Port'. The town looks almost exactly like it did 100 years ago. There are shining white buildings, narrow alleyways and hundreds of steps to climb.

But perhaps the best thing about Hydra is that there are no cars on the whole island! To travel you have to ride a bike or hire a donkey. It's totally unique! So what are you waiting for? Book your trip to unique Hydra today!

Revision & Evaluation 6 – Exercise 5 (p. 108)

Hello, everyone. I'm Perry Baker from the Sunset Travel Agency – the best travel agency in town! We've got a great deal for you this summer! Malta is a beautiful island in the Mediterranean Sea, and we're offering a two-week package holiday there! Malta gets over 300 sunny days a year, so you're sure to get nice weather! Your hotel is the Seaside Inn. It's only 100 metres from a beach where you can go swimming, snorkelling and diving! And the hotel is just 15 kilometres from the capital city, Valetta. There you can visit museums and see old stone buildings from its 7,000-year history! This holiday includes flights, your hotel room and one meal a day – all this for just £1,250 per person! This is a chance you don't want to miss!

World Tales

Exercise 3 (p. 110)

Some sailors said that they saw a monster living in the ocean. It looked like a whale and they decided to find and kill it. Professor Aronnax and Conseil left the harbour on 3rd July, 1867 on the American ship, the *Abraham Lincoln* to find it. It was night time, 200 miles off the coast of Japan, when they saw a strange light underwater. Professor Aronnax fell in the water and his faithful assistant Conseil followed him. They landed on the sea monster and discovered that it wasn't a monster but a huge metal submarine!

Then suddenly, a door opened in the top of the submarine and a group of men came out. They took Aronnax and Conseil into the submarine where they met Captain Nemo. Nemo told them that the submarine was called the *Nautilus* and that they would have to stay with him forever. He didn't want anyone in the outside world to know about him and the *Nautilus*.

Captain Nemo took Professor Aronnax down to a room at the bottom of the ship. It was full of amazing objects and it had a huge window that looked out into the deep sea. Professor Aronnax stared in wonder at the wonders of the ocean.

The *Nautilus* continued its underwater journey through the ocean discovering the mysteries of the sea. They saw many amazing things, including a huge oyster with a massive pearl worth thousands of pounds! One of the most surprising was the legendary lost city of Atlantis ...

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
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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 types of markets	
• read for key information	
• talk about shapes & types of buildings	
• talk about shops & services	
• role-play a dialogue in a shop	
• ask for/give directions	
• practise pronounced and silent <i>h</i>	
• read for detail	
• listen for specific information	
• talk about free-time activities and facilities in a town	
• listen and read for specific information	
• present being a good neighbour	
• talk about the value of community responsibility	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short text about a famous building	
• write an email about an open-air market	

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 wonders of the ancient world	
• read for key information and detail	
• talk about artefacts	
• talk about famous people & jobs	
• role-play a dialogue about a famous person	
• pronounce /s/, /f/	
• read for specific information	
• talk about museums	
• listen for specific information	
• listen and read for gist	
• present an ancient civilisation	
• talk about the value of what history teaches us	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short text about the Minoan civilisation	
• write a blog entry about a museum	
• write a summary of a text	

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 types of media	
• read for specific information	
• talk about types of literature	
• talk about TV programmes & films	
• role-play a dialogue inviting, accepting/rejecting and proposing/suggesting	
• pronounce /e/, /æ/	
• read for key information	
• listen for key information	
• conduct a survey	
• read for cohesion and coherence	
• listen for confirmation	
• present an audio-visual creation	
• present my favourite magazine	
• talk about the value of music	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• create an advertisement for a mythical world	
• write a survey report	

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 electronic devices	
• read for detail	
• talk about technology	
• talk about computers	
• role-play a dialogue complaining about damaged goods	
• learn intonation in questions	
• listen for specific information	
• listen and read for gist	
• prepare a podcast	
• present smartphone etiquette	
• talk about the value of respect	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short description of an app	
• write a short text about a new device/gadget	
• write a leaflet giving advice	

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 global issues & solutions	
• read for detail	
• talk about green landmarks	
• design a green building	
• talk about geographical features	
• design a poster about geographical features in my country	
• learn idioms relating to geographical features	
• role-play a dialogue buying something in a shop	
• learn intonation in exclamations	
• read for gist	
• act out a telephone conversation asking for information	
• listen for specific information	
• present coral reefs	
• present what we can do to protect the environment	
• talk about the value of environmentalism	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short article about a green building	
• write an email asking for information	

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 weather	
• read for specific information	
• talk about holiday accommodation	
• talk about means of transport	
• role-play a dialogue buying a bus ticket	
• learn intonation in question tags	
• read for key information	
• talk about car-free destinations	
• listen for specific information	
• listen and read for cohesion and coherence	
• describe an imaginary situation	
• create a brochure about a place of natural beauty	
• present a place of natural beauty in my country	
• talk about the value of responsibility	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short text about a holiday destination	
• write an email about a holiday experience	
• write a summary of a novel	

Progress Report Cards

Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
talk about types of markets			
read for key information			
talk about shapes & types of buildings			
talk about shops & services			
role-play a dialogue in a shop			
ask for/give directions			
practise pronounced and silent <i>h</i>			
read for detail			
listen for specific information			
talk about free-time activities and facilities in a town			
listen and read for specific information			
present being a good neighbour			
talk about the value of community responsibility			
write a short text about a famous building			
write an email about an open-air market			

Progress Report Card

..... (name) can:		Module 2	
	very well	OK	not very well
talk about wonders of the ancient world			
read for key information and detail			
talk about artefacts			
talk about famous people & jobs			
role-play a dialogue about a famous person			
pronounce /s/, /j/			
read for specific information			
talk about museums			
listen for specific information			
listen and read for gist			
present an ancient civilisation			
talk about the value of what history teaches us			
write a short text about the Minoan civilisation			
write a blog entry about a museum			
write a summary of a text			

Progress Report Card

..... (name) can:		Module 3	
	very well	OK	not very well
talk about types of media			
read for specific information			
talk about types of literature			
talk about TV programmes & films			
role-play a dialogue inviting, accepting/rejecting and proposing/suggesting			
pronounce /e/, /æ/			
read for key information			
listen for key information			
conduct a survey			
read for cohesion and coherence			
listen for confirmation			
present an audio-visual creation			
present his/her favourite magazine			
talk about the value of music			
create an advertisement for a mythical world			
write a survey report			

Progress Report Card

..... (name) can:		Module 4	
	very well	OK	not very well
talk about electronic devices			
read for detail			
talk about technology			
talk about computers			
role-play a dialogue complaining about damaged goods			
learn intonation in questions			
listen for specific information			
listen and read for gist			
prepare a podcast			
present smartphone etiquette			
talk about the value of respect			
write a short description of an app			
write a short text about a new device/gadget			
write a leaflet giving advice			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about global issues & solutions			
read for detail			
talk about green landmarks			
design a green building			
talk about geographical features			
design a poster about geographical features in my country			
learn idioms relating to geographical features			
role-play a dialogue buying something in a shop			
learn intonation in exclamations			
read for gist			
act out a telephone conversation asking for information			
listen for specific information			
present coral reefs			
present what we can do to protect the environment			
talk about the value of environmentalism			
write a short article about a green building			
write an email asking for information			

Progress Report Card

..... (name) can:		Module 6	
	very well	OK	not very well
talk about weather			
read for specific information			
talk about holiday accommodation			
talk about means of transport			
role-play a dialogue buying a bus ticket			
learn intonation in question tags			
read for key information			
talk about car-free destinations			
listen for specific information			
listen and read for cohesion and coherence			
describe an imaginary situation			
create a brochure about a place of natural beauty			
present a place of natural beauty in his/her country			
talk about the value of responsibility			
write a short text about a holiday destination			
write an email about a holiday experience			
write a summary of a novel			

Limba modernă 1 – limba engleză



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